

ISSN 2520-7156

**International Journal of Distance Education and E-
Learning (IJDEEL)**

Volume II- Issue I (December 2016)



Department of Education,

Directorate of Distance Education,
International Islamic University Islamabad, Pakistan

International Journal of Distance Education and E-Learning (IJDEEL) is an online and print open access, peer reviewed and bi-annual journal. There is dearth of quality research journals in Pakistan. Therefore, for the encouragement of research activities and publication of research work by the faculty members and research students (Specially MS and Ph.D. level), the Department of Education, Directorate of Distance Education, IIUI has planned to start a research journal.

The Aim

The aim of the Research journal is to promote research activities and provide original, relevant and timely information in different fields of education. It will focus on the use of latest media/ technologies in distance learning and implementation and integration of new technologies in distance teaching learning. The journal is available to all practitioners and researchers who are interested in publishing their research work in Distance Education and E-Learning.

Scope

Scope includes but is not limited to the fields of:

Distance Education in Developing Countries

Distance Education in Developed Countries

Web-Based Learning Communities

Blended Learning

Teacher's Support Programmes in Distance Education Learning and Grading Management
Tools/Software

Learning Strategies in Distance Education & Blended Learning

Emerging Trends in Andragogy

Literacy through Media

Mobile Learning

Virtual Learning

Simulations and Modeling

Marketing of Distance and Blended Learning

Pitfalls and Solutions in Dual Mode of Learning

Quality Distance Education

Quality of Research in Distance Education

ICT& Education

Support System in Distance

Education Training of Tutors

Case Studies in E-Learning

Case Studies in Distance Learning

Abstracting & Indexing

International Journal of Distance Education and E-Learning (IJDEEL) is indexed in following international databases

SIS Database



Scientific Indexing Services (SIS) was founded by renowned scientists. A group of 70 scientist from various countries in different disciplines are started SIS with specific objective of providing quality information to the researcher. SIS offering academic database services to researcher. Its mainly: citation indexing, analysis, and maintains citation databases covering thousands of academic journals, books, proceedings and any approved documents SIS maintains academic database services to researchers, journal editors and publishers. SIS focuses on: citation indexing, citation analysis, and maintains citation databases covering thousands of academic journals.

Ulrich Web



Ulrichsweb™ is the authoritative source of bibliographic and publisher information on more than 300,000 periodicals of all types—academic and scholarly journals, Open Access publications, peer-reviewed titles, popular magazines, newspapers, newsletters, and more from around the world. And, it's easy to use !

EDITORIAL CHARTER

Patron in Chief

Prof. Dr. Ahmad Yousif Al Daraweish

President, IIUI

Editor

Prof. Dr. N. B. Jumani

Professor of Education/Director of Directorate of Distance Education/Dean, Faculty of Social Sciences

Co. Editor

Prof. Dr. Samina Yasmin Malik

Professor of Education/ Director (FC)/Additional Director of Directorate of Distance Education

Sub. Editors

Dr. Muhammad Munir Kayani

Associate Professor/ Chairperson, Dept of Education Additional Director of Directorate of Distance Education

Dr. Shamsa Aziz

Associate Professor/ Chairperson, Department of Education (F)

Dr. Azhar M. Chaudhary

Associate Professor

Department of Education (M)

Assistant Editors

Dr. Syed Asad Abbas Rizvi

Assistant Professor, Department of Education

Dr. Abdul Zahoor Khan

Assistant Professor, Department of History & Pakistan Studies

Ms. Fouzia Ajmal

Teaching/Research Associate, Department of Education

EDITORIAL BOARD

International Members

Prof. Dr. Marilyn Leask, Bedfordshire University. UK

Prof. Dr. James Omeara, A&M International University

Prof. Dr. Asha Kanwar, President & CEO of the Commonwealth of Learning

Prof. Dr. Martin Valcke, University of Ghent, Belgium

Prof. Dr. Paul Kawachi, President, Open Education Network

Prof. Dr. David Morris, Coventry University. Coventry. UK

Prof. Dr. Terry Evans, Deakin University, Australia

Dr. Adit Gupta, Curtin University, Perth Australia

Dr. Peter Charles Taylor, Curtin University of Technology, Australia

Prof. Dr. Carolyn M. Shields, The University of Illinois

Dr. Ramesh Sharma, Director, Commonwealth of Learning

Dr. Patrick J. (Pat) Fahy, Athabasca University, Canada

Prof. Cecilia Junio Sabio, University of the City of Manila, Philippines

Dr. Muhammad Ahsan, FRSA, Academic Research Consultant, UK

Dr. Sarah Younie, De Montfort University, Leicester

Dr. David Roof, Ball State University, Indiana, USA

Dr. Patricia E. Reynolds, University of Mary Washington, USA

Dr. Karen Bjerg Petersen, Aarhus University, Denmark

Dr. Colum Foley, University of Dublin, Ireland

Dr. Kathleen Norris, Plymouth State University, USA.

Prof. Dr. Joel Pace, University of Winconsin-Eau Claire, USA

Dr. Christie Sweeney, Plymouth State University, USA

Dr. Yasmin Sharif, University of Rio Grande, USA

Dr. Steve Warner, University of the Southern Caribbean, West Indies

Dr. Mario Gielen, University Hasselt, Belgium

National Members:

Prof. Dr Rasool Bakhish Raisani, Iqra University, Karachi

Prof. Dr. M. Aslam Asghar, Mohy-Din Islamic University, Islamabad

Prof. Col (R) Dr. Manzoor Arif, Foundation University, Rawalpindi

Prof. Dr. Aisha Akbar, Capital University of Science & Technology, Islamabad

Prof. Dr. M. Javed Iqbal, Sarhad University, Islamabad

Prof. Dr. Parveen Munshi. University of Sindh, Jamshoro

Prof. Dr. Wasim Qazi, Vice, Iqra University, Karachi

Prof. Dr Ahmad Farooq Mashhadi, BahauddinZakria University, Multan

Prof. Dr. Munawer Mirza, Leads University Lahore
Prof. Dr. Hafiz Muhammad InamUllah, University of Peshawar
Prof. Dr. Umar Ali Khan, Gomal University-DI Khan
Prof. Dr. Aslam Adeeb, Islamic University Bahawalpur
Prof. Dr. Muhammad Ramzan, Karakorum International University- Gilgit
Prof. Dr. Nasir Mahmood, Allama Iqbal Open University, Islamabad
Dr. Khalid Khurshid, BZU, Multan.
Dr. Irshad Hussain, Islamia University Bahawalpur
Dr. Shazia Zamir, National University of Modern Languages, Islamabad
Dr. Qurat ul Ain, National University of Modern Languages, Islamabad

Department of Education Members:

Prof. Dr. N. B. Jumani, Dr. Samina Malik, Dr. Muhammad Munir Kayani, Dr. Azhar Mahmood, Dr. Shamsa Aziz, Dr. Asad Abbas Rizvi, Dr. Munazza Mahmood, Dr. Zarina Akhtar, Dr. Sh. Tariq Mahmood, Dr. Zafar Iqbal Chaudhry, Dr. Nasir Khan

Table of Contents

E-Supervision of Students' Research Writing in Nigerian Open and Distance Educational Institutions: Challenges and Prospects.....	1
FASASI Yunus Adebunmi AWODIJI Omotayo Adewale ADEWALE, Sulaimon.....	1
An Analysis of Teaching Practice Workshop for Students of Distance Education Allama Iqbal Open University Islamabad Peshawar Region.....	9
Prof. Dr. Muhammad Javed Iqbal, Abdul Shakoor, Mohammad Nabi.....	9
Perception of Tutors about Tutorials in Open and Distance Learning (A Case Study of Allama Iqbal Open University).....	22
Dr. Muhammad Ajmal, Mr. Akhtar Ali Shah.....	22
Volunteerism in Adult Education in Rural Areas of Pakistan.....	35
Muhammad Arshed Hussain Malik, Prof. Dr.N.B.Jumani, Dr. Azhar Mahmood.....	35
Quality of Research in Distance Education: An Analysis of Attitude and Facilities Provided at Higher.....	42
Dr. Quratul Ain Hina, Dr Saira Nudrat, Ms Saima Mehar.....	42

E-SUPERVISION OF STUDENTS' RESEARCH WRITING IN NIGERIAN OPEN AND DISTANCE EDUCATIONAL INSTITUTIONS: CHALLENGES AND PROSPECTS

¹FASASI Yunus Adebunmi AWODIJI Omotayo Adewale ADEWALE, ²Sulaimon

Abstract

Research is an aspect of the academic programme which students in tertiary educational institutions are expected to undergo. It involves identification, investigation and suggestion of solutions to societal developmental problems. Higher education students in open and distance learning institutions and centers make use of print and electronic media in knowledge and skill acquisition with minimal physical contact. Their research activities are also electronically supervised. This paper examines prospects and challenges of using electronic method of research project supervision in Nigeria. It also discusses the roles of a supervisor in assisting distance learners to achieve the objectives of conducting an academic research. More funding of ICT education for lecturers and students, Public and Private Partnership (PPP) for the provision of facilities among others were recommended by this study to ameliorate the challenges of E-supervision in Nigerian higher institutions.

Keywords: E-supervision, E-learning, Academic Research, Open and Distance Education, Challenges, Prospects.

1.Introduction

Acquisition of knowledge, skills and competencies through education is vital to the development of a nation. In Nigeria, the Government has adopted education as an instrument for self-reliance, dynamic economy and national unity (Federal Republic of Nigeria, 2013).The Government is therefore investing on education sector of the nation as reflected in annual budgetary allocation and development plans. Also, the Government implemented educational policies and programmes at different periods of national development. For example, there were free education programmes in 1976 and 1979. In 1999, the Government introduced Universal Basic Education as a demonstration of its commitment to the 1990 World Declaration on Education for All (Universal Basic Education Commission, 2004). Consequently, educational institutions at primary and secondary levels experienced an increase in student population. This had implications on tertiary education as secondary school leavers are seeking admission into higher educational institutions.

Tertiary educational institutions comprise of universities, polytechnics, monotechnics, colleges of education and other institutions above secondary schools. The institutions are to admit candidates based on their carrying-capacities (human and material resources available to take care of students in the institutions). Hence, many qualified applicants could not secure admission. This scenario led to expansion of existing institutions and establishment of others. As conventional institutions, they basically admit full time students and engage in face-to-face classroom teaching and learning process. In response to increasing demand for higher education, many of these institutions also created units, departments, institutes, study-centres and outreaches which admit students on part-time studies.

¹ Department of Educational Management, University of Ilorin, Ilorin, Nigeria

² Department of Management Science, COMSATS Islamabad Pakistan

The Government established National Teachers' Institute (NTI) at Kaduna in 1976 for training of teachers. Also, in 2002, the Government established the National Open University of Nigeria (NOUN). These are open and distance educational institutions and they are to complement efforts of conventional tertiary institutions in addressing educational expansion. They enroll students on part-time for specialization in different academic and professional fields based on the student's choice and relevance to national needs. Their activities are in line with Federal Government Policy which states that tertiary institutions would be expected to pursue their manpower training and other goals through full-time, sandwich and other flexible learning programmes (Federal Republic of Nigeria, 2013).

Students in higher educational institutions (Open and Distance Education inclusive) are required to conduct researches on different aspects of their academic programmes. This is a requirement for completion of their courses and graduation. The students are to be supervised by their lecturers who are specialists in their fields of study. Open and Distance Education Centres are designed as e-learning centres where students and their lecturers have minimum face-to-face interaction and make use of print media, internet and Information and Communication Technology (ICT) facilities for teaching and learning process. This mode of interaction makes electronic supervision of students' research studies imperative since they are e-learning students whose physical interaction with teachers and colleagues is very minimal. Electronic research supervision could either be facilitated or frustrated by certain factors which need to be identified and addressed in order to be able to achieve desired objectives.

1.1 Purpose of the Study

The purpose of this research is to unveil the status of E-supervision of students' research writing in Open and Distance Education (ODE) institutions in Nigeria. In this paper, challenges and prospects of electronic supervision of open and distance learning students' research projects cum roles of government are examined. The paper concludes with recommendations for making e-supervision effective.

1.2 Significance of the Study

It is believed that findings of this study will be of immense benefits to government, educational planner, lecturers and students in Nigeria and other countries of the world. The findings will provide direction on how to boost the capacity of higher institutions in the area of open and distance education and E-supervisory relationship between lecturers and students in particular. It will call the attention of government to doing the needful in Nigeria tertiary institutions.

2.Literature Review

2.1 Open and Distance Education (ODE)

Open and Distance Education (ODE) is a learner-centred process of knowledge and skill development where the teacher and the learner are not necessarily in the same location at the time of teaching and learning interaction. They contact one another through print and electronic media and occasional face-to-face at appointed time and designated study-centres. Open and Distance Education is also referred to as Correspondence Education, Distance Education, Extra-mural Studies and Home-based Studies (Fagbamiye, 2000, Jayeola-Omoyeni, 2000). These terms reflect a variety of methods and nature of ODE.

In open and distance education, there is open learning. There is openness in admission, teaching media, space, time, course content and course objectives. Also, distance learning implies that teacher and learners are in different locations and not necessarily together in a

classroom or any other location at the same time. They are always distant to one another (Fasasi 2004). ODE takes place in different settings. There are single mode and dual mode institutions. The institutions specifically established for ODE run a single mode of administration. Examples are the National Teachers Institute which provides distance education at sub-degree level for training of teachers and National Open University of Nigeria provides distance education at degree level. Universities and other higher educational institution which operate conventional face-to-face teaching-learning processes and also has open-distance education programmes are referred to as dual mode institutions (Fagbamiye, 2000, Fasasi, 2004).

ODE operation either as a single or a dual mode has the goals of providing access to quality education, meeting employers and employees' special needs and encouraging life learning opportunities (Federal Republic of Nigeria, 2013) In pursuit of these goals the educational institutions mounted courses for ODE learners. For example, NTI prepares students for Nigeria Certificate in Education (NCE), Post Graduate Diploma in Education, Advanced Diploma in School Supervision and Inspection, Advanced Diploma in Guidance and Counselling and Advanced Diploma in Early Childhood Education (National Teachers Institute, 2015). The National Open University of Nigeria offers courses in agriculture, administration, art, science, social sciences, education and basic medical sciences (NOUN, 2015). The conventional universities which operate dual mode system offer courses which are accredited by National Universities Commission as having facilities for Open and Distance Education. The students are prepared towards knowledge and skill utilization in their fields of specialization. In addition, they are expected to identify developmental challenges in their fields, conduct researches and suggest ways of resolving the challenges. This is done in research projects which they embark upon and complete as a necessary requirement for graduation.

2.2 Student Research Project

An academic research is a careful study of a subject with a view to discovering new ways of doing things. According to Nworgu (2006), it is a controlled enquiry which is directed towards solving identified problems and its outcome provides basis for societal development. In the same vein, Kulbir (2013) states that a research is a scientific investigation which is meant to discover new idea, correct old practice and suggest solutions to existing problems. It is a careful search for solutions to problems which incapacitate mankind.

In order to assist students in the conduct of research, the students are expected to offer courses in research process before they are assigned to research supervisors. As observed by Ajala (2002) many students lack ability to apply the knowledge of research-related courses which they acquire at lower to the practical aspect of research process while some have phobia for research study. The students therefore require guidance and motivation by their supervisors.

2.3 Concept of E-Supervision

Supervision is a process of stimulating, guiding, improving, refreshing, encouraging and overseeing activities of a group with the hope of seeking their cooperation towards accomplishment of organizational task (Ogunsaju, 2006; Awodiji, Famaye, & Afolabi, 2015). It refers to direction, guidance and coordination of the activities of the supervisees (Albar, 2012). Hase and Kenyon (2000) opined that supervision can be described as heutagogy, which recognizes the need for flexible and autonomous learning environments, where students are able to determine their paths of learning while teachers provide attendant resources to support them in the process. Thus, supervision is an administrative function which is directed towards ascertaining that efforts in all units of an organization are in line with set goals. Generally,

supervision takes a form of face-to-face between the supervisor and the supervisees. As observed by Fasasi and Alabi (2015), this traditional nature of supervision is being challenged by scientific and technological development in the last few decades. The digital era has introduced e-supervision to facilitate teaching, learning, research and supervisory activities.

Mardah (2009) describes e-supervision as a web-based application and a natural complement to the use of distance learning technologies which enables a supervisor to perform supervisory duties at a geographical distant location. Similarly, Hanadi (2009) opines that e-supervision aims to give the supervisors (Lecturers) accessibility, continuous and open support to their supervisees (students) which will reduce their stress. Albar (2012) states that e-supervision offers a way of overseeing the supervisee at geographically distant sites. It can also be considered as virtual supervision where supervisors are connected to the scattered supervisees virtually. Therefore, e-supervision can be regarded as a way of stimulating, directing, improving, refreshing, encouraging and overseeing students' research writing with the use of electronic devices in order for the supervisors and supervisees to be successful in the task.

