



CORRESPONDENCE COURSE PROGRAM AND TEACHER ACHIEVEMENT AT KIGALI, RWANDA

**Kwizera Janvier¹ⁱ,
Olivier Mukurira²**

¹School of Education,
Mount Kenya University,
Rwanda

²Dr., School of Education,
Mount Kenya University,
Rwanda

Abstract:

The study was mainly about the effects of correspondence course programs and teachers' achievement in Kigali City and was led by the following objectives: to examine the effect of correspondence course programs and teachers' achievement in Kigali City; to examine the problems faced by teachers undertaking correspondence courses or learning programs in Kigali City and to investigate ways through which we can reduce the problems facing correspondence course programs in Kigali City. The study was mainly evaluative and qualitative in nature, although for the purposes of accuracy and clarity, some quantitative aspects were used. The study comprised 227 respondents, who included 10 community leaders, 193 students, and 17 teachers. 3 head teachers, 2 representatives from NGOs, and 12 civil servants, including the chief administrative officer Gasabo, Kicukiro, Nyarugenge district, and Kigali City development officer 5 education officers, who included the district inspector of schools and Kigali City education officer, plus 20 parents whose children were undertaking a correspondence course program. Therefore, the sample population of 350 selected from three sectors of Kigali City made up 227 of the sample size population, which was selected using purposive sampling and simple random sampling. This ponder embraced a survey investigation plan that utilized surveys as a means of information collection and guided meetings. Information was displayed and examined in tables and graphs, applying expressive insights (frequencies, rates, and cruel) as well as utilizing the SPSS bundle. 95% of the respondents who were inquired said that the correspondence course program in Kigali City is confronted by high and steady loss and dropout rates. 73% of the respondents whom the analyst caught up with said that correspondence courses advance great learning involvement because learners are free to connect with other individuals

ⁱ Correspondence: email tyrolivier2@gmail.com

within the communities where they take off and within the dialects that they learn. This has advanced them to distinctive levels in numerous zones where they work.

Keywords: correspondence course program, teacher achievement

1. Introduction

1.1 Background

Generally, education has an impact on inclusion in society and people's employability. Correspondence courses guaranteed different groups of non-traditional students' abilities to educational institutions at the university level, such as persons living in remote areas, the elderly, and some married couples. As a result, a significant number of people are obtaining university degrees via correspondence courses. According to Peters (2016), high levels of information and communication technology (ICT) enable individuals to study and work independently of time and space, so people are no longer based on their proximity to a working environment.

ICT has revolutionized teaching and learning in education by allowing teachers and students to convey and receive text, images, and videos without regard for time or space limits. As a result, the number of non-traditional students enrolling in universities has expanded dramatically in various countries. However, retention and student performance among e-learning students have been found to be worse than among campus students. This has been supported by a variety of criteria, including age, socioeconomic status, and social circumstance; it implies a lack of support, isolation, and so on (Fozdar & Kumar, 2016). Correspondence courses, for these reasons, remain an area of interest for research because the topic of distance students' retention and achievement is far from settled.

1.2 Statement of the Problem

The research identified the gap between the prescribed standard of instructional planning and the prevailing situation in Kigali City at the secondary level and how this gap can be bridged through ODL. Kigali Institute of Education (KIE) was the first to announce this program in 2001, assisted by Rwanda's Ministry of Education. The objective of this training program was to upgrade in-service secondary school teachers and make the shortage of teachers in terms of number and quality less difficult. This program was conducted in KIE along with the pre-service program. Also, the working academic staff members in the pre-service program contribute to this correspondence program. The descriptive-qualitative study takes place after three years to measure the experience of academic staff involved in the correspondence course. Participants' identification and inclusion were obtained by purposive and theoretical sampling. The pre-service and in-service both face several challenges with big work to handle. Also, pre-service is taken as priority at the expense of the correspondence course in-service. The interaction between faculty members and tutors must be strengthened. The critical relationship between the correspondence course in-service program and pre-service departments and faculties is

serving. Finally, to make this clear, this research indicates that the course coordinators are very important.

1.3 The Purpose of the Study

The general objective of this study was to find out the effect of correspondence course program or teachers' achievement in Kigali City.

