



International Journal  
on  
New Trends in Education  
and  
Their Implications  
(IJONTE)

July, 2010

Volume: 1

Issue: 2

ISSN 1309-6249

<http://ijonte.org>

#### Contact Addresses



Prof. Dr. Zeki Kaya, Gazi Üniversitesi, Endüstriyel Sanatlar Eğitim Fakültesi, Eğitim Bilimleri  
Bölüm Başkanlığı, 06830 Gölbaşı Ankara/Türkiye  
E. Mail: [ijonte2010@gmail.com](mailto:ijonte2010@gmail.com) Fax: +903124853123



Prof. Dr. Uğur Demiray, Anadolu Üniversitesi, İletişim Bilimleri Fakültesi, Yunusemre  
Kampüsü, 26470 Eskişehir/Türkiye  
E. Mail: [udemiray33@gmail.com](mailto:udemiray33@gmail.com) Phone: +905422322167



Assist. Prof. Dr. Ilknur Istifci, Anadolu Üniversitesi, Yabancı Diller Yüksek Okulu, İki Eylül  
Kampusü, 26470 Eskişehir/Türkiye  
E. Mail: [ilk@ijonte.org](mailto:ilk@ijonte.org) or [iistifci@gmail.com](mailto:iistifci@gmail.com) Phone: +902223350580

#### Indexed by



#### Sponsors





#### Editors

[Prof. Dr. Zeki Kaya](#), Gazi University, Turkey

[Prof. Dr. Uğur Demiray](#), Anadolu University, Turkey

#### Associate Editor

[Assist. Prof. Dr. İlknur İstifci](#), Anadolu University, Turkey

#### Assistant Editors

[Ufuk Tanyeri](#), Gazi University, Turkey

[Nazan Doğruer](#), Eastern Mediterranean University, TRNC

[Ramadan Eyyam](#), Eastern Mediterranean University, TRNC

[İpek Menevis](#), Eastern Mediterranean University, TRNC

#### Editorial Board

[Prof. Dr. Abdul Hakim Juri](#), University of Kuala Lumpur, Malaysia

[Prof. Dr. Ahmet Mahiroğlu](#), Gazi University, Turkey

[Prof. Dr. Ahmet Pehlivan](#), Cyprus International University, TRNC

[Prof. Dr. Alan Smith](#), The University of Southern Queensland, Australia

[Prof. Dr. Ali H. Raddaoui](#), University of Sfax, Tunisia

[Prof. Dr. Ali Şimşek](#), Anadolu University, Turkey

[Prof. Dr. Antoinette J. Muntjewerff](#), Amsterdam University, Netherlands

[Prof. Dr. Augustyn Bańka](#), Nicolaus Copernicus University, Poland

[Prof. Dr. Boriss Misnevs](#), Transport and Telecommunication Institute, Latvia

[Prof. Dr. Charlotte Nirmalani \(Lani\) Gunawardena](#), University of New Mexico, USA

[Prof. Dr. Christine Howe](#), University of Cambridge, United Kingdom

[Prof. Dr. Cevat Celep](#), Kocaeli University, Turkey

[Prof. Dr. Cleborne D. Maddux](#), University of Nevada, USA

[Prof. Dr. Coşkun Bayrak](#), Anadolu University, Turkey

[Prof. Dr. Danièle Moore](#), Simon Fraser University, Canada

[Prof. Dr. Gul Nurgalieva](#), Joint-stock company, "National Center of Information", Kazakhstan

[Prof. Dr. Emine Demiray](#), Anadolu University, Turkey

[Prof. Dr. Erol Yıldız](#), Alpen-Adria University, Austria

[Prof. Dr. Esmahan Ağaoğlu](#), Anadolu University, Turkey

[Prof. Dr. Francis Glasgow](#), Guyana University, South America

[Prof. Dr. Harold Bekkering](#), University of Nijmegen, Netherlands

[Prof. Dr. H. Ferhan Odabaşı](#), Anadolu University, Turkey

[Prof. Dr. H. Güçlü Yavuzcan](#), Gazi University, Turkey

[Prof. Dr. Heli Ruokamo](#), University of Lapland, Finland

[Prof. Dr. Jim Flood](#), Open University, United Kingdom

[Prof. Dr. Kiyoshi Nakabayashi](#), Kumamoto University, Japan

[Prof. Dr. K. M. Gupta](#), Motilal Nehru National Institute of Technology, India

[Prof. Dr. Leyla Küçükahmet](#), Gazi University, Turkey

[Prof. Dr. Liliana Ezechil](#), University of Piteşti, Romania

[Prof. Dr. Marie J. Myers](#), Queen's University, Canada

[Prof. Dr. Mehmet Ali Kısakürek](#), Ankara University, Turkey

[Prof. Dr. Mehmet Durdu Karslı](#), Çanakkale Onsekiz Mart University, Turkey

[Prof. Dr. Mehmet Kesim](#), Anadolu University, Turkey

[Prof. Dr. Meral Aksu](#), Middle East Technical University, Turkey

[Prof. Dr. Min Jou](#), National Taiwan Normal University, Taiwan

[Prof. Dr. Modafar Ati](#), Abu Dhabi University, United Arab Emirates  
[Prof. Dr. Mohamed Ziad Hamdan](#), Modern Education House, Syria  
[Prof. Dr. Müfit Kömleksiz](#), Cyprus International University, TRNC  
[Prof. Dr. Paul Kawachi](#), Beijing Normal University, China  
[Prof. Dr. Piet Kommers](#), University of Twente, Netherlands  
[Prof. Dr. Ramesh C. Sharma](#), Indira Gandhi National Open University, India  
[Prof. Dr. Richard C. Hunter](#), University of Illinois at Urbana-Champaign, USA  
[Prof. Dr. Rozhan M. Idrus](#), School of Distance Education, University Sains, Malaysia  
[Prof. Dr. Santosh Panda](#), Indira Gandhi National Open University, India  
[Prof. Dr. Selahattin Gelbal](#), Hacettepe University, Turkey  
[Prof. Dr. Sharif H. Guseynov](#), Transport and Telecommunication Institute, Latvia  
[Prof. Dr. Tamar Lominadze](#), Georgian Technical University, Georgia  
[Prof. Dr. Tanja Betz](#), Goethe University, Germany  
[Prof. Dr. Tayyip Duman](#), Gazi University, Turkey  
[Prof. Dr. Tony Townsend](#), University of Glasgow, United Kingdom  
[Prof. Dr. Valentina Dagiene](#), Institute of Mathematics and Informatics, Lithuania  
[Prof. Dr. Xibin Han](#), Tsinghua University, China  
[Prof. Dr. Yavuz Akpınar](#), Bogaziçi University, Turkey  
[Prof. Dr. Yoav Yair](#), The Open University of Israel, Israel  
[Prof. Dr. Yüksel Kavak](#), Hacettepe University, Turkey  
[Prof. Dr. Zdena Lustigova](#), Charles University, Czech Republic  
[Assoc. Prof. Dr. Ahmet Ok](#), Middle East Technical University, Turkey  
[Assoc. Prof. Dr. Antonis Lionarakis](#), Hellenic Open University, Greece  
[Assoc. Prof. Dr. Carlos Machado](#), Vrije University, Belgium  
[Assoc. Prof. Dr. Danny Bernard Martin](#), University of Illinois at Chicago, USA  
[Assoc. Prof. Dr. Demetrios G. Sampson](#), University of Piraeus, Greece  
[Assoc. Prof. Dr. Gonca Telli Yamamoto](#), Okan University, Turkey  
[Assoc. Prof. Dr. I. Hakki Mirici](#), Akdeniz University, Turkey  
[Assoc. Prof. Hayriye Koç Başara](#), Sakarya University, Turkey  
[Assoc. Prof. Dr. Natalija Lepkova](#), Vilnius Gediminas Technical University, Lithuania  
[Assoc. Prof. Dr. Nedim Gürses](#), Anadolu University, Turkey  
[Assoc. Prof. Dr. Nigel Bagnall](#), The University of Sydney, Australia  
[Assoc. Prof. Dr. R. E. \(Bobby\) Harreveld](#), CQ University, Australia  
[Assoc. Prof. Dr. Rositsa Doneva](#), Paisii Hilendarski University of Plovdiv, Bulgaria  
[Assoc. Prof. Dr. Shivakumar Deene](#), Karnataka State Open University, India  
[Assoc. Prof. Dr. Steve Wheeler](#), University of Plymouth, United Kingdom  
[Assist. Prof. Dr. Irfan Yurdabakan](#), Dokuz Eylül University, Turkey  
[Assist. Prof. Dr. Katherine Sinitsa](#), International Research and Training Center, Ukraine  
[Assist. Prof. Dr. Roxana Criu](#), Cuza University, Romania  
[Dr. Carmencita I. Castolo](#), Polytechnic University, Philippines  
[Dr. Hisham Mobaideen](#), Mu'tah University, Jordan  
[Dr. Simon Stobart](#), University of Teesside, United Kingdom



|  |      |
|--|------|
| CONTENTS.....  | i    |
| FROM EDITORS.....  | ii   |
| FOREWORD.....  | iv   |
| ARTICLES.....  | 1-81 |
| SOCIOLOGICAL AND PSYCHOLOGICAL DIMENSIONS OF E-LEARNING.....   | 1    |
| George S. MOUZAKITIS, GREECE   |      |
| FACTORS AFFECTING THE SECONDARY SCHOOL TEACHERS, IN THE USE OF DISTANCE LEARNING<br>FOR IN-SERVICE TRAINING AS PROFESSIONAL DEVELOPMENT IN PAKISTAN..... | 10   |
| Muhammad AKHLAQ, Shazia Munawar SULEHRI, PAKISTAN  |      |
| QUALITY ASSURANCE & DISTANCE EDUCATION SYSTEM: Problems & Challenges.....  | 23   |
| Mushtaq Ahmad DAR , Sabina YEASMIN, INDIA – BANGLADESH   |      |
| ONLINE PRONUNCIATION RESOURCES: HOBBIES OR FOBBIES OF EFL TEACHERS?.....   | 33   |
| Murat HISMANOGLU, NORTH CYPRUS TURKISH REPUBLIC  |      |
| FACTORS CONDUCIVCE FOR THE PURPOSEFUL USE OF LIBRARIES<br>AMONG UNIVERSITY’S STUDENTS IN PAKISTAN.....   | 46   |
| Syed Manzoor H. SHAH, Saadia SALEEM, PAKISTAN  |      |
| REFLECTIVE PRACTICE-A CREATIVE MEANS OF TEACHING.....  | 58   |
| B. Venkateswara RAO, Samrajya LAKSHMI, INDIA   |      |
| PEER REVIEW ON THE COMPETENCIES OF TEACHERS TRAINED<br>THROUGH DISTANCE MODE IN PAKISTAN.....  | 69   |
| Muhammad AKHLAQ, PAKISTAN  |      |

## From Editors

Welcome to the second issue of the INTERNATIONAL JOURNAL ON NEW TRENDS IN EDUCATION AND THEIR IMPLICATIONS – IJONTE.

In this issue the foreword is written by our esteemed colleague Ramesh C. SHARMA who is Professor in educational technology and is currently working as regional director in Indira Gandhi National Open University (IGNOU). Now he is Director Institute of Distance and Continuing Education, University of Guyana. Our thanks go to him. In addition this issue contains 7 articles are from 4 different Countries with 10 authors.

The first article is sent from Greece, on Sociological And Psychological Dimensions of E-Learning, which is written Prof. Dr George S. Mouzakitis is the Manager of the LinkedIn Group entitled “e-Learning Think Tank Team”. His paper presents that the state of our civilization people have time off work, which, however, is not adequate to give the workforce the chance to upgrade their qualifications or to individuals to pursue educational courses through classroom attendance. Besides, economic problems are an additional problem for educational/ training courses delivery on campus. Finally, the conclusion part will provide recommendations on how sociological and psychological dimensions of e-learning can influence the most effective implementation of the system

The second paper written on Factors Affecting The Secondary School Teachers, In The Use Of Distance Learning For In-Service Training As Professional Development In Pakistan, by Muhammad Akhlaq and Shazia Munawar Sulehri. The purpose of their study was to investigate the factors which affect the school teachers in getting the further professional qualifications through the distance mode of Allama Iqbal Open University. For this purpose 300 in-services secondary schools teachers those who completed M.Ed from Allama Iqbal open university and 100 heads of secondary schools was taken as the sample of the study. The main objectives of the study were; to explain the status of teacher educations though distance-learning in Pakistan and to identify the obstacles in getting in-service professional training through distance education.

The third paper from India, Title of article is Quality Assurance & Distance Education System: Problems & Challenges, written by Mushtaq Ahmad Dar and Sabina Yeasmin. In their study, mentioned that the rationale of distance education is to ensure equal opportunities of education to disadvantaged sections of the society who, because of financial, geographical or time constraints, are not in a position to upgrade their education, knowledge and skills. Education being a dynamic process, the need of the hour is to use it in a positive direction with the changing demands of the society and thereby improve the living standards of the people. Keeping this in view, the purpose of this paper is to focus on the issues like: democratization of education through open and distance learning system, higher education and distance education system, and, development of strategies for the autonomy of Distance Educations institutions (DEIs) working under conventional university set up. The objectives of distance education make it clear that this system was expected to play a key role in democratization of higher education in a country. But one of the major problems in our country has been that distance education has to operate within the framework of a conventional university under hostile circumstances.

The fourth article arrived from North Cyprus Turkish Republic, on Online Pronunciation Resources: Hobbies or Fobbies Of EFL Teachers? Subject which is written by Murat Hismanoglu. This aims at revealing whether language teachers use online resources to teach pronunciation to their students or not, what they think of using online pronunciation teaching resources, whether there is a correlation between age and using online pronunciation teaching resources, and whether there is a correlation between teaching experience and using online pronunciation teaching resources. 109 language teachers working in preparatory schools of five different universities in North Cyprus participated in the present study. The results of the study exhibited that 36 (%33) of language teachers made use of online resources to teach pronunciation to their students. However,

73 (% 67) of the language teachers responded that they did not use online resources to teach pronunciation to their students.

The fifth article from again Pakistan on Factors Conducive For The Purposeful Use Of Libraries Among University's Students In Pakistan which is written by Syed Manzoor H. Shah and Saadia Saleem. They mentioned in their article that Libraries play a key role in developing reading habits among students. In Pakistan's educational set up, libraries are not functioning in the true sense due to many reasons and students get no opportunities for reading additional books apart from their course books. These poor reading habits continue at the college level or even in university. The present study was designed to find out the factors conducive for the effective use of library among university students in Pakistan. It was planned to achieve the objectives i.e to identify the conducive factors for library use, library resources motivating students, the impact of teachers' motivation for students toward the use of libraries, importance of physical facilities for attracting students toward libraries. To investigate these objectives, two questionnaires were developed each for teachers and students on five point Likert scale. The study concluded that university teachers motivate students through library related tasks for the use of library. Students' own interest, library environment, librarian and other staffs' attitude and availability of necessary facilities are various important factors for the use of library.

The sixth article is on Reflective Practice-A Creative Means Of Teaching, written by B. Venkateswara Rao and D.Samrajya Lakshmi from India. The aim of this paper is to discuss One cannot say that a particular method is the only method of teaching a particular concept. The teacher, who is a researcher as well, used traditional method of teaching i.e. explaining the content from the textbook. However, students did not fail to respond to the method used but felt difficulty in learning and applying the concept. Then Teacher realized through oral and written feedback the difficulty faced by students and changed his mode of teaching.