Major component of any electronic learning system comprises of communication, online discussion, software and hardware sharing and networking. These can be achieved today via e-mail, Mobile Phone, Skype, Twitter, Face book, Whats App, IMO, Instagram, Viber, among others. Hence, the supervisors and their supervisees can use any of these components or platforms in course of research writing. Albar (2012) explains that e-supervision would require skills of effective communication and use of ICT.

2.4 Roles of a Supervisor in Students' Research Work

The supervisor plays significant roles in the students' research writing. The main function of a research supervisor is to assist, encourage, guide and support students throughout their academic research writing (Imperial College, 2014). Supervision of research work is an activity that facilitates students' development towards becoming independent and critical scholars in their respective fields of study (Pimmer, Chipps, Brysiewicz, Walters, Linxen, and Gröhbiel. Supervisors are expected to provide series of expertise in the supervision of their students' research work. The objective of research supervision can be likened to the facilitation of local capacity development (Pimmer, et al., Blaschke (2012) submits that heutagogy is the development of student capacity, competency and capability with the aim of preparing them to deal properly with the unforeseeable complexities of today's life. The roles of supervisor can be categorized as follows:

2.4.1 Source of Information. Research is a review of past or existing information to solve an identified problem. The supervisor as an expert and authority in his field of study is expected to possess knowledge on the students' area of study. He is expected to give direction to the supervisees on how or where information relating to the student research topic can be found (Polonski, 2004). This relevant information can be in form of online literature from impact factor journal or books on the library shelf. As a matter of fact, supervisor can provide a link between supervisees and external source of information.

2.4.2 Instructor. Conduct research is a learning process. Students should be ready to learn during the course of their work. As an instructor, the supervisor could explain difficult material and direct student to read more material on the topic by providing articles or textbooks. If it is clear that a supervisee needs assistance, the supervisor will frequently work through the material with him. For instance, a student may not understand how variables of topics should be related in a given way. This calls for the supervisor to frequently get in contact with students. Second, the

supervisor might facilitate learning by organizing formalized classes for students to teach them about aspects of the research process (Polonski, 2004).

2.4.3. Sounding Board. One of the most imperative roles of a supervisor is to act as a “sounding board,” that is, someone whom student can resort to for ideas and guidance in the face of challenges (Polonski, 2004). Student may not have in-depth experience in research, whereas the supervisor will probably have this experience as an authority in his field of study. This will bring the students on track without losing sense of direction. This guiding role is important in a number of areas such as topic selection, approach to the research, and scope of the study among others.

2.4.4. Motivator. A supervisor serves as a motivator and keeps the students progressing through their research works. This will propel students to be on track in course of executing research (Polonski, 2004). If student lost interest, the supervisor can stimulate their interest by ensuring that they understand the benefits, uniqueness of the research. The supervisor could advise the project student to prepare a research time table which would be regularly reviewed as the research study progresses.

2.4.5. Evaluator. Research writing is a learning activity that needs to be assessed. Mostly the supervisor is responsible, or partly responsible, for examining students’ research if it achieves expected outcome and award grade (Polonski, 2004). In many cases, research works are also examined by other experts who were not involved in the process, i.e., independent examiners who may be within or external to the university.

3. Challenges to E-supervision in Nigerian Open and Distance Education

3.1. ICT Accessibility and Affordability. Lack of reliable internet service provider is a great challenge to electronic supervision in Nigeria. Also, many ODE students are either unemployed or under-employed. They could not afford facilities for e-learning and e-supervision.

3.2. Low Adoption Rate of Technology. Many institutions and individuals are conservatives in the adoption of technology. Olaniyi (2006), reports that companies and institutions are reluctant to invest in training staff. This has made technology to be poorly adopted and therefore posed a challenge to supervisory method.

3.3. Poor Computer Skills. Lack of requisite computer application skills by both the supervisor and supervisee could hinder electronic supervision. It has been reported by Kwofie and Henten (2011) that many students in developing countries have either not been introduced to computer or have a difficult time grasping the concepts and skills.

3.4. Supervisor’s Work Load. It is a norm in the academic arena for a lecturer to meet up with the mandate delivery if they must remain relevant. These responsibilities are teaching, research and community service. Moreover, many of the lecturers are fulltime staff in their places of primary assignment. They took ODE as a part time job. Hence, the time set aside for project supervision is insufficient.

3.5. Unstable Electricity Supply: Fluctuating electricity supply threatens usability of some ICT tools and hinders successful implementation of e-supervision in Nigeria. Epileptic nature of power supply in Nigeria not only hinders e-supervisory relationships between lecturers and students but also damage some ICT facilities. This is probably the reason why Ezeani and Urama (2014) describe it as a huge dragon that cannot spite fire.

3.6. Prospects of E-supervision in Nigeria

It is vital to enunciate what the educational stakeholders (government, lecturers, students, educational planners) in Nigeria stand to gain if E-supervision is taken seriously through open and distance educational system approach as follows:

- 1) Supervision will be efficiently and effectively carried out by the students under the guidance of an ICT proficient supervisor.
- 2) It is a means of actualization of ODE objectives. It will create an opportunity for admission seekers to be admitted into tertiary institutions in Nigeria as ICT facilities will make lecturers to attend to them at will.
- 3) It will bridge the communication gap between supervisor and supervisee thereby reduces unnecessary delay and assault.
- 4) It will encourage individualized instruction.
- 5) This will also help to eliminate plagiarism from theses/ dissertations.
- 6) Above all, it eliminates administrative bottleneck and excessive bureaucracy followed by supervisees before booking an appointment with their supervisors.
- 7) E-supervision will offer lecturers golden opportunity for improvement in their research techniques, as innovations will come with the aid of e-learning.

4. Conclusion and Recommendations

As noted by Mettiäinen (2015) information and communication technology creates new possibilities for supervision, but its introduction challenges the teachers' knowledge, skills, and attitudes. For these challenges to be surmounted, the following recommendations will be useful:

1. Government and private individuals should invest more in education through the provision of ICT facilities that will provide an enabling environment for e-learning and e-supervision (Anene, Imam, & Odumuh, 2014).
2. Government and ODE administrators should employ more and qualified lecturers with ICT skills and proficiency in to the educational institutions. This will reduce the workload on the supervisor and therefore give time for the supervisees.
3. Collaborative efforts should be intensified among higher education institution administrators to identify areas in the curricular where e-teaching and e-learning could be employed to both effect and promote e-supervision.
4. Compulsory and regular ICT training for all lecturers and students. This could be made a pre-requisite for lecturers' promotion and students' graduation from their various institutions.
5. Alternative means of power generation should be looked into such as power inverter, solar power among others. This will help in solving the problem of power epileptic. More so, the federal government is planning an independent power generation for all federal universities in Nigeria. This project should be extended to other tertiary institutions and ODE centres in Nigeria.
6. The current usage of social media should be explored by both supervisor and supervisee to facilitate research writing.
7. Government should make a provision for internet facilities for schools to avail them frequent use for academic activities. This could be achieved through Public and Private Partnerships.

Acknowledgment

The authors are grateful to The World Academy of Sciences (TWAS), (for the advancement of science in the developing countries) Trieste, Italy and COMSATS Institute of Information Technology (CIIT) Islamabad, Pakistan for provisioning of fellowship / scholarship.

References

- Ajala, V. O. (2002). *Scholarly writing guide for researchers*. Ibadan: May Best Publishers
- Albar, A. M. (2012). An Electronic Supervision System Architecture in Education. *European Journal of Business and Management*, 4(8), 140-148. doi:PD
- Anene, J. N., Imam, H., & Odumuh, T. (2014). Problem and Prospect E-learning in Nigerian Universities. *International Journal of Technology and Inclusive Education*, 3(2). Retrieved November 20, 2016
- Awodiji, O. A., Famaye, E. O., & Afolabi, R. A. (2015). Instructional supervision in Nigeria: Challenges and Prospects. *Al-hikmah Journal of Education*, 2(1), 46-53.
- Blaschke, L. M. (2012). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning. *The International Review of Research in Open and Distributed Learning*, 13(1), 57-71.
- Ezeani, A., & Urama, M. S. (2014). Technical and vocational education and training (TVET) and the Nation's industrial development. *The clute international academic conference*, 425-431.
- Fagbamiye, E. O. (2000). The organisation and administration of distance education. In J.O. Fadipe & E.E. Oluchukwu (Eds). *Educational Planning and administration in Nigeria in the 21st century*, Chapter 27, pp 337-343. A Publication of the National Institute for Educational Planning and Administration. Ondo, Nigeria.
- Fasasi, Y. A. (2004) Open and Distance learning: a strategy for the development of human resources in Nigeria. In E. O. Fagbamiye, J.B. Babalola, M. Fabunmi & A. O. Ayeni (Eds). *Management of primary and secondary education in Nigeria*. Pp193-201 Ibadan NAEAP.
- Fasasi, Y. A. & Alabi, S.A. (2015). Information and communication technology: A tool for enhancing supervisory effectiveness in Nigerian educational institutions. *Journal of educational foundations* 5(1), 103-110. Published by Faculty of Education, University of Jos. Federal Republic of Nigeria (2013). *National policy on education*. Lagos: NERDC
- Hanadi, O. M. (2009, 11 22). *ResearchGate*. Retrieved 10 22, 2016, from <https://www.researchgate.net: https://www.researchgate.net/publication/277304704>
- Hase, S., & Kenyon, C. (2000). From Andragogy to Hentagy. *Ultibase Article*, 5(3), 1-10
- Imperial-College, I. (2014, July 2). *Research-Degree-Supervisor*. Retrieved 11 26, 2016, from <https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/qa/public/good-practice/roles-and-responsibilities/Research-Degree-Supervisor.pdf>
- Jayeola-Omoyeni, M. S. (2000). Managing tutors and learners in distance education. In J.O. Fadipe & E.E. Oluchukwu (Eds). *Educational Planning and administration in Nigeria in the 21st century*, Chapter 28, pp 344-394. A Publication of the National *Institute for Educational Planning and Administration*. Ondo, Nigeria.
- Kulbir, S. S. (2013) *Methodology of research in education*. New Delhi: Sterling Publishers Private Limited.

- Kwofie, B., & Henten, A. (2011). The advantages and challenges of e-learning implementation: The story of a developing nation. *3rd World Conference on Education Sciences, Bahcesehir University*. Istanbul, Turkey. Retrieved November 20, 2016, from vbn.aau.dk
- Mardah, H. O. (2009). An e-supervision system in education environment. <https://www.researchgate.net/publication/277304704>
- Mettiäinen, S. (2015). Electronic assessment and feedback tool in Supervision of nursing students during clinical training. *The Electronic Journal of e-Learning*, 13(1), 42-56. Retrieved November 20, 2016, from www.ejel.org
- National Open University of Nigeria(2015). *Accredited programmes of the university*. www.nou.edu.ng
- National Teachers Institute (2015). ntinigeria.org
- Nworgu, B. G. (2006). *Educational research: Basic issues and methodology*. Ibadan: WisdomPublishers Limited.
- Ogunsaju, S. (2006). *School management and supervision*. Ile-Ife: Clean Publisher.
- Olaniyi, S. S. (2006). E-learning technology: The Nigeria experience. *Shape the change*, (pp. 1-11). Munich, Germany.
- Pimmer, C., Chipps, J., Brysiewicz, P., Walters, F., Linxen, S., & Gröbriel, U. (2016, September). Supervision on Social Media: Use and Perception of Facebook as a Research Education Tool in Disadvantaged AreasInternational Review of Research in Open and Distributed Learning. *International Review of Research in Open and Distributed Learning*, 17(5), 30-42. doi:html
- Polonski, M. J. (2004, 6 3). *The Role of Supervisor-research*. Retrieved 11 26, 2016, from <https://www.researchgate.net>.
- Universal Basic Education Commission (2004). *The compulsory, free universal basic education act and other related matters*. Abuja: UBEC

AN ANALYSIS OF TEACHING PRACTICE WORKSHOP FOR STUDENTS OF DISTANCE EDUCATION ALLAMA IQBAL OPEN UNIVERSITY ISLAMABAD PESHAWAR REGION

Prof. Dr. Muhammad Javed Iqbal, Abdul Shakoor, Mohammad Nabi'

Abstract

Teaching practice is a compulsory component of pedagogical programmes in distance education. This helps in achieving required goals of quality education. The conduction of teaching practice workshop enables learners to teach effectively as the workshop provides the students with practice of teaching and classroom management skills. The present study investigated the role teaching staff, difficulties of the distance learners, and the role of the Allama Iqbal Open University in the conduction of teaching practice workshop. The population was Allama Iqbal Open University Peshawar region BEd and PTC students. The pilot study of the research instruments was carried out on construct validity. The reliability of the research tools was tested on Factor analyses and Cronbach's alpha. It was descriptive research study. The data was collected from 80 B.Ed and 70 PTC workshop students and the data was analyzed on frequency, percentage, mean, standard deviation, and independent sample t-test. The study explored that the distance students need more input than regular educational degree provider university students because of their distance from the teachers and other facilities and in this way, the main role in teaching practice workshop is of teaching staff where distance students have opportunities to learn from them their teaching experience classroom management and teaching skills.

Key words: Pedagogical, learning opportunity, difficulties, input, teaching learning practice

1.Introduction

Allama Iqbal Open University Islamabad is the first distance education university of South Asia which was established in 1972 under the government act. The production of the university per year is 1.3 million students who are getting education and the university provides facilitation to the distance students at their door steps. The university has a vast menu of educational programmes at different levels. The books provided by the university help the students in their learning. The major focus of the university is to provide education to those who are living in far flung areas especially female and those who are not able to continue their education due to their jobs or any other routine work (Prospectus of B.Ed. Programme [POBP].

1.1 Objectives of the Study

The objectives of the study were to:

1. Investigate the role of teaching staff for the conduction of teaching practice workshop.
2. Identify the difficulties of the distance learners for attending the teaching practice workshop.
3. Explore the role of Allama Iqbal Open University Islamabad for the conduction of teaching practice workshop.
4. Recommend measures for improving the teaching practice workshop.

1.2 Research Questions

¹ Sarhad University of Science & IT Peshawar, Pakistan

1. How do you investigate the role of teaching staff for the conduction of teaching practice workshop?
2. What are the difficulties of distance learners for attending the teaching practice workshop?
3. How do you explore the role of Allama Iqbal Open University Islamabad for the conduction of teaching practice workshop?
4. What recommendations do you suggest for improving the teaching practice workshop?

2.Literature Review

The workshops in B.Ed. and PTC programmes of the university are conducted in the final semester of each course. In the workshop, students are bound to attend consecutive 12 days compulsory teaching practice workshop where they are facilitated by teaching staff (tutor supervisor). The focus of the workshop is to learn teaching techniques and the proper utilization of *lesson plan*. They are directed to prepare lesson plan and present lesson in front of the class and they are also advised to write 40 *lesson plans* and two *director lessons* for the presentation after one month teaching practice at any assigned schools (*Rahnumai Talaba* for B. Ed students). The distance education system is a diverse approach to education. People around the globe are advancing their knowledge through distance education. Bates (2008) states that the population graph of distance education has been rapidly increasing for the last two decades and the distance students have got higher qualifications through this education system. Distance programmes are beneficial to those who want to improve their educational career and desire to enter into the new environment where they have opportunities of learning. According to Moore and Thompson (1990), distance education is a without face to face interaction education. In this type of education, students are engaged at their homes and learning centers where they are provided face to face learning opportunities and these programmes are open and flexible and due to that, a large number of people prefer distance education system because by this, their routine activities and jobs are carried out without any disturbance.

Teaching practice is a compulsory component for each teacher training programme and the concept of teaching-learning is not cleared until the distance students attend teaching practice workshops because workshops enable them to commence their career as professional teachers in the field. For teaching practice, there is term used *pedagogy*. According to Training Manual in Pedagogy [TMP] (2014), "Pedagogy is the process of teaching especially the process of teaching that goes on in school classrooms and university lectures halls and laboratories." (p. 6). Pedagogy demands from the teachers to teach systematically and consume their periods into different parts. National Staff Development Council [NSDC] (2001) explains that the effective way of teaching is *participatory teaching* in which the learners are provided full-fledged concentration on developing their teaching skills. In this way, they have opportunities to learn verbal and non-verbal communication, utilization of audio-visual aids, and other latest techniques that assist the students in learning.

In the workshop, distance students have the opportunity to learn techniques of teaching which develop their thinking, attitude, and the style of teaching. Schachar and Nuemanra (2010) argue that teaching staff must provide maximum possible opportunities to the distance students of teaching practice by assigning them those tasks which have variety in teaching different subjects with separate lesson plans strategies. In this education system, distance students have

opportunities to make their career safe from tension which are faced by inexperienced teachers while Gulamhussein (2013) elaborates that teaching instructors teach to the distance students as technicians. They have to impart new teaching methodologies with material required for active learning and their concentration is just on modeling and contents of the presentations. They provide feedback and necessary modifications after presentations which will encourage and improve the skills of distance learners.

