

## **Quality Issues in Distance Education: In Search of Quality Enhancers for Part-Time Tutorship.**

By

**<sup>1</sup>Muguti Jonah and <sup>2</sup>Virginia Hope Mawere**

<sup>1</sup>Lecturer – Department of Educational Management  
Zimbabwe Open University (Mashonaland Central)

<sup>2</sup>Senior Lecturer Department of Teacher Development.  
Zimbabwe Open University (National Centre).

### **Abstract**

*The main aim of this study was to determine the skills and knowledge needs of part-time tutors working for the ZOU. The study also sought to establish induction methods used by ZOU to prepare part-time tutors for their tasks. A descriptive survey design was used and a questionnaire was designed to collect data from a sample of 140 part-time tutors. In-depth interviews with part-time tutors were also done. The major findings of the study were that ZOU had no induction programme for part-time tutors, the part-time tutors needed training in several aspects of their work in ZOU, and they found several tasks difficult to perform. It was concluded that there was a general lack of confidence among tutors to carry out assigned tasks due to the perceived difficulty. It also was concluded that the variety in backgrounds and experiences among part-time tutors presented methodological challenges too. The study recommended that ZOU should come up with a clear induction approach for part-time tutors and possibly develop and implement a training manual.*