The Last but not least, the seventh paper belongs to Muhammad Akhlaq on Peer Review On The Competencies Of Teachers Trained Through Distance Mode In Pakistan. The purpose of this study was to investigate the factors which affect the school teachers in getting the further professional qualifications through the distance mode of Allama Iqbal Open University. For this purpose 300 in-services secondary schools teachers those who completed M.Ed from Allama Iqbal open university and 100 heads of secondary schools was taken as the sample of the study. The main objectives of the study were, to explain the status of teacher educations through distance-learning in Pakistan and to identify the obstacles in getting in-service professional training through distance education.

Dear IJONTE readers, in this issue we have not yet established the Notes for Editor, and Reviews section. We are planning to organize and establish these sections very soon. We expect your studies to these sections in due course.

You can reach us online <http://www.ijonte.org> and please send your thoughts to [ijonte2010@gmail.com](mailto:ijonte2010@gmail.com)

To receive further information and to send your recommendations and remarks, or for your submission for consideration, please contact with the IJONTE Secretariat by email at [ijonte2010@gmail.com](mailto:ijonte2010@gmail.com).

We trust you find this Issue exciting and enjoy reading the Articles.  
Hope to meet again at 1st of October 2010

#### Editors

Prof. Dr. Zeki Kaya, Gazi University, Turkey

Prof. Dr. Uğur Demiray, Anadolu University, Turkey

## Foreword

Dear Readers of IJONTE,

This is the second issue of this new International Journal on New Trends in Education, and I am very pleased to write this Foreword to Issue 2.

This Journal is especially important to provide the most up-to-date information on emerging trends. We need these trends so we can better plan our own research and policies for organising distance education. Other journals showcase research that derives from many years research gathering data on describing some well known aspect like student-to-student interactions using ICT. But this Journal is very different. The establishment of UKOU in 1969 is considered to be the first step towards having Open and Distance Education system acknowledged catering to the needs of those who are not able to go to formal educational institutions. In the Asian Region some universities began offering correspondence courses (like Delhi University in 1962 through its Delhi School of Correspondence Courses and Continuing Education). Establishment of Ramkhabaeng University in Thailand in 1971 declared the commitment of governments to provide education through ODE mode in Asian region. Currently nearly all the Asian countries have open universities by way of their 'openness' and 'flexibility'. Advances in technology, good expansion of telecommunication networks, globalization, entry of private sector, industrialization and according increased importance to education etc are some of the factors contributing to this rapid growth and development of ODE system in Asia. However we need to learn about trends in other parts of the world such as South America where I am currently working, and also we need more information on trends developing in the former countries of the USSR, and of course those countries of southern Europe and Asia, and Africa that publish little or no reports.

We hope that this new Journal on trends will not only focus on higher education, but consider all forms from open primary to open high schools and lifelong learning. Not only the open education at higher level, to meet the goals of Universalisation of Primary Education, Open Schooling has also been taken quite seriously. The National Institute of Open Schooling (NIOS), India; Sri Lanka Open School; Turkish Open Education High School; South Korea's Air and Correspondence High School, Open School of Bangladesh, and Open Junior Secondary School of Indonesia etc are testimony to the commitment in this direction. This growth has been fuelled by ICTs. Some of the Asian countries are leader in the use of ICT like Taiwan, Hong Kong, Japan, South Korea etc. Not only E-Learning, M-Learning is also being implemented. The cultures and tradition in Asia pose some challenges for such ODE models. The curriculum framing or adoption/implementation of ICT, quality assurance, staff development or learner support, etc all require different treatment. There is a greater need of collaboration and partnership among different open universities of the Asia. It may be in the form of developing and delivering an educational programme. There have been some experiments in establishment of e-universities, some surviving, others failed. We need to learn about these trends.

These trends, globalization, new job opportunities, new educational avenues have all resulted in higher mobility in researchers and in the workforce. These are producing new insights, new challenges, and new trends. Workplace learning and corporate learning has to be tuned to suit knowledge economy of the region. So we hope more Articles can be prepared for these trends in workforce mobility.

I give my wholehearted support to this new Journal, and closely follow the reports that are published. One thing we must each remember in this fast changing evolving world is that we are not too old to learn – indeed we must not cease learning (and of course publishing what we learn as new trends – for others to learn too).





Ramesh C. Sharma

Ramesh C. SHARMA has a Ph.D. in educational technology and is currently working as regional director in Indira Gandhi National Open University (IGNOU). He has also been a teacher trainer and has taught educational technology, educational research and statistics, educational measurement and evaluation, special education, and psychodynamics of mental health courses for the B.Ed. and M.Ed. programmes. He has conducted many training programmes for in- and pre-service teachers on the use of computers, Internet and multimedia in teaching and instruction. He established an ICT Centre in the teachers college in which he was formally employed. He is a member of many committees on implementing educational technology at IGNOU. His areas of specialization include ICT applications, computer networking, on-line learning, student support services in open and distance learning, and teacher education. He is Co-Editor of the Asian Journal of Distance Education, is or has been on the editorial advisory board of Distance Education, International Review of Research in Open and Distance Learning, and Turkish Online Journal of Distance Education. He has co-authored a book on distance education research and recently one of his co-edited books, Interactive Multimedia in Education and Training, has been published by Idea Group Inc., U.S.A. He is also an Advisory Board Member and author for the Encyclopedia of Distance Learning.

Prof. Dr. Ramesh C Sharma  
Director (Distance Education)  
Institute of Distance and Continuing Education,  
University of Guyana,  
Flat 5, Queen's College Compound,  
Camp Road, Georgetown, Guyana (South America)  
Email: [rcsharma@ignou.ac.in](mailto:rcsharma@ignou.ac.in)

## SOCIOLOGICAL AND PSYCHOLOGICAL DIMENSIONS OF E-LEARNING

Prof. Dr. George S. MOUZAKITIS  
e-Learning Think Tank Team  
Korinthos, GREECE

### ABSTRACT

The adage “there are two sides to every story” applies, also, to e-Learning. This, relatively new mode of courses delivery provides opportunities for knowledge distribution to persons residing even to the most remote geographical areas. At the same time, the implementation of this reform creates problems, which should be given the necessary attention, if it is to be effective, as it will be explained and supported in this paper.

The globalization concept prevailing in our times has revolutionized many sectors of our everyday activities, which have become more demanding. It is generally agreed that certain deficiencies in education and training have delayed and deferred developments in many countries. Economic realities have been changed resulting to significant impact on enterprises.

To cope with the emerging demands, businesses have to change their strategic plans in regard to their training programmes and adapt to the requirements of knowledge-based and skill-based economy. This means that the qualifications of workforce have to be upgraded, whereas prospective employees should be educated in a way to meet their current market demands.

In the present state of our civilization people have time off work, which, however, is not adequate to give the workforce the chance to upgrade their qualifications or to individuals to pursue educational courses through classroom attendance. Besides, economic problems are an additional problem for educational/ training courses delivery on campus.

The advent of e-learning will facilitate the implementation of educational and/or training courses to everybody interested.

In this paper discussion will be focused on two dimensions of e-learning, the sociological and psychological, based on empirical research carried out among educationists, sociologists, psychologists, teachers and end-users.

In the sociological sector focus will be given to the relationship between educational planning and economic, political, cultural and social forces of the society. Additionally, the relation between teachers and students and the role of behaviors of the participants in the e-learning educational systems will be analyzed.

In an e-learning environment emphasizing learning-centered activity and system interactivity, the impact of psychology promotes self-management focused on the enactment of learning goals, self-monitoring, and motivation of students to achieve quality educational outcomes. Learners are no longer the object of educational guidance and obligations but the subject of their education and learning autonomy.

Finally, the conclusion part will provide recommendations on how sociological and psychological dimensions of e-learning can influence the most effective implementation of the system.

**Key Words:** Sociological dimensions, psychological dimensions, e-learning.

## INTRODUCTION

The old adage “there are two sides to every story” has attracted controversial opinions among analysts. Most people can attest that there are many sides to every story, though the Merriam Webster Dictionary defines the term as often metaphorical which illustrates some truth, and truth cannot be considered “multifarious”. Besides, according to Frank Lloyd Wright, the truth is more important than the facts, which means that this adage enjoying credit for long use applies to e-learning as well. It is accepted that the vast movement towards e-learning is clearly motivated by the many benefits it offers (Kruse, K. 2008). The question is whether the benefits provided by this course delivery system outweigh the drawbacks.

Selectively, among the advantages of e-learning for students the following can be included:

- individualized teaching process,
- reduced learning time,
- convenient selection of study time, and, therefore, self-pacing,
- interactivity and quick availability of reference materials.

On the opposite side, the following disadvantages of e-learning are identified:

- technophobia of learners,
- more difficult acceptability of reference materials on the part of learners through PDAs (personal digital assistants), PCs, software and other information technology systems as compared with the easily accessible printed workbooks.

Nevertheless, e-learning seems to be the most reliable contemporary media of knowledge distribution even to the most remote geographical areas and/or boundaries where students can be reached regionally, nationally and even globally. This merit is recognized by a great number of researchers, analysts, educators and end-users.

In parallel, this rather revolutionary means of delivery of educational and/or training courses is considered to be the most effective in meeting the overall market demands arising from the advent of globalization.

Though globalization is one of the most debated issues of our times eliciting both great enthusiasm and deep concern (United Nations, 2001) to develop and manage a global organization means to teach people how to think, lead and act. This means that people will have to be made to possess a global mind as well as global skills (Kim, Pan Suk, 1999).

Therefore, globalization is not only a movement of intensified flow, between countries, of goods, services and cultural activities but is involved in a variety of trends and tendencies, which result to a multidimensional character.

On the threshold of the second decade of the 21st century, the e-learning educational and/or training courses delivery medium is the most effective means of support of businesses in their effort to change their strategic plans for upgrading their programmes and enable their workforce to cope with the emerging multidimensional demands of globalization.

It is accepted that education, at any level, is a complete, dynamic system. It develops and transforms from one condition to another, in the process of its function, under the influence of external factors (Serdiukov, p. 2001).

Undoubtedly, one of the most important factors influencing the development of educational systems nowadays is e-learning. At the moment, it is the unique system which is based on technological means of instruction, eliminates geographical boundaries and integrates academic and real world characteristics

providing students with wider and more affordable choices. Moreover, in a pluralistic society, like ours, this course delivery medium results to a re-orientation of traditional schools and makes possible an amazing integration of global resources.

## LEARNING CONSEQUENCES OF GLOBALIZATION

### e-learning Trends

Admittedly, globalization has revolutionized literally every sector of our everyday activities. Economic realities have dictated to businesses to change their strategic plans as concerns their training programmes, has facilitated individuals to take educational courses through e-learning courses delivery and enabled educationists to adapt their curricula to the requirements of knowledge-based and skill-based demands of economy. In parallel, e-learning environments facilitate the development of intercultural awareness in students (Belisle, C. 2008).

In consequence of these trends, schools are expected not only to be concerned with learners' intellectual, moral and social development by means of opening up access to worthwhile knowledge and experiences, but also to be involved in their socialization inducting them into the customs, conventions and accepted practices in society (Lawton, D, & Gordon, P. (2000).

In view of the foregoing a representative sample of education participants selected at random were asked to complete a 20 item EPS (Educational Participation Scale) and rate the importance of certain factors connected with the teaching process and particularly the specific merits of e-learning, which make the difference as compared to the traditional theories for learning.

There were three options in the rating scale, that is, N=not important, I=important and V=very important. A factor analysis of the responses to the questions asked concluded to five first-priority factors for each sector.

Question 1: Which drawbacks of e-Learning do you consider very important?

- |    |   |     |
|----|---|-----|
| a. | The need of learners to have technological skills                       | 72% |
| b. | The lack of live educational environment                                | 66% |
| c. | Reduced cultural interaction  | 65% |
| d. | Occasional Communication problems                                       | 58% |
| e. | Certain factors may predispose learners against<br>The use of computers | 46% |

Question 2: Of the listed intrinsic and extrinsic motivators which do you consider very important?

- |    |  |     |
|----|--|-----|
| a. | Learners' needs and drives                       | 95% |
| b. | Autonomy of learners throughout the courses span | 90% |
| c. | Interest in the learning material                | 86% |
| d. | Learners' personality                            | 85% |
| e. | Learners' upbringing                             | 70% |

Question 3: Of the listed dimensions and merits of e-learning which do you consider very important?

- |    |               |     |
|----|---------------|-----|
| a. | Sociological  | 89% |
| b. | Psychological | 87% |
| c. | Pedagogical   | 65% |
| d. | Technological | 60% |
| e. | Institutional | 54% |

In fact, the basic framework for web-based electronic learning includes a number of distinctive characteristics.

To identify the most important dimensions of this medium, this survey has been drafted to be the “prelude” of a reliable analysis of the findings of empirical researches aiming to secure the most effective implementation of e-learning mode in the educational and/or training courses delivery. In particular, the concept was to confirm or to proceed to modification, where necessary, of the teaching theory concerning the nature of human interests and motivations, which emphasize the psychological and sociological dimensions of e-learning (Engvig, M. (2002). Thus, the findings of this survey were taken into consideration when drafting the problem-questions of the empirical researches which were connected to the identification of the role of sociological and psychological dimensions of e-learning.

### Sociological Dimensions

It is agreed that the globalization of the economy brings together people of different hemispheres, cultures and civilizations. Therefore, people who need to communicate and understand each other (Belisle, C. op.cit) have to cope with social demands as well. To this end, the most important objective of education is socialization. This educational concept has been reaffirmed in a series of ministerial decisions, which considered the social dimension of crucial importance and integral part of learning processes.

It is to be noted that in all meetings held in Bologna (June 1999), Prague (May 2001), Berlin (2003), Bergen (May 2005), London (May 2007) and Leuven (April 2009) the resulting declarations emphasized the social dimension of learning with specific attention to the enlargement of the Bologna process (Pargue declaration, op.cit.).

Through the empirical research, educational participants of varying level were asked to complete a 25 factors questionnaire and rate them according to the importance of the role that the sociological dimension of e-learning is considered to play in the whole education process. The scale of evaluation ranged from 1 to 5 where 1 stands for quite unimportant and 5 very important. A further qualitative (unstructured interviewing and case studies) analysis of the responses concluded to 10 priority factors pertaining to the social dimension of e-learning as follows:

The sociological dimension of e-learning gives the possibility to learners:

- |    |   |     |
|----|---|-----|
| a. | To cope with market demands successfully  | 95% |
| b. | To implement structured and goal oriented course material   | 92% |
| c. | To enjoy practical benefits for everyday working life   | 89% |
| d. | To enjoy equal opportunities in education   | 84% |
| e. | To raise the level of knowledge, skills and competencies  | 82% |
| f. | To facilitate the approach of educational courses for everyone, anytime, anywhere                               | 81% |
| g. | To be active members of their social environments   | 80% |
| h. | To ensure appropriate socialization through internet connections and communication                              | 76% |
| i. | To diminish obstacles to course attendance related to their social and/or economic background                   | 75% |
| j. | To eliminate class conflict with work responsibilities which reduces commuting time and flexibility in studying | 73% |

Undoubtedly, ours is an era of magnificent, impressive and rapid change in technology, science, thought, culture and intellect. If we are, then, to meet the resulting economic, technological and demographic challenges successfully we must proceed to revolutionary reforms to educational practices. Obviously, there has been so far a serious gap between ideal and reality in the educational system in a number of countries, mainly undeveloped or under development. How a teacher transforms, or attempts to transform ambitious

ideas into practical reality is disputed nowadays. One reason is that in the twentieth century more was expected of teachers, whereas, at the same time, quite paradoxically, their authority had been increasingly questioned. The contemporary concept about the role of education prioritizes its sociological and psychological dimensions, which provide the means to stimulate thinking and communicate ideas with real impact through technology and innovative media of courses delivery. Indeed, education must go step-in-step with the development in the society.