In distance education, teaching practice is a compulsory element for the face to face interaction to the distance students. In this regard, teaching staff (tutor, supervisor) have the main role in engaging students in teaching practice. Gunawardena and McIsaac (2004) have the opinion that teaching staff must be flexible and innovative while dealing with the distance students for inculcating their knowledge and skills to their pupils. They engage their pupils in teaching practice activities and provide to them the environment where they would learn the style of teaching from their colleagues and teaching staff for making their teaching effective whereas Dunne (n.d.) describes that students need professional development for the effective performance by inculcating their knowledge through their in-depth vision, knowledge, and skills. They may build up their teacher leadership qualities by mirror method and continue assessment.

Teaching practice workshop is the learning forum where teaching methods, class control, and school organization related matters are discussed. Mizell (2010) identifies that it is due to the teaching practice workshop where they learn handling problems which they have to face on daily basis and learn how to develop them; make effective strategy for strengthening the school system; evaluate the school students' performance; and develop strategy to improve their achievement level where as Strong, Fletcher, and Villar (2004) argue that teaching practice workshop enables learners to make their career for professional development and these workshops are effective for understanding those gaps which are hindrance in the way of learning suitable teaching techniques, classroom management skills, school discipline, and classroom activities.

For the professional development in teaching practice workshop teaching staff should raise critical issues for handling them as Millar and Pine (1990) indicate that teaching staff must concentrate on the distance students' knowledge and experience first while engaging them in current practices such as curriculum instructions assessment in the learning environment, available resources for organizing teaching practice workshop and facing issues such as assuring equity, building professional culture, scaling up resources, constructing knowledge, translating knowledge into practice and their reflection.

Santiago and Benavides (2009) believe that *portfolio* plays reflective approach to teaching practice and it is the duty of teaching staff to make their students understand about the *portfolio* and tell them that their teaching learning process would be analysed at the assigned stations where distance students have to teach for a month. In this regard, teaching staff would meet the school heads and make understand them about *portfolio* for evaluating the report about the distance student at their schools on daily basis. In this way, school heads are bound to make this process transparent while they would write actual report about the distance students. The *portfolio* includes the assessment of distance students' performance, their lesson plans, teaching aids, sample of the student work, teaching methods, teachers' self report questionnaires, and the reflection sheet.

Teaching staff is the product for the open and distance learning programmes. Caena (2011) elaborates that teaching methods of teaching staff have life lasting impression on the

minds of the students. They learn a lot in teaching practice workshops; on one hand, they learn from the teaching staff and on the other hand, they have opportunity to learn from their peer groups. In the workshop, students have opportunity to broaden their minds for the effective teaching. They also learn the techniques of evaluation like students' written work and class performance. Besides these, they have the opportunity to work for content focus, active learning, coherence, duration, collective participation, students' characteristics, individual characteristics, contextual factor of classrooms, and improving classroom practices by extended time.

Teacher education through distance learning is convenient for training and educating in-service teachers. Perraton, Robinson, and Creed (2001) describe that distance education is being developed with the latest techniques day by day. In the beginning, the distance programme had problems but now the progress and performance of the distance universities have been gradually improved and now distance education emerges with the technologies like television, e-learning, internet, and other resources while Mensah, Anyan, and Denkyi (2015) elaborated that in developing countries, the problem of untrained and inexperienced teachers has been resolved by these interactive methods. Now, the distance programmes supersede over regular university provided programmes to some extent. In distance education, the role of the China Television Teachers College, National Teachers' Institute in Nigeria, and Open University in Britain provide school based training programmes to the graduates who want to become teachers in future.

Every year a large number of candidates have got certificates, diplomas, and degrees from the distance universities but they are found less competent in approach than regular provided universities owing to their learning opportunities. In this study, it has been analysed that what pedagogical approaches are imperative for the distance learners when they have no books on time and teaching facilities at their doorsteps, and other shortcuts availed by the students that make them low in their standards.

Allama Iqbal Open University is struggling to make their programmes effective and efficient and they have establish standards for the distance learners but instead of all efforts of improvement and their efforts for producing quality teachers is a question which is raised against this distance university. However, the present study investigated the role teaching staff, difficulties of the distance learners, and the role of Allama Iqbal Open University Islamabad Peshawar region for the conduction teaching practice workshop.

3.Methodology

3.1. Research Design

Design of the study was descriptive in nature. In this study, the data was collected from 80 B. Ed and 70 PTC workshop students of semester Spring, 2016. The collected data was tabulated and analyzed on SPSS 20.0 software and then the data was tabulated and analyzed on frequency, percentage, mean, standard deviation, and independent sample t-test.

3.2. Instrumentation

The instrument of the study was questionnaire which was administered for B. Ed and PTC students.

3.3. Population and Sample of the Study

The Population and Sample of the study were:

Sample I: BEd students = 80 i.e. 100% population

Sample II: PTC students = 70 i.e. 100% population

Key: BEd: Bachelor of Education; PTC: Primary Teaching Certificate

3.4. Validity and Reliability

In this study, the reliability of the instrument was tested on *Factor analysis* and *Cronbach's alpha* and then the instrument was sent to two experts for its more validation. They refined the instrument and removed ambiguity in it and made it clear.

Table 1: Validity & Reliability by Factor Analysis

Objectives	No of Factor Items	Factor Loadings	KMO	Bartlett's Sphericity	
				Chi-Square	Sig.
Role of teaching staff for the conduction of teaching practice workshop	8	-.312 to -.934	.453	71.762	.000
Difficulties of the distance students	6	.300 to .962	.624	66.525	.000
Role of university for the conduction of practice workshop	6	.353 to .985	.789	69.668	.000

In the Table 1 Factor Loadings, KMO, and Bartlett's Sphericity (Chi-Square & Sig.) are given objective wise. Principal Component Analysis evaluated the reliability. Only those items were considered reliable whose score was 0.30 and above. The factor analysis with direct oblimin rotation was first done for five variables with 20 items. After that, (Kaiser-Mayer-Olkin) KMO (a measure of sampling adequacy) test was conducted for each variable and the results inferred that all research variables exceeded the acceptable standard of KMO's values of 0.4. The Bartlett's Sphericity is a test of significance. All the values are significant because no value is above the alpha level of 0.05.

Table 2: 20 Items Reliability Table

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.916	.913	20

Table 2 indicates that "Cronbach's alpha" value is 0.916 while "Cronbach's Alpha Based on Standardized Items" value is 0.913. Both the values are excellent and highly reliable for further processing of data collection.

Data Analysis and Interpretation

The data was analyzed on mean, standard deviation, and *t*-test and it was analysed as under:

4.1 Results and Interpretations

Table 3: Role of teaching staff (Tutors, Supervisors)

Item	Statements	Students	N	Mean	SD	M.D	<i>t</i> -value	Sig.
1	Delivering proper guidance to the students.	BEd	80	3.50	1.75	0.125	0.222	N
		PTC	70	3.38	0.78			
2	Showing weakness to the students	BEd	80	3.76	1.00	0.423	0.874	N

	in front of the class.	PTC	70	3.34	0.97			S
3	Providing presentation opportunity to every student.	BEd	80	3.68	0.97	0.146	.005	N
		PTC	70	3.53	0.96			S
4	Appreciation of good presentations.	BEd	80	3.20	1.51	0.346	0.514	N
		PTC	70	3.55	0.62			S
5	Imparting latest knowledge to the students about effective teaching.	BEd	80	2.43	1.209	-0.121	-0.743	S
		PTC	70	2.37	1.157			
6	Activity based learning by dividing students into small groups.	BEd	80	2.41	1.229	-0.80	-0.402	N
		PTC	70	2.73	1.273			S
7	Continue assessment of the students for more improvement.	BEd	80	2.20	1.130	0.357	2.060	S
		PTC	70	1.84	0.973			
8	Sharing latest teaching techniques of teaching and class control methods.	BEd	80	2.93	1.271	0.268	1.275	N
		PTC	70	2.66	1.295			S

Tabulated value of t = 1.645

n = 150

Key: N = number, SD = St. Deviation, MD = Mean Difference, Sig. = significance, NS = Non Significance, S = Significance

- In Table 3, Statement No. 1 depicts that calculated value of t at 0.05 level is .222 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.50 and 3.38 respectively. It means that distance students agreed that teaching staff delivered proper guidance to the students for their professional development.
- Statement No. 2 shows that calculated value of t at 0.05 level is 0.874 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.76 and 3.34 respectively. It means that distance students agreed that teaching staff showed weaknesses to the students in front of the class for their learning.
- Statement No. 3 demonstrates that calculated value of t at 0.05 level is 0.005 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.68 and 3.53 respectively. It means that distance students agreed that teaching staff provided presentation opportunity to every student.
- Statement No. 4 reveals that calculated value of t at 0.05 level is 0.514 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.20 and 3.55 respectively. It means that distance students agreed that teaching staff appreciated good presentations.
- Statement No. 5 demonstrates that calculated value of t at 0.05 level is -0.736 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students.

Mean values are 2.43 and 2.37 respectively. It means that distance students did not agree that teaching staff imparted to them the latest knowledge for their effective teaching.

6. Statement No. 6 demonstrates that calculated value of t at 0.05 level is -0.402 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 2.41 and 2.73 respectively. It means that distance students did not agree that teaching staff provide to them activity based learning by dividing students into small groups.
7. Statement No. 7 discovered that calculated value of t at 0.05 level is 2.060 whereas tabulated value is 1.645. The calculated value is greater than the tabulated value which reflects that there is significance difference in responses of BEd and PTC students. Mean values are 2.20 and 1.84 respectively. It means that distance students did not agree that teaching staff spare their time for continue assessment of the students for their more improvement.
8. Statement No. 8 found that calculated value of t at 0.05 level is 1.276 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 2.93 and 2.66 respectively. It means that distance students did not agree that teaching staff shared latest teaching techniques of teaching and class control methods.

Table 4: Difficulties of the Distance Learners

Item	Statements	Students	N	Mean	SD	M.D	t -value	Sig.
1	Long duration of teaching practice workshop.	BEd	80	3.24	1.19	0.208	0.423	N
		PTC	70	3.45	0.89			S
2	Conduction of workshop in hot summer days.	BEd	80	3.35	1.54	0.23	0.550	N
		PTC	70	3.58	0.86			S
3	On time receiving intimation letters of workshop to the students.	BEd	80	2.20	1.130	0.357	2.060	S
		PTC	70	1.84	0.973			
4	Load shedding and out of order fans in the centre.	BEd	80	3.68	0.97	0.146	.005	N
		PTC	70	3.53	0.96			S
5	Conduction of workshop in remote areas away from students' destinations.	BEd	80	3.76	1.00	0.423	0.874	N
		PTC	70	3.34	0.97			S
6	Washrooms are available at the workshop provided centers.	BEd	80	2.43	1.209	-0.121	-0.743	S
		PTC	70	2.37	1.157			
		Tabulated	value	of	t	=	1.645	

n =
150

Key: N = number, SD = St. Deviation, MD = Mean Difference, Sig. = significance, NS = Non Significance, S = Significance

1. In Table 4, Statement No. 1 reveals that calculated value of t at 0.05 level is .423 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.24 and 3.45 respectively. It means that distance students agreed that they had difficulty of suffering long duration of teaching practice workshop.
2. Statement No. 2 shows that calculated value of t at 0.05 level is 0.550 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.35 and 3.58 respectively. It means that distance students agreed that the teaching practice workshop was conducted in hot summer days.
3. Statement No. 3 discovers that calculated value of t at 0.05 level is 2.060 whereas tabulated value is 1.645. The calculated value is greater than the tabulated value which reflects that there is significance difference in responses of BEd and PTC students. Mean values are 2.20 and 1.84 respectively. It means that distance students did not agree that they had received intimation letters of workshop on time.
4. Statement No. 4 demonstrates that calculated value of t at 0.05 level is 0.005 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.68 and 3.53 respectively. It means that distance students agreed that there were load shedding and out of order fans in the centre.
5. Statement No. 5 demonstrates that calculated value of t at 0.05 level is 0.874 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.76 and 3.34 respectively. It means that distance students agreed that the teaching practice workshop was conducted in those stations which were away from their destinations.
6. Statement No. 6 demonstrates that calculated value of t at 0.05 level is -0.743 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of B. Ed and PTC students. Mean values are 2.43 and 2.37 respectively. It means that distance students did not agree that washrooms were available at the workshop provided centers.

Table 5: Role of Allama Iqbal Open University Islamabad

Item	Statements	Students	N	Mean	SD	M.D	t -value	Sig.
1	Well built teachers training programme for the distance students.	BEd	80	4.00	0.75	0.125	0.243	N
		PTC	70	3.88	1.36			S
2	Using latest technologies like TV, internet and multimedia.	BEd	80	2.20	1.130	0.357	2.060	S
		PTC	70	1.84	0.973			
3	Facilitating the students with the hardworking and efficient teaching staff for the teaching practice workshop.	BEd	80	3.88	1.36	0.250	0.462	N
		PTC	70	3.63	0.98			S
4	Providing school-based training programmes to the distance students.	BEd	80	3.20	1.51	0.346	0.514	N
		PTC	70	3.55	0.62			S

5	Deliver information to the students	BEd	80	2.80	1.60	0.320	0.145	N
	through e-mail and mobile phone i.e. calls, message service.	PTC	70	2.48	0.79			S
6	Monitoring of the teaching workshop centers by the university teams.	BEd	80	3.76	1.00	0.423	0.874	N
		PTC	70	3.34	0.97			S
Tabulated value of t =								1.645

n = 150

Key: N = number, SD = St. Deviation, MD = Mean Difference, Sig. = significance, NS = Non Significance, S = Significance

- In Table 5, Statement No. 1 indicates that calculated value of t at 0.05 level is .243 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 4.00 and 3.88 respectively. It means that distance students agreed that Allama Iqbal Open University Islamabad had well built teachers training programme for the distance students.
- Statement No. 2 shows that calculated value of t at 0.05 level is 2.060 whereas tabulated value is 1.645. The calculated value is greater than the tabulated value which reflects that there is significance difference in responses of BEd and PTC students. Mean values are 2.20 and 1.84 respectively. It means that distance students did not agree that the university had using latest technologies like TV, internet and multimedia in the teaching practice workshops.
- Statement No. 3 depicts that calculated value of t at 0.05 level is 0.462 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.88 and 3.63 respectively. It means that distance students agreed that the university had facilitated the students with the hardworking and efficient teaching staff for the teaching practice workshop.
- Statement No. 4 reveals that calculated value of t at 0.05 level is 0.514 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.20 and 3.55 respectively. It means that distance students agreed that the university had provided school-based training programmes to the distance students.
- Statement No. 5 demonstrates that calculated value of t at 0.05 level is 0.145 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 2.80 and 2.48 respectively. It means that distance students did not agree that the university delivered information to the students through e-mail and mobile phone i.e. calls message service.
- Statement No. 6 demonstrates that calculated value of t at 0.05 level is 0.874 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.76 and 3.34 respectively. It means that distance students agreed that the university had monitoring teams who visited the teaching workshop centers.

4. Conclusion and Discussion

After analysis of teaching practice workshop, it was found that distance students have little opportunities and facilitations when compared with formal university students because students daily attend the classes and their concentration is just on improving teaching methods but in distance education there is a gap between the students and teachers. However, the study concludes that teaching profession is based on teaching skills and techniques which they learn in the teaching practice workshop with the practice of innovative and creative ideas.

The data was collected from the Allama Iqbal Open University Islamabad Peshawar region students. In this study the role of teaching staff (tutors & supervisors), difficulty of the distance students, and the role of Allama Iqbal Open University Islamabad were analyzed. In this study, the distance students had provided fruitful suggestions for more improvement in their programmes and in the study, the difficulties of the distance students were focused and highlighted for its improvement.

The study concluded that the teaching staff delivered proper guidance to the students for their professional development and in future, they may become successful teachers. For their improvement, they showed weaknesses to the students in front of the class for their learning and the step is appreciated for learners of their effective teaching. They provided presentation opportunity to every student. This develops the students and fear and hesitation in their minds go off and they perform their performance boldly and confidently. They appreciated good presentations and this attitude motivates and encourages the students and they realize that teaching is not a difficult job but for the effective teaching, they have to care for some crucial steps.

The study revealed that teaching staff did not impart to them the latest knowledge for their effective teaching. Most of the teachers used old and conventional methods of teaching. These methods are not effective in today's society and with the passage of time their importance would be washed away. Latest teaching needs latest opportunities and the latest opportunities require proper training to the teaching staff for equipping them with the latest knowledge relating to teaching techniques.

Teaching staff did not provide to the distance students activity based learning by dividing them into small groups for their practice and refinement in work. Often, students prepared their presentations by readymade books of teaching methods and in this step, activity based learning is more effective. In team teaching, the concepts of most of the things are cleared and students understand in a true sense about teaching-learning.

They did not spare their time for continue assessment of the students for their more improvement. In the process of assessment, teaching staff give them feedback and they learn from their mistakes. They did not share latest teaching techniques of teaching and class control methods with them. It is due to those teachers who were not equipped with the latest teaching methods.