1.4 The Objective of the Study

The objective of the study to examine the effects of the correspondence course program on teachers' achievement in Kigali City.

1.5 Research Hypothesis

HO: There were no positive effects between the prescribed standard of instructional planning and the prevailing situation in Kigali City.

1.6 Significance of the Study

It is hoped that this study will provide information for parents, educators, school administrators, Kigali City administration staff, and education officers to reflect upon various ways that help teachers undertaking long-distance studies reach their academic objectives. In such a way, they can carry out the ways of bringing those factors to their school, which results in enhanced teachers' academic performance and improved educational outcomes in schools and their institutions.

2. Literature Review

2.1 The Effect of Correspondence Course Program and Teachers' Achievement in Kigali City

The simpler it is to organize the structure, the less impact it has on the many time constraints required by personal responsibilities and commitments. A correspondence course can provide more extensive access to education and training for businesses and the community. Mitigate the capacity constraints of institutions developing from the past demand on infrastructure and school building and elaborate different activities off-site. Aside from that, it is a privilege to expand the availability to specialists in the career and to other students from different cultures, differing in terms of experience backgrounds, and differing economically and socially. The large number of adults who joined the learning process helped the institution earn a lot of money, so this business of andragogy may be particularly profitable (Suzanne M. Wilson, 2017).

Correspondence course programs can act as motivation for organizational creativity and are partially as effective as person-to-person learning programs, particularly if the facilitator is well-trained.

The range of ways of communication within the dimension of education is also provided by correspondence courses. As well as the class at large, communication

appears to increase in correspondence courses among students and their teachers by using many tools and programs that technology has derived.

The contribution of correspondence plays a role in communication amongst the entire classroom, especially the correspondence course. Rising in communication is a positive change that has been made to provide correspondence course students with the same range of opportunities as they would receive in face-to-face education. The changes made in correspondence courses are growing, depending on technological advancements. E-learning programs help learners cooperate with accredited institutions and programs throughout the world without face-to-face learning (Suzanne M. Wilson, 2017).

The diversity of opinions is exposed to students through communication with their fellow students and the way forward to being included in global institutions via correspondence courses. This is income because learners have the upper hand to combine new opinions with their own and develop a solid foundation for learning. This has been published through thorough research that *“as learners become informed of the variations in interpretation and construction of meaning among a large number of people [they] build an individual meaning”*. This helps students become knowledgeable of a large array of viewpoints in education (Suzanne M. Wilson, 2017).

The students will build effective ties by augmenting the likelihood between them during the course, and the facilitators should apply the same assignments to learners located in different areas to eliminate the impact of co-location on constructing teamwork. Higher education students are affected by education, which is very costly; therefore, correspondence courses can be an alternative way to use for higher education. Compared to traditional education, correspondence courses help students save some money because they are more cost-effective. Also, this program saves the money that has been spent on transport.

Furthermore, many textbooks are now digitalized, which can reduce their price compared to traditional textbooks. This is also very helpful to students because correspondence courses reduce the burden of high-priced textbooks. In addition, this correspondence course contributes to cooperation or partnership between digital publishers, who sometimes offer their work for free, where the students benefit from educational expenses. The way students learn by using e-learning is different from the way traditional teaching is done. It is very important to promote e-learning for good experiences with the purpose of meeting the higher satisfaction of students (Penelope L. Peterson, 2017).

Let us take an example: through e-learning, learners get the opportunity to review their lessons as much as possible until they reach a real understanding without the assistance of facilitators because all resources are recorded. Students can perform the coursework to fit their learning by focusing on their weaker chapters. Depending on the way the course is organized and the learning conditions, correspondence courses can help students meet the maximum outcome through their learning experiences. Lessons have shown that higher achievement is related to augmented learning (Penelope L. Peterson, 2017).

The performance in class will improve according to the students who are enrolled in their course online via a correspondence course program with high satisfaction, and then students will be more motivated to learn. For people with mental problems or other disabilities, correspondence course programs and e-learning systems have the ability to change deeper reflections and direct solutions to client problems from the discussion done through this program, yet the way of supervision is not limited so that you can conduct the supervision at any time you want. This contributes to fostering the feelings of students toward greater support because they have opportunities for ongoing and regular access to their facilitators and other classmates.