### Psychological Dimensions

Motivation is a dynamic powerful drive which enables individuals to attain the objectives of their everyday lives and mainly their educational and/or training goals. Additionally, motivation facilitates autonomous learning, which is considered to be an effective vehicle for learners to identify their goals, formulate and even change them to suit their own learning needs and interests. The types of motivation are intrinsic or extrinsic. In the first case, it refers to the determination of behavior related to an activity and sustained with autonomous acts and interests, which can be considered as relating to the self determination theory. On the other hand, extrinsic refers to external interests.

This theory supports that man's actions are determined by his own nature, character or volition and constitutes an approach to learning, which requires learners to exercise a high level of control over their source of motivation. The higher the motivation, the better the performance. Undoubtedly, the desire for knowledge leads to learning outside the classroom (Benson, P. 2001).

According to Deci, E., Vallerad, E., Pelletier, L. and Ryan, R., unlike other theories, self-determination theory addresses the energization and direction issues by postulating about basic psychological needs that are inherent in human life.

As a result of the implementation of the self-determination theory motivation, performance and development are maximized within a social context which makes it possible for people to satisfy their psychological needs for competence and autonomy (Deci, E. et.al, op. cit).

To identify cognitive and psychological factors, which differentiate e-learning course delivery media from traditional classroom attendance an empirical research was carried out in the brief span of four months. The sample of 136 education participants was randomly selected among individuals of varying levels, i.e. psychologists 30 (22.05%), policy makers 36 (26.47%) , researchers 34 (25%), teaching staff 20 (14.72%) and end-users 16 (11.76%) , of which male 72 (52.94%) and female 64 (47.06%).

Interviewers were asked to complete a 30 factor questionnaire and rate them according to the importance they attach to the psychological dimension of e-learning. The scale of evaluation ranged from 1 (quite unimportant) to 5 (very important).

A further qualitative (including unstructured interviewing and case studies) analysis of the responses concluded to 10 priority factors of psychological dimensions of e-learning, as follows:

- |    |  |     |
|----|--|-----|
| a. | Freedom of choosing the pace of study                            | 96% |
| b. | Goal directed educational courses as a result of self-management | 94% |
| c. | Motivation for further attendance of higher education courses    | 90% |
| d. | Better time management for studies                               | 86% |
| e. | Effective autonomous behavior                                    | 80% |
| f. | Improved self-discipline   | 82% |
| g. | Formulation of learners' characters                              | 80% |
| h. | Development of useful learning tasks                             | 79% |
| i. | Learners' relationship with other users                          | 75% |

- j. Development of intrinsic desires for attainment of targets  
and knowledge 73%

Based on the analysis of the responses given by the interviewees during the unstructured interviews a very important concept has been revealed, namely pressure from teachers and/or administrators and/or parent groups result to negative effects on the learners' self-determination, conceptual learning and personal adjustment (Deci, E. et.al., op.cit).

## CONCLUSION

According to the predictions of the Secretary General of the United States (2001) "the new information age is widening the range of information available to anyone anywhere, enhancing and modernizing the exchange and sharing of information, training and education.

The potential of on-line education for reaching individuals living in remote areas is of great importance".

Probably, such an official acceptance of the benefits resulting from the implementation of e-learning in the educational and/or training courses delivery reinforces the concept of supporters of the system which is by far the most effective vehicle for learners to achieve quality educational outcomes. In fact, according to this system, through learning-centered activities and interactivity a person is no longer the object of educational processes but the subject of learning autonomy.

The qualitative analyses of the findings of the atypical survey as well as the empirical researches which followed revealed the positive impact of e-learning media in our attempt to meet the contemporary globalization demands quite successfully. Whereas some drawbacks of e-learning have been identified as pertaining to technological factors, the importance of motivators, both intrinsic and extrinsic, have enjoyed a wide recognition. Moreover, the high rating of importance attached to the sociological and psychological dimensions of e-learning consolidates the notion that e-learning developers should consider the impact of these dimensions on the educational and/or training courses delivery since the desired outcome is to secure the best effectiveness of the system.

Concerning the evaluation of the social dimension of e-learning the interviewed educational participants in their majority focus their concern to its impact on their working lives (30% with average rating 92%), their social connections and relationships (30% with average rating 76.33%) and the educational benefits (40%) with average rating 80.50%).

In parallel, online learner's rate psychological dimension in e-learning by referring to three sectors, i.e. the study conditions (40% with average rating 87.75%), the learning motivation (30% with average rating 82.34%) and the formulation of learners' characters (30% with average rating 80.67%).

In our era of accelerated technological development reforms in education and training systems have experienced a recognition as being of crucial importance, mainly due to e-learning. Though a number of debates reveal a deep concern for the effectiveness of the system and its innovative nature, the high quality of this medium is not simply the result of relationship between learners and e-learning providers. It is based to a great extent on individual learning preferences and its sociological and psychological dimensions. Thus, the transformation from traditional, on campus, instruction to web-based learning reveals a shift in reshaping educational models in the recent years and reflects a change in our perception of the current phase in the development of education (Serdiukov, P. 2001)

Since learning goals have been transformed in order to meet the current demands, it is important that educators, policy makers and other educational participants might be necessary to take into consideration the following recommendations based on the qualitative analyses of the findings of the two empirical researches, which were carried out recently. Such recommendations are divided into two categories, i.e. the Socio-Psychological sector and the Educational Organization sector.

#### **Socio-Psychological Sector**

- a. Sociology and mainly sociology of education must be closely connected with problems which educational planners have to face.
- b. Education should be equally accessible to all and enable students to complete their studies without obstacles related to their social and economic background.
- c. Arrangements for delivery of courses which schools in small geographical areas cannot offer.
- d. Motivation should be emphasized on condition that learning activities are authentic, challenging and multidisciplinary.
- e. Provisions should be taken to ensure the constant updating of the knowledge and skills in the modern societies.
- f. Fostering of social cohesion which will reduce inequalities and raise the level of knowledge, skills and competencies in society.
- g. Evaluation of the quality of educational multimedia products taking into consideration the individual, the learning approach or model, specific characteristics of multimedia technology, the environment and the relationship among all these factors (Shavinina, Larisa V, Loarer, E. 1999).
- h. Emphasis should be given on the factors influencing motivation to learn, i.e. needs and drives, interest and values.
- i. Creation of opportunities for the internationalization of personally valued behaviors.
- j. Creation of a more conducive social environment.
- k. Effective matching of technology with the background and needs of the learners.

#### **Educational Organizational Sector**

- a. Educational reforms must be adapted to fit real needs.
- b. Planning of appropriate organizational structure of education and/or training.
- c. Design and development of quality learning materials.
- d. Inter-college collaboration.
- e. Implementation of all three types of technologies currently known and available, i.e. instrument technologies (video and DVD), instructional technologies (TV) and dissemination technologies (C.D. or Web)
- f. Use of computers as a vehicle for studying.
- g. Enhancement of learners' skills by means of appropriate tools relevant to specific cognitive areas.
- h. Flexibility in the design of teaching programmes.

It is believed that in case these recommendations are followed the implementation of the e-learning system will be more effective. This output will confirm that educational planning will succeed only if social and psychological sectors are given the proper attention.



## BIODATA AND CONTACT ADDRESSES OF AUTHOR



Prof. Dr. George S. MOUZAKITIS is the Manager of the LinkedIn Group entitled “e-Learning Think Tank Team”. He is currently engaged in carrying out 4 major research projects referring to (a) “Identification and Analysis of Contemporary Training Needs”, (b) “Linguistic Analysis and Classification of the Structural Properties of Scientific and/or Technological Passages” (c) “The Etymology of Scientific Terms of Greek Origin Used in Modern European Languages” and (d) “Towards a More Effective ESP Teaching”.

He develops appropriate materials and media for teaching ESP (Teaching English for Specific Purposes) and is the author of ten books, total pages 5.460, under the general title “The English we Use for ...” in the cognitive areas of Economics, Tourism, Business Administration, Arts, Education, and Electrical Engineering.

Studies: B.A. in English/Greek Language (Athens University, Greece), M.A. in Special Education (Western Michigan University, USA) and Ph.D. in Communication (Columbia State University, USA). His teaching experience totals to 43.245 hours, of which 24.241 hours at higher education level (ESP), 8.268 hours at professional training and 10.736 hours at secondary education level. He has participated in 43 international conferences of which 9 on e-Learning.

Prof. Dr. George S. MOUZAKITIS  
Aghioi Theodoroi (Almyra)  
Korinthos, 200 03, GREECE  
Phone/Fax: +30 27410 62065  
Mobile: 6945813224  
E-mail: geom@hol.gr

## REFERENCES

- Belliisle, C. (2008). e-Learning and Intercultural dimensions of learning theories and teaching models, e-learning papers.
- Benson, P. (2001). Teaching and researching autonomy in Language teaching, London Longman
- Deci, E.L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. (1991). *Motivation and Education: The Self-Determination Perspective*, Educational Psychologist, Lawrence Erlbaum Associates, Inc.
- Engvig, M. (2002). *elearning: Underline Assumptions and Helpful Hints*, THMO Publishing.
- Kim, Pan Suk (1999). Globalization of Human resource Management: A Cross Cultural Perspective for the Public Sector, *Personnel Management*, vol. 28.
- Kruse, K., (2008). The Benefits and Drawbacks of e-learning, retrieved on February 2010, [http://www.e-learningguru.com/articles/art1\\_3.htm](http://www.e-learningguru.com/articles/art1_3.htm)
- Lawton, D., and Gorton, P. (2001). “Education, Schooling and Pedagogy. The Dictionary of Education, Hodder and Stought.

Prague Declaration (2001). Towards the European Higher Education Area.

Serdiukov, P., (2001). "Models of Distance Higher Education: Fully Automated or Partially Human?", *Educational Technology Review*, v.9 n.1.

Shavinina, Larisa V, Loarer, E. (1999). Psychological evaluation of educational multimedia applications, *European Psychologist*, vol. 4(1) March 1999.

United Nations (2001). World Public Sector Report, Globalization and the State, Economic and Social Affairs.

## FACTORS AFFECTING THE SECONDARY SCHOOL TEACHERS, IN THE USE OF DISTANCE LEARNING FOR IN-SERVICE TRAINING AS PROFESSIONAL DEVELOPMENT IN PAKISTAN

Muhammad AKHLAQ  
Ministry Of Education Islamabad  
Doctoral Scholar, Department Of Education  
Preston University Islamabad, PAKISTAN

Shazia Munawar SULEHRI  
Ministry Of Education Islamabad, PAKISTAN

### ABSTRACT

The purpose of this study was to investigate the factors which affect the school teachers in getting the further professional qualifications through the distance mode of Allama Iqbal Open University. For this purpose, 300 in-service secondary school teachers who completed M.Ed from Allama Iqbal Open University and 100 heads of secondary schools were taken as the sample of the study. The main objectives of the study were,

- to explain the status of teacher educations through distance-learning in Pakistan,
- to identify the obstacles in getting in-service professional training through distance education.

The major recommendations of the study were;

- Allama Iqbal Open University should design fee-concessions and scholarship polices for the experienced teachers,
- the promotion policy of teachers should be made professional based not seniority based and M.Ed qualified teachers should be given propriety for the next scale,
- facilities and support services should be provided to the students so that objectives of M.Ed program be fully achieved,
- the departmental obstacles and restrictions be eradicated by reshaping the policies and advance increments should be reinstated after the completion of M.Ed program,
- Higher Education Commission (HEC) which is the body of preparing policy for Higher studies scholarship, so M.Ed level programs should be included in the policies of HEC, and
- the admission criteria of AIOU should be changed; experience teachers should be given priority in the admission.

**Keywords:** Distance Education, Advantages of Distance Education, Distance Education in Pakistan, Distance Education for Professional Development in Pakistan, Factors Affecting the Distance Learners.

### WHAT IS DISTANCE EDUCATION

The term 'distance education' was first used in the nineteen seventies. Distance education is referred to as "Distance Learning" as well, and is simply defined as "a field of education focusing on the andragogy and pedagogy, instructional systems, and technology which endeavor to deliver an education to students who are not physically in a classroom or campus setting." According to Rashid, M. (1992, p.3) distance education is to cover various forms of study at all levels, which are not under the continuous supervision of tutors present with their students in lecture rooms, distance education may be any formal approach to learning in which a majority of instructions occur while educators and learners are at a distance from one another". (Moore, 1973) defined the distance education as "The family of instructional methods in which teaching behaviors are performed

apart from learning behaviors, including those that in a contiguous situation would be performed in the learner's present, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices". (Wedemeyer, 1977) said that "Consists of various forms of teaching-learning arrangements in which teachers and learners carry out their essential tasks and responsibilities part from one another, communicating in a variety of ways. Its purposes are to provide learners with opportunity to continue learning in their own environments, and develop in the capacity to carry on self-directed learning..."

Schlosser, L.A. (2002, p.12) defined distance education as an institution based, formal education where the learning group is separated, and where interactive telecommunication systems are used to connect learners, resources, and instructors. There are four main components to this definition. First is the concept that distance education is 'institutionally based'. This is what differentiates distance education from self-study. The second component of the definition of distance education is 'the concept of separation of the teacher and the student'. Most often, separation is thought of in geographic terms in which teachers are in one location and students at another. Also implied by the definition is the separation of teachers and students in time. Asynchronous distance education means that instruction is offered and students access to it at separate times, or any time as it is convenient to them. Interactive telecommunications is the third component of the definition of distance education. Interaction can be synchronous or asynchronous at the same time, or at different times. Interaction is critical but not at the expense of content. Hulsman (1997) had approached the definition of the concept of open and distance learning from the characteristic point of view. He identified four crucial features of distance education as follows:

- The separation of the teacher and the learner in time or place, or in both time and place.
- Influence of an educational institution: necessity for institutional accreditation of programs and courses.
- The use of technical media: involving mixed media courseware such as print, radio and television broadcasts, video and audiocassettes, computer band learning and telecommunications.
- The provision of two-way communication: allowing for interaction between learners and tutors either synchronously or asynchronously, as opposed to the passive receipt of broadcast signals.

#### **ADVANTAGES OF DISTANCE EDUCATION**

The advantages of distance education are countless. The convenience of study forms the most important point. Distance education saves money as well as time. Distance education has the following advantages:

##### **Lots of Flexibility**

With distance learning courses, students can complete their course work from just about anywhere, provided there are a computer and internet connection and other support services for each course. This allows students to work when and where it is more convenient for them without having to squeeze in scheduled classes to an already busy life.

##### **No Commuting**

Taking a course online can be one way to cut down on costly gap or public transportation. Since students can often work from home to complete their class assignments, both time and money are saved in cutting out the trips to and from class.

##### **Numerous Choices for Schools**

Even if students live in a community with few or formal institutions, distance learning allows them to choose from a wide variety of schools to complete their education. Students can also find online institutions that specialize in their particular field or one that can provide a great general education. Either way, students' options for education will be greatly expanded.

### Lowered Costs

Prices for online courses are generally cheaper than their on-campus counterparts and students won't have to worry about commuting, moving or getting meal plans on campus, some additional benefits to learning from home.

### Learn While Working

As distance learning can usually be completed on their own schedule, it is much easier to complete distance learning courses while working than more traditional educational programs. Keeping on the job gives the students more income, experience and stability while completing their degrees giving them less to worry about and more time to focus on their studies.