The distance students had difficulty of suffering long duration of teaching practice workshop especially for female student. Students felt boredom and disliked to sit for five hours and due to that, they had had lack of interest in attending the classes. The teaching practice workshop was conducted in hot summer days of July and August. The timing of workshop was not suited to them because in this season too much sweating was evicted from the body.

They had not received intimation letters of workshop on time. Owing to that, the crucial time of workshop was affected. The university and the regional campus fulfilled their

responsibilities on priority basis to send intimation letters but due to military operations and other postal problems students did not receive intimation letters on time.

There were load shedding and out of order fans in the centre. In this regard, the distance students were in two fold sufferings; one is load shedding and the other is out of order fans. When the power was linked down, then students had no way to stay inside the class due to too much close. Those who were sitting below the out of order fans, they did not bore the hot and they had had difficulty to take the workshop classes.

The teaching practice workshop was conducted in those stations which were away from their destinations and they had had the problem of reaching to their centers on time. Peshawar is the big and congested city and due to heavy traffic, roads were often blocked and students had to stay a lot of time in vehicles and they had reached late to their centers. Washrooms facilities were available at the workshop provided centers. In the workshop washrooms were locked by the school authority and those washrooms which were open, having dirt in them and the students, especially female students had had the problem of that. Allama Iqbal Open University Islamabad had well built teachers training programme for the distance students. The each programme of the university has been updated time to time. The structure of the university programme has sufficient if students take interest into them and leave short cut approaches.

The university had using latest technologies like TV, internet and multimedia in the teaching practice workshops but students did not know that the university had launched her programmes on TV channels and lots of information is available on internet and the university website. It was not in their knowledge that TV, internet and multimedia facilities were available at the university and the regional office main campus but other centers have not yet facilitated by these latest technologies. For the effective teaching, the facilitation of these latest sources would change the future of our new generation by well these well equipped teachers.

The university had facilitated the students with the hardworking and efficient teaching staff for the teaching practice workshop. For this purpose, the university collected data from the department and from the old and new registered tutors about their qualification and experience and then they were called and appointed for the part time tutorships and teaching practice workshops. The university had provided school-based training programmes to the distance students. The university had monitoring teams who visited the teaching workshop centers and observed what was being gone on in the teaching practice workshops.

The university did not deliver information to the students through e-mail and mobile phone i.e. calls message service. The university had no programme to inform students about their workshops and tutors through e-mail, calls, messages etc. It is fact that a large number of students are registered for admission in every semester but the university may facilitate the students about their tutors' addresses and other information on the university website. In this way for tutors' facilitation, the university adds in address section e-mail address, mobile phone numbers etc.

4.1. Outcomes of the Workshop

In the beginning of presentation session, students are unaware about the teaching methods and as the days go on, they become aware about new things. Their behaviour for learning changed. They have learnt a lot and then they urged to provide them next chance for showing their performance in a better position. In this way, teaching staff are requested to make cooperation with them and be sympathized in early days and be strictly handled their performance in the last days.

The workshop presentation build up confidence and nil students enable that they have guts of teaching and they can teach practically in educational institutions. Most of the people are non-teachers and after attending the workshop, they feel that they are eligible for teaching and now they can teach. They have learned the aims and scope of their education that actual thing is not their degree but their learning and their attitude with others. So, give preference learning skills instead of earning degree.

4.2. Factors Affecting Teaching Practice Workshop

Teaching practice workshop is the responsibility of the distance university and the major role play in distance workshop is of teaching staff (tutor, supervisor) but the thing that goes against is the behaviour of the distance students who believe in short cuts. They urge to get the degree from the distance university without any writing assignments, attending and participating in the workshop e.g. presentations or demonstration as a model teacher, writing 40 lesson plans, audio-visual aids, sitting in the class until the session ends, coming regularly for fifteen days and demonstrating two final director lessons and preparing their lesson plans.

Most of the students at first try to seek for the dwellings of teaching staff. They use resources and approaches for making contact with the tutors for taking safe haven from attending the workshop and other activities which are the crucial part of the workshop. They give gifts to the teaching staff and arrange party for them and idea in the minds for gaining high marks in the workshop. On account of these causes, distance students' performance goes to the ground and the struggles of the university for producing quality teachers is a dream which would hard to realize.

5. Recommendations

The following recommendations are made for the improvement in teaching practice workshops.

1. The conduction of workshop may be scheduled where the facilities are available like cold water, ventilated rooms, electric fans, audio-visual aids.
2. The workshop may be conducted in March/April and October/November and the place of the workshop may be convenient for the students and teaching staff as well.
3. The regional offices may be connected with the distance students through electronic media i.e. face book, email etc. for communication and resolving problems.
4. Students' problems may be solved by regional campus instead of main campus.
5. The Allama Iqbal Open University (AIOU) Islamabad may ensure that they may provide practice of teachers training programme the latest technologies like TV, internet and multimedia.
6. The AIOU may provide detailed guidance to teaching staff of teaching workshop with close monitoring: pre workshop for staff may be helpful.
7. The university may be utilized to ensure the receipt of information at students in the end. Attendance and punctuality of time may be ensured to the students and teaching staff as well.
8. The university faculty may visit the workshop centers and check the feasibility for the conduction of workshop before conduct.
9. The university may inform students about workshop two weeks before.

References

- Bates, T. (July 2008). *What is distance education?* Vancouver, B.C., Canada: Tory Bates Associates Ltd.
- Caena, F. (June 2011). *Education and Training 2020 Thematic Working Group Professional Development of Teachers*. European Commission, UK: Directorate General for Education and Culture.
- Dunne, K.A. (n.d.). *Teachers as learners: Elements of effective professional development*. WestEd in Stoneham, Massachusetts.
- Gulamhussein, A. (2013). *Teaching the teachers: Effective professional development in a era of high stakes accountability*. George Washington University, USA: The Centre for Public Education.
- McIsaac, M.S. & Gunawardena, C.N. (2004). Distance Education. In D.H. Jonassen, ed. *Handbook of research for educational communications and technology: a project of the Association for Educational Communications and Technology*. pp. 403-437. New York: Simon & Schuster Macmillan.
- Mensah, F.O., Anyan, J.A., Denkyi, C. (2015). Staff Development Practices of Open and Distance Learning Institutions in Ghana: The Case of the Distance Education Programme of University of Education, Winneba, Ghana. *Journal of Education and Practice*, 6(14), 79-86. Retrieved from: www.iiste.org
- Miller, D.M., & Pine, G.J. (1990). Advancing professional inquiry for educational improvement through action research. *Journal of Staff Development*, 11(3), 56-61.
- Mizell, H. (2010). *Why Professional Development Matters*. Oxford, United States: Learning Forward. Retrieved from: www.learningforward.org
- Moore, M.G., & Thompson, M.M. (1990). The effect of distance learning: *A summary of literature. Monograph No. 2 of the American centre for the study of distance education (ACSDE)*. University Park: The Pennsylvania State University (ACSDE).
- National Staff Development Council. (2001). *NSDC'S Standards for Staff Development*. Oxford, OH: Author.
- Perraton, H., Robinson, B., & Creed, C. (October 2001). *Teacher Education Through Distance Learning Technology, Curriculum, Evaluation, Cost*. UNESCO, Cambridge, UK: IRFOL.
- Prospectus of BEd Programme*. (Autumn, . Allama Iqbal Open University, Islamabad, Pakistan: Author.
- Rahnumai Talaba for BEd students*. (Autumn, . Allama Iqbal Open University, Islamabad, Pakistan: Author.
- Santiago, P., & Benavides, F. (December 2009). *Teacher Evaluation: A Conceptual Framework and examples of country practices* (Presented paper at the OECD – Mexico Workshop Towards a Teacher Evaluation and Assessment Frameworks for Improving School Outcomes).
- Schachar, M., & Neumann, Y. (2010). Twenty years research on the academic performance differences between traditional and distance learning: Summative meta-analysis and trend examination. *Merlot Journal of Online Learning and Teaching*, 6(2), 318-334.
- Strong, M., Fletcher, S., & Villar, A. (2004). *An instigation of the effects of teacher experience and teacher preparedness on the performance of Latino students in California*. Santa Cruz, CA: New Teacher Centre.
- Training manual in pedagogy (vol. 1)*. (2014). Centre for open & distance learning, Nairobi, Kenya: Author.

PERCEPTION OF TUTORS ABOUT TUTORIALS IN OPEN AND DISTANCE LEARNING (A CASE STUDY OF ALLAMA IQBAL OPEN UNIVERSITY)

¹Dr. Muhammad Ajmal, ²Mr. Akhtar Ali Shah

Abstract

Tutoring of learners is an old practice. Tutorials are to be effective if the tutors have some indispensable qualities. One of these is content knowledge of a tutor which is essential for tutoring. There are many other personal qualities and features of a tutor essential for tutoring. If a tutor is willing to be a sincere tutor and help his students then the students will seek solutions of their problems from him and discuss their problems with him. If the students feel that they can get benefit from tutors' contributions then they arrive for tutorials. Much of the quality of tutorials depends on the attitude of the tutors and their capabilities in using modern educational technology. Research suggests that the effective tutorials in open distance learning is based on preparation, excellent communication skills, and understanding of the tutors. This survey was conducted to find out the perception of tutors about tutorials in Open Distance Learning at Allama Iqbal Open University (AIOU). The objectives of the study were to find out the perceptions of the tutors about tutorials in ODL at AIOU and to give suggestions for improvement in the tutorial system. In view of the time constraints, the study was consisted of the tutors involved at the Peshawar and Rawalpindi Regions of the AIOU in B.Ed. Course 512 (Perspectives of Education) of semester spring 2012. The data was collected through a questionnaire developed on five point Likert Scale. The data was analyzed and the results were converted into frequency distribution, percentage and mean scores. The tutors perceived that tutor engages students in learning activities by using question answer approach in tutorials which is more active for teaching. Tutorials can help in student interaction with each other and they can learn and think in a critical way. Majority of the tutors agreed that tutorial can aid in the development of the necessary knowledge and abilities of the students. Tutorial is based on interactive approach, and its timing and duration is perfect. It was found out that in tutorials tutor remains punctual while the students are not punctual. It was found that all the necessary facilities were not available in the tutorials. Tutor's training was found necessary. It was recommended that there is a need of comprehensive training for tutors to conduct the tutorials. The availability of tutors at the study centers may be made ensure as per schedules issued to the tutors and students so that to make interaction between students to learn from each other. Study centers may be established in the locations which would be accessible for the tutors and students and especially for female tutors and students of far flung areas. All the necessary facilities, including multimedia may be provided at the study centers. Monetary incentives for the tutors may be increased and the strength of students per tutor may be decreased so as the tutor

¹ Associate Professor, Allama Iqbal Open University

² M. Phil Scholar, Allama Iqbal Open University

may participate wholeheartedly and give meaningful feedback on assignments of every student.

Keywords: Perception, Tutorial, Open Distance Learning (ODL), Study Centers, AIOU.

1.Introduction

Open and distance learning refers to education and training in which using learning resources, rather than attending classroom sessions, is the central feature of the learning experience. Distance learning refers to situations where learners are physically separated from the educational provider, communicating in writing, (using letter mail, email, fax, or computer conferencing); verbally (by telephone, audio conferencing, video conferencing); or in face-to-face tutorial sessions. Open learning refers to situations where learners use resources in a flexible way to achieve their goal. These resources may be print, audio- or computer-based; used at home, at a study centre or in the workplace; with or without the guidance of a tutor or mentor. Open learners' goals vary greatly, from completing formal accreditation, to learning a specific job-related skill, to pursuing a leisure interest. ODL allows learners to study when and where suits them best. They continue learning while fulfilling commitments to work, family or community. Those living in remote areas or with limited transport can study courses that would otherwise be inaccessible to them. ODL can provide a variety of study opportunities, (academic, technical/vocational, personal and professional development, basic education) to a range of learners (young adults, adults returning to learning, people preparing to enter trades or professions, people acquiring new work-related skills, established professionals in health and education working towards further accreditation).(CoL, 2003). The advantages of ODL include:

- Increased capacity and better use of resources:

Well-planned ODL enables an educational institution to provide educational programmes to more learners, more flexibly, by using existing resources in a different way or incrementally increasing existing resources. Instead of paying for new classrooms for students, an institution can hire staff to develop and teach distance courses and invest in ODL support structures, such as study centres or technologies.

- The ability to reach learners who cannot attend an educational institution.
- The ability to offer quality learning materials and individualized support:

Good ODL course materials present course content in a format that learners can study independently. This means tutors can concentrate on facilitating learning and providing personalized attention to learners rather than delivering the course content.

Let's take a look at the implications of some key characteristics of ODL.

Accessibility

One of the main reasons for delivering training and education via ODL is to make it accessible to people who cannot attend regular classes due to social, structural or personal situations. These might include a lack of places in educational institutions, distance from educational institutions, and absence of specific programmes, family commitments, the need to continue earning while learning, or travel costs. Accessibility is key to ODL, so methods and technologies should enhance, not limit it. A course that requires regular email use will limit accessibility if most learners lack reliable computer access. In this case, allowing learners to write or audiotape assignments and submit them by post fax or in person will improve accessibility. Methods and technologies should not limit access for people with disabilities; learning resources should be adaptable to different media by, for example, transcribing

audiotapes into print for hearing-impaired people, or audio taping, print materials for visually impaired people.

Flexibility: This term covers giving learners:

Physical flexibility to study at a time and place that suits them.

Educational flexibility to study subjects, courses and programs in an order and manner appropriate to their needs.

Educational flexibility is less common in conventional academic institutions, where the content, sequencing and structure of programs tend to be fixed. However, some institutions that offer ODL are becoming more flexible about admission requirements and may restructure programs to meet specific needs, such as specialized training for professionals. Many learners prefer ODL that accommodates their approach to learning. They may prefer print- and text-based courses to classroom sessions if they like to learn by reading, reflection and writing. The phrase ‘learner-centeredness’ is used frequently but inconsistently in ODL. At one level, it enshrines the goal of providing education and training in a way that prioritizes learners’ needs, rather than institutional convenience. At another level, it means enabling learners to pursue their studies in a way that is appropriate for their circumstances, learning goals and learning style. For the educational institution, this means providing good quality learning materials in appropriate, accessible media, and giving sufficient support to ensure learners have a good chance of successful completion (© THE CoL, 2003).

It would be of interest to understand the implication of the two core concepts, that is, tutorial and support. The term tutorial arises from the stem noun “tutor”, i.e., the person who provides tutorials. Tutorial, therefore, means a situation in which tutoring takes place. So, tutorial implies a condition in which the tutorial action occurs or is organized and mechanisms are put in place as a planned activity that is intended to enable learners to learn more effectively. Tutorial includes guiding and advising learners to progress systematically and successfully through their academic programs. Generally, students in ODL systems are provided with study materials in different forms such as print, audio and videocassettes, radio and TV programs, and electronic or web based forms. These are observed to be inadequate where there are no support systems because within the system students are mostly isolated from their instructors and the administrative personnel. The separation leaves a gap when the students encounter problems in their studies. Well built support systems cover the gap by assisting students to confront the problems they face. Tutorial services constitute one of the many forms of support systems for ODL students.

Tutorials are aimed at providing learners with opportunities to engage with and develop better understanding of the contents of the study materials which they use. Tutorial also helps in building necessary bonds between learners and their tutors. Such bonds are important as steps towards developing ODL teaching-learning environments, which are favorable to active engagement of participating members of given tutorial groups. Tutorial further provides avenues for learners to explore ways of broadening their knowledge and skills so that they can adequately and successfully match learning activities with teaching processes, including matching assessment in form of projects, assignments, tests, and examinations with what is taught and learnt. Tutorial should also assist learners to match learning with learners’ day-to-day practical lives, i.e., the learners’ lived worlds. Basically, the needs to relate what learners’ study with what they experience during the teaching-learning processes, as well as with their lived environments provide chances for success in academic progress, specifically in passing assignments, tests and finally, examinations. It also positively contributes into the transfer of learning to practical issues

in the students' lives. These achievements are prerequisites to meaningful teaching and learning and are fundamental in shifting from rote learning to meaningful learning. Additionally, where tutorial is systematic and effective, it aids in developing study skills among learners as well as their ability to communicate and interact.

These achievements help in making learners confident in coping with the demands of the ODL system of education provision and the problems they encounter in their day-to-day lives. Given the nature of ODL, whereby the learners are, mostly, physically separated, from their instructors, tutorial helps tutors to know their learners' needs. Communication between tutors and learners offers tutors the knowledge they need to transmit to the teaching staff and the ODL providing organization in order to foster effective and efficient teaching and learning, and accordingly, improving institutional and individual outputs in relation to set goals. Communication between tutors and learners enables recognition of learners' specific needs and working towards meeting such needs. This motivates tutors to channel learners' studying styles and strategies through specific individualized (where appropriate group) learning pathways.