For people with different disabilities or other healthcare such as illness in terms of lower mobility and poor immune system, the correspondence course is the solution in order to get a good education. Correspondence course delivers equity without depending on geographical area, gender, race, age, socioeconomic status, geo-political problems, etc. Courses that are developed in this program of correspondence courses under universal design strategies can improve the availability and accessibility of such courses to learners, apart from the accommodations in some institutions for some students with special needs. The graduates from e-learning, who have not cooperated with the institution through the old system, can contribute money to the institution (Barbara Ischinger, 2017).

The correspondence course is the last chance for teenagers to join general education, depending on their bad behavior in society. This is an opportunity for stubborn students because the correspondence course program helps them enroll in their courses at home and save their certificates, while also integrating them into society (Barbara Ischinger, 2017).

The correspondence course is very helpful for the development of teaching professionals about the algorithm programs, is organized for a certain group of teachers, and gives opportunities to independent teachers who want to improve their level of qualifications. A new role for the teachers who have gained or are seeking as a result of highly targeted programs For example, between 1997 and 2001 in Burkina Faso, three cohorts of head teachers were trained with the support of the international network RESAFAD (Barbara Ischinger, 2017).

For the teachers located in villages far from electricity or telephones, the project decides to use printed materials connected with person-to-person seminars for those teachers (Terret, 2017). Another example of the programs offered by the Indira Gandhi National Open University in child assistance for teachers wanting to specialize in guidance and counseling is Mehrota (2016). A number of focused programs have been offered by this Open University. BEd and MEd courses are the most interesting programs because a large number of teachers enroll in their courses via correspondence. That is why universities decide to increase rapidly by internationalizing the online course to meet the needs of some teachers that are now crossing borders. For example, in the Master's degree in education offered by the University of London, there is a student who is enrolling in their studies through a partnership with the Aga Khan University in Pakistan and was originated through a scholarship program, awarded by impression at a rate of 100 percent. The Master's course takes a time of two years by studying via e-

learning and one term spent residentially in London to reach the end of the period. According to Anderson et al. (2006), any of the targets of correspondence courses are financial in nature.

The university also benefits financially from the correspondence course because of time and other expenses. It is also helpful to solve the problem of class size because students attend their classes at home. Referring to Martha Ann Overland and Bollag's article in 2017, they describe that advanced countries are changing to run correspondence course programs to take the place of ever-increasing enrollments and a lack of some physical infrastructure. Some countries, especially in Asia and South America, have stated that they are using this correspondence course program to attain those that would, by any other means, be difficult to reach. "*Elite to mass education*," is the target for some countries, according to "*conventional universities cannot satisfy the demand*" (World Bank Group Report, 2017). Different means like television and radio are used to serve 1.5 million students in China, of whom two-thirds are in degree programs. A compressed video conference is used in certain universities in Australia to reach some students located in different areas and conducting business studies by joining the Singapore students. Also, the UK and Norway have been connected by different sites, as another example (Akhtar, 2016). Both private and public institutions a correspondence course is well-developed in the United States.

A correspondence course can be defined as the way classes are derived for people who belong to rural and urban areas to meet their social and economic needs. This program looks like a strong way of satisfying the needs of the population. Referring to the American Council on Education, 1.6 million effective learners in e-learning programs doubled from 1995 to 1998 (Devarics, 2016). Referring to Rochester et al. (1999), cited in Dibiase (2017), 2.2 million students in 2002 participated in the correspondence course program, which covered 15% of all United States college students. A large number of universities are facing pressure to regulate their costs, upgrade the quality of training, focus on the needs of customers, and find solutions to the competitive pressure. (Penelope L. Peterson, 2017).

Normally, corresponding course programs handle three main problems. It is a survey about education administrators conducted by Basom and Sherritt in 1994 that advises politicians to find a way of solving the major problems facing American higher education in the future. They come up with the resolution that "*the demands increased by meeting at a time of minimized resources, augmenting or keeping access, applying technology more accurately, and distributing resources' along state vision so that institutions won't have to be all things to all people*" (p. 4). The correspondence course comes to find solutions to these problems. The concerned people believe that the correspondence course will contribute to making higher education more cost-effective (Dibiase, 2016).