### DISTANCE EDUCATION IN PAKISTAN

Allama Iqbal Open University (AIOU) is the unique institution which is providing education and training at distance. It has been working to promote literacy towards achieving social change and a better future for all. The programs of Allama Iqbal Open University are offered through its distance education system in Pakistan and some Middle Eastern Countries. At this time, programs are offered at wide choice of courses at all levels especially in professional training. It has performed an effective role in the promotion of education, particularly in the teacher training field. In the University, the training of teachers is considered as an area of great concern. AIOU is unique institution providing teacher education at a distance in Pakistan. AIOU is playing a friendly and successful role in the professional of teachers. The teacher training programs of AIOU are the National and International level. Iqbal, M. Z. (2002, p. 33) the salient features of distance teacher courses of AIOU:

- Through introducing a teacher training course, the un-trained teachers and other related people, until now deprived of all facilities, can be trained in their respective fields.
- Traditional syllabus of teachers, training is being replaced by such modern courses only because they have conformity with the needs of present era.
- Majority of women teachers are getting training for first time through DL (distance learning) system of AIOU.
- Teacher training courses are entirely field based.

The teacher training programs of AIOU are based on fresh knowledge, practically skilled and produce abilities in the teachers worked as a teacher. Its programs reshape the attitudes of teachers, remodel their habits and bring impressive changes in their personality. According to Iqbal, M. Z. (2002, pp.34-35), following distance features of its distance teacher education programs:

1. Due to its very nature of keeping on the study of the learners irrespective of time and space distance education plays a vital role in producing teachers.
2. Distance teacher education in Pakistan is particularly suited to the female population, people living in the tribal areas and far-flung areas.
3. This system is flexible in terms of age and even time. A student teacher can join the training for one or two courses in a semester and can come back when he/she has time for study.
4. Being of highly cost-effective in nature as compared to the formal Teacher Training in Pakistan, the prospective teachers prefer AIOU to formal teacher training institutions.
5. Teacher training program of AIOU is not only self-sufficient in financial management, but it is contributing. 43% of it is saving to other programmes of the University, which are in deficits from income-expenditure point of view.

Distance teacher training programs offer an opportunity to the working for untrained teachers to enhance their professional qualifications without leaving their jobs in schools. It also provides them with opportunities to acquire knowledge, skills and techniques relevant to their jobs, which can enhance their job effectiveness and output through in service teacher training programs of AIOU. In the domain of distance teacher education, AIOU stands first in the world. The Department of Teacher Education of AIOU has earned a great goodwill during the last ten years all over the country and overseas (UAE, Oman, Saudi Arabia and Central Asia), that it has trainees in the mountains, terrains, deserts, vales, towns and villages, fields and caves, huts and palace, kitchens and shops, all over the country.

### TEACHING METHODOLOGY OF AIOU

The AIOU is primarily a distance-teaching institution, using multi-media techniques. The major components of its teaching system are as follows:

- Learning Package
  - It includes self-learning printed texts and supplementary study materials including the following items:
  - Course books/reading material
  - Assignments
  - Tutorial Schedule
  - Radio/TV Schedule
  - General Students guide
  - Student Course Guide
  - Assignment Forms
- Radio and television broadcast, especially prepared for distance learners.
- Course assignments as an instrument both of teaching and continuous assessment.
- Tutorial instruction through face-to-face learning at study centers, or correspondence and workshops, where necessary (VC Report , 2004).

After admission, instructional material is mailed to students at the addresses. These printed units are supplemented by Radio/TV programs, which are based on the content of course assignments. Media programme and tutorial scheduled are also sent to students as a part of learning package. The university has 34 regional centers with 86 part time Regional co-coordinating offices throughout the country for providing assistance to Regional Campuses. Each student is assigning a tutor who is a subject specialist. Tutor-Student contact is arranged at the study centre in the afternoon. Regional offices also arrange workshops, practical, and they also identify Examination Centers.

### PROFESSIONAL DEVELOPMENT THROUGH DISTANCE MODE IN PAKISTAN

The main objective of Allama Iqbal Open University is to provide education to people at the home or at the stations of their business. In this process of teaching and learning the teachers and students are at a distance from each other. Information's and learning materials reached to them by mail or by media. Due to this it is called distance education. People belonging to any area can get admission in its Programs. The second characteristic of this is that no restriction of age limit. Every age group of people can get admission in its programs. Allama Iqbal Open University consists of faculties and departments of different disciplines. Education faculty has the following departments: (1) Department of Distance and Non-Formal Education, (2) Department of Elementary Teacher Education, (3) Department of Secondary Teacher Education, (4) Department of Special Education, (5) Department of Education Planning and Management, (6) Department of Science Education, and (7) Department of Adult Education Continuing Education.

In the system of distance learning students and teachers are at a distance, learning material are sent to students by postal services. This material has been written in simple and understandable language. For the

guidance of students necessary diagrams, self-assessment questions and activities are added to the courses. All out efforts have been made that students should understand the material without any external assistance. Each course may be half or full credit. Full credit course has eighteen units, and half credits have nine units. Normally, a unit discusses a topic in detail. One unit is covered in the time of one week with two hours daily working. Radio and TV programmes are broadcasted for additional support to distance learners.

### **M.Ed PROGRAM**

M.Ed programme has been offered by the university to train the secondary teachers/heads, principals, voice principals, and administrators. Those teachers who are already teaching at elementary or secondary level can improve their qualifications. Administrators. Those ered six full credit courses and duration of three semesters.

### **FACTORS AFFECTINE DISTANE LEARNERS**

Ahmed, et.al. (1986) explained those factors that create hindrances in getting the professional development, these are the following: economic factor, socio-cultural and geographical factors, and admission factors. These factors are listed below:

#### **Economic Factors**

- Low level of economic development of the country.
- Low capital income of the people.
- Inadequate provision of physical facilities in schools.
- Shortage of funds.
- Poor standards of health and nutrition.
- Costly test-books/exercise books.
- Inadequate number of audio-visual aids.

#### **Socio-Cultural Factors**

- Socio-cultural inhibitions towards education of the female.
- Rivalry among families especially in Baluchistan/Tribal Areas.
- Establishment of Schools in the Houses of Zamindars.
- Indifference of communities and parents to education in general and that of girls in particular.
- Custom of early marriages.

#### **Geographical Factors**

- Outmoded procedure of supervision and administration.
- Indifferent attitude of administrative and supervisory presume toward teaching community.
- Inadequate of audio-visual aids.
- Inadequate supervision.

The present study was conducted to analyze the factors affecting the secondary school teachers in getting in-service professional training through distance-learning mode of AIOU and working under the Federal Government Educational Institutions (FGEI), functioning under GHQ Rawalpindi Pakistan.

### **Statement of the Problem**

The study is designed to evaluate the factors affecting the secondary school teachers, in the use of distance learning for in-service training as professional development in Pakistan.

### Objectives of the Study

This study has the following objectives;

- To explain the status of teacher educations through distance-learning in Pakistan.
- To identify the obstacles in getting in-service professional training through distance education in Pakistan.

### METHODOLOGY

The study was descriptive in nature and survey was conducted to collect the data. This study consisted of the following steps:

#### Population of the Study

Population of the study consisted of the following:

- All (male and female) teachers of secondary level working under the Federal Government Educational Institutions (Cantts/Garrisons) completed their M.Ed during service to improve the professional qualification through the distance mode of AIOU.
- All (male and female) Head-teachers of secondary level working under the Federal Government Educational Institutions (Cantts/Garrisons).

#### Sample of the Study

The sample of the study was:

- Three hundred (male and female) teachers of secondary level working under the Federal Government Educational Institutions (Cantts/Garrisons).
- One hundred (male and female) Head-teachers of secondary level working under the Federal Government Educational Institutions (Cantts/Garrisons).

#### Delimitations of the Study

This study was delimited to the following:

- Federal Government Educational Institutions (FGEI), functioning under GHQ Rawalpindi Pakistan.
- Secondary school teachers who completed M.Ed program distance and teaching at secondary level and working under the Federal Government Educational Institutions (FGEI), functioning under GHQ Rawalpindi Pakistan.
- Heads of secondary school of Federal Government Educational Institutions (FGEI), functioning under GHQ Rawalpindi Pakistan.

### COLLECTION AND ANALYSIS OF DATA

The data was collected through questionnaires of sessions from teachers and head-teachers (male and female) secondary level functioning under the Federal Government Educational Institutions (Cantts/Garrisons). The value of mean score and t-value was calculated. Findings and conclusions were made on the basis of data analysis.



## ANALYSIS AND FINDINGS

Table 1  
The mean difference between mean scores of heads  
and teachers on Admission Factors

| Statements  | Respondents     | Mean  | SD    | Std.<br>Error | t-<br>value | p-<br>value |
|---|-----------------|-------|-------|---------------|-------------|-------------|
| Continue professional development in the need of the day.     | Teachers, N=300 | 4.430 | 0.840 | 0.049         | -0.939      | 0.350       |
|   | Heads, N=100    | 4.350 | 0.778 | 0.680         |             |             |
| Distance teachers training leads to professional development. | Teachers, N=300 | 4.071 | 0.970 | 0.058         | 1.015       | 0.312       |
|   | Heads, N=100    | 4.160 | 0.754 | 0.079         |             |             |
| M.Ed program of AIOU is comprehensive                         | Teachers, N=300 | 4.420 | 0.817 | 0.049         | 2.203       | 0.019       |
|   | Heads, N=100    | 4.310 | 0.668 | 0.068         |             |             |
| There are reserved seats in M.Ed for in-service teachers.     | Teachers, N=300 | 4.320 | 0.839 | 0.049         | -0.938      | 0.337       |
|   | Heads, N=100    | 4.280 | 0.087 | 0.089         |             |             |
| Priority is given to in-service teachers for M.Ed admission.  | Teachers, N=300 | 4.490 | 0.787 | 0.046         | 0.944       | 0.347       |
|   | Heads, N=100    | 4.310 | 0.787 | 0.046         |             |             |
| It is easy to get admission at AIOU                           | Teachers, N=300 | 4.540 | 0.850 | 0.049         | -0.939      | 0.350       |
|   | Heads, N=100    | 4.330 | 0.787 | 0.680         |             |             |
| There are reserve seats for in-service teachers               | Teachers=300    | 4.170 | 0.807 | 0.049         | 2.203       | 0.019       |
|   | Heads, N=100    | 4.260 | 0.817 | 0.072         |             |             |

Table 1 indicates that mean score of the teachers is significantly better than heads in the, continue professional development in the need of the day, there are reserved seats in M.Ed for in-service teachers. Priority is given to in-service teachers for M.Ed admission, and it is easy to get admission at AIOU. The mean score of Heads is significantly better than the teachers in the, distance teachers training leads to professional development and there are reserve seats for in-service teachers. It is concluded that the in. The mean score of teachers were better than the heads on the admission factors.

Table 2  
The mean difference between mean scores of heads and teachers on Financial Factors

| Statements  | Respondents     | Mean  | SD    | Std. Error | t-value | p-value |
|---|-----------------|-------|-------|------------|---------|---------|
| Fee system of AIOU is affordable  | Teachers, N=300 | 4.450 | 0.839 | 0.047      | -0.938  | 0.330   |
|   | Heads, N=100    | 4.210 | 0.086 | 0.087      |         |         |
| There is fee concession for in-service teachers.                            | Teachers, N=300 | 4.060 | 0.980 | 0.057      | 1.013   | 0.336   |
|   | Heads=100       | 4.190 | 0.756 | 0.077      |         |         |
| Govt grants scholarships for professional development                       | Teachers, N=300 | 4.200 | 0.816 | 0.048      | 2.203   | 0.018   |
|   | Heads, N=100    | 4.420 | 0.667 | 0.067      |         |         |
| AIOU grants scholarships for distance learners in professional developments | Teachers, N=300 | 2.240 | 1.182 | 0.070      | -1.777  | 0.070   |
|   | Heads, N=100    | 2.100 | 1.091 | 0.104      |         |         |
| There is rapid promotion after completing M.Ed                              | Teachers, N=300 | 4.370 | 0.785 | 0.042      | 0.947   | 0.343   |
|   | Heads, N=100    | 4.320 | 0.782 | 0.045      |         |         |
| HEC grants scholarships at M.Ed levels for secondary schools teachers.      | Teachers, N=300 | 4.350 | 0.819 | 0.041      | 2.206   | 0.015   |
|   | Heads, N=100    | 4.260 | 0.667 | 0.062      |         |         |
| Selection grade is granted on the completions M.Ed                          | Teachers, N=300 | 2.410 | 0.678 | 0.057      | 18.849  | 0.000   |
|   | Heads, N=100    | 4.290 | 0.110 |            |         |         |
| Domestic responsibilities create hindrance in getting further education     | Teachers, N=300 | 4.180 | 0.087 | 2.848      | 0.058   | 0.000   |
|   | Heads, N=100    | 2.311 | 0.085 |            |         |         |

Table 2 indicates that the mean score values of teachers are significantly better than the heads in the. Fee system of AIOU is affordable, AIOU grant scholarships for distance learners in professional developments and there was no rapid promotion after completing M.Ed. HEC grant scholarships at M.Ed levels for secondary schools teachers, and selection grade was not granted on the completions M.Ed.

The value of mean score of heads is significantly better than the teachers in the. There is fee concession for in-service teachers. Govt grant scholarships for professional development and domestic responsibilities create hindrance in getting further education. Therefore, it is concluded that the overall mean score of teachers is better than the heads on the financial factors.

Table 3

The mean difference between mean scores of heads and teachers on Departmental Factors

| Statement   | Respondent      | Mean  | SD    | Std. Error | t-value | p-value |
|---|-----------------|-------|-------|------------|---------|---------|
| It is easy to get permission from the higher authorities.               | Teachers, N=300 | 4.150 | 1.036 | 0.062      | 0.878   | 0.389   |
|   | Heads, N=100    | 4.270 | 0.657 | 0.663      |         |         |
| Study leave is available for higher studies.                            | Teachers, N=300 | 4.070 | 0.933 | 0.052      | 0.097   | 0.328   |
|   | Heads, N=100    | 4.230 | 0.946 | 0.099      |         |         |
| Head of the institutions motivates the subordinates for higher studies. | Teachers, N=300 | 3.970 | 1.061 | 0.065      | 2.490   | 0.017   |
|   | Heads, N=100    | 4.260 | 0.798 | 0.075      |         |         |
| There are advance increments after completing M.Ed.                     | Teachers, N=300 | 4.127 | 1.046 | 0.066      | 2.340   | 0.020   |
|   | Heads=100       | 4.390 | 0.586 | 0.058      |         |         |
| Extra allowances are admissible after completing M.Ed.                  | Teachers, N=300 | 4.250 | 0.785 | 0.047      | 0.037   | 0.937   |
|   | Heads, N= 100   | 4.240 | 0.919 | 0.097      |         |         |
| There are many ways for new jobs after completing M.Ed.                 | Teachers, N=300 | 3.800 | 1.334 | 0.074      | 3.688   | 0.000   |
|   | Heads, N= 100   | 4.180 | 1.138 | 0.124      |         |         |

Table 3 indicates that the value of mean sores of teachers is significantly better than the heads in the. Head of the institutions motivates the subordinates for higher studies, and there are many ways for new jobs after completing M.Ed. The value of mean scores of heads is significantly better than the teacher in the. It is easy to get permission from the higher authorities. Study leave is available for higher studies and there are advance

increments after completing M.Ed. Therefore, it is concluded that the mean scores of heads are overall better than the mean scores of teacher in the departmental factors.