According to Adeys, Heese, and Roux (1992), "tutorial support is needed not for fundamental humanitarian reasons only, but for two simple practical reasons; namely, "because of the open mode itself, in particular the physical separation" that exists between the tutor and the student, and "because in the most current scheme learners are [mostly, adults who study] part-time" (Lewis, 1984b: 7, cited in Adeys, Heese, & Roux, 1992, p. 57-58). However, the same learners wish to meet their learning goals; including attaining target knowledge and gaining social and individual fulfillment.

According to Szczypulata, Tschang and Vikas (2001) model, Szczypulata, Tschang and Vikas point out that in order for tutors to execute the different roles that have been enumerated above they need four broad capabilities which are:

- (i) Creative abilities that enable tutors to generate new ideas to address challenges emerging from the fast changing social-cultural environments.
- (ii) Constructivist thinking which encourages collaborative, multidisciplinary and situated approaches to bring about changes that are ethically derived in education systems and content.
- (iii) Problem-Solving abilities, which are those abilities that equip humans with the capacity to manipulate information in order to solve real-world or contextually based problems. Problems are tackled with open-ended questions and responses to such questions are not expected to be rigid, rather they may be multiple in their nature. In this case responses to questions posed in solving a single problem may be applicable to communities with different backgrounds and different goals.
- (iv) General information manipulation abilities; are abilities for tutors to search for information, organize the information, summarize the information display the information and use it intelligently. Always tutors have to "learn how to learn" (p. 112).

There are different ways through which tutorials are provided in ODL systems. At the general level, tutorials are organized and executed on a continuum between centralized and decentralized systems; in between there are semi-decentralized tutorial systems. Across the continuum tutorials are provided using different approaches. For example, there are ODL systems in which tutorials are provided using face-to-face sessions while in others tutorials are provided using technology media. A third way of providing tutorial is the blending of face-to-face and technology media.

The environments under which ODL institutions operate determine the means that tutorial services are provided. Three types of tutorials may be provided. These are:

- 1- Face-to-face session.
- 2- Tutorial support offered at a distance using media technologies.

1-Face-to-Face Session:

According to Kleinschmidt (1998), all events that take place as part of tutorial support should deal with the problem of distance, i.e., distance in space (spatial) and distance in time (temporal). Learners in ODL systems are attracted into the system because of the opportunities for flexibility that the system offers. Flexibility in time and space constitute major attractions to ODL programs because such flexibilities allow individuals with multiple responsibilities and complex schedules to participate. This implies that if an institution provides face-to-face tutorial support, the tutorial sessions should be organized in such a way that they do not constitute a push-out force for the learners. Face-to-face sessions should be organized to accommodate all learners regardless of their diversities. Moreover, there should be alternatives to the general scheduled face-to-face tutorial sessions to accommodate those learners who are not able to fit into fixed institutional face-to-face times and locations.

ODL institutions have to encourage its tutors to ensure that all messages and course content provided to learners who attend face-to-face sessions reach those who for one reason or another fail to attend the face-to-face sessions. For example, alternative face-to-face sessions could be organized on different dates, times and locations. However, technology media could also be used to serve the same purpose. The tutors could send letters to students, use phone calls to reach the students, send fax messages or develop web sites on which to post all information that would otherwise be delivered at physical face-to-face sessions.

2- Tutorial support offered at a distance using media technologies:

Using ICT for tutorial support means that learners could be reached anytime and anywhere through the ICT's asynchronous features. Kleinschmidt (1998) advises that, on the basis of availability, affordability, and accessibility to ICT by ODL institutions, tutors and the learners, tutorial support systems may be designed to include the use of ICT. This idea is supported by Perez (2001) who observes that ICT-based education encourages interactive and networked learning, therefore, when used for tutorial support services ICT could be more productive than when face-to-face tutorials support singly for such support. Perez argues that ICT offer "unprecedented qualitative development [that facilitates] collaborative and inter-cultural working groups ... formed to carry out assignments and projects, and solve problems in virtual spaces using the electronic networks" (p. 338).

These observations have implications to tutorial support in ODL. That is, if ICT were used for tutorial support it would be easy for tutors to organize group work, including long-term and short-term projects. ICT would also make it possible to involve all learners since tutors and learners may use the ICT' asynchronous features to share their ideas. They may also encourage learners to share and exchange ideas with fellow learners without all of the learners having to be online or at a physical location, all at the same time. Szczypula, Tschang and Vikas (2001) propose that using ICT for tutoring can improve knowledge representation, which promotes problem solving and the possibility of modifying knowledge itself to suit learners' interests. Through the use of ICT, learners and their tutors can open up avenues through which each member of the learning group link others to web sites with relevant information to what they are learning. Szczypula, Tschang and Vikas point out that "students reading a particular document can follow links to more detailed documents, depending on the extent of their interests" (p. 115).

Variation in the information that tutors and learners can access through the use of ICT makes it possible for both learners and tutors to become relatively interdisciplinarians, i.e., tutors and learners get exposed to information from a variety of disciplines or fields of specializations. This condition is positive for knowledge application in real world experiences of the learners, especially, where simulations are applied in the website documents, which the learners access. For example, if a learner is studying a lesson about soil erosion, deforestation and desertification, and fortunately one of them has access to a web-site that thoroughly documents and graphically represents the formation of the Kalahari Desert or any other desert it would be easy for those who view the site to not only view site but also to interpret the information on the basis of their own environment. Nipper (1989) has also noted that while home-based learners are interactive users of CMC, social users dominate and educational focus can be swamped by chat. He also recognizes the vital role of tutors in creating an environment which persuades novices to use the medium and use it effectively (Davie, 1989; Fabro and Gibson, 1998) (in Thorpe, 2007, p. 2) for studying and not otherwise.

The AIOU is the biggest provider of distance education in Pakistan, with nearly 1000 courses offered to undergraduate and postgraduate students. The University employs part-time tutors, who act as the human interface between the university and its students. Each tutor is responsible for supporting a group of around 40-60 students, although the group may vary in size depending on the geographical distribution of students. So, in spite of the scale and size of the University, the strength of the system is that all students are known individually by their tutor. The tutor's role is to mark assignments with detailed formative feedback, and to provide support to students as appropriate. Central academic staff designs the courses which are delivered in the form of printed or web based course materials. The nature of tutor support will vary to some extent with the faculty and course, but broadly speaking there is a standard remit.

Earlier research at the Open University (Price et al, 2007) described how students viewed tutoring and tuition differently. While tuition was seen as a more objective impersonal activity intended to meet the needs of a group and involving interpretation and assessment of a subject, tutoring was a more subjective and personal activity that was intended to meet the needs of individuals, where the students themselves had the greatest influence on the nature of tutor- student interactions. It was pastoral and interactive, involving supporting; counseling; and mentoring students aimed at helping them grasp the big picture'.

It can be argued that distance learners need help and guidance in coping with the associated demands of this type of studying (McGivney, 2004) and hence, the attitudes and behaviors of the tutors are crucial to students perceptions of the academic quality of courses in distance education (Richardson, Long, & Woodley, 2003). Our aim in conducting this study has been to explore tutor and student perceptions of what constitutes good tutoring in a distance learning environment. The following analytic strategy was used:

Finally, the discriminate analyses were used to determine the scale that contributed the most to the differences among the different clusters of tutors and students. This analytic strategy has been used in a number of previous exploratory studies in higher education and clinical psychology (Makoe, Richardson, & Price, 2008; Richardson 1996, 2007; Zelinski, Gilewski, & Thompson, 1980).

According to Nelson and Quick (1997), "social perception is the process of interpreting information about another person." In other words, you may be in possession of the same set of information that other people have on a particular situation, person or group but still arrive at

different conclusions due to individual differences in the capacity to interpret the information that you all have. Rao and Narayan (1998) obviously share the main characteristics of the above definition. However, they emphasize that perception ranks among the “important cognitive factors of human behavior” or psychological mechanism that enable people to understand their environment. In their own words, “perception is the process whereby people select, organize, and interpret sensory stimulations into meaningful information about their work environment.” They argue that perception is the single most important determinant of human behavior, stating further that “there can be no behavior without perception.” From a third perspective “social perception refers to constructing an understanding of the social world from the data we get through our senses” (Michener, DeLamater and Myers, 2004). Thus, perception “refers to the process by which we form impressions of other people’s traits and personalities.” You may have noticed that by referring to “our senses” as the means of data collection the authors may have placed too much emphasis on its perception component, which the first two definitions clearly avoided. In order to shed more light on this concept it is important to pay attention to the following elements of the above definitions of perception listed by Rao and Narayan (1998):

1. Our attention, feelings and the way we act are influenced by our environment,
2. Perception helps you to gather data from your surroundings process the data and make sense out of it,
3. In perception it is sometimes difficult to separate the information from the action,
4. It is basically a process of gaining mental understanding, and
5. Perception guides the perceiver in harnessing, processing and channeling relevant information towards fulfilling the perceiver’s requirements. (Godwin Oghenechuko Unumeri, 2009).

1.1 Statement of the Problem

Tutorials are used as avenues for tutors and their students at a physical location to discuss issues related to course content. They also discuss issues other than course content. These issues require the attention of the tutors. The issues range from management, financial, and social, advising to helping learners become more autonomous. The Allama Iqbal Open University has the aim to provide quality education to the masses of the country. The university has its tutorial system to minimize the students’ issues and problems and help them to become more autonomous in learning. This study is to find out the perceptions of students about tutorials in Open Distance Learning (ODL) at AIOU and to identify the issues and problems faced by the students at tutorials.

1.2 Objectives of the Study

The objectives of the study were to:-

1. find out tutors’ perceptions about tutorials in Open Distance Learning (ODL) at Allama Iqbal Open University (AIOU).
2. identify problems/barriers inhibiting implementation of tutorials in ODL at AIOU.

1.3 Research Questions

1. What are tutors’ perceptions about tutorials in ODL at AIOU?
2. What is possible solution for problems and issues inhabiting in implementation of tutorials in ODL at AIOU?

1.4 Significance of the Study

This study would help the tutors to understand the tutoring in ODL and they will use the study centers as a platform to reflect their practices. Tutor will address the tutoring linked challenges at the National and Regional campuses. Its findings and implementation would benefit the students' services department in the ODL to improve and enhance the students learning. The planner of ODL will be benefited and will change the rules of planning in ODL. The study may be significant in the following ways:

1. It would be beneficial for the planners of ODL at the AIOU.
2. It would be beneficial for the course coordinators at the AIOU.
3. It would be beneficial for the writers of courses at the AIOU.
4. It would be beneficial for the process of evaluation at the AIOU.

2.Methodology

This study is of survey type and a single questionnaire was used for the tutors. Likert's five rating scale questionnaire was used in this study. The questionnaire was developed to investigate tutors' perception of tutoring. The respondents were asked to indicate their level of agreement or disagreement with each item using 5-point rating scale. Random sample of available tutors was selected. Tutors were selected from B.Ed. program offered by the AIOU. Those responses were included in the analysis which contained in the original sample. The questionnaire was administered through post and personally face to face. The study is basically descriptive in nature and survey was conducted to collect the data. The study was delimited to the tutors of B.Ed. Course 512, (Perspectives Of Education) of Peshawar and Rawalpindi Regions. The Semester Autumn 2012 was considered for this research.

2.1. Population and Sample

All tutors of B.Ed. Course Code 512; i.e. (150) of Peshawar and Rawalpindi Regions of the A.I.O.U were the population of the study. This Population was comprised of Semester Autumn 2012. All tutors (150) from Rawalpindi and Peshawar Regions of Course Code 512 were responded conveniently which is 100% of the population. The total responses received were 124 which are 83% of the population. This is a survey study, therefore, percentage and mean average scores of each statement of the questionnaire were calculated.

3.Results and Discussions

The data analysis is based upon the responses of the participants to the statements in the questionnaire. The questionnaire was analyzed using descriptive statistics to determine the mean score of the participant's responses as given below:

S.NO.	Statement	Mean Score
1	Tutor engages students in learning Activities	4.19
2	Question answer approach in tutoring is more active in learning.	4.57
3	Tutorials interacts students effectively.	4.29

4	Tutorials help student to learn.	4.43
5	Tutorials help student to think in a critical way.	4.09
6	Tutor refers to have discussion on the assignments in the tutorials	4.03
7	Tutorials can aid in the development of the necessary knowledge and abilities of the students.	4.23
8	Tutorial timings are perfect.	3.65
9	Tutorials duration is perfect.	3.74
10	All the necessary facilities are available in the tutorials.	2.71
11	Tutor feels confident in carrying out tutorials.	4.04
12	Feedback is given on the assignments to every student	4.01
13	Tutor is always sympathetic when students need help on their study.	4.17
14	Tutor knows how to encourage self-learning	4.16
15	Tutor knows how to motivate students to learn.	4.16
16	Tutor is aware about students' need	3.94
17	Tutor makes preparation before tutoring	4.00
18	Tutor has expectation of success for all students.	4.01
19	Tutor gives adequate guidance on	3.95

	Assignment and about examination	
20	Tutor is punctual.	4.09
21	Student is punctual.	2.23
22	Tutor has a thorough knowledge of his subject	3.87
23	Tutor communicates effectively in the tutorials.	4.01
24	Tutor promotes students' learning through effective media use.	3.57
25	Tutor clarifies course objectives and Goals to students.	4.05
26	Tutor checks the student's progress.	3.98
27	Tutor is expert in the open distance learning system.	3.95
28	Tutor needs training about open distance learning system.	3.53
29	Tutor provides an environment for the students to learn.	3.56
30	Tutor encourages discussion among students.	4.10
31	Tutor uses appropriate participative methodology	3.88

4.Conclusion and Recommendations

Collected data was analyzed and on the basis of findings and literature cited. Following results and conclusions were drawn.

1. Majority of the tutors (83%) are agreed that tutor engages students in learning activities by using question answer approach in tutorials which is more active for teaching. Tutorials help in student interaction with each other and to learn and think in a critical way. Majority of tutors (89%) are agreed that tutorial can aid in the development of the necessary knowledge

and abilities of the students. Tutorial is based on interactive approach, and its timing and duration is perfect.

2. Majority of the tutors (52%) are remained normal, (31%) agreed and (17%) disagreed that all necessary facilities are available in tutorials. Majority of the students (80%) feel confident in carrying out the tutorials.

3. Majority of the tutors (81%) are agreed that feedback is given on the assignments to every student, and also tutor is sympathetic when students need help on their study. The tutor is aware about students needs, makes preparation before tutoring, gives guidance on assignments and about examination, and counsels students when necessary in tutorials.

4. Majority of the tutors (78%) are agreed that tutor is punctual and (74%) are disagreed that students are punctual in tutorials. Tutor has a thorough knowledge of his subject, communicates effectively in tutorials, and promotes students' learning in tutorials.

5. Majority of the tutors (74%) are agreed that tutor clarifies course objectives and goals to the students. The tutors (76%) are agreed that tutor checks the students' progress, and also is an expert of the open distance learning system. However, (55%) of tutors are agreed that tutor needs training about ODL system.

6. Majority of the tutors (75%) are agreed that tutor provides an environment for students to learn and (79%) are agreed that tutor encourages discussion among the students while (71%) tutors are agreed that tutor uses appropriate methodology in tutorials.

5.Recommendations

On the basis of findings and conclusions, the recommendations of the study perceptions of tutors about tutorial in ODL at AIOU'' are proposed as under.

1-There is a need of comprehensive training for tutors to conduct the tutorials and give meaningful feedback on the assignments which will help in students learning. This training may organize tutors of their roles and responsibilities that may be targeted at improving their professional competence.

2-The availability of tutors and students at the study centers may be made ensure as per schedules issued to the tutors and students so as to solve the students' problems related to course work well in time, and make interaction among the students to learn from each other and promote critical thinking among the students. Attendance of students in tutorials may be awarded with marks in their academic program so that they may understand the worth of tutorial meetings.

4-Study centers may be established in the locations which would be accessible for the tutors and students and especially for female tutors and students of far flung areas. All the necessary facilities, including multimedia and internet may be provided at the study centers that may make constant interaction between tutor and student to help overcome student isolation and other issues as they arise.

5- Monitory incentives for tutors may be increased and the strength of students per tutor may be decreased so as the tutor may participate wholeheartedly and give meaningful feedback on assignments of every student.