A large number of administrators consider this the right answer to fix the problems. Otherwise, if we fail to consider e-learning seriously, this approach will be ranked as the second alternative. A correspondence course is a big promise made by the convenience of time and space. It is a challenge for facilitators in space because of the poor interaction of traditional learning, where students do not respect the time of joining

class in real-time. It is a great opportunity for the new generation of students who fail to attend class regularly. Online institutions like Arkansas State University, which recently opened, are drawing a hidden market of old people in some small towns. Today's high school graduates don't want to travel to big cities. The remote campuses could believably assist the university's enrollment to advance tenfold (Penelope L. Peterson, 2017).

2.2 Theoretical Framework

E-learning (in some cases called "web-based preparation") is any place, any-time instruction conveyed over the web or a corporate intranet to browser-equipped learners. Contrary to conventional learning strategies, e-learning permits understudies, workers in the preparation, and casual learners to take an interest in an organized learning involvement in any case of their physical area.

3. Materials and Method

3.1 Research Design

The main purpose of this investigation is to discover the impacts of correspondence courses and educator accomplishments. There were two primary inquiries about methodologies: subjective and quantitative, which determined the explored cause and impact connections between autonomous and subordinate factors. According to Oso & Onen (2016), this case ponders plan was the action that analyzed the goal, expressively and holistically, in a single substance case. Hence, the analyst utilized a study inquiry to inquire about the plan in order to portray the people or a gathering of learners and instructors by completing an overview, questionnaires, or articulations to which members gave the answers for their conclusions, attitudes, convictions, and their understanding of the correspondence course and educator accomplishment in Kigali City.

3.2 Target Population

This examination examined the bunches of members from auxiliary schools, such as students, instructors, head instructors, and instructive officers of Kigali City. Referring to the statistics of Kigali City population, Kigali City has 35 sectors, 143 secondary schools, including international schools, 53 non-profit organizations, 143 head teachers, and 1957 teachers at the secondary school level, with 60997 students (Education Statistics, 2018). It is in such a way that the analyst chose three segments of the area, which are Kanombe, Remera, and Nyarugenge, from which he considered a target population of 309 members, among whom are understudies, instructors, head instructors, and division instructional officers.

3.3 Sample and Sampling Procedure

During the analysis, the number of schools, understudies, instructors, head teachers, and division instructional officers were taken into consideration. This was the reason why the target population of open auxiliary schools was adapted. Thus, the research is conducted

in Kigali City, which has 35 sectors, 143 secondary schools, including international schools, 53 non-profit organizations, 143 head teachers, 1957 teachers at the secondary school level, and 60997 students (education statistics, 2018). The study comprised 227 respondents, who included 10 community leaders, 193 students, 17 teachers, 3 head teachers, 2 representatives from NGOs, and 12 civil servants, including the chief administrative officer of Gasabo, Kicukiro, Nyarugenge district, and Kigali City development officer. 5 education officers who included the district inspector of schools and Kigali City education officer, plus 20 parents whose children were undertaking a correspondence course program.

Therefore, the sample population of 350 selected from three sectors of Kigali City made 227 of the sample size population which was selected using purposive sampling and simple random sampling.

The number of respondents was sampled using the Robert and Morgan (1970) technique by using the sampling formula:

$$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

S: Required simple size;

X^2 : The table value of chi-square for 1 degree of freedom at the desired confidence level (3.841);

N: Population size;

P: The population proportion (assumed to be 0.50 since this would provide maximum of simple size);

d: Degree of accuracy expressed as proportion (0.5).

3.4 Research Instrument

During the correction of data, the research used both a questionnaire and an interview with the respondents. This study involved carrying out face-to-face discussions, interview sessions, seminars, and workshops where the researcher asked questions on the effect of the correspondence course program and teachers' achievement in Kigali City. The study was confined to three districts out of the three districts of Kigali City. This helped the researcher gather diverse information from a cross-section of participants, analyze it, and later come up with a clear picture that measured the validity of the topic under investigation.