Table 4  
The mean difference between mean scores of heads and teachers on Social Factors

| Statements   | Respondents     | Mean  | SD    | Std. Error | t-value | p-value |
|--|-----------------|-------|-------|------------|---------|---------|
| The society favors education highly.   | Teachers, N=300 | 4.070 | 0.902 | 0.904      | 3.836   | 0.000   |
|  | Heads, N=100    | 4.400 | 0.621 | 0.060      |         |         |
| Domestic responsibility affects the students to get further education            | Teachers N=300  | 4.210 | 0.876 | 0.050      | 0.897   | 0.350   |
|  | Heads, N=100    | 3.450 | 0.740 | 0.770      |         |         |
| Lack of facilities on the part of AIOU is a hurdle for further education.        | Teachers, N=300 | 4.250 | 0.844 | 0.049      | 1.227   | 0.225   |
|  | Heads, N=100    | 4.370 | 0.668 | 0.068      |         |         |
|  | Heads, N=100    | 2.010 | 0.947 | 0.055      |         |         |
| Feudalism effects especially in the rural area.                                  | Teachers, N=300 | 4.280 | 0.684 | 0.067      | 21.852  | 0.000   |
|  | Heads, N=100    | 2.061 | 0.980 | 0.561      |         |         |
| Parents of female students are the major hindrance in getting further education. | Teachers, N=300 | 3.650 | 1.333 | 0.077      | 3.680   | 0.000   |
|  | Heads, N=100    | 4.160 | 1.134 | 0.116      |         |         |
| Illiteracy on the part of family elders is a hindrance in female education       | Teachers, N=300 | 4.440 | 0.766 | 0.660      | 1.220   | 0.000   |
|  | Heads, N=100    | 4.350 | 0.948 | 0.040      |         |         |

Table 4 shows that the mean score of teachers was significantly better than heads in. Society favors education highly and domestic responsibility affects the students to get further education.

The mean scores of heads were significantly better than the teachers in the. Feudalism effects especially in the rural area. Parents of female students were the major hindrance in getting further education, and illiteracy on the part of family elders was a hindrance in female education (Table 4).

## DISCUSSION

1. The mean score of the teachers was significantly better than heads in the, continue professional development in the need of the day. There were not reserved seats in M.Ed for in-service teachers. Priority was not given to in-service teachers for M.Ed admission, and it was easy to get admission at AIOU. The mean score of heads was significantly better than the teachers in the, distance teachers training leads to professional development and there were not reserve seats for in-service teachers. The shows that the teachers are more confident than the heads are not confident about the admission factors (Table 1).
2. Overall mean score of the heads was better than that of the teachers but the difference was not significant. It shows that when overall financial factors were taken then mean score of heads were

- higher but not statistically significant, so it can be concluded that overall financial factors both teachers and heads are having the same opinion (Table 2).
3. Teachers mean score was significantly better than heads in: heads of the institutions didn't motivate the subordinates for higher studies, and there were not many ways for new jobs after completing M.Ed. The value of mean scores of heads was significantly better than the teacher in the. It was not easy to get permission from the higher authorities. Study leave was not granted for higher education and there were not advance increments after completing M.Ed. (Table 3).
  4. Teachers mean score was significantly better than heads on that didn't society favors education highly, and domestic responsibility affected the students to get further education. The mean score of heads was significantly better than the teachers in the. Feudalism effects especially in the rural area. Parents of female students were the major problem in getting higher education and illiteracy on the part of family elders was a big hindrance in female education (Table 4).

## CONCLUSIONS

On the basis of the findings, the following conclusions were made:

1. Illiteracy on the part of family elders was a hindrance in female education.
2. Parents of female students were the major hindrance in getting further education.
3. Feudalism affected especially in the rural area.
4. Domestic responsibility affected the teachers to get further professional education.
5. The society didn't favor education highly.
6. The overall M.Ed program offered through AIOU leads towards professional development in the opinion of teachers.
7. It is difficult to get departmental permission and study leave from the higher authorities.
8. AIOU did not grant scholarships for distance learners in professional developments especially for the in service-teachers.
9. There was no repaid promotion and no advance increment in during the service, after completing the M.Ed program.
10. Heads of the institutions didn't motivate the subordinates for higher studies and they also create hurdles in getting further studies.
11. Guidance and counseling is available at regional level so that the students can easily do their routine matters.
12. According to the opinion of teachers, the examination centers are not within the reach to the students of remote areas.

## RECOMMENDATIONS

On the basis of the findings and conclusions, the following were made:

1. As the teaching job is the lowest paying job in Pakistan, the fees of the teacher-training programs should be reduced.
2. Higher Education Commission (HEC) which is the body of preparing policy for higher level study scholarship, so M.Ed level programs should be included in the policy of HEC.
3. The admission criteria of AIOU should be changed; high experience teachers should be given priority in the admission.
4. Allama Iqbal Open University should design fee concession and scholarship policies for the experienced and high qualified teachers, so that the objectives of AIOU be fully achieved.
5. The promotion policy should be made professional based not seniority based. M.Ed qualified teachers should be given propriety for the next scale.
6. Facilities and support services should be provided to the students, so that objectives of M.Ed program can be fully achieved.

7. The departmental obstacles and restrictions should be changed by reshaping the policy and advance increments should be reinstated after the completion of M.Ed program.

#### BIODATA AND CONTACT ADDRESSES OF AUTHORS



**Muhammad AKHLAQ** is born in Sahiwal. He is having a master degree in Mathematics, LLB and M. Phil degree in Education. He is the Assistant Director (monitoring & evaluation), ministry of education Islamabad. He is also Doctoral Scholar at Department of Education, Preston University Islamabad with special interest in distance and non-formal education.

Muhammad AKHLAQ  
Assistant Director (Monitoring and Evaluation)  
Ministry of Education Islamabad. PAKISTAN.  
Phone: +92 3337000743,  
Email: [mmkhlaq2009@gmail.com](mailto:mmkhlaq2009@gmail.com), [mikhlaq2006@yahoo.com](mailto:mikhlaq2006@yahoo.com)



**Shazia Munawar SULEHRI** is born in Narowal. She is having a master degree in Biostatistics and M. Phil is continuing in the discipline of biostatistics & Epidemiology at King Edward Medical University Lahore. She is Assistant Director (monitoring & evaluation), in Ministry of education Islamabad.

Shazia Munawar SULEHRI  
Assistant Director (Monitoring and Evaluation)  
Ministry of Education Islamabad. PAKISTAN.  
Phone: +92 3334077232,

#### REFERENCES

- Ahmad, at.al. (1986). The study of drop-out in Pakistan: A sample survey, AEPAM, MOE. GOP.
- AIOU (2002). Teacher Education in Pakistan, Code 829, Islamabad.
- AIOU (2005). V. C. Report 2005, Islamabad: AIOU, Islamabad.
- AIOU (2005). V. C. Report 2006, Islamabad: AIOU, Islamabad.
- AIOU (2008). V. C. Report 2006, Islamabad: AIOU, Islamabad.
- AIOU (2008). Prospectus of M.Ed, Islamabad: AIOU, Islamabad.
- AIOU (2008). Profile AIOU, Islamabad: AIOU, Islamabad.

David (2008) Cost Effectiveness of Open and Distance Learning in Nigeria: Responses from Focus Group Discussions. [gbenga\\_ojo2001@yahoo.com](mailto:gbenga_ojo2001@yahoo.com) visited on 12.10.2009.

EURODL (2009) The theory of distance education and its complexity, Hellenic Open University, <http://www.eap.gr/english/> visited on 22.10.2009.

Government of Pakistan (2007) Economic Survey of Pakistan 2007-08, Islamabad: Pakistan.

Government of Pakistan (2008) Economic Survey of Pakistan 2008-09, Islamabad: Pakistan.

Government of Pakistan (1972) National Education Policy 1972-80, Islamabad: Pakistan.

Government of Pakistan (1998) National Education Policy 1998-2010, Islamabad: Pakistan.

Iqbal, M. Z. (2002). Pakistan Journal of Education, Islamabad: AIOU.

Keegan's (1990) *Online Journal of Distance Learning Administration*, Volume X1, Number 1, Spring 2008 University of West Georgia, Distance Education Center [Back to the Online Journal of Distance Learning Administration Content www.westge. Edu/distance/ojdl](http://www.westge.edu/distance/ojdl) visited on 12.10.2009

Keegan, D.(1995) The Foundation of Distance Education, London: Carom Helm.

Keegan, D.(1990). Foundation of Distance Education (2<sup>nd</sup> Ed.), London: Routledge.

Moore, (1973) Tends and Issues in Distance Education Code 3703, Islamabad: AIOU.

Wedemeyer,(1977). Visted on 06-06-2009  
<http://www.orkut.co.in/Main#Community.aspx?cmm=58013930>

Rashid, M. (1992) Distance Education Concept and Methods, Islamabad: National Book Foundation.

Rashid, M. (1990) Distance Education-Concept and Methods, Code 642, Islamabad: AIOU.

Rashid, M. (2006) Pakistan Journal of Distance Education, Islamabad: AIOU.

Schlosser,L.A. (2002). Distance Education: Definition and Glossary of Terms, Definitions and terminology committee Association for Educational Technology: Bloomington: IN.

Saba, F. (2005). Critical Issues in Distance Education: a report from the United States. *Distance Education*, Vol. 26, No 2, <http://www.eap.gr/english/> visited on 22.10.2009.

SOP. (1988) Federal Government Educational Institutions, GHQ Rawalpindi Whetten & Cameron (2008).

## QUALITY ASSURANCE & DISTANCE EDUCATION SYSTEM: Problems & Challenges

Assist. Prof. Dr. Mushtaq Ahmad DAR  
Directorate of Distance Education,  
University of Kashmir, Srinagar, INDIA

Assist. Prof. Dr. Sabina YEASMIN  
Open School, Bangladesh Open University  
Gazipur, BANGLADESH

### ABSTRACT

Open and Distance Learning (ODL) system has been correctly identified as a panacea for the myriad of problems in the educational systems throughout the world. The pressing socio-economic compulsions, new multi-media teaching- learning system and globalization of education have paved the way for the growth of distance education at the national as well as international level. Education is a fundamental pillar of democracy for sustainable development and socio-economic justice. The rationale of distance education is to ensure equal opportunities of education to disadvantaged sections of the society who, because of financial, geographical or time constraints, are not in a position to upgrade their education, knowledge and skills. Education being a dynamic process, the need of the hour is to use it in a positive direction with the changing demands of the society and thereby improve the living standards of the people.

Keeping this in view, the purpose of this paper is to focus on the issues like: democratization of education through open and distance learning system, higher education and distance education system, and development of strategies for the autonomy of Distance Education institutions (DEIs) working under conventional university set up. The objectives of distance education make it clear that this system was expected to play a key role in democratization of higher education in a country. However, one of the major problems in our country has been that distance education has to operate within the framework of a conventional university under hostile circumstances. The transition from conventional system to hi-tech model of open learning is still not digested by the advocates of the formal system within the conventional universities. The transition, therefore, will have to be slow until the administration and the academicians gradually start appreciating the ODL system and prepare itself for a change from conventional to non-conventional or open system. In order to shoulder social responsibilities the DEI's will have to respond not only to regional educational needs but also globally rooted challenges.

**Keywords:** BOU, Quality, equivalency, ICT, ODL, Flexibility.

### INTRODUCTION

Education is both the means as well as the result of development. Open and Distance Learning (ODL) system offers the promise of ushering in the knowledge society, especially in the context of the developing world. Trends such as globalization, liberalization, democratization of forms of governance, pervasive influence of science and technology and the convergence of Information and Communication Technologies ( ICT) fuel the growth of ODL system. We can anticipate the Open and Distance Learning would play a major role in reshaping education and training in the next century. Education in knowledge-based economies will not remain just a primary social sector concern; it will become a big business and that is why we are witnessing an explosive growth in the education industry. A significant number of Distance Education Institutions (DEIs) and Open Universities have been established in the country to shoulder the social responsibilities and share the burden of



conventional universities and are operating with varying degrees of success. Open and Distance Learning system is facing various problems and has crucial significance in addressing critical educational challenges, especially in developing countries, like: access; quality; cost effectiveness; uniform standard of flexibility; autonomy; use of ICT and reaching disadvantaged groups and communities (Khan, A.W, 2000). An analysis of distance education system raises several broad issues like quality assurance; equivalence of degrees and how it may be equated with conventional institutions; and autonomy of DEIs to ensure that the system works in a cohesive, efficient and sensitive way as per the statutory norms of the ODL system.

In this paper, an attempt has been made to high light these problems of DEIs operating within the framework of conventional universities and the challenges that need to be addressed in bringing quality in ODL system to protect the interests of distance learners. Bangladesh is a developing country and 40.9% of its population lived on poverty level (BER, 2005). According to the BER review report in 2004, the literacy rate is 65%. Infrastructure facilities for education are not up to the mark at a standard level. For this reason, a lot of students were dropped out or cannot take part in the conventional educational system. Distance education and open learning is the possible alternative way to educate mass people in the country.

Bangladesh Open University (BOU) is only one public university that offers education through open and distance mode. BOU launched SSC and HSC programs in 1995 and 1998 through OS, respectively. BOU has an e m p h a s i s upon the importance of modular form of textbooks and other printed materials where the learners can accept easily and comfortably.

Here the learners have a scope to attend tutorial classes and face to face counseling twice a month. Beside these, teaching is imparted through audio-visual methods even though these facilities are limited.

#### CHALLENGES AND PROBLEMS

Mushroom growth of Distance Education Institutions (DEIs), Universities, particularly in private sector; increasing student enrolment without proper infrastructure, issues related to equivalence of degrees, Job opportunities for distance learners and the most important institutional autonomy -are some problems and challenges, which need the serious attention of academic mentors and administrators of ODL system. In open learning system, the learner gets the opportunity to educate them at any place or position of life irrespective their age and profession. In the other words, it can be called as continuing education.

To distinguish between the traditional face-to-face classroom teaching and the open learning system, it is essential to understand that the difference between pedagogy and andragogy (Knowles, 1980). The concept of teaching in pedagogy is dependent and andragogy is independent. Pedagogy is teacher concerned, where as andragogy are learners concerned. Pedagogy is uniform by age and level, but andragogy is a life task and problem directed.

Learners enrolled at BOU come from different age group and profession. Since, there is no age bar; it is convenient to impart education through andragogy method. The main objectives of the BOU are to reach education to these learners of different professions and levels through different mediums. Most of the learners of the SSC and HSC programs of BOU come from all societies and classes; that is, dropped out student, and poor to high society etc. Most of the learners have no access to technology like audio- visual facilities.

Distance learning is any type of education that occurs while location, time, or both separate the participants. In distance learning, the teacher, through the use of technology, delivers instructions to a student at a separate location (Siddiqui, H.M, 2004).

The term open and distance learning represents approaches that focus on opening access to an education and training provision, freeing learners from the constraints of the time and place, and offering flexible learning opportunities to individuals and groups of the learners (Talesra, 2004).

Distance education, structure learning in which the student and instructor are separated by time and space, is currently the fastest growing form of domestic and international education (Mclsaac & Gunawardena, 1996).

Above definitions of educationists refers to the following conclusions about the distance education as:

- Separation between teacher and student
- Free of time and space
- Use of technology
- Flexible learning opportunities to the learners
- Open access to education to every one
- Fastest growing type of education

### SCOPE OF DISTANCE EDUCATION

Distance Education serves the persons living in the isolated areas with inadequate facilities of formal education system as presented by Rai, N.A (2000) "Distance education has taken systematic teaching - learning process to persons living in isolated areas where facilities for the traditional form of class room teaching cannot be developed. Further, as distance learning addresses the needs of specific target groups, there is a great variation in the range of programmes offered." Distance education also serves the dropouts, older students and disadvantaged groups. Distance system also serves the persons involve in the community commitments as indicated by S. Manjulika and Reddy V.V (2000) "The open Universities have also increased access for other disadvantaged groups, including older students, who may be geographically isolated or excluded from regular classes because of shift patterns, seasonal or other kind of work and family and community commitments." Distance system of education utilizes printed material and non-print media support as reflected by Rao, K.V (2003) "Distance education is the form of indirect instruction. It is imparted by technical media such as correspondence, printed material, teaching and learning aids, audiovisual aids, radio, television and computers." Distance education provides the desired education as highlighted by Ramaiah. R. Y (2001) as:

*Distance education provides at least necessary technical organizational preconditions for a universal admission to continued higher education. An analysis of statistics about distance education reveals that millions of distant students indeed profit from this industrialized way of education. Often enough it offers them the only way towards the desired education as all other ways are barred by lack of funds or by other circumstances.*

By the economic pressure governments are looking for an alternative to provide basic education and training to the illiterate masses, resented by S. Manjulika and Reddy V.V (1999) as:

*Foremost among the trends noticeable at the end of the twentieth century the rapid increase of multi-mode and open learning educational institutions. Driven by problems of access and economic, governments are seeking alternatives forms of delivery to fulfill the demand for basic education, Continuing education and training.*

Almost all types of the education are projected through distance education and distance education has become the host of education and training viewed by Panda, S (2005) "Today, a host of educational and training forms and processes are presented under the banner term distance education".