References

- Adey A. D., Gous, H.T., Heese, M., & Roux, A. L. (1992); Distance Education (Post Graduate Diploma in Tertiary Education). Pretoria. University of South Africa.
- Aluko, F. R. (2008). Measuring success: The impact of an Advanced Certificate in Education (Education Management) programme on the professional practice of graduates, Paper presented at the NADEOSA Conference, Pretoria, South Africa, 8-9 August 2008.
- Aluko, F. R., and J. Hendrikz, (2009). The impact of an innovative tutorial model on distance education students' performance: A pilot study, paper presented at the DEASA conference Maseru, Lesotho, 18-20 September 2009.
- Armstrong. F. & Hedge.N. (1996). Teaching and learning at a distance, University Sheffield: United Kingdom.
- Barab, S. A., Makinster, J. G. & Scheckler, R. (2001); Designing System Dualities: Characterizing an Online Professional Development Community.
- Bell, R, and Tight, M.(1993). Open Universities: A British Tradition, Buckingham: SRHE & Open University Press.
- Bender, D. W. Wood, B. J. and Vredevvoogd, J. D., (2004). Teaching time: Distance education versus classroom instruction, American Journal of Distance Education, 8(2), 103-114.
- Brookfield, Stephen, D. B., and Preskill, Stephem. (1999). Discussion as a way of teaching: Tools and Techniques for University teachers, Buckingham, SPHE and Open University Press.
- Biggs, J. (2003); Teaching for quality learning at university: What the student does. (2nd edition), Berkshire: Open University Press.
- Boud, D. (1988); Developing student autonomy in learning. London: Kogan Page. Brown, S. & Glasner, A. (1999)(Eds.). Assessment matters in higher education: Choosing and using diverse approaches. Buckingham: SRHE and Open University Pr
- Calvert, S. L., (2005). Early Media Exposure: Implication for learning, Department of Psychology, Georgetown University.
- Choom Helm.Nichols, M. (2010). Students perceptions of support services and the influence of targeted intervention on retention in distance education, Distance Education, V. 31, No. 1
- CoL. (TUTORING IN OPEN AND DISTANCE LEARNING:A HAND BOOK FOR TUTORS, © THE COMMONWEALTH of LEARNING, 2003).
- Collins Combuild, (1994). Essential English Dictionary, Harper Collins Publishers, 77-85, Fulham Palace Road, Hammersmith, London, W6 8JB.
- Curzon, I.B. (1990).Teaching in future Education: An outline of Principles and Practices. London: Cassell Education Ltd.
- Daweti, A. M. (2005). Tutoring in Open and Distance Learning Commonwealth of Learning, Retrieved October 22, 2011,from <http://despace.col.org/handle/123456789/162>.
- Douglas, M. B. (2010). Ime4: Mixed-effects modeling with R, Springer Company, UK.Evans, T., (1997). Understanding learners in open and distance education, London: Kogan Page.
- Gay, L, R. & Airasian, Peter, (2003). Educational research, Pearson Education, Inc. Upper Saddle River, New Jersey.
- Gow, L. & Kember, D (1993). Conceptions of teaching and their relationship to student learning, British Journal of Education, Psychology, 63, 20-33.
- Hixenbaugh, P., Thomas, L., (2006). Personal tutoring in Higher Education, Stokeen Trent, Trentham Books, (eds).
- Holmberg, B., (1995). Theory and Practice of distance education, London Routledge.

- Keegan, D. (1996). *Foundation of Distance Education*, 3rd ed., London: Routledge.
- Kilfoil, W. R., (2005). Quality assurance and accreditation in open distance learning, *Progressio*, 27(172): 4-13.
- Johson, D.W., Roger, T., Edythe, J. H., (1998). *Cooperation in the Classroom*, Interaction Book Company Edino, MN, ASBNO – 939603-04-7.
- Lee, J., (2003). Current status of learner support in distance education: Emerging issues and future research agenda, *Asia Pacific Education Review*, 4 (2), 1181-188.
- Likert, R. A., (1932). *Technique for the Measurement of Attitudes*, New York, Colombia University Press, and Retrieved form Reid (2003).
- Lowe, S. D., (2005). Responding to learner needs in distance education: Providing academic and Relational support (PARS). In *making distance education work: Understanding learning and learners at a distance*, ed. S.J., Levin, 73-87. Okemos, Michigan, USA: Learners Association, net.
- Makoe, M., Richardson, J. T. E., Price L. (2008). Conceptions of Learning in adult students embarking on Distance Education, *Higher Education*, 55.303-320, Springer, Science Business Media, B.V.
- Moore, M. G., (1973). Toward a theory on independent learning and teaching, *Journal of Higher Education*, 44: 61- 79.
- Moore, G. M., (1980). Independent study, in R. D. Boyd, J. W. Apps and Associates, *Redefining the Discipline of Adult Education*, San Francisco: Jossey Base, 16-31.
- Moore, M. G., (1983). The individual adult learner, in M. Tight (ed.), *Education for Adults: vol. 1, Adult Learning and Education*, pp. 153 – 168, London
- O' Rourke, J. (2003). *Tutoring in Open and Distance Learning: A Handbook for Tutors*, Commonwealth of Learning. Retrieved July 14, 2011, from www.col.org/resource/publications/pages
- Poonwassie, A. (2001). Facilitating adult education: A practitioner's approach, in Poonwassie, D. and Poonwassie, A (eds) *Fundamentals of Adult Education: Issues and Practices for Lifelong Learning*, Toronto: Thompson Educational Publishing.
- Price, L., Jehon, T. E., Richardson and Anne, J. (2007). Face-to-face versus online tutoring support in distance education, *Studies in Higher Education*, UK Open University Press.
- Qakisa-Makoo, M. (2005). Reaching out: Supporting back learners in distance education. *Progressio*, 27 (172): 44-61.
- Rabi, Jawahir. (2006). Analysis of the simultaneous influence of home, school and pupil factors in numeracy Performances of fourth-grade children in Maurritus, *CASTME Journal*, 26(1), 8-34
- Reid, N., (2003). *Getting started in Pedagogical research in Physical Sciences*, LTSN Physical Science Practical Guide, Published by LTSN Physical Science Centre, Department of Chemistry, University of Hull, Hull HU6 7RX.

VOLUNTEERISM IN ADULT EDUCATION IN RURAL AREAS OF PAKISTAN

¹Muhammad Arshed Hussain Malik, ²Prof. Dr.N.B.Jumani, ³Dr. Azhar Mahmood

Abstract

Adult education is a practice in which adults engage in systematic and sustained self educating activities in order to gain new forms of knowledge, skills, attitudes, or values. It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner. The learning happens in many ways and in many contexts just as all adults' lives differ. Adult learning can be in any of the three contexts, i.e. formal structured learning that typically takes place in an education or training institution, usually with a set curriculum and carries credentials. Non-formal learning that is organized by educational institutions but non credential. Informal education, learning that goes on all the time, resulting from daily life activities related to work, family, community or leisure. Volunteering is the practice of people working on behalf of others or a particular cause without payment for their time and services. The purpose of this study was to examine the concept of volunteerism in adult education in rural areas of Pakistan. This study was undertaken by reviewing the literature in the field of volunteerism in adult education in rural areas of Pakistan. Data were collected from the internet, books and through interviews.

Key Words: *Volunteerism, Adult Education, Literacy, NGOs, Adult Learning*

1.Introduction

Education is fundamental right of every human being. Now a day's education is considered as a measuring tool for the progress of a country. Islam lays stress on learning and getting wisdom. Islam attaches so much importance to knowledge that it considers its acquisition to be among the superior acts of a Muslim. The first revelation that dawned upon Prophet Muhammad (SAWA) started with the word "Iqra", which means read. According to the verses of Surah Al Alaq, "Recite in the name of your Lord who created; Created man from a clinging substance; Recite and your Lord is the most Generous; who taught by the pen; taught man that which he knew not". (96:1-5). Famous Hadith of the Prophet (SAWA) says: "Seek knowledge from the cradle to the grave". It shows that Islam urges on lifelong learning and adult education.

1.1 Adult Education

Adult education is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values. It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner (Merriam, Sharan, B. & Brockett, Ralph, G, 2007). Adult education is the practice of teaching and educating adults. This practice is also referred as an andragogy. Andragogy is therefore, "the art and science of helping adults learn" (Knowles, 1970 p.37).

¹ Ph. D Scholar, International Islamic University, Islamabad

² Dean Faculty of Social Sciences, International Islamic University, Islamabad

³ Assistant Professor, Department of Education, International Islamic University, Islamabad

Andragogy has six key principles. Good adult learning involves acting, reacting and participating. In its organized form adult education has relatively a short history of nearly two hundred years on this globe. In its informal matter, adult education can be traced back by a fanciful mind to the times of Socrates, Jesus and the Buddha. It gained significance in the form of social education after World War I (K. N. Seetharamu, 2004).

After World War I, views of education in both the United States and Europe suggested that adult learners did not learn the same way children learn (Knowles, Holton, & Swanson, 1998). We define adult education as activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perception define them as adults” (Merriam and Brockett, 1997).

1.2 Characteristics of Adult Learners

Adult learners have characteristics that set them apart from ‘traditional’ school or college learners. All adult learners come to courses with a variety and range of experiences, both in terms of their working life and educational backgrounds. According to Knowles, Holton, & Swanson, 2005; following are the characteristics of adult learners:

- Adults have accumulated life experiences. They tend to favor practical learning activities that enable them to draw on their prior skills and knowledge.
- Adults are realistic and have insights what is likely to work and what is not.
- Adults relate new facts to past experiences and enjoy having their talents and knowledge explored in a teaching situation.
- Adults are intrinsically motivated and increase their efforts when motivated by a need, an interest, or a desire to learn.
- Adult students are mature people and prefer to be treated as such. Being ‘lectured at’ cause resentment and frustration.
- The term adult education has been used in literature with three different meanings (Rashid, 1999).
- Field of operations that encompasses all the organized activities in which mature men and women are engaged for the purpose of learning.
- A process of self directed inquiry through which individual systematically learn from their daily experiences and from other resources in their environment.
- A social movement that encompasses whole spectrum of mature individuals in infinite ways.

1.3 Principals of Adult Education

The learning happens in many ways and in many contexts just as all adults' lives differ (Fenwick, Tara J; Nesbit, Tom; Spencer, Bruce 2006). Adult learning can be in any of the three contexts, i.e. Formal - Structured learning that typically takes place in an education or training institution, usually with a set curriculum and carries credentials; Non-formal - Learning that is organized by educational institutions but non credential. Non-formal learning opportunities may be provided in the workplace and through the activities of civil society organizations and groups; Informal education - Learning that goes on all the time, resulting from daily life activities related to work, family, community or leisure (e.g. community baking class), (Spencer, Bruce, 2006).

Self directed learning is another central concept in adult education, suggests that the focus of control in learning lies with the adult learner, who may initiate learning with or without assistance from others. Some learners need varying degrees of direction and support, while others are ready to be self directed. Characteristics of self directed learners include

independence, willingness to take initiative, persistence in learning, self discipline, self confidence and the desire to learn more (Malcolm, 1990).

1.4 Adult Literacy Program and Community Role

In the adult literacy programs, the community not only provides space for adult literacy centers, but some of the literate individuals also provide their services as teachers. A major emphasis of NCHD adult literacy program was to provide learning opportunities to the illiterate population (11-45 years). Its innovative strategy involves social mobilization to identify keen learners and motivated teachers from within the community. NCHD implemented this program with partnership of provincial education department. Volunteerism for community Development (VCD) program in NCHD; was a social mobilization movement. The primary focus of the program is on the universal primary education and primary health care. VCD is a platform for all levels of Pakistani community to contribute voluntarily to the development of the country. This is the first ever program of the country, which focuses on individual volunteers from all strata of the society.

NCHD draws upon at the grass root level in the field of education, health and income generation activities. The energies of the volunteers have been channelized which has increased the rate of progress to a noticeable extent (Rahat, 2004).

1.5. Social Mobilization

Social mobilization is a process in which people are made enable to discuss their problems, analyze their problems and make plans to solve them, utilize their existing resources, solve them and sustain it (Ahmad & Zubair, 2009). These are the main features of social mobilization process.

1. Influential volunteers
2. Identification of learners and teacher
3. Influential volunteer categories

1.6 Volunteerism

Volunteering is the practice of people working on behalf of others or a particular cause without payment for their time and services. Volunteering is generally considered an altruistic activity, intended to promote good or improve human quality of life, but people also volunteer for their own skill development. Volunteerism, in its conceptual form includes the individuals, known as volunteers, to act in ways, which work towards the betterment of oneself, other individuals, communities, and/or society (Fischer, 1993).

Volunteering is the most fundamental act of citizenship and philanthropy in our society. It is offering time, energy and skills of one's own free will. It is an extension of being good neighbor, transforming a collection of houses into a community, as people become involved in the improvement of their surroundings and choose to help others (Schaffer, 1993).

Human beings are social entities. They need others to interact with and in this process reciprocal relationships are created. Volunteers who are doing voluntary work in fact have social reasons for doing it (Rahat, 2004).

Following are some benefits of volunteerism (Fischer & Schaffer, 1993);

1. Self satisfaction
2. Potential learning & acquisition of new skills
3. Relaxation & Socialization
4. Career opportunities
5. Community improvement

1.7 Importance of Volunteerism in Pakistan

Volunteering is the most fundamental act of citizenship and philanthropy in our society. It is offering time, energy and skills of one's own free will. It is an extension of being a good neighbor, transforming a collection of houses into a community, as people become involved in the improvement of their surroundings and choose to help others.

The identification of volunteers in our society has a predominantly religious and moral connotation. People believe that they should do good work, help the needy without asking any kind of return in this world because God will reward them in their lives after death. In other words this indicates the belief of volunteers in 'Fi Sabilillah' meaning for God (Rahat, 2004).

Pakistan had a strong tradition of volunteering, as verified by its large voluntary part in October 2005, earthquake. Pakistan considers volunteerism to be one of the important tools for addressing the problem of exclusion. It provides a vehicle for empowering excluded population groups to gain access to opportunities. Pakistan believes volunteerism as a valuable asset, which needed to be strategically factored into development policies and programs. Local voluntary involvement is always a valuable and indispensable contribution to the improvement of social conditions, promotion of economic development and empowerment of people to take charge. It reinforces a sense of collective responsibility and brings about a tangible difference to the lives of many (National Volunteer Movement's Home Page).

1.8. Current Literacy Situation in Pakistan

According to the government of Pakistan (2009), at present about 55 million Pakistanis above the age of ten unable to read and write or do simple calculations. Amongst the 175 world countries Pakistan stands at 136 positions. No country can make rapid progress if the majority of its people remains deprived from the basic skills of reading and writing.

Pakistan, India and China had more or less the same rate of literacy in late 40's when they achieved independence. Today China's literacy rate is more than 80%, India approaching to 65% and Pakistan claims 53%. In the 1998 census the figure was 43%. According to a conservative estimate about 55 million Pakistanis above the age of ten are absolutely illiterate

1.9. Adult Literacy Situation in Rural Areas

Adult literacy has not yet been accepted as a dire need in Pakistan especially in the rural areas. Feudal culture in rural Pakistan is not conducive for the promotion of education. Illiterate male adults in rural areas are generally not interested in acquiring literacy skills because of age factor and on account of pre-occupation as bread earners of the family. They are also generally not in favor of women going to literacy centers because of imperative work in the home. Inadequate schooling opportunities also hurdle for girls to seek education.

2.Methodology

Volunteerism is required in society to help community at large. No research was conducted in rural areas of Pakistan prior to this study. Therefore to familiarize the community with this approach, the said study was conducted. The objective of the study was 'to examine the concept of volunteerism in rural areas of Pakistan'. The government of Pakistan has been doing efforts to improve literacy rate and education standards in the country since its creation. In this regard various models and designs were used. This particular research is very significant because very little work had been done in Pakistan. This study provides pathway to new researchers.

The method and procedure of the study were comprised upon population, selection of sample, development of tool, administration and analysis of data. Different literacy and adult volunteerism programs were reviewed in this regard. Six personnel were got interviewed, i.e. one district literacy officer (DLO), two dy. district literacy officers and three NGO managers in the

district Chakwal. Collected data were administered and analyzed in descriptive form. In the present research six personnel were interviewed to collect data and collected data was analyzed. Recommendations and conclusion were made accordingly.

2.1.1 Sample

Following is detail of the sample.

1. One district literacy officer & two dy. district literacy officers Chakwal i.e. 3, 100% sample
2. Three managers of NGO's in district Chakwal i.e. 3, 100% sample

Table 1 Sampling frame for the analysis of data

Sr. No	Category	Population	Sample	Respondents	Percentage
1	Administrators	3	3	3	100%
2	Managers	3	3	3	100%

2.1.2. Development of Instrument

Interviews were conducted to collect data. It was a structured interview. All statements were close ended except the last one. To get quantitative, productive and meaningful judgment each respondent replied according to his/her knowledge and jurisdiction. The researcher personally conducted interviews.

3. Analysis of Data

The data was analyzed and on basis of this analysis recommendations were suggested and conclusion was developed for the future research. The researcher conducted interviews of one district literacy officer (DLO), two dy. district literacy officers and three NGO managers i.e. (PLAN, HEAL & PODA) to analyze the implication of volunteerism in adult education.

The researcher interviewed the DLO & Dy. DLO's to examine the volunteerism in adult education in the district Chakwal. The DLO & Dy. DLO's were responsible for implementing government literacy programs in the district. Eighty ALC's and 200 NFBE's were working under the supervision of DLO. The DLO & Dy. DLO's who had professional experience, found rare volunteerism in adult education. The DLO & Dy. DLO's were facing challenges, especially providing mobilization and motivation to the learners in basic non formal education and literacy programs. The DLO & Dy. DLO's were monitoring the literacy programs. They were also providing directions to these basic literacy centers. The DLO & Dy. DLO's were responsible to establish basic literacy centers in the district. The DLO & Dy. DLO's were helping the learners to complete their literacy programs. The DLO & Dy. DLO's found some influential volunteers and simple volunteers in the district Chakwal. The DLO & Dy. DLO's were acting as facilitator by helping the volunteers and learners as a mediator. The DLO & Dy. DLO's were facing problems in finding volunteer teachers to carry out adult learning programs in rural areas of the district.