3.5 Test for Validity and Reliability

3.5.1 Validity

Validity is the exactness and seriousness of inductions, which are based on the inquired-about results. Firstly, to demonstrate the legitimacy of the researchers' rebellion, the surveys were at that point administered to respondents. To prevent understudies respondents from feeling pointless anxiety or weight and from stressing almost

irritatingly or looking for if it's not too much trouble for the researcher, the understudies completed the surveys as if they were sitting independently.

3.5.2 Reliability

The analyst contended that unwavering quality expanded the steadfastness, exactness, and ampleness of the instrument through information collection. To test the unwavering quality of the ideas that were consistent with the questionnaire as the information collection rebellious, a pretest or guide was done on the field to measure the appropriateness of the investigation disobedient and the results they would create.

3.6 Data Analysis

After data collection, the researcher edited the work to ensure that mistakes that were made were analyzed and corrected. Frequency tables were also used and summed up into percentages through the use of calculations. The coding of respondents was also done according to the question that was given to ascertain which question received more respondents, and the information was clearly analyzed and more light was added.

4. Findings

4.1 Introduction

The purpose of the study was to examine the effects of the correspondence course program on teachers' achievement in Kigali City. The discoveries based on objective one were displayed and talked about to reply to the questions of the inquiries about surveys and the meet direct given to the head teachers and segment instructional officers as the educationalists and professionals in charge of education at a school and division level. Agreeing with the inquiry about the data gotten from the respondents, the results got from the field were: as respondents agreed, the effect of the correspondence course program on teachers' achievement in Kigali City was addressed in the following presentation.

4.2 The Responses of Community Leaders and Civil Servants

On the side of community leaders and civil servants, there were 15 respondents, ranging from 0% to 100%, and all of them were present during the data collection stage. 10 questionnaires were distributed to the community leader and 5 to the civil servants; all of them returned them and gave the following findings, as shown in the table below:

Table 1: Distribution of the Community Leader and Civil Servant Responses

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly Agree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Time convenience and space	0	0%	1	6%	1	6%	11	65%	13	87%
Increased connections	1	6%	1	6%	0	0%	12	73%	14	93%
Reduced cost of education	1	6%	0	0%	0	0%	10	63%	12	73%
Provides a broader method of communication	0	0%	0	0%	0	0%	12	73%	13	87%
Leads to equal access	1	0%	0	0%	0	0%	9	56%	13	87%
Supports teacher's career development	1	3%	0	0%	0	0%	12	73%	14	93%
Promotes good learning experience	1	0%	2	12%	0	0%	13	87%	12	73%
Average	1	3%	1	4.5%	1	2	10	63%	13	86%

Source: Data from field (2022).

Within the table above, expanded time and convenient space were exceedingly specified by respondents to be the major impact of correspondence course program on instructors' accomplishment in Kigali City, this was specified by 93% of respondents whom the analyst met, in reality, all 10 community pioneers who were interviewed said that it is a genuine major impact of correspondence course program on instructors accomplishment in Kigali City, since an understudy is able to consider indeed interior his or her bedroom and with no clog, not at all like other categories of instruction like full time examining that requires an understudy to be continuously accessible when the educator is shown and are a few times packed which makes it exceptionally troublesome for them to get a handle on a more noteworthy meaning and understanding of what is being instructed by their instructors.

4.3 The Responses of Head Teachers, Teachers and Students

On the side of the head teacher, teachers, and students, there were 115 respondents, ranging from 0% to 100%, and all of them were present during the data collection stage. 100 questionnaires were distributed to the teachers, 10 to the head teachers, and 5 to the local leaders, and all of them returned and gave the following:

Table 2: Distribution Responses of the Head Teachers, Teachers and Students

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly Agree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Poor quality of instruction	2	1%	4	3%	4	3%	39	26%	101	73%
Some costs are underestimated	2	1%	10	7%	5	3%	51	34%	80	81%

Bad attitudes towards correspondence course	4	3%	15	10%	12	6%	55	37%	78	88%
Less time with technicians	6	4%	8	5%	5	3%	57	38%	75	67%
Misuse of technology	1	1%	6	2%	5	3%	55	37%	78	88%
Average	4	3%	8	5%	7	4%	50	33%	87	83%

Source: Data from field (2022).