It is practiced through single-mode distance teaching institutions, distance learning/educational development/flexible Learning".

Hence the distance education serves as:

- more cost effective mode of education
- compensate the deficiency in the number of qualified teachers
- provide flexible programmes
- serves the remote areas
- educated the large masses
- provide alternative system of education
- provide high quality educational services on an up to date basis
- provide educational facilities on equal basis
- provide educational facilities to the students who cannot take advantage of conventional system of education
- updating and up gradation of employed persons
- educational facilities to the people who cannot leave their homes
- further training for teachers
- use of modern technology

#### **Quality Assurance and Odl System**

The concept of quality has been drawn from industry. 'Quality Assurance' is the achievement of desired standards through applications of agreed producers (Calder, 1994). Although there is a rapid proliferation in the system of distance education in India, yet the quality perspective needs serious concern by the DEIs. Education is general and higher education, in particular, is in a state of transition in its quality control and approach in almost all the developing countries of the world.

Despite the growing concern about the quality of education, its crystallizes definition is somewhat difficult (Aspin and Chapman, 1994) largely due to a wide array of stakeholders and consumers along with the complexities of the teaching-learning process which need to be unfolded continuously. Distance methodologies could be judged as a duplicate to classroom experience, if quality could be ensured by innovating new methods, it could be validated the quality of distance learning program.

Quality assurance also has been defined as "systematic management and assessment procedure adopted by higher education institutions and systems in order to monitor performance against objectives, and to ensure achievement of quality outputs and quality improvements" (Harman, 2000, p.1).

Terms like effectiveness, efficiency, equity, equality and quality are often used interchangeably. (Adams, 1993) As societies evolve from the post industrial era to the information of age, Distance education in the developing country has got the central importance and subject to study. For instance, interactive communication between and among students and teachers is now being emphasized (Belwati, 1999).

The Open School of Bangladesh Open University (BOU) is presently imparting two educational programs, namely SSC and HSC. These programs are basically providing an excellent opportunity of continuing education to those, who were either dropped out from the basic education program, both in formal and non-formal education sectors or were unable to avail further educational opportunities due to various reasons. Recently, these two programs have earned recognition of equivalency to those of formal education sector, which has naturally raised a question of quality assurance of BOU programs. This has led to conduct this study where the state of quality of SSC and HSC programs of BOU has been reviewed. It also looks into the barrier/problem challenges of quality measures and has been identified to which BOU should converge on all its efforts for providing a quality education to its clientele groups.

According to the Indian Education Commission (1964–66);

*"The density of India is now being shaped in her classrooms. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of people. On the quality of number of persons coming out of the schools and colleges will depend our success in great enterprise of nation."*

The Education Commission further observed:

*"it is important to recognize that the case of autonomy of the universities rests on the fundamental consideration that without it universities cannot discharge effectively their principal functions of teaching, research and services to the society and only an autonomous institution can build up its academics, spirit of inquiry, and habit of independent thinking".*

The growth of ODL systems has been fostered by several factors: demographic; economic and social; political; methodological and technological. The advocates of formal system must accept that there is no other alternative to open and distance learning mode in meeting the learning needs of a rapidly growing population. There is no doubt that ODL as an alternative mode of learning has created educational opportunities for a vast majority of population even in millions and that too in far flung areas of the country and has opened doors of learning to such social groups, which had generally remained disadvantaged in terms of their location, time and financial constraints, and backwardness. However, it is also true that wider the door opens, it makes difficult to maintain the quality of education.

According to the Review Report, 2009 of MHRD (unpublished):

*"forty deemed universities do not meet norms, most of them are private and do not deserve deemed status. The biggest inadequacy of deemed universities is the manner in which they have started hundreds of study centers all over India...Fee and administrative structure of private deemed universities are totally unregulated and are run in a whimsical fashion. A substantial section of the report deals with how higher education was being run as a business, and academic and administrative posts were held by family members and relatives of promoters..."(Times of India, Oct.30, 2009)*

Presently Indian higher education is in a state of crises. It suffers from several problems – deterioration in quality and standard of education, increase in the number of educated unemployed, lack of resources, increasing cost, problem of academic equivalence within the dual mode system, fast changing technology and so on. The quantitative expansion of higher education is being viewed as an international service. While one may view brighter side as easy excess to higher education and availability of institutions offering variety of courses in varied disciplines, one cannot shut eyes on the darker side of its characteristics like widespread dissatisfaction and disappointment about utility of higher education being devoid of quality, becoming more unwieldy, incompetent and static (Ali, N 2000). The contribution of DEIs in dual mode universities is under-rated. Disagreements emerge as a result of failure to agree on or even to understand the different roles and responsibilities of collaborating partners or other departments of the universities. Lack of teaching faculty and dependence on other departments in dual mode institutions is the biggest problem of DEIs. Quality promotion assurance and control mechanisms are required to ensure adherence to national and international quality standards of distance education.

### Academic Equivalence

Firstly, there is a question of access and equity, especially linked to disadvantaged sections of the society who because of certain constraints are not in a position to go for higher education in formal system. In early days the key word of distance education was access. Once the access was no longer an issue, the key became the equivalence. The concern now is that students taught at a distance should receive an equivalent qualification to make distance education more respectable. The present development is based in access, equivalence and quest for excellence (Gough, 1980).

Although, providing access and equity in terms of educational opportunities is in many ways less of a challenge than that of establishing a reputation for quality teaching, professionalism in ODL system, better student support system and overall efficient management that will win unequivocal recognition from the society it serves.

In our opinion, no one in this august gathering can deny this fact that in our country the fate of distance learners is in dilemma. No doubt there may be some achievers also, but exceptions cannot become a rule. Their degrees are not considered equivalent to formal system degrees, now even by the judiciary. They face discrimination in job opportunities, admission to research degrees and in many other aspects of their career, even within the same university system offering both regular and distance mode courses. It may not be out of context to mention here that even private students (university degree holders) are given preferential treatment over distance learners in employment and research.

Let us not blame the ODL system. The system has been created by the policy planners of formal system to share the burden of conventional universities and provide educational opportunities to the maximum number of students or disadvantaged sections of the society. This is the right time to think that what needs to be done to save the system within which quality, integrity, credibility, and efficiency have a chance to prosper (Khan, A.H, 1993).

#### **Institutional Autonomy of Distance Education Institutions**

A university cannot remain cut-off from its social, economic and political ecology. In fact, the universities in contemporary times have become nerve – centers of social Transformations (Gosh, 1983). The rationale of a university is conceptualized as 'pursuit of excellence in knowledge', which pre-supposes academic freedom and autonomy. However, in practice the operation of favoritism, ideological alignments, institutional and personal jealousies undermine the academic autonomy and accountability of a university and its constituent units.

The power structure in a university is usually five –tier system, i.e., The Board(s) of Studies, Faculties, Academic Council, Syndicate and University Council. However, Indian experience indicates that academic decision making in these bodies become immersed in institutional and personal Jealousies within the university system, and the ultimate sufferer is the student. In a way rules become more important than goals, for which the rules are formulated. Further the rules are interpreted with the changing times and according to the wishes and whims of the officers at the helm of affairs, which restrict both academic freedom and institutional autonomy within the university system. Secondly, clerks are ultimate interpreters of rules and regulations. The examples are glore that indicate the numberless cases of ego clashes between faculty members and administrative staff, which come in the way of a development process.

The Concise Oxford Dictionary defines the word “autonomy” as “the right of self-government” and also gives personal freedom as an alternative. The institutional autonomy of DEIs working within a formal university set up is the only alternate solution to address the problems as mentioned in the preceding paras. The institutional autonomy of DEIs shall include academic, financial and administrative autonomy. The goal of institutional autonomy is central to the success of the system. Even the Directors need to be allowed a high degree of autonomy so that they can act quickly and effectively in the best interests of the learners.

The DEIs cannot operate effectively as academic institutions without good management and that will not happen without academic freedom. The open universities enjoy this quantum of freedom but DEIs within a conventional university seldom enjoy the freedom.

In practice only the universities are autonomous and no DEI operating within the university have been given any autonomous status. Even the academic autonomy to frame its own courses and its execution on ODL

pattern is not provided to the institution operating within the system. As far the administrative and financial autonomy is concerned these institutions operate within the limited control of the university system, and powers are to be exercised with the set norms of the conventional university system. DEIs have not freedom to move out of the limits set by the traditional bound Board of Studies and Academic Council packed with advocates of formal system. The composition of Academic Council or Board of Studies consists of members from the formal and conventional departments who lack the vision of the ODL.

In the academic matters, structural change in the Academic Council and Board(s) of Studies be brought as to provide due representation to the concerned teachers of DEIs and external experts from ODL system. The vertical delegation of 'powers in respect of academic, administrative and financial matters will generate a better sense of responsibility and accountability among various functionaries of the system.

If at all, the system is to be made meaningful then due representation must be given to the management of DEIs in all the university bodies to represent the matters pertaining to ODL system and its programmes. The institutions that are granted autonomy are known for their better performance, sound financial resources and adequate infrastructural facilities.

The impact of autonomy can be seen in teaching-learning process, decision making process, equality and excellence aspects, accountability of teachers and institutional responsibilities towards the beneficiary of the system.

The DEIs should be given freedom to adopt their own *modus operandi* for the smooth execution of its programmes as per the norms and guidelines of the Distance Education Council (DEC) which is the statutory body at the national level in Indian country. It may not be out of context to mention here that DEC has been created by an Act of Parliament for supervision, monitoring and maintenance of standards of quality distance education in India.

Therefore, the DEC itself should strive for its independent status as an apex body of ODL system in India.

## CONCLUSION

The quality assurance is a key word, which is being seriously applied to the system of higher education. The concern for quality in distance education is a result of the realization on the part of DEIs that in highly competitive environment students can be attracted only by offering the best that is available. Due to rapid proliferation in the system of distance education in India in terms of- mushroom growth of institutions, particularly in private sector, increasing student enrolment, large number of programmes/courses on offer, poor student support services, problem of academic equivalence- the equality prospective calls for serious attention of the Distance Education policy makers and planners. Quality assurance has to be viewed as a continuous process of self and institutional development at each of the sub- systems as well as the system as a whole (Sharma 2003).

The role of an institution offering distance education programmes should not be undermined. In conventional education system a teacher teaches, whereas in distance education system an institution teaches (Koul, 2002). A system which is supposed to play a catalyst's role and be dynamic in nature has to have characteristics of autonomy, i.e., self – governance, of course within broader social objectives. As knowledge is always expanding, and unless we change our rigid systems introduced long ago, we cannot bring any good to the country. Thrust areas of our paper were quality assurance, autonomy of DEIs and academic equivalence of the degrees earned by distance education learners. All these have added to the woes of the students in distance education when it comes to seeking academic equivalence of degrees with those earned through formal system, despite the fact that eligibility, duration, syllabus, course contents are same. This jeopardizes the



merger of distance education with formal system. Quality assurance in DEIs is the key word in which lies the solution to all the problems. The Distance Education Council must come forward and play its role, otherwise the ODL system will cripple down, and the ultimate victims will be the students.

**Authors Note:** \*Paper presented in 15<sup>th</sup> Annual IDEA Conference on “Quality Assurance in Open and Distance Education: Issues, Concerns, Challenges and Developments” organized by Indian Distance Education Association (IDEA) & Directorate of Distance Education, University of Kashmir from 5th-7th Nov, 2009 at Srinagar, J & K (India)-190006.

#### BIODATA AND CONTACT ADRESSES OF AUTHORS



**Dr. Mushtaq Ahmad DAR** is working as Senior Assistant Professor of Law since 2003 in the Directorate of Distance Education, University of Kashmir, and Srinagar, India. He has started his career as faculty from the year 2000 in Department of Law, University of Kashmir. Beside his long teaching experience in the University of Kashmir, he also practiced as an Advocate at J & K High Court for 4 years from 1992-96.

His bar experience is seen in his interest of publications. He finished his Masters in Law on ‘consumer protection’ in 1999, and then he was awarded a doctorate degree in law in 2003.

He has also qualified National Eligibility Test (NET) of University Grants Commission of India in 1998. His doctoral work on ‘Panchayati Raj Institutions in India with Special Reference to J & K’, was well appreciated. His books include: *Law on Consumer Services (2003Edn)*, *Panchayati Raj in India: Law and Practice in J&K (2009Ed)*. He has also worked on two research projection ‘distance education’ sponsored by DEC-IGNOU and SRC, KU. He has also published more than 23 research papers on the issues of women empowerment, Panchayati Raj, legal awareness, socio-economic justice, and rural development, decentralization in India and consumer protection. He has participated in various national and international seminars, conferences and workshops on women empowerment, panchayati raj, social justice and distance education.

Assist. Prof. Dr. Mushtaq Ahmad DAR  
Directorate of Distance Education,  
University of Kashmir, Srinagar-190006, INDIA  
Mobile: 941908564  
Email: [haddimushtaq@yahoo.co.in](mailto:haddimushtaq@yahoo.co.in)



**Sabina YEASMIN** is an assistant professor of Open School of the Bangladesh Open University. I have obtained B.Sc (Hons.) and M.Sc degrees from University of Dhaka, Bangladesh. After graduating with excellent academic record I have joined BOU as a lecturer in January 1996. She has already submitted my M.phil thesis paper (Social Security and Working Women: A Case study in Dhaka City) to Dhaka University authority. Now she is doing her Ph.D (Study on Design and Development of Self-Learning Materials for Open Schooling with particular emphasis on Gender-Sensitivity: a Case of Bangladesh Open University) at IGNOU, Delhi. She has received many national and international training on distance education concept,

instructional design, and preparation of audiovisual materials from International Extension College, Cambridge, UK.

Assist. Prof. Dr. Sabina YEASMIN  
Open School, Bangladesh Open University  
Gazipur-1705, BANGLADESH  
E-mail: [sabina\\_d@hotmail.com](mailto:sabina_d@hotmail.com)

## REFERENCES

- Adams, D. (1993). *Defining Education Quality Improving Educational Quality project publication*, 1, Biennial Report Arlington, VA: Institute for Institutional Research.
- Ali, N (2000). 'Quality Assurance in Higher Education: Challenges before the University of Kashmir, *Communications*, Vol(10) No(1), 2000, DDE ,University of Kashmir
- Aspin, D. N and Chapman, J.D. (1994). *Quality Schooling: A Pragmatic Approach to Some Current problems and Issue*, London: Cassell.
- Bangladesh Economic Review* (2005). Ministry of Finance Division, peoples of Republic of Bangladesh, pp 11.
- Bangladesh Economic Review* (2004). Ministry of Finance Division, peoples of Republic of Bangladesh, pp 11.
- Belwati, T. (1999). Development of Theoretical Framework of Open and Distance learning In T. belwati (EDS.) *Open and Distance Education*. pp. 30-44, Jakarta: Universitas Terbuka.
- Calder, J. (1994), *Programme Evaluation and Quality*. London Kogan ,P.1.
- Gosh, D. K. (1983). *University System in India*, P.1.
- Gough, E (1980), 'Towards Philosophy of Distance Education;' See also *Communications* (1993), V 01.5 No. 5 ,pp 9-16 Published by Directorate of Distance Education, University of Kashmir, India .
- Harman, G. (2000). *Quality Assurance in higher Education*, Bangkok: Ministry of University Affairs and UNESCO, PROAP.
- Indian Education Commission, 1964–65, pp. 307 – 08.
- Khan, A, W. (2000). 'Distance Education in 20<sup>th</sup> Ist Century' in Reddy and S. Manjulika [eds] " *The world of Open and Distance Learning*". New Delhi, Viva Pub., PP. 463- 466.
- Khan, A.H ( 1993) . 'Distance Education: problems and prospects', *Communications*, Vol. 5 No. 5, Directorate of Distance Education, University of Kashmir.
- Koul, L (2002). 'Distance Education and Open Learning', 6<sup>th</sup> *Survey of Educational Research*, pp, 167- 195.
- Panda, S (2005). *Planning and Management of Distance Education*. Kogan page limited: USA.
- Ramaiah, R. T (2001). *Distance Education and Open Learning*. Mittal Publications New Delhi: India.
- Rao, K. V (2003) *Distance Education*. A P H publishing Corporation 5, Ansari Road, Darya Ganj New Delhi: India.
- Reddy, V. V (2000). *The World of Open and Distance Learning*. Viva Books private Limited 426/3 Ansari Road New Delhi: India.





