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## **Correspondence Course Program and Teacher Achievement at Kigali-Rwanda**

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# Correspondence Course Program and Teacher Achievement at Kigali-Rwanda

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## Abstract

The study was mainly about the effects of correspondence course program and teachers' achievement in Kigali city and was led by the following objectives. To examine the effect of correspondence course program and teachers' achievement in Kigali city, To examine the problems faced by teachers undertaking correspondence course or learning program in Kigali city and To investigate ways through which we can reduce on the problems facing correspondence course program Kigali city. The study was majorly evaluative and mainly qualitative in nature although for the purposes of accuracy and clarity, some quantitative aspects were used. The study comprised of 227 respondents who included 10 community leaders, 193 students, 17 teachers 3 head teachers, 2 representatives from NGOs 12 civil servants who included chief administrative officers from Gasabo, Kicukiro, Nyarugenge districts and Kigali city development officer 5 education officers who included the district inspector of schools and Kigali city education officer plus 20 parents whom their children were undertaking correspondence course program. Therefore, the target population of 350 selected from three sectors of Kigali city made a sample size of 227 which was selected using purposive sampling and simple random sampling. This researcher embraced a survey investigate plan which utilized surveys as disobedient of information collection and guided meet. Information were displayed and examined into tables and graphs applying expressive insights (Frequencies, rates and cruel) as well as utilizing SPSS bundle. 95% of the respondents who were inquired said that correspondence course program in Kigali City is confronted by Tall steady loss/ dropout rates. 73% of the respondents whom the analyst caught up with said that correspondence course Advances great learning involvement where by learners are free to connected with other individuals within the communities where they take off and within the dialects that they get it superior. This has made them be advanced to distinctive levels in numerous zones where they work.

**Keywords:** *Correspondence course program, teacher achievement*

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## 1.0 Introduction

The entire global knowledge society where technology and social changes are rapid the Education is very important. In this way education has an impact on inclusion in society and people's employability. Correspondence course assured different groups of non-traditional students, like people located in rural area, aged people, and some married couples ability to educational institutions at university level. As a result, the considerable number of people are gaining a university education through correspondence course. Refer to Peters (2016), the high level of Information and Communication Technology (ICT) help people to learn and work independent of time and space, therefore people are no longer based on the proximity of working area.

In education ICT brought revolution in teaching and learning where teachers and learners can transfer and receive of text, pictures, and videos free of the constraints of time and space. Because of this, the number of people joining the university increased rapidly in different countries as non-traditional students. However, Retention and student performance, has been found not good among E-learning student than among campus students. This has been defended by numerous factors such as age, social class, and social situation it means lack of support, isolation, etc. (Fozdar & Kumar, 2016). According to this reasons correspondence course remain the area of interesting research as the issue 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 the Kigali City at secondary level and how this gap can be bridged through ODL. Kigali Institute of Education (KIE) is the first one stated this program in 2001 assisted with the Rwanda's Ministry of Education. The objective of this training program was to upgrade in-service secondary school teachers and to make less difficult the shortage of teachers in term of number and quality. This program was conducted in KIE alongside with the pre-service program. Also the working academic staff members in pre-service program are contributed in this correspondence program. The descriptive qualitative take place after three years to measure the experience of academic staff involved in the correspondence course. Participants' identification and inclusion was obtained by purposive and theoretical sampling. The pre-service and in-service both face several challenges with big work to handle as conclusion. 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 strengthen. The critical relationship among the correspondence course in-service program and pre-service departments and faculties is serving. Finally to make clear operation this research indicate 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**

**H<sub>0</sub>:** There was no positive effects between the prescribed standard of instructional planning and the prevailing situation in the 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 in reaching their academic objectives. In such way they can carry out the ways of bringing those factors to their school, as result led to enhanced teachers' academic performance and improved educational outcomes in schools and their institutions.

## **2.0 Literature Review**

### **2.1 The effect of correspondence course program and teachers' achievement in Kigali city.**

The simpler it is to organize the structure reduces the impact of the many time-constraints required by personal responsibilities and commitments. Correspondence course can more extensive access to education and training for businesses and community. Mitigate the capacity of institution constraints developing from the past demand on infrastructure and school building elaborate different activities off-site. A part from that it is privilege for expanding the availability to specialist in the career and to other students from different culture, differ in term of experience backgrounds, differ economically and socially. The big number of the adult's people joined learning process, the institution earning a lot of money, that way this business of andragogy may be particularly profitable (Suzanne & Wilson, 2017).