About 83% of the respondents said that the quality of learning programs is flawed, where a few literary thefts are included and a few students regularly don't go to classes and hold up their scholastic certificates, which they did not think about. 29 out of 30 nearby pioneers who were inquired about by the analyst said that they are not in appreciation of correspondence course programs, saying that, for example, instructors who take online courses don't ponder, and if they do, they cannot get what they have considered. This moreover stops a danger to the youthful era for whom these instructors proposed to allow information.

4.4 The Interview Responses from NGO's and Parents

The table below showed that the findings for the average of 24 of 5 NGO representatives and 20 parents equaled 87%, assuming that the problems faced by teachers undertaking correspondence courses or learning programs are caused by poor quality instruction, underestimated costs, and the quality of the learning programs.

Table 3: Results of the Interview Responses Distribution of NGO's and Parents

Questions	Answers	Frequencies	Percentage
In Kigali City, what do you think are the teacher's achievements in undertaking correspondence course or learning program?	Poor quality instruction	23	84
	Costs are underestimated	25	100
	Quality of the learning programs	24	95
	Average	24	87

Source: Data from field (2022).

4.5 Summary of the Findings

Conclusively, in the event that all the measures such as the extension of instruction, making investigation and instructive change, parental association and support of their children, giving near consideration to online understudies, the presentation of college preliminary exercises, the presentation of an appropriate program for online understudies, and giving back administrations on line are put into thought, a distance learning program can be a better program that can be acknowledged by a larger part of instructors in Kigali City.

5. Discussion of the Findings

5.1 Introduction

The outline of the discoveries of the considered endeavors sets up whether the set targets were accomplished. This leads to the conclusions that were drawn by the analyst from the discoveries and, at last, an introduction of suggestions or recommendations on the impact of the correspondence course program and teacher's accomplishments in Kigali City and to see how the issues with the program can be diminished or limited such that instructors' accomplishments in Kigali City make strides. The study is entitled "Correspondence course program and teacher achievement in Rwanda". A case of Kigali City. The research was comprehensively guided by the following discussed general objectives: "To find out the effect of the correspondence course program and teachers' achievement in Kigali City" and the specific objectives, which were: "To examine the effect of the correspondence course program on teachers' achievement in Kigali City".

5.2 Discussions

Correspondence course could be a program that is exceptionally critical and pivotal to numerous divisions of the economy; it makes a difference to progress on the teachers' career development and improvement; it expands access to instruction and preparation; it leads to diminished fetch of instruction since there are few costs caused such as transport, lease, nourishment, and other partnered costs; it too advances great learning encounters and provides a broader strategy of communication within the domain of instruction; it leads to expanded time comfort and space; and it leads to access regardless of social financial status.

As it was indicated in Table 3, 87% of the respondents whom the analyst came to looking for the impact of correspondence course programs on teachers' accomplishments in Kigali City were sad that correspondence course programs lead to a decreased toll on instruction, including that most online programs are cheap and reasonable, which has made numerous students reach diverse levels. This has advanced them to distinctive levels in numerous zones where they work. This has also made it conceivable for lack of education to decrease totally different ranges of Kigali City, and benefit delivery has kept on making strides, not at all like to course room and full-time instruction program that creates individuals to be in lesson room for most of their time and thus within the long run makes them come up short to meet their essential needs of life. This gets to be a complicated instruction program since most of the time it is exceptionally costly, and due to the need for cash to pay school expenses, understudies are provoked to take off.

6. Conclusions

The conclusion showed that the research findings were focused on the answers provided to the research questions. As much was donate by respondents who were chosen from the cells that are found in Kigali City, the analyst analyzed the writing that exists in other investigate endeavors that were done by other researchers from diverse corners of

Rwanda and the world in common and afterward combined the information that was got from the field, accurately caught on it and looked for rules from both the college chairmen particularly the teachers such as the investigate administrator who made a difference the analyst to form basic investigation approximately the information that was collected from the respondents and made clear proposals which on the off chance that appropriately taken after the issues and imperatives confronting correspondence course program in Kigali City can be tended to form beyond any doubt that instructors accomplishment particularly those who are undertaking correspondence course can be tended to and other districts in Rwanda and the entire nation will have to be respect correspondence.