Sharma, D. P. "Quality Assurance in Distance Education". *Communications, Vol (5)" , No(1)*, pp. 96- 106.

*Times of India*, October 30,2009,"40 Deemed Universities Dono't Meet Norms' p.6.

## ONLINE PRONUNCIATION RESOURCES: HOBBIES OR FOBBIES OF EFL TEACHERS?

Murat HISMANOGLU  
European University of Lefke  
Lefke, NORTH CYPRUS TURKISH REPUBLIC

### ABSTRACT

This study aims at revealing whether language teachers use online resources to teach pronunciation to their students or not, what they think of using online pronunciation teaching resources, whether there is a correlation between age and using online pronunciation teaching resources, and whether there is a correlation between teaching experience and using online pronunciation teaching resources. 109 language teachers working in preparatory schools of five different universities in North Cyprus participated in the present study. The results of the study exhibited that 36 (%33) of language teachers made use of online resources to teach pronunciation to their students. However, 73 (% 67) of the language teachers responded that they did not use online resources to teach pronunciation to their students. It was also revealed in the study that language teachers who are seniors and more experienced had never used online pronunciation teaching materials, and that they needed training as to how to use online pronunciation resources. However, those who are young and less experienced stated that online pronunciation resources were beneficial for both students' pronunciation development and language teachers' professional development. Moreover, it was clearly seen that while language teachers who are seniors showed a reduced tendency towards using online pronunciation resources, those who are young were more enthusiastic about using online pronunciation resources. Furthermore, it was overtly seen that while language teachers with more teaching experience showed a reduced tendency towards using online pronunciation resources, those with little teaching experience were more enthusiastic about using online pronunciation resources.

**Keywords:** Pronunciation teaching, pronunciation materials, online pronunciation resources, online professional organizations.

### INTRODUCTION

In recent years, many pronunciation teachers have begun to employ online resources as a substitute for traditionally printed materials, such as course information, lecture notes, exercises, quizzes, and others. Instead of distributing pronunciation materials in the form of printed handouts in the language classroom, teachers make them available to students via the electronic medium by changing how students receive L2 specific phonological input. The effect of online resources has permeated through all aspects of pronunciation teaching in colleges and universities throughout the world. Today, online resources are regarded as not only technological but also pedagogical devices to promote pronunciation teaching and the learning process. Since online resources provide language teachers with minimal pairs, tongue twisters, songs, sound animations, step-by-step phonetic descriptions, and video animations specific to segmental (i.e. consonant and vowel phonemes of English) and suprasegmental (i.e. pitch, loudness, tempo, and rhythm) aspects of English pronunciation, they have been appealing for pronunciation teachers who are seeking ways to include vital, authentic, and interesting materials into their lessons.

The underlying reason for our engaging in this investigation is that foreign language teachers in North Cyprus, especially those who are young, have begun to use online pronunciation teaching resources, to some extent, recently to make their pronunciation lessons colorful, entertaining, and thus more motivating for students by

viewing the prominence of incorporating such resources into their lessons. The paper presents background of pronunciation teaching materials, lists the advantages and disadvantages of using online resources as an educational tool in pronunciation programs, presents the findings of a research study and makes recommendations for language teachers who try to incorporate online resources into their pronunciation courses.

### **BACKGROUND OF PRONUNCIATION TEACHING MATERIALS**

Pronunciation teaching materials have changed significantly over the past fifty years from stressing the correct articulation of discrete sounds to focusing more on the broader, more communicative aspects of connected speech (Jones 1997: 112). Most commercially produced pronunciation materials today, while still retaining many of the characteristics of traditional audiolingual texts in which pronunciation was practised through listen and repeat exercises from prescribed dialogues, include more meaningful and communicative practice, an increased emphasis on suprasegmentals, and other features, such as consciousness raising and self-monitoring. However, it should be stated that such pronunciation materials are mainly designed for a foreign language classroom where a teacher decides the sequence of material to be learned, chooses the items to be practised, and provides immediate feedback to learners. Their options are limited for learners who want to promote their pronunciation but are not in a suitable classroom context, who have limited access or no access to teachers but who have access to a computer, or who want to work on their own (Bott 2005: 12). This situation is one in which online resources might provide an answer.

In our times, online resources are used as a tool for those interested in autonomous pronunciation learning. Pennington (1999: 431) emphasizes that computer-aided pronunciation (CAP) through which online resources can be usable and practical has a great power to promote individualized pronunciation instruction, therefore, maximizing learners' motivation, and can provide immediate feedback that is repeatable and reliable. However, she also states that instructional materials developers have been slow to develop pronunciation software materials. Since Pennington's comments, attempts have been made over recent years to design pronunciation materials for self-access centers. These materials have come in a variety of forms, such as books, audiotapes and CDs, CD-ROMs, the Internet, and other computerized materials. Although many of these resources claim to improve self-directed learning, these materials are basically supplements to textbooks or other classroom materials and provide learners with few or no opportunities for feedback. For instance, CDs give the learner the chance to hear native speaker pronunciation. Students can only imitate native speaker speech without any given feedback. Other materials, such as pronunciation exercises available on the internet or on CD-ROMs, provide practice, instruction, and explanation for learners. Some programs even allow the learners to record their own speech and hear what they have recorded. However, these programs are limited in scope and do not give the learners much opportunity to practise specific suprasegmentals with the capability of receiving immediate feedback (Bott, 2005: 13).

Online resources have also been suggested as a way to meet the variety of teachers' needs (DeWert & Cory, 1998; Moore & Wise, 2004). However, recent studies have mainly concentrated on describing the usefulness of online resources for language teachers (Justice & Espinoza, 1999; Davis & Resta, 2002; De Wert et al., 2003). While such studies present meaningful information on the usefulness of online resources, there is still a substantial lack of data on how language teachers can actually use online pronunciation teaching resources in their professional practices.

### **ADVANTAGES AND DISADVANTAGES OF USING ONLINE RESOURCES AS AN EDUCATIONAL TOOL IN PRONUNCIATION PROGRAMS**

Nowadays, there are a variety of pronunciation materials, such as course books, CDs, DVDs, dictionaries, phonemic charts, vocal tract diagrams as well as online resources. Although the right form of pronunciation

material to use depends on the circumstances, it is common to use online pronunciation resources in order to teach pronunciation to students. However, online resources have both advantages and disadvantages.

On the one hand, there are some positive sides of using online pronunciation resources. Firstly, online professional organizations, such as *the International Phonetic Association*, *IATEFL's Pronunciation Special Interest Group*, and *TESOL's Speech/Pronunciation Special Interest Section* inform language teachers of issues and news in the field of pronunciation learning and teaching, and they also offer a wide range of resources that teachers can employ to develop their phonetic knowledge and pronunciation skills.

These online professional organizations specific to pronunciation learning and teaching are described in the following:

*The International Phonetic Association*

Available Internet Address: <http://www.arts.gla.ac.uk/IPA/ipa.html>

Description: The IPA aims to promote the scientific study of phonetics and the various practical applications of that science. IPA fonts, journals, and sounds of the IPA are available on both cassette and CD.

*IATEFL's Pronunciation Special Interest Group*

Available Internet Address: <http://members.aol.com/PronunciationSig/index.htm>.

Description: The aim of the IATEFL Pronunciation SIG is to take the mystery out of pronunciation teaching and make it interesting and accessible for all teachers of English. *Speak Out!* is their publication devoted to the teaching of English pronunciation.

*TESOL's Speech/Pronunciation Special Interest Section*

Available Internet Address: <http://www.public.iastate.edu/~jlevis/SPRIS/>

Description: This organization provides information about the interest section, discussions of pronunciation issues, information about pronunciation teaching and resource books, pronunciation activities, articles, previous TESOL Matters columns, and links to interesting Web Sites.

Secondly, online journals, such as *the Journal of Phonetics*, *the Linguist*, and *Language Learning & Technology* provide ready access for language teachers who are interested in promoting their phonetic knowledge, comprehending the most current research trends in the field of pronunciation learning and teaching, and putting theory into practice. These online journals specific to pronunciation learning and teaching can be described as follows:

*The Journal of Phonetics*

Available Internet Address: <http://hbuk.co.uk/ap/journals/jp/>

Description: The Journal of Phonetics publishes papers of an experimental or theoretical nature that deal with phonetic aspects of language and linguistic communication processes.

*The Linguist*

Available Internet Address: <http://www.emich.edu/linguist/>

Description: This online journal contains online academic papers, job resources, research support and a myriad of other helpful links for the linguist.

*Language Learning & Technology*

Available Internet Address: <http://llt.msu.edu/>

Description: This online journal looks at how technology impacts the classroom. Articles relating to technology that facilitate the teaching of pronunciation on the Internet are published in the journal.

Thirdly, listservs and online discussion groups provide language teachers with a vehicle for exchanging pronunciation teaching ideas as well as getting new information and pronunciation resources from each other. Some listservs and online discussion groups related to pronunciation learning and teaching are described in the following section:

*The IATEFL Pronunciation Special Interest Group Discussion Group (52 members)*

Available Internet Address: [http://uk.groups.yahoo.com/group/iatefl\\_pronsig/](http://uk.groups.yahoo.com/group/iatefl_pronsig/)

Description: This discussion group aims to make up a forum for discussion of all aspects of pronunciation in English Language Teaching, whether you are interested in classroom methodology, teacher training, phonetics, phonology, or wish to find answers to tricky questions. What methods work in the classroom? What model of pronunciation should we use? How can technology be used to aid teaching and learning? Language teachers discuss issues, ask and answer questions, and make contact with people of similar interests.

*English Phonetic Symbols (29 members)*

Available Internet Address: [http://groups.yahoo.com/group/English\\_Phonetic\\_Symbols/](http://groups.yahoo.com/group/English_Phonetic_Symbols/)

Description: The aim of this discussion group is to gather people who are interested in learning / practising English Phonetics for better pronunciation. Meeting sessions are arranged once a month for exchange of knowledge and experiences in relation to learning/practising English Phonetics.

*Phonetics (17 members)*

Available Internet Address: <http://groups.yahoo.com/group/Phonetics/>

Description: This discussion group aims to help students to learn to speak clearly in both personal and professional situations with focus on the International Phonetic Alphabet, the consonants, the vowels, words in company, stressed and unstressed words, strong and weak forms, intonation, voice projection, breathing techniques, Singapore English pronunciation methodology, lecture, demonstration, listening exercise, exercises in phonemic transcription, reading and dialogue.

Fourthly, free online resources for pronunciation provide language teachers with a variety of online pronunciation lessons, sound and video animations, diagrams of speech organs, tongue twisters, minimal pairs, and songs. Some free online resources relevant to pronunciation learning and teaching are described in the following section:

<http://www.fonetiks.org/>

Description: This site presents online pronunciation guides to 7 varieties of the English in relation to single vowel sounds, two vowel sounds, three vowel sounds, voiced/voiceless sounds, various other sounds, and stress and tone.

<http://iteslj.org/links/ESL/Pronunciation/>

Description: This site contains tongue twisters, minimal pair practice and quizzes, sound and video animations, intonation practice, liaisons, listen and repeat machine, contractions and shortcuts used in daily speech, common pronunciation errors by ESL students, pronunciation guide for the names of people and places, videos of some problem causing English consonants, reduced forms, phonetic alphabet, phonetic transcription, reasons for studying English pronunciation, colorful poems with animations, audio and activities, and guide to English pronunciation under the related categories.

<http://www.manythings.org/pp/>

Description: This site covers songs, poems, tongue twisters, and quizzes in relation to problematic English consonants and vowels. There are sound animations for minimal pairs, songs, tongue twisters, and quizzes.

<http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html/>

Description: This site includes animated articulatory diagrams for consonant and vowel phonemes of North American English, a step-by-step description and video-audio of the sound in a context.

<http://esl.about.com/od/pronunciationlessonplans>

Description: This site presents free English pronunciation lesson plans for beginning, intermediate, and advanced level of English learning in ESL/EFL classes focusing on phonetics, IPA, and correct sentence pronunciation.

[www.cambridge.org/elt/resources/skills/interactive/pron\\_animations/index.htm](http://www.cambridge.org/elt/resources/skills/interactive/pron_animations/index.htm)

Description: This site presents sounds, stress, intonation, and phonemic chart. Students can watch the mini-movies to practise reading and saying all the diphthongs in English. Furthermore, they can do practice on stress, intonation, and phonemic chart in English.

On the other hand, there are some negative sides of using online pronunciation resources. Firstly, online pronunciation resources may be problem-causing for language teachers and students who are inexperienced in e-learning as well as computer illiterate. Secondly, access to online pronunciation resources can sometimes be quite time-consuming and frustrating, especially when there is no high-speed internet in educational institutions. In some cases, due to the change of web addresses or for some other reasons, access to online pronunciation resources may be unavailable, which is highly demotivating for both the language teacher and the students. Thirdly, language teachers may have difficulty in maintaining control over online pronunciation activities in a computer laboratory. Lastly, students may not have the opportunity of face-to-face interaction when using online pronunciation resources, which may be boring for some students who like classroom teaching where they can talk to a friend, relax, or joke around.

## METHODOLOGY

This study was based on the data gathered from preparatory school language teachers believed to have relevant experience with using online resources in EFL classes.

### Subjects

The subjects in this study were 109 language teachers working in English Preparatory Schools of five different universities in North Cyprus (*European University of Lefke, Cyprus International University, Near East University, American University, and Eastern Mediterranean University*). Language teachers' ages ranged from 23- to 53-years-old with an average age of 30. Thirty of the language teachers were native teachers of English, while seventy nine of them were non-native teachers of English. All teachers (twenty six male and eighty three female) had previous teaching experience ranging from 1-3 years to over 24 years at university levels.

### Research Questions

The research questions were:

- Do language teachers use online resources to teach pronunciation to their students?
- What do language teachers think of using online pronunciation teaching resources?
- Is there a correlation between age and using online pronunciation teaching resources?
- Is there a correlation between teaching experience and using online pronunciation teaching resources?

### Instrument

The researcher prepared a questionnaire as an instrument for this study. The questionnaire consisted of one yes-no question in relation to whether language teachers in preparatory schools use online resources to teach pronunciation to their students or not, one open-ended question as to what they think of using online pronunciation teaching resources, and a section related to participants' ages and teaching experiences.

### Procedures

After selecting the data collection instrument, the researcher obtained the necessary permission from the English preparatory school directors of five different universities in North Cyprus to conduct the research.