Correspondence course programs can react as motivation for organizational creativity and 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 also provided by correspondence course. As well as the class at large, the communication appears to increase

in correspondence course among students and their teachers, by using many tools and programs that technology 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 made to bring correspondence course students with range of opportunities as they would receive in face-to-face education. The change made in correspondence course is growing depend on the technology advancements. E-learning program help learners to cooperate with accredited institutions and programs entire the whole word without face-to-face learning (Suzanne & Wilson, 2017).

The diversity array of opinion is exposed to students through communication with their fellow students by having the way forward to be included in global institutions via correspondence course. This is the 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 thoroughly 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 contribute to assist students to be knowledgeable of a large array of viewpoints in education (Suzanne & Wilson, 2017).

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

Furthermore, many textbooks are now digitalized which can affect to reduce the price compare to the tradition textbooks, also it is very helpful to the students because the correspondence course reduce the burden of high-priced textbooks. In addition this correspondence course contribute in cooperation or partnership between digital publishers sometime offer their work for free, where the students gain with educational expenses. The way students learnt by using E-learning is different from the way that traditional teaching done. It is very important to promote e-learning for good experiences with the purpose of meeting the higher satisfaction of students (Penelope & Peterson, 2017).

Let us take an example, Through E-learning learners get an opportunity to review their lessons as much as possible until to the real understanding without any assistance of facilitators because all resources are recorded. Students can perform the coursework to fit their learning by focusing on their weaker chapters while can easily perform. Depending the way course organized and learning condition correspondence course can help students to meet the maximum outcome through their learning experiences. Lessons have shown that higher achievement relate to augmented learning (Penelope & Peterson, 2017).

The performance in class will improve according to the students which are enrolled their course online via correspondence course program with high satisfaction, then students will be



higher motivated to learn. For the people with mental problems or other disability, correspondence course program, E-learning systems have the ability to change deeper reflections and the direct solution 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 contribute to foster the feelings of students at greater mind of support, because they have opportunities about ongoing and regular access to their facilitators and other classmates.

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 good education. Correspondence course deliver the equity without depending on geographical area, gender, race, age, socioeconomic status, geo-political problems, etc. Courses that are developed in this program of correspondence course under universal design strategies can improve the availability and accessibility of such courses to learners apart from the accommodations in some institution for some special need student's. The graduates from E-learning, who have not cooperate with the institution by the old system can contribute money to the institution (Ischinger, 2017).

The correspondence course is the last chance for the teenagers to join the General education depending to their bad behavior in society. This is the opportunities for stubborn students because the correspondence course program help them to enroll their courses at home and save their certificates, also being integrated in society (Ischinger, 2017).

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

For the teachers located in village far from electricity or telephones, the project decide to use printed materials connected with person to person seminars to those teachers (Terret 2017). Another example for the programs offered by The Indira Gandhi National Open University in child assistance for teachers wanting to specialize in guidance and counselling Mehrota (2016), the number of focused programs has been offed by this Open University. BEd a MED courses are the most interesting programs for the big number of teachers enrolled their courses via correspondence courses. That why Universities decide to increase rapidly by internationalizing the online course for accomplishing the need of some teachers that are now crossing borders. For example Master's degree in education offed by the University of London's, there is a students who were enrolling their studies through a partnership with the Aga Khan University in Pakistan and were originated through a scholarship programs, awarded by impression for the rate of 100 per cent. The Master's course take a time of two years by studying via E-learning, and one term spend by residential in London to reach the end of period Anderson et (2006) , any of the target of correspondence course are financial in nature.

The University also benefit money from the correspondence course because of time and other expenses. It is also helpful to solve the problem of class size because students attends their classes at home. Refer to Martha Ann Overland and Bollag article in 2017 describe that the advanced countries are changing to run correspondence course programs to take place of ever augmenting's enrollments and lack of some physical infrastructures. Some countries especially in Asia, South America have stated 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 country 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 where two-thirds are in degree program. Compressed video conference are used in certain university in Australia, to reach to some student locating in different area and conducting the Business studies by joining the Singapore students. Also UK and Norway has been connected by different sites as another example (Akhtar, 2016). Both private and public institution Correspondence course is well developed in the United States.

According to those examples correspondence course can define as the way classes are derived to the people belongs to the rural and urban area to meet with their social and economic needs. This program look like the strong way of satisfying the need of population. Referring to the American Council on Education, 1.6 million of the effective of learners in E-learning program doubled from 1995 to 1998 Devarics, (2016). Referring to (Rochester, et.al 1999 cited in Dibiase 2017), 2.2 million students in 2002 the correspondence course program cover 15% of all United State college students. The big number of University are facing pressure to regulating their costs, upgrading the quality of training, focusing to the needs of customers, and find solution to the competitive pressure (Penelope & Peterson , 2017).