7. Recommendations

Correspondence course may be a program that is exceptionally critical and vital to numerous divisions of the economy; it makes a difference to move forward in the teachers' career development and advancement; it expands access to instruction and preparation; it leads to a decreased cost of instruction since there are few associated costs such as transport, lease, nourishment, and other associated costs; it moreover advances great learning encounters and provides a broader strategy of communication within the domain of instruction; it leads to expanded time comfort and space; and it leads to rise to get to regardless of social financial status.

As the correspondence course program in Kigali City serves all these purposes, it meets numerous stumbling blocks that constrain the fulfillment of its aiming objectives and goals. An outline of the stumbling blocks confronting the correspondence course program in Kigali City is usually provided: destitute quality educates, costs are not bartered for, leads to misuse of innovation, bargains with professionals, there's a mechanical breakdown, the program is ineffectively seen by the nearby people, and tall understudies' dropout rate, among other things.

In any case, since this inquiry about undertaking was expecting to discover ways through which issues confronting correspondence course programs can be tended to, the analyst thus puts down a list of proposals that, if put into practice, correspondence course programs can be moved forward and the issues included can be fathomed.

These proposals, among others, incorporate the following:

The correspondence course program ought to be amplified and advanced in numerous regions, and its substance ought to be extended to form beyond any doubt that indeed those individuals from up-nation regions have an advantage. The implementers should well clarify profoundly to form beyond any doubt that individuals get it well and appreciate it.

Instructors ought to empower students to carry out inquiries about which offer assistance in progressing their cognitive aptitudes and competencies. This will too move forward on their scholarly accomplishment and fulfillment instead of perusing things and fair envisioning circumstances.

The government of Rwanda, through the Ministry of Education, should set clear guidelines that govern the running and operations of the correspondence course program

so that bad or negative impacts of the program on teachers' achievement are solved or improved.

7.2 Recommendation for Further Research

Since your understudies will as of now be locked in on their computers and utilize the web to log onto the learning entry, the finest assets for them are aiming to be online. By utilizing a collection of important and easily accessible assets such as advanced distributions, news locales, and online recordings, your understudies are far more locked in than in the event that they had to allude to obsolete reading material. Where conceivable, portable substance is perfect, so do not disregard joining anything that can be gotten to on their smartphone or portable gadget.

Acknowledgement

My sincere and heartfelt gratitude goes to all the people who assisted me during the course of this academic pursuit. Great appreciation goes to my university lecturers and university supervisors, especially Dr. Mukurira Olivier, for the intellectual support given to me. May the Almighty God richly reward him. I am also grateful to Dr. Faustin Mugiraneza, Coordinator of the School of Education at the Mount Kenya University Rwanda branch, for her valuable input, academic advice, and encouragement. Big thanks also go to my better half, Niyitegeka Vestine, and my son, Nziza Kwizera Nevan, for having worked tirelessly towards making my education a success right away, from the beginning to the end of this Master's program. Without the care, guidance, and support, both financial and moral, given to me by my wife, my course would not have come to this prosperous end.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Authors

Kwizera Janvier holds bachelor's degree in Education from Mount Kenya University. He has a wide experience in teaching both in primary, secondary and college level. He is currently Head of Department at King David Academy and part time teaching Professional at PRA Health Sciences.

Dr. Mukulira Olivier is a PhD holder, and he is currently serving as Managing Director of the Rwanda Institute of Cooperatives, Entrepreneurship, and Microfinance (RICEM). Before joining RICEM, he was working for USAID as a research specialist. Prior to that, he worked for other projects like USAID's Huguka Dukore and VVOB. Dr. Mukulira has a wide range of experience in academia, where he has served as a lecturer, Dean of faculty, vice principal, and finally principal. His areas of specialization include, but are not limited to, curriculum design (particularly competence-based curriculum using the DACUM approach), education research, guidance and counseling, and education management. Dr. Mukulira has served as a senior manager in different organizations, both public and private, where he contributed to project design and fundraising.