Teachers qualification was very low i.e. Matric. The honorarium for teachers was insufficient. Adult learners were being provided books and other material by the government. There was no ALC available for men in the district. Time duration was a big problem for adult learners. After completion of basic literacy program active students were enrolled in the formal education system. The DLO & Dy. DLO's had established the district literacy management information system cell. The researcher had also conducted interview of three NGO managers (PLAN, HEAL & PODA) to examine the volunteerism in adult education in the district Chakwal. The NGO managers were helping and facilitating DLO & Dy. DLO's to implement government literacy programs in the district Chakwal. Planned Lifetime Advocacy Network (PLAN) was

supporting community to access their rights to education, basic health care and nutrition. Pothohar Organization and Development Advocacy (PODA) were working in the district for adult learners. PODA launched awareness seminars and campaigns for adult education in the district. PODA was providing supplies to the adult literacy centers (ALCs) in the district. PODA were providing supplies to 300 ALC's and the target was 400 ALC's.

The Health Education and Literacy (HEAL) was working along with PLAN Pakistan for adult literacy in the district Chakwal since 2009. HEAL established 29 ALC's and 10 NFC's in five union councils of the district Chakwal with the help of volunteers. The NGO managers were facilitating and assisting literacy programs in the district.

4. Conclusions & Recommendations

There is a need of integrated awareness programs in which scholars, teachers, parents, social workers, social organizations, businessmen, religious leaders and all other government and semi government departments may be involved. The data was briefly described in descriptive form and it was concluded that adult literacy centers and non formal basic education schools are being provided literacy at district level, some volunteers have been found, and NGOs are coordinating and providing assistance to district literacy programs. Teacher's qualification and honorarium should be enhanced. DLO and Dy. DLO were facing challenges in mobilization and motivation. DLO and Dy. DLO were monitoring literacy programs, providing directions, playing mediator role, established district literacy management cell and basic literacy centers. Books and other material were being provided by the government. No ALC was found for male learners. Active students got enrolled in formal education system. NGO's were assisting and facilitating district literacy office in implementation of government literacy programs.

Educational institutions vary greatly in their acceptance of adult and continuing education as an important part of their operation. At one extreme are schools and colleges whose predominant mission is to serve young people who attend full time. At the other extreme are literacy centers and NGOs, which have a commitment to both preparatory and continuing education. Between these extremes, there is a continuum of institutions which the adult education function ranges from being marginal to central. One limitation of this study was the lack of research available about volunteerism in adult education in rural areas of Pakistan.

This study was conducted to examine the "concept of volunteerism in adult education in rural areas of Pakistan". This study was undertaken by reviewing the literature in the field of volunteerism in adult education. The data was briefly described in descriptive form. It was concluded that ALC's and NFBE's were being providing literacy at district level; some volunteers have been found in the rural areas of Pakistan. It was recommended that through awareness and provision of adult education volunteerism may be reinforced. With the inclusion of volunteers, social workers and NGO's adult education can be more useful. The adult learners can enjoy their social status by having more NFBE's and ALC's in the rural areas of Pakistan. There is also a clear need for consensus on components of continuing education. Knowles position is that andragogy presents core principles of adult learning that in turn enable those designing and conducting adult learning to build more effective learning processes for adults. Research has documented the benefits of volunteering therefore social mobilization and influential volunteer's participation should be appreciated.

References

- Ahmad, M. & Zubair, T. (2009). *Guidance for Literacy Staff*; Lahore: Department of Literacy & NFBE: Government of the Punjab.
- Fenwick, Tara J.; Nesbit, Tom; Spencer, Bruce (2006). Contexts of adult education: Canadian Perspectives. Toronto: Thompson Educational Publ. p. 17. [ISBN 9781550771602](#).
- Fischer, L.R. & Schaffer, K.B. (1993). *Older Volunteers*; Newbury Park, CA: Sage Publications, Inc.
- Government of Pakistan (2009). *National Education Policy 2009*; Islamabad: Ministry of Education.
- Haleem, M. A. *The Qur'an: a new translation*. Oxford: Oxford University Press, 2008.
- Knowles, M.S. (1970). *The modern practice of adult education; Andragogy versus pedagogy*. New York: Association Press.
- Knowles, M.S., Holton, E. F., & Swanson, R. A. (1998). *The adult learner: The definitive classic in adult education and human resource development (5th ed.)*. Houston, TX: Gulf.
- Knowles, M. S., Holton, E. F., & Swanson, R. A (2005). *The Adult Learner (5th Ed.)*. Burlington, MA: Elsevier.
- Knowles, M. (1990). *The Adult Learner. A Neglected Species (4th Ed.)*. Houston: Gulf Publishing Co.
- Merriam, S. & Brockett, R. (1997). *The Profession and Practice of Adult Education*. San Francisco: Jossey-Bass, p.7.
- Merriam, Sharan.B., Caffarella, R.S. & Baumgartner, L.M. (2007). *Learning in Adulthood: A Comprehensive Guide (3rd Ed.)*. San Francisco: Jossey-Bass.
- Merriam, Sharan, B. & Brockett, Ralph, G. (2007). *The Profession and Practice of Adult Education: An Introduction*. Jossey-Bass, p. 7
- Rashid, M. (1998); *Study Guide on Non-Formal Education, Course Guide 844*: Islamabad: AIOU.
- Rahat, N. (2004); *A Qualitative Analysis*; Islamabad: Quaid-i-Azam University.
- Seetharemu, AS. & Usha, D.M. (2004). *Adult Education*; New Delhi: Ashish Publishing House.
- Spencer, Bruce (2006). *The purposes of adult education: a short introduction (2nd Ed.)*. Toronto: Thompson Educational Pub. pp. 9–10. [ISBN 9781550771619](#).
- UNESCO (2006); *Education for All Global Monitoring Report 2006; Literacy for Life*

QUALITY OF RESEARCH IN DISTANCE EDUCATION: AN ANALYSIS OF ATTITUDE AND FACILITIES PROVIDED AT HIGHER

¹Dr. Quratul Ain Hina, ²Dr Saira Nudrat, ³Ms Saima Mehar

Abstract

Research was based on five objectives. The major purpose of the research was to assess the impact of student's attitude and facilities on quality of research in distance education system. Further the research was focused on comparison of student's attitude, provision of facilities and quality of research in public and private sector distance education institutions. The research was based on descriptive- co relational style. All the higher level distance education institutions of Islamabad were considered as the population of the research. The researcher used the disproportionate stratified sampling technique to draw the sample for the study. 66 teachers contributed in the data collection process among which 30 were from public and 36 were from private sector. The study was delimited to the two distance education universities of Islamabad for the ease of the researcher. The researcher used a self developed questionnaire for the purpose of data collection. The tool was based on three major parts that were attitude assessment, facilities provision assessment and research quality assessment. The data revealed that attitude of the students was having 8.5% ($p < 0.01$) effect on the quality of research while the provision of the facilities was having 39% ($p < 0.01$) effect on the quality of research. However there was no statistically significant difference found between public and private sector universities with reference to the attitude of students, provision of facilities and quality of research. Thus it was recommended that the latest electronic facilities related to the media access through internet and web integration may be provided to the students in order to get maximum benefit. There is also a need to develop a serious attitude of the students towards the research activities. The research findings may also be applied in the practical situation to encourage the real creativity of the researcher.

Key Words: Distance Education, Attitude, Facilities, Quality Research

1.Introduction

System of education is the most important element in the progress of the country. It provides the platform through which the nations are built. Education systems working all over the world are usually divided into different stages that can help the administration and government to deal with the issues and needs of the system. Every stage and form of education has its own needs, demands and functions. Each stage gives a base for the next and are interlinked in terms of targets. These stages are meant to achieve the national goals as a collective effort. Thus every stage and form of education is equally important in the development of the country. So is the case in Pakistan as well. In Pakistan we have three tier education system that consists of elementary, secondary and higher level of education. Each stage has its own role

¹ Assistant Professor, Department of Education, NUML

² Assistant Professor, Department of Education, NUML

³ M A (EPM) Department of Education, NUML

and importance in the development of the country. Other than these three stages we have two visible types of educational institution termed as formal and non formal system.

Along with the formal education system the non-formal system of education also provides the supportive hands towards the development of the individual. In many cases the students who want to increase their qualification along with their job and their family responsibilities are referred to the non formal education system. As non formal education system provides a relaxed schedule for the people who have other job and family related responsibilities or who have not an easy access to the educational institution on daily bases in terms of travelling. Distance education or non formal education is a complete system of education in itself and working in all major cities of Pakistan to facilitate the students. Government of Pakistan has a special concern towards the distance education institutions. Allama Iqbal Open University is the largest network organization for distance education in Pakistan.

However the quality of instruction in distance education is a debatable issue in the opinion of the experts. Especially the quality of research conducted through distance education as compared with the formal education system the distance/ non formal education differs in routine and facilities. This difference also effects on the attitude of the students and their level of motivation as well. Thus researcher has planned to investigate the difference in the attitude of the students enrolled in public and private sector distance education systems. Further, mainly researcher focus attention on finding out the impact of student's attitude and facilities on the quality of research produced in distance education system. In this way the researcher is interested to improve the quality of research by proposing a comprehensive plan of action to be adopted by the distance education institutions.

1.1 Research Objectives

1. To assess the impact of student's attitude on quality of research in distance education system.
2. To assess the impact of facilities for research on quality of research in distance education system.
3. To compare the student's attitude towards the research activities on the basis of sector.
4. To compare the provision of facilities for research on the basis of sector.
5. To compare the quality of research on the basis of sector.

1.2 Research Hypothesis

1. There is no impact of student's attitude on quality of research in distance education system.
2. There is no impact of facilities for research on quality of research in distance education system.
3. There is no difference in the student's attitude towards the research activities on the basis of sector.
4. There is no difference in the provision of facilities for research on the basis of sector.
5. There is no difference in the quality of research on the basis of sector.

1.3 Significance of the Study

The formal and non formal system of education, both are equally important in the development of nation. Non formal education provides a relaxed environment to the ones who want to continue their education side by side their family, social and financial responsibilities. In this way it becomes more significant. As compare to formal education, Non formal education is not a very regular system. The relaxation in the regular class schedule sometimes affects the quality of education and teaching and learning process. So the research would help to assess the

quality of research in non formal system of education. In this way, the research would be beneficial for the students studying in distance education system. The findings of the study would be helpful to focus on the areas of research to improve the quality. It would also be beneficial for the teachers to understand and focus on the attitudes of students and by keeping in view their attitude towards distance education system. Keeping in view the available facilities the teachers would be able to utilize the facilities for the improvement of research qualities.

2.Literature Review

Lee, Driscoll & Nelson (2004) states that Distance education institutions are developed all over the world to support and provide opportunities to the people who are engaged in family or professional responsibilities. According to Berge& Mrozowski (2001) it provides a relaxed platform to the professionals who want to improve their qualifications in a relaxed environment. Minnes (1985) reports that In developing and under developing countries distance education institutions' also provide educational facilities to the people living in rural and remote areas (Calvert, 1995). The people who cannot travel into the educational institutions because of the distance or other responsibilities or benefited from the system of distance education. There are many developing and under developing countries all over the world. These countries are continually making efforts to improve the literacy rate of its population. Being in the state of developing and under developing these countries has multiple issues in improving the literacy rate and the standard of education as a whole. Among these issues are the non-availability of the resources, low rate of literacy in adult and female sector and lake of awareness (Koble & Bunker, 1997).

Pakistan is also one of such countries, In many areas of Pakistan girl education is still a controversial issue. In many rural areas of Pakistan females not allowed to go to educational institutions' on daily basis. In many rural areas the people are not aware of the importance of female education. In all this situation distance education is a mode of education that not only provides educational facilities in rural areas but also contributing in enhancing the literacy rate. As compare to the formal education system the non formal or the distance education system is considered as a regular system for those students who are interested in education along with the job or after the gap from education at some stage (McGreal, (2004). Thus it effects on the attitudes of the students enrolled in distance education. Mishra (1997) said that the major responsibility to study independently, time management and concept understanding comes on the part of the students. As like formal system the environment of distance education is not strict one. Under this process of distance education, the students himself has to direct his studies (Osiakwan & Wright, 2001).

Here the ability and motivation of the student affects the quality of learning. Similarly at higher level of education, research is an integral part of education. The research skills among the students are also a sensitive area (Zawacki-Richter, 2009). Due to the lack of guidance and counseling, most of the students lacks in research related skills. The distance education system in Pakistan focuses the special attention the provision of facilities for the students in order to facilitate the students in different fields and skills. Still research is a vast area that needs personal attention, motivation and practice to get the skills related to the research (Saba, 2000). The distance education system is a complete system all over the world and many useful researches has been produced in this system in many countries of the world. Panda (1992) reports in his study the nine major areas of research being conducted in distance education system (p. 314): these area are "(1) concept, growth, and development; (2) curriculum, course planning, and development; (3) instruction and teaching; (4) media and technology; (5) learners and learning;

(6) institutional policy and management; (7) economics; (8) evaluation and programme evaluation; and (9) staff development”. In the same way Jegede (1994) conducted a research to assess the priorities of researchers in Australia in distance education system. He highlighted the following areas “(1) theory and philosophy; (2) learner characteristics; (3) equity and access; (4) design and development of study materials; (5) instructional and communications technology; (6) tele-teaching and learning; (7) management and planning; (8) student support services; (9) development of students’ study skills; (10) systems for the provision of feedback to students; (11) interactive multimedia; (12) discipline based context; (13) cognition and metacognition; (14) cost benefit analysis; (15) relationship between open learning and distance education; (16) industrial and business training context; (17) research methodology; (18) evaluation; (19) expert learning systems; (20) role of distance education in national development; (21) teacher education; and (22) professional development of distance educators”.

In Pakistan the common attitude towards research is not a very favorable one. Thus there is a need to not only improve the system but also to improve the attitudes. In order to produce the quality research we need to develop an insight and skills among the teachers and the students both.

3. Methodology

3.1 Research Design

The research was based on survey type descriptive research. The research was related to the present day issues. Further the research employed the co relational type of study under the descriptive research style. The major aspect of the research was to explore the impact of attitude and facilities on the quality of research being produced by the distance education system.

3.2 Population

The population of research was based all the higher level distance education institutions of Islamabad. There were 7 universities present in Islamabad that were offering distance education courses. There were 3,734 faculty members serving in these universities who were considered as the population of the research. Following is the list of these universities

	Name of university	Sector	Faculty
1.	Allama Iqbal Open university	Public	159
2.	COMSATS Institute of Information Technology	Public	2163
3.	International Islamic University	Public	500
4.	NUML	Public	513
5.	Comwave institute of Sarhad University	Private	65
6.	Virtual university of Islamabad	Private	280
7.	Preston university	Private	54
	Total		3,734

3.3 Sample

The disproportionate stratified sampling technique was used to select the sample for the research. In total 100 questionnaires were distributed among the sample respondents, 50 to the public sector and 50 to the private sector. 66 questionnaires were returned back, thus the return rate was 66 %. At the final stage 36 teachers from public and 30 teachers from private sector contributed in the research data collection process by giving their valuable opinion.

3.4 Data Collection Tool

To address the independent variables (Attitude and Facility Provision), A self-developed scale was developed by the researcher.

The scale related to the assessment of attitude towards the research activities based on 10 items. The second part was based on assessment of available facilities for the students. The second part was further divided into five sub-parts according to the nature of facilities (Scholarship/funds, Professional /technical support, Labs/library/internet, Supervision and Organization support). In total it was based on 23 items.

To address the dependent variable (Quality of Research), the scale was developed by the researcher in the light of theoretical parameters given by Obiageil crystal oluka, shaofa Nie, Yi sun (2014). Research quality assessment scale was divided into 7 sub sections (Clarity In Aims/ Questions, Study Method, Data Collection, Research Context, Data Analysis, Results and Ethical Approval) and was based on 34 items in total.

3.5. Data collection:

The data was collected by the researcher herself by visiting the distance education institutions. During the workshops and seminar held at the campus, as it was easy and feasible to contact the teachers during the workshops and seminars.

4.Data analysis

The collected data was analyzed with the help of SPSS 21st edition for the purpose of analysis Cronbach alpha reliability, correlation, regression analysis and T test were used.

Table No. 1 Reliability of the Scale

Scale	Items	Cronbach's Alpha Reliability
Attitude towards Research Activities	10	.93
Facility Provision Assessment	23	.84
Quality Research Assessment	34	.94

Table No. 1 show that the scales developed for the research were found reliable and can be referred to the other researches as well. The reliability of students' Attitude towards Research Activities Assessment Scale was .93, the reliability of Facilities Provision Assessment Scale was .84, while the reliability of Quality Research Assessment Scale was .94.