Normally corresponding course programs comes to handle three main problems. It is a survey about education administrators conducted by Basom and Sherritt in 1994 advise politicians to find a way of solving the major problems facing in future by American higher education. They come up to 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 institution won't have to be all things to all people" (pg.4Correspondence course comes to find solutions to these problems. The concerned people believe that the correspondence course will contribute to make higher more cost-effective (Dibiase, 2016).

The big number of administrators consider this as a right answer to fix the problems. Otherwise if we fail to consider e-learning seriously this approach will be ranked as the second alternative. Correspondence course is a big promise made by the convenience of time and space. It is a challenge for facilitator in space because poor interaction of traditional learning where they do not respect time of joining class in real time. It is a great opportunity to the new generation who fail to attend class regularly. Online institution like Arkansas State University recently opened are drawing a hidden market of old people in some small town. Today the high school graduates who don't want to travel in big cities. The remote campuses

could believably assist the universities enrollment to advance tenfold (Penelope & Peterson, 2017).

## **2.2 Theoretical Framework**

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

## **3.0 Materials and Methods**

### **3.1 Research Design**

The most reason of this investigate is to discover out the impacts of correspondence course and educator accomplishment. There were two primary inquire about methodologies: subjective and quantitative which decided the explored cause and impacts connections between autonomous and subordinate factors. Agreeing to Oso and Onen (2016), this case study plan was the action that analyzed goal, expressively and holistically a single substance case. Hence, the analyst utilized study inquire about plan in arrange to portray the people or a gather of learners and instructors by completing an overview or questionnaires, or articulations to which members give the answers for their conclusions, attitudes, convictions and their understanding approximately correspondence course and educator accomplishment in Kigali city.

### **3.2 Target Population**

This examination examined the groups of members from auxiliary schools such as students, instructors, head instructors as well as instructive officers of Kigali city. Refer 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 of secondary school level and 60997 students, (education statistics, 2018 ). It is in such way that the analyst chosen three segments of the area which are Kanombe, Remera and Nyarugenge from which he considered target population of 309 members among them there are understudies, instructors, head instructors, and division instructive officers.

### **3.3 Sample and Sampling Procedure**

The analyst, amid examining arrange, the number of schools, understudies, instructors, head teachers and division instructive officers were taken into thought. This was the reason why the target populace in open auxiliary schools were 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, and 1957 teachers of secondary school level and 60997 students, (education statistics, 2018). The study comprised of 227 respondents who included 10 community leaders, 193 students, 17 teachers 3 head teachers, 2 representatives from NGOs 12 civil servants who included 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 whom their children were undertaking correspondence course program.

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

The number of respondents were 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 correcting data, the research used both questionnaire and interview to the respondent's. This study involved carrying out face to face discussions, carrying out interview sessions, conducting seminars and workshops, where by the researcher asked questions on the effect of correspondence course program and teachers' achievement in Kigali city. The study was confined to 3 districts out of the 3 districts of Kigali city. This helped the researcher to gather diverse information from a cross-section of participants; analyzed and later came up with 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 study questions. Firstly, to demonstrate the legitimacy of the researchers' questions, the surveys were at that point administered to respondents. To anticipate understudies respondents from feeling pointless anxiety or weight, and from stressing almost irritating or looking for to if it's not too much trouble the clearly the researcher, the understudies completed the surveys as it were seating independently.

#### 3.5.2 Reliability

The analyst contended that unwavering quality expanded steadfastness, exactness and ampleness of the instrument through information collecting. To test the unwavering quality to

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the ideas that consistency with questionnaire as the information collection rebellious, a pretest or guiding was done on the field to measure the appropriateness of the investigate disobedient and the comes about they would create.

### **3.6 Data Analysis**

After data collection, the researcher edited work to ensure that mistakes that were created are analyzed and corrected. Frequency tables were also used and summed up into percentages through use of calculations, 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.

## **4.0 Findings of the Study**

### **4.1 Introduction**

The Purpose of the Study to examine the effects of the correspondence course program on teachers' achievement in Kigali city. The discoveries based on the objective one were displayed and talked about to reply the questions of the inquire about surveys and the meet direct given to the head teachers and segment instructive officers as the educationalists, and professionals in charge of education at a school and division level. Agreeing to the inquire about data gotten from the respondents, the taking after were the results got from the field: As respondents Agreed, the effect of the correspondence course program on teachers' achievement in Kigali city were addressed in the following presentation.