References

- Basom, M., & Sherritt, C. (1992). *Higher education problems in the twenty-first century: A survey of higher education administrators and politicians*. Paper presented at the Annual Conference for International Higher Education Administrators, Nice, France.
- Bates, T. (1995). *Technology: Open learning and correspondence course*. New York: Routledge.
- Carr, S. (2001). Union publishes guide citing high cost of correspondence course. (*Chronicle of Higher Education*, 2001).
- Christensen, E. et al. (2001). Receptivity to correspondence course: The effect of technology, (*Christian Science Monitor*, 2001).
- Clark, T. (1993). Attitudes of higher education faculty toward correspondence course: A national survey. (*The American Journal of Correspondence course*, 1993). *Communications of the ACM*, 40 (9), 44-49.
- Dervarics, C. (2001). Support Builds for Distance Learning. *Community College Week*, 14(1), 3-5.
- Dibiase, D. (2000). Education. *Distance Education*, 10 (1), 127-135.
- Gober, P. (1998). Distance learning and geography's soul. *AAG Newsletter*, 33 (5), 1-2.
- Greenberg, G. (1998). Distance education technologies: Best practices for K-12 settings. *IEEE Technology and Society Magazine*, (Winter) 36-40.
- Harner, M., et al. (2000). Measuring the effect of distance education on the learning experience: Teaching accounting via Picturitel. *International Journal of Instructional Media*, 27 (1), 37-50.
- Hiltz, S. R., & Wellman, B. (1997). A synchronous learning network as a virtual classroom. Retrieved from <https://dl.acm.org/doi/pdf/10.1145/260750.260764>
- Holmberg, B. (1989). The concept, basic character, and development potentials of distance. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/0158791890100110?journalCode=cdie20>
- Horgan, B. (1998). Transforming higher education using information technology: first steps. Retrieved from <http://www.technologysource.org/article/376/>
- Imel, S. (1998). Myths and realities of distance learning. Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education. Ohio State University. (Eric Document Reproduction Service No. ED 414 446).
- Inman, E., & Kerwin, M. (1999). Instructor and student attitudes toward distance *International Journal of Instructional Media*, 27 (1), 37-50.
- Keegan, D. (1995). Correspondence course technology for the new millennium: compressed learner. *International Journal of Instructional Media*, 28 (3), 249-261.
- McKnight, M. (2000). Correspondence course: Expressing emotions in video-based mediated communication. *American Journal of Correspondence course*, 5 (3), 7-19.
- Mintah, E. K., & Osei, S. (2014, March 31). Operation of distance education at the tertiary level: A case study of students of Cape Coast University, Valley View University

- and University of Education Winneba. [Mpra.ub.uni-Muenchen.de. https://mpra.ub.uni-muenchen.de/57469/](https://mpra.ub.uni-muenchen.de/57469/)
- Omorie, M. and University, J.S. (1997). Distance Learning: An Effective Educational Delivery System. [online] www.learntechlib.org. Available at: <https://www.learntechlib.org/p/47005/>.
- Ostendorf, V.A. (1997). Teaching by Television. New Directions for Teaching and Learning. [online] Available at: <https://eric.ed.gov/?id=EJ554112> [Accessed 8 Jun. 2023].
- Paloff, R. M., & Pratt, K. (2000). Making the Transition: Helping Teachers to Teach Online. ERIC. <https://eric.ed.gov/?id=ED452806>
- Phelps, R. H. et al. (1991). Effectiveness and costs of distance education using computer-mediated communication. *American Journal of Distance Education*, 5 (3), 7-19.
- Rashid, N., & Rashid, M. (2012). Issues and Problems in Distance Education. In *Turkish Online Journal of Distance Education*. <https://files.eric.ed.gov/fulltext/EJ976926.pdf>
- Schlosser, C. A., Anderson, M. L. (1994). Correspondence course: A review of the literature. Washington D.C.: Association for Educational Communications and Technology. (ERIC Document Reproduction Service No. ED 382 159).
- Valentine, D. (2001). Distance Learning: Promises, Problems, and Possibilities. [online] Available at: <https://ojdla.com/archive/fall53/valentine53.pdf>.

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).