Table No. 2 Inter Correlation between the Scales

Attitude towards Research Activities Assessment Scale	Facilities Provision Assessment	Quality Research Assessment Scale

		Scale		
Attitude towards Research Activities Assessment Scale	1			
Facilities Provision Assessment Scale	.425**	1		
Quality Research Assessment Scale	.292*	.629**	1	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table No. 2 shows the inter correlation of the scales. It was found that all three scales were found significantly correlated with each other.

Table No. 3 Impact of Student's Attitude on Quality of Research

Independent Variable	Dependant Variable	β (Coefficients)	t	Sig.	R Square
Attitude	Quality of Research	0.83	2.43	0.01	.085

Independent Variable: Attitude

Dependent Variable: Quality in Research

Table No.3 shows the effect of student's attitude on the quality of research. The value (0.085) represents that student's attitude had 8.5% effect on the quality of research. While β value (.83) shows that this effect was statistically significant ($t=2.43$) at 0.01 level of significance.

Table No. 4 Impact of Facilities for Research on Quality of Research

Independent Variable	Dependant Variable	β (Coefficients)	T	Sig.	R Square
Facilities	Quality in Research	0.87	6.46	0.00	.39

Independent Variable: Facilities

Dependent Variable: Quality in Research

Table No.4 shows the effect of facilities on quality of research. The data revealed that provision of facilities had 39% effect on the quality of research ($\beta=0.39$) while the effect ($\beta=0.87$) was statistically significant ($t=6.46$) at 0.01 level of significance.

Table No. 5 Difference in the Student's Attitude (t Test)

Variable		N	Mean	T	df	Sig
Attitude towards Research Activities	Public	36	37.31	1.48	64	.14
	Private	30	34.33			

*p <0.05, **p <0.01

Table No. 5 shows the difference in student's attitude towards the research activities on the basis of sector (public & private). The data revealed that there was no statistically significant difference found between public & private sector ($t=1.48$) with reference to student's attitude towards the research activities.

Table No. 6 Difference in the Facility Provision (t Test)

Variable		N	Mean	t	df	Sig.
Facility Provision Assessment	Public	36	74.81	.33	64	.74
	private	30	76.20			

*p <0.05, **p <0.01

Table No. 6 shows the difference in provision of facilities on the basis of sector (public private). The data revealed that there was no statistically significant difference found between public & private sector ($t=.33$) with reference to the provision of facilities for the research activities.

Table No. 7 Difference in the Quality of Research (t Test)

Variable		N	Mean	T	df	Sig
Quality Research Assessment	Public	36	106.33	.71	64	.47
	Private	30	102.20			

*p <0.05, **p <0.01

Table No. 7 shows the difference in quality of research on the basis of sector (public & private). The data revealed that there was no statistically significant difference found between public & private sector ($t=.71$) with reference to the quality of research.

5. Discussion

Research is the major function of higher education. It provides sustainable development for the nation (Bernard, Abrami, Lou & Borokhovski, 2004). Universities being responsible for higher education need skilled teachers to train the youth of the country (Charlton, 2004). The

youth is the future of the nation, thus there is a need to train and develop skill among the youth and make them able to participate in the progress of the country. The youth in Pakistan is full of capabilities and potentials. The government needs to provide assistance to get the productive out come by investing in the area of research (Neumann, 2007). Unfortunately in the education system of Pakistan, the field of research is ignored all levels. From the early stages of education the creativity and innovation among the children is ignored rather snubbed. Our education system and teacher training programmes both needs to focus on developing research related skills (Perraton, 2000). The quality of research produced defines the quality of education (Rourke & Szabo, 2002). The quality of research is not an independent factor. It is affected by many factors. Attitude and facilities are the major factors that can affect the product. Thus in the current study attitude and facilities were considered as independent factor while research quality as dependant factor. The data collected showed that attitude and facilities both had significant impact on research quality. In this context the Hypothesis No. 1 “There is no impact of student’s attitude on quality of research in distance education system” & 2 “There is no impact of facilities for research on quality of research in distance education system” were rejected. As the findings of the research shows that the students’ attitude was having 8.5% impact on the quality of research produced. While facilities had 39 % impact on the quality of research. Hypothesis No. 3, 4 and 5 were approved. There was no significant difference found between public and private sector related to student’s attitude, Facilities and research quality.

6.Recommendations

1. On the basis of the findings of the study it is recommended to the distance education institutions to introduce a separate and special system of mentoring for the research scholars. As it was observed that research students in distance education needs special guidance so in each department there may be one full time research mentor available for the students. So that they may consult him any time to seek guidance related to their problems.
2. It is also observed that well established labs is the most important need of the research students so the universities need to pay special attention to develop computer labs for the students through which they may have easy access to the online libraries and journals.
3. As distance education students are not regular contact of teachers so it is recommended that additional workshops on monthly basis related to research writing skills may be introduced.
4. There may be a system of having open sessions in distance education institutions on regular basis to discuss the research related problems of the students in order to get immediate solution.
5. It is also recommended that the latest electronic facilities related to the media access through internet and web integration may be provided to the students in order to get maximum benefit.
6. There is also a need to develop a serious attitude of the students towards the research activities. The research findings may also be applied in the practical situation to encourage the real creativity of the researcher.

References

- Berge, Z., & Mrozowski, S. (2001). Review of research in distance education. *American Journal of Distance Education*, 15(3), 5-19.
- Bernard, R. M., Abrami, P. C., Lou, Y., & Borokhovski, E. (2004). A methodological morass? How we can improve quantitative research in distance education. *Distance Education*, 25(2), 175-198.
- Calvert, J. (1995). Mapping knowledge in distance education. In D. Sewart (Ed.), *One World. Many Voices: Quality in Open and Distance learning - 17th World Conference Proceedings* (pp. 384-388). Milton Keynes: ICDE.
- Charlton, J. R. H. (2004). Delphi technique. In M. S. Lewis-Beck, A. Bryman & T. F. Liao (Eds.), *The SAGE encyclopedia of social science research methods* (Vol. 1). Thousand Oaks: Sage.
- Jegede, O. J. (1994). Distance education research priorities for Australia: A study of the opinions of distance educators and practitioners. *Distance Education*, 15(2), 234-253.
- Koble, M. A., & Bunker, E. L. (1997). Trends in research and practice: An examination of The American Journal of Distance Education, 1987-1995. *American Journal of Distance Education*, 11(2), 19-38.
- Lee, Y., Driscoll, M. P., & Nelson, D. W. (2004). The past, present, and future of research in distance education: Results of a content analysis. *American Journal of Distance Education*, 18(4), 225-241.
- McGreal, R. (2004). Stealing the goose: Copyright and learning. *International Review of Research in Open and Distance Learning*, 5(3).
- Minnes, J. R. (1985). Ethnography, case study, grounded theory, and distance education research. *Distance Education*, 6(2), 189-198.
- Mishra, S. (1997). A critical analysis of periodical literature in distance education. *Indian Journal of Open Learning*, 6(1&2), 39-54.
- Neumann, W. L. (2007). *Social research methods: Qualitative and quantitative approaches*. Boston: Pearson.
- Oluka OC, Nie S, Sun Y. (2014). Quality Assessment of TPB-Based Questionnaires: A Systematic Review. *PLoS ONE* 9(4): e94419. doi:10.1371/journal.
- Osiakwan, C., & Wright, D. (2001). Distance training for operating equipment: A cost-benefit and return-on-investment analysis. *American Journal of Distance Education*, 15(1), 69-79.
- Panda, S. (1992). Distance educational research in India: Stock-taking, concerns and prospects. *Distance Education*, 13(2), 309-326.
- Perraton, H. (2000). Rethinking the research agenda. *International Review of Research in Open and Distance Learning*, 1(1).
- Rourke, L., & Szabo, M. (2002). A content analysis of the *Journal of Distance Education* 1986-2001. *Journal of Distance Education*, 17(1), 63-74.
- Saba, F. (2000). Research in distance education: A status report. *International Review of Research in Open and Distance Learning*, 1(1).
- Zawacki-Richter, O. (2009). Research areas in distance education: A Delphi study. *International Review of Research in Open and Distance Learning*, 10(3).

SUBMISSION GUIDELINES FOR RESEARCH PAPER

The editors welcome submissions of research papers based on original and new research ideas in proper English language that have not been submitted elsewhere for publication. The manuscripts would only be considered that follow the journal's format. Instructions for authors are given on the journal website. Only the electronic submissions in MS-Word format are accepted and should be sent only to the journal's e-mail address through two file attachments:

Title Page

It must contain the following information:

- Title of research paper (Type the title centered, capitalize key words, double-spaced)
- Author/Coauthor name, email address and Contact number
- Institution detail

Research Paper (without author identification)

The research paper contains the following:

i) Abstract

Abstract is a brief (150-250 words) comprehensive summary of the research. The word "Abstract" is centered as the first line of type on this page. Type the abstract as a single paragraph in block format (i.e., without paragraph indentation). The abstract contains research topic, objectives, participants, methods, data analysis technique/s and key findings.

Write a list of keywords from your research paper at the end of abstract. Type Keywords: (italicized) and then list your keywords.

ii) Introduction (1-3 pages)

Introduction is level one heading of research paper. The introduction of the topic will set the stage for explaining the research. It should clearly present the purpose of study and give general overview of main research question and kind of proposed study. Introduction may include following level two headings:

- Objectives of the Study/Research Questions/Hypothesis
- Significance of the Study
- Delimitations of the study (if any)

iii) Literature Review (4-7 pages)

The review of literature should generally begin on a new page. Discuss the literature related to your proposed study. This section is designed to inform readers about past studies that have already been conducted, and provides perspectives on your area of interest. The review should include a brief discussion of any "classical studies" in this area, if appropriate, but the major portion of the content should focus on the past decade of research. It should close with a logical summary of past research and transition to a statement about what should be studied next. After you present what is already known, make your case for your research either answering a new question, getting a new answer to an old question, answering a question about a new population, etc. After you have made your case that your research is going to give new information, you will summarize the major points. Remember that the Introduction discusses the problem. The review of literature should concentrate on solutions (those that exist, those that are still required.

iv) Research Methodology (1-3 pages)

Introduce the general methodology that was used for your study. You should ensure that your research methodology has been designed properly and that all the elements required have been

considered.

Research Methodology may include following subheadings

- Research Design
- Population
- Sample and sampling Techniques
- Instrumentation
- Data collection

v) Data Analysis and Interpretation

Mention the data analysis technique and interpret the data accordingly.

vi) Discussion and Conclusion

In this section discuss the findings of data in light of other studies.

vii) Recommendations

Give practical recommendations based on data analysis.

viii) References

Follow APA 6th Edition for referencing style.

GENERAL DOCUMENT GUIDELINES ARE AS FOLLOWS:

1. All text must be single spaced.
2. The text is typed in font size 12, Times New Roman.
3. Main headings are 12 bold, centered and subheading are having font of 12 bold at left.
4. Use the page margin of 1 inch on all sides on A4 size paper
5. Indent all paragraphs 5-7 spaces or .5".
6. All pages are numbered in consecutive order using Arabic numerals. The page numbers should be centered in footer of the page.
7. Justify the text (align on both sides your margins).
8. Plagiarism check will be done of research paper and the allowed limit is less than 19%. Self plagiarism is also not allowed.
9. Charts, graphs, photographs, diagrams, etc., are called figures and should be numbered consecutively using Arabic numerals. The figure caption is placed below the figure.
10. Tables should be numbered consecutively in Arabic numerals. The number and title of the table are centered above the table. In the text, refer to tables by their number: e.g. as shown in Table 8,, do not write "the table above" (or below) or "the table on page 32," because the position and page number of a table cannot be determined until the pages are typeset.

GUIDELINE FOR BOOK REVIEW

A book review is a description, critical analysis, and an evaluation on the quality, meaning, and significance of a book. It should focus on the book's purpose, content, and authority. It is a reaction paper in which strengths and weaknesses of the material are analyzed. It should include a statement of what the author has tried to do, evaluates how well (in the opinion of the reviewer) the author has succeeded, and presents evidence to support this evaluation.

The following may be included in book review:

1. Write a statement giving essential information about the book: title, author, first copyright date, type of book, general subject matter, special features (maps, color plates, etc.), price and ISBN.

2. State the author's purpose in writing the book. Sometimes authors state their purpose in the

preface or the first chapter. When they do not, you may arrive at an understanding of the book's purpose by asking yourself these questions:

- a. Why did the author write on this subject rather than on some other subject?
- b. From what point of view is the work written?
- c. Was the author trying to give information, to explain something technical, to convince the reader of a belief's validity by dramatizing it in action?
- d. What is the general field or genre, and how does the book fit into it?
- e. Who is the intended audience?
- f. What is the author's style? Is it formal or informal? Evaluate the quality of the writing style by using some of the following standards: coherence, clarity, originality, forcefulness, correct use of technical words, conciseness, fullness of development, fluidity. Does it suit the intended audience?
- g. See the Table of Contents, it can help understand how the book is organized and will aid in determining the author's main ideas and how they are developed – chronologically, topically, etc.
- g. How did the book affect you? Were any previous ideas you had on the subject changed, abandoned, or reinforced due to this book? How is the book related to your own course or personal agenda? What personal experiences you've had relate to the subject?
- h. How well has the book achieved its goal?
- i. Would you recommend this book or article to others? Why?

3. Explain the method of development—the way the author supports the thesis. Illustrate your remarks with specific references and quotations. In general, authors tend to use the following methods, exclusively or in combination.

a. **Description:** The author presents word-pictures of scenes and events by giving specific details that appeal to the five senses, or to the reader's imagination. Description presents background and setting. Its primary purpose is to help the reader realize, through as many sensuous details as possible, the way things (and people) are, in the episodes being described.

b. **Narration:** The author tells the story of a series of events, usually presented in chronological order. In a novel however, chronological order may be violated for the sake of the plot. The emphasis in narration, in both fiction and non-fiction, is on the events. Narration tells what has happened. Its primary purpose is to tell a story.

c. **Exposition:** The author uses explanation and analysis to present a subject or to clarify an idea. Exposition presents the facts about a subject or an issue as clearly and impartially as possible. Its primary purpose is to explain.

d. **Argument:** The author uses the techniques of persuasion to establish the truth of a statement or to convince the reader of its falsity. The purpose is to persuade the reader to believe something and perhaps to act on that belief. Argument takes sides on an issue. Its primary purpose is to convince.

4. Evaluate the book for **interest, accuracy, objectivity**, importance, thoroughness, and usefulness to its intended audience. Show whether the author's main arguments are true. Respond to the author's opinions. What do you agree or disagree with? And why? Illustrate whether or not any conclusions drawn are derived logically from the evidence. Explore issues the book raises. What possibilities does the book suggest? What has the author omitted or what problems were left unsolved? What specific points are not convincing? Relate the book to larger issues.

5. If relevant, make note of the **book's format** – layout, binding, typography, etc. Are there maps, illustrations? Do they aid understanding?

6. **Summarize**, analyze, and comment on the book's content. State your general conclusions. List the principal topics, and briefly summarize the author's ideas about these topics, main points, and conclusions. Use specific references and quotations to support your statements.

SUBMISSION PROCESS

Only the electronic submissions in MS-Word format are accepted and should be sent to the journal's e-mail address through file attachment.

editor.ijdeel@iiu.edu.pk

associateeditor.ijdeel@iiu.edu.pk

Submission Deadline: Authors can send their papers throughout the year and these will be considered for the publication in subsequent issues of the journal.

DIRECTORATE OF DISTANCE EDUCATION, INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

This is a fact that the world renowned universities are devoted to promote excellence in education through the establishment of distance education centers. Distance Education mode has been growing rapidly worldwide in the present era. The basic purpose of distance education is to provide greater access to large number of students within limited financial budget. We feel proud to announce that International Islamic University, Islamabad has launched Directorate of Distance Education. This has become possible due to vision & commitment of the leadership of the university. The support of HEC has strengthened us to embark on the dual mode. We are committed to provide the quality education through distance education programs. Directorate of Distance Education has started of the first academic session in the fall semester 2015 with MA Education, MA Pakistan Studies and M.ED Programs. Our main objective is to provide a great opportunity to the students who could not achieve their educational targets for several socio-economic, cultural and geographic constraints. Our team consists of well trained and professionally qualified people with a wide experience of teaching and research. Directorate of Distance Education is distinguished with the quality of teaching and learning by utilizing modern instructional materials. We induce and inculcate high moral values and sense of civic responsibility among students.

For Details Contact: Directorate of Distance Education

For Male Students Room # A 107, Faculty Block I(Abu Hanifa Block), International Islamic University, H-10 Islamabad Contact No. 051-9019470	For Female Students Room A-002 Fatima Tuz Zahra Block, Female Campus, International Islamic University, H-10 Islamabad Contact No. 051-9258173
Email: directorate.de@iiu.edu.pk, directorate.de@gmail.com Skype: directorate.de Facebook Page: directoratedeiui	