### **4.2 The responses of Community Leader and Civil Servant**

To the side of community Leader and Civil Servant, there was 15 respondents varied to 100% and all of them were present during data collection stage. 10 questionnaires distributed to the community Leader and 5 to the Civil Servants that all of them returned 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%
<b>Average</b>	<b>1</b>	<b>3%</b>	<b>1</b>	<b>4.5%</b>	<b>1</b>	<b>2</b>	<b>10</b>	<b>63%</b>	<b>13</b>	<b>86%</b>

**Source: Data from field (2022)**

In the table above, expanded time and convenient space was 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 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 bed room and with no clog, not at all like other categories of instruction like full time examining that requires a understudy to be continuously accessible when the educator is show 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

To the side of Head teacher, Teachers and students, there was 115 respondents varied to 100% and all of them were present during data collection stage. 100 questionnaires distributed to the teachers, 10 to the Head teachers and 5 to the Local Leader's that 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%
<b>Average</b>	<b>4</b>	<b>3%</b>	<b>8</b>	<b>5%</b>	<b>7</b>	<b>4%</b>	<b>50</b>	<b>33%</b>	<b>87</b>	<b>83%</b>

**Source: Data from field (2022)**

About 83% of the respondents said that the Quality of learning programs are fair flawed where by a few literary theft is included where by a few students regularly don't go to classes and hold up for their scholastic certificates which they did not think about for. 29 out of 30 nearby pioneers who were inquired 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 in case they ponder they cannot get it what they have considered. This moreover stops a danger to the youthful era whom these instructors proposed to allow information.

**The interview responses from NGO's and Parents**

The table below showed that the findings for the average of 24 of 5 NGO's representatives and 20 Parents equaled to 87% assumed that the problems faced by teachers undertaking correspondence course or learning program caused by Poor quality instruction , Costs are underestimated and 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 achievement undertaking correspondence course or learning program in Kigali city	Poor quality instruction	23	84
	Costs are underestimated	25	100
	Quality of the learning programs	24	95
	<b>Average</b>	<b>24</b>	<b>87</b>

**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 investigate and instructive change, Parental association and support of their children, Giving near consideration to online understudies, Presentation of college preliminary exercises, Presentation of appropriate program for on line understudies and Giving back administrations on line are put into thought, distance learning program can be a better program that can be acknowledged by larger part instructors in Kigali City.

### 5.0 Discussion of the Findings

#### 5.1 Introduction

The outline of the discoveries of the consider endeavors to set up whether the set targets were accomplished. This leads to the conclusions that were drawn by the analyst from the discoveries and at last a introduction of suggestions or recommendations on the impact of correspondence course program and teacher’s accomplishment in Kigali City and to see how the issues the program can be diminished or limited such that instructors accomplishment in Kigali City is made strides. The study 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 correspondence course program and teachers’ achievement in Kigali city” and the specific objective 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, expanded get to instruction and preparing, leads to diminished fetched of instruction since there are few costs caused such as transport, lease,

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nourishment and other partnered costs, it too advances great learning encounter and provides a broader strategy of communication with within the domain of instruction, leads to expanded time comfort and space, and leads to rise to get to regardless of social financial status.

As it was indicated in the table 4.4, 80% of the respondents whom the analyst come to looking for the see on the impact of correspondence course program on teachers' accomplishment in Kigali City, sad that correspondence course program leads to Decreased taken a toll of instruction including that most of online programs are cheap and reasonable which has made numerous students to total the diverse levels. This has made them be advanced to distinctive levels in numerous zones where they work. This has also made it conceivable for lack of education decrease totally different ranges of Kigali City and benefit delivery has kept on make 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 need of cash to pay school expenses, understudies are provoked to take off their educate.

## 6.0 Conclusions

The conclusion showed that the research findings were focused to the answers provided for 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 .

## 7.0 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 on the teachers' career development and advancement, expanded get to instruction and preparing, leads to decreased taken a toll of instruction since there are few costs caused such as transport, lease, nourishment and other associated costs, it moreover advances great learning encounter and provides a broader strategy of communication with within the domain of instruction, leads to expanded time comfort and space, and leads to rise to get to regardless of social financial status.

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

In any case since this inquire about undertaking was expecting to discover out ways through which issues confronting correspondence course program can be tended to, the analyst thus puts down a list of proposals that in case put into hone, correspondence course program can

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be moved forward and the issues included can be fathomed. These proposals among others incorporate the taking after.

Correspondence course program ought to be amplified advance in numerous regions and its substance ought to be extended to form beyond any doubt that indeed those individuals from up nation regions advantage, the implementers should well clarified profoundly to form beyond any doubt that individuals get it well and appreciate it. Instructors ought to empower carrying out inquire 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 be clear set guidelines which govern the running and operations of correspondence course program such that bad or negative impacts of the program towards 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 open assets such as advanced distributions, news locales, and online recordings, your understudies are reaching to be distant more locked in than in the event that they had to allude to an obsolete reading material. Where conceivable, portable substance is perfect so don't disregard to join anything that can be gotten to on their smartphone or portable gadget.

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