Following this procedure, the researcher administered the questionnaire to randomly selected 109 language teachers working in English preparatory schools of these universities at the end of the Spring Semester of 2007-2008 Academic Year. The participants responded to the questionnaire anonymously, and the data collected were analyzed by using descriptive statistics.

### ANALYSIS OF THE DATA

Data were analyzed using descriptive statistics to answer each research question (see below). The frequency and percentage of responses were computed to find answers to the research question 1, 3, and 4.

*Question 1: Do language teachers use online resources to teach pronunciation to their students?*

Table 1  
Using online resources to teach pronunciation

| Answers | Frequency | Percentage (%) |
|---------|-----------|----------------|
| YES     | 36        | 33             |
| NO      | 73        | 67             |
| TOTAL   | 109       | 100            |

Table 1 indicates that 36 (% 33) of language teachers stated that they made use of online resources to teach pronunciation to their students, while 73 (% 67) of the language teachers responded that they did not use online resources to teach pronunciation to their students. This result shows that language teachers disregard using online resources in their classes. The underlying reasons for this situation may be language teachers' having technophobia, being computer illiterate, and lack of phonological competence, etc.

*Question 2: What do language teachers think of using online pronunciation teaching resources?*

The most striking answers to *Question 2* are exhibited in the following table in quotation marks:

Table 2  
Language teachers' views about using online pronunciation resources

|  |
|--|
| <p><i>"Online pronunciation resources are beneficial for my students because they have more access to native speakers through the use of online resources."</i><br/>(Age 23, 1 year of experience)</p> <p><i>"Language teachers should go beyond traditional pronunciation teaching materials included in the course books. They should begin to use online resources in such a technological age."</i><br/>(Age 28, 5 years of teaching experience)</p> <p><i>"Online pronunciation resources are useful not only for students' pronunciation development but also for our professional development."</i><br/>(Age 29, 5 years of experience)</p> <p><i>"I made use of online pronunciation resources in the self-access center and observed my students improving their pronunciation clearly."</i><br/>(Age 31, 9 years of teaching experience)</p> <p><i>"Language teachers should be trained in how to use online pronunciation resources"</i><br/>(Age 45, 22 years of teaching experience)</p> <p><i>"I have never tried using online pronunciation teaching materials"</i><br/>(Age 50, 27 years of teaching experience)</p> |
|--|

As seen in the above table, language teachers who are seniors and more experienced state that they have never used online pronunciation teaching materials, and that they need training as to how to use online pronunciation resources.

However, those who are young and less experienced express that:

- students have more access to native speakers through the use of online resources,
- language teachers should go beyond traditional pronunciation teaching materials included in the course books and begin to use online resources in such a technological age,
- online pronunciation resources are beneficial for both students' pronunciation development and language teachers' professional development, and
- they make use of online pronunciation resources in the self-access center and observe their students improving their pronunciation clearly.

*Question 3: Is there a correlation between age and using online pronunciation teaching resources?*

To find out whether there is a relationship between age and using online pronunciation resources, language teachers' answers to question 3 were cross-tabulated. Table 3 shows the cross tabulation of age and question 3.

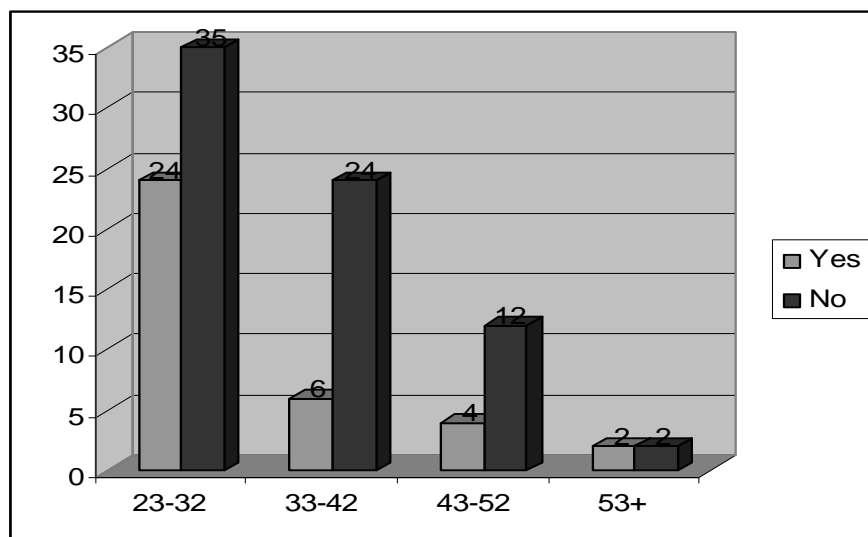


Table 3  
Cross tabulation of age and question 3

|       |                |                | Question 3 |      | Total |
|-------|----------------|----------------|------------|------|-------|
|       |                |                | Yes        | No   |       |
| AGE   | 23-32          | Count          | 24         | 35   | 59    |
|       |                | Expected Count | 19,5       | 39,5 | 59,0  |
|       | 33-42          | Count          | 6          | 24   | 30    |
|       |                | Expected Count | 9,9        | 20,1 | 30,0  |
|       | 43+            | Count          | 6          | 14   | 20    |
|       |                | Expected Count | 6,6        | 13,4 | 20,0  |
| Total | Count          |                | 36         | 73   | 109   |
|       | Expected Count |                | 36,0       | 73,0 | 109,0 |

In the following graphic, it is clearly seen that language teachers who are seniors show a reduced tendency towards using online pronunciation resources, while those who are young are more enthusiastic about using technology, especially online pronunciation resources.

Hence, it can be stated that there is a relationship between age and using online pronunciation resources.



Graphic 1  
Language teacher's age and using online pronunciation resources

*Question 4: Is there a correlation between teaching experience and using online pronunciation teaching resources?*

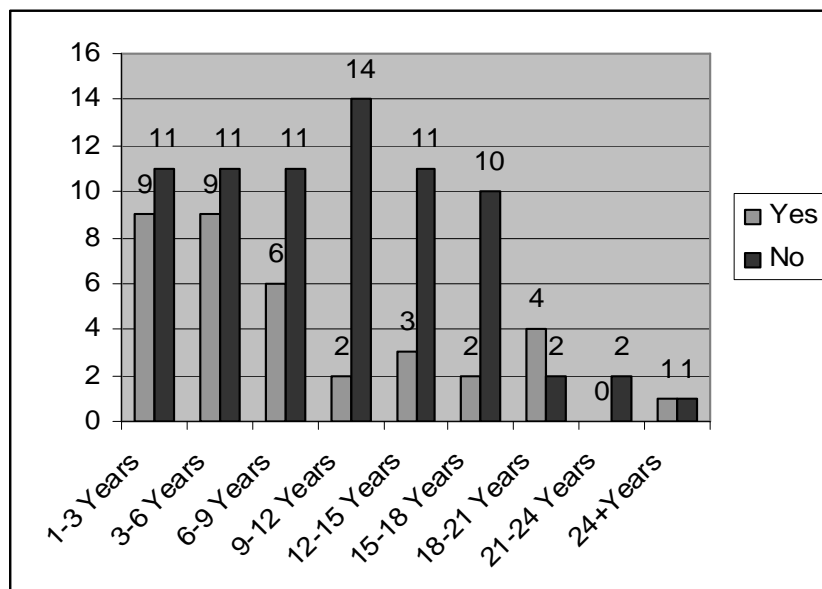
To find out whether there is a relationship between teaching experience and using online pronunciation resources, language teachers' answers to question 4 were cross-tabulated. Table 4 shows the cross tabulation of age and question 4.

Table 4  
Cross tabulation of teaching experience and question 4

|                        |             |                | Question # 4 |      | Total |
|------------------------|-------------|----------------|--------------|------|-------|
|                        |             |                | YES          | NO   |       |
| TEACHING<br>EXPERIENCE | 1-3 YEARS   | Count          | 9            | 11   | 20    |
|                        |             | Expected Count | 6,6          | 13,4 | 20,0  |
|                        | 3-6 YEARS   | Count          | 9            | 11   | 20    |
|                        |             | Expected Count | 6,6          | 13,4 | 20,0  |
|                        | 6-9 YEARS   | Count          | 6            | 11   | 17    |
|                        |             | Expected Count | 5,6          | 11,4 | 17,0  |
|                        | 9-12 YEARS  | Count          | 2            | 14   | 16    |
|                        |             | Expected Count | 5,3          | 10,7 | 16,0  |
|                        | 12-15 YEARS | Count          | 3            | 11   | 14    |
|                        |             | Expected Count | 4,6          | 9,4  | 14,0  |
|                        | 15+         | Count          | 7            | 15   | 22    |
|                        |             | Expected Count | 7,3          | 14,7 | 22,0  |
| Total                  |             | Count          | 36           | 73   | 109   |
|                        |             | Expected Count | 36,0         | 73,0 | 109,0 |

In the following graphic, it is clearly seen that language teachers who have more teaching experience show a reduced tendency towards using online pronunciation resources, while those who have little teaching experience are more enthusiastic about using technology, especially online pronunciation resources.

Thus, it can be stressed that there is a relationship between teaching experience and using online pronunciation resources.



Graphic 2

Language teachers' teaching experience and using online pronunciation resources

## CONCLUSION AND RECOMMENDATIONS FOR LANGUAGE TEACHERS

The use of online resources has increased rapidly in the field of pronunciation learning and teaching recently. However, language teachers, especially those who are seniors, avoid using such resources in their pronunciation classes because of being computer illiterate, inexperienced in e-learning, and e-teaching. At this point, it should be stressed that language teachers can be stimulated to employ online pronunciation resources by the following ways:

### Organizing Teacher Training Programs

Language teachers should be educated to use online resources by:

- operating training facilities, such as seminars, workshops, talks and hands-on-experience for each school or college,
- integrating personnel knowledgeable in computer technology into these educational institutions (Kargbo, 2002).
- team teaching with less experienced teachers,
- stimulating teachers to participate in online discussion groups,
- encouraging teachers to subscribe to blogs or podcasts (Dudeney & Hockly, 2007),
- encouraging them to access to online language teaching sites and read the online journals or magazines in relation to the field of language learning and teaching.

### Creating a Need for Online Pronunciation Resources

Online pronunciation resources and materials are effective tools. However, if they are not used appropriately, they will not be beneficial for the students. The first step in maximizing the use of online pronunciation resources is to create a need for language teachers to check or visit them frequently.

For instance, the web addresses of some online pronunciation resources and materials can be incorporated into the curriculum or course book so that the language teachers can access the online resources and materials either before or after the class. Moreover, during the first meeting with the students, the language teacher may

introduce online pronunciation resources to their students as well as the aims of using such sources in their classes. Thus, language teachers may do meaningful pronunciation teaching in their classes. If the language teacher does not have a computer and a screen projector in the classroom, relevant screens from the website can be transferred onto transparencies or printed notes (Cheng, 2003: 21).

#### **Designing Activities Requiring Use of Online Sites**

The language teacher can design a number of activities relevant to an online pronunciation site. Creating quizzes on the web, using a dedicated discussion forum as a platform for out of class discussions and reflections, and using a chat room for real-time communication activities are some of web-based activities. It is through these web-based activities that language teachers and the students can have the chance to use online pronunciation resources and materials (Cheng, 2003: *ibid*).

#### **Employing the Interactive Capabilities**

There are many activities and projects that can be done through the use of CMC tools, such as collaborative research projects, e-mail projects, online discussions, and peer reviews, (Skinner & Austin, 1999; Warschauer, 1996a; Warschauer, 1996b; Zhao, 1996). The advantage of using CMC tools is that these projects are not bound by geographical limitations. Teachers of colleges and schools in various parts of the world can collaborate on such projects, thus benefiting not only the students but the teachers as well.

#### **Making the Site Aesthetically Appealing**

Speed, user-friendliness, display of navigational icons, and the design or layout of an online site is prominent in maintaining students' interest and attention. That is to state that, for an online site to be powerful, the design should complement the content and should be sensitive towards the audience it is targeting (Cheng, 2003: *op.cit.*).

Finally, online pronunciation resources (i.e. online professional organizations, online journals, listservs and online discussion groups), and other online resources (i.e. pronunciation lessons, sound and video animations, diagrams of speech organs, tongue twisters, minimal pairs, and songs) facilitate the teaching of L2 pronunciation by the language teacher. Many language teachers, needless to say, use online resources in the teaching process. Because the factors like age, teaching experience, teaching style, graduated department, computer literacy, etc. affect how language teachers teach L2 pronunciation, it is not logical to support the idea that all language teachers should employ online resources or should be trained in using online resources to become successful teachers.

However, studies to be done on online pronunciation teaching resources should go beyond whether such resources should be used by language teachers or not and attempt to seek for answers to a variety of questions, such as:

- What types of online pronunciation resources seem to work best with what learners in which contexts?
- Do online pronunciation teaching resources or online pronunciation teaching resources training transfer easily between L2 and FL contexts?
- How long does it take to train specific teachers in relation to the use of certain online pronunciation teaching resources?
- How can a language teacher best assess and measure his/her success in using online pronunciation teaching resources?
- Are certain online pronunciation teaching resources used more easily in classroom and non-classroom contexts?
- What online pronunciation teaching resources should be used at different language proficiency levels?
- What is the role of the language teacher and that of students relevant to the use of online pronunciation resources?

It can be expected that answers to the above mentioned and many other questions from research in a variety of settings will pave the way for building the theory that seems necessary for more online pronunciation teaching resources work to be relevant to current L2/FL pronunciation teaching practice.

#### BIODATA AND CONTACT ADDRESSES OF AUTHOR



**Murat HISMANOGLU** is the head of the ELT Department at the European University of Lefke, Faculty of Arts and Sciences, Gemikonagi-Lefke, TRNC. He teaches phonetics, phonology, language acquisition, and ELT methodology to BA students in the ELT Department. He is interested in educational phonetics, applied semiotics, and web-based language instruction.

Murat HISMANOGLU  
European University of Lefke  
Faculty of Arts and Sciences  
Department of ELT  
0090 Gemikonagi, Lefke, North Cyprus Turkish Republic  
Phone (office) : 0392 660 2000  
Extension : 2508  
Cell phone : 0533 865 79 82  
Fax : 0392 660 20 28  
E-mail : [hismanoglu@yahoo.com](mailto:hismanoglu@yahoo.com)

#### REFERENCES

- Bott, A. 2005. 'Computer-aided self-access pronunciation materials designed to teach stress in American English'. Unpublished M.A thesis, Brigham Young University.
- Cheng, L. 2003. 'Online resources and materials: what do they mean to students?'. *STETS Language & Communication Review* 2/1: 18-23.
- Davis, B. H. and V.K. Resta. 2002. 'Online collaboration: supporting novice teachers as researchers'. *Technology and Teacher Education* 10/1: 101-117.
- DeWert, M. H., L.M. Babinski, and B.D. Jones. 2003. 'Safe passages: providing online support to beginning teachers'. *Journal of Teacher Education* 54/4: 311-320.
- DeWert, M. H. and S.L. Cory. 1998. 'Educators go to SCOUT Camp for technology-enhanced learning'. *Journal of Staff Development* 19/1: 32-38.
- Dudeney, G. and N. Hockly. 2007. *How to teach English with technology*. Essex: Pearson Longman.
- Jones, R. 1997. 'Beyond Listen and Repeat: Pronunciation Teaching Materials and Theories of Second Language Acquisition'. *System* 25/1: 103-112.

Justice, M. C. and S. Espinoza. 1999. 'Online communication—building learning communities'. Paper presented at the Society for Information Technology and Teacher Education International Conference, San Antonio, TX.

Kargbo, J.A. 2002. 'The Internet in schools and colleges in Sierra Leone: Prospects and challenges'. Retrieved February 22, 2008 from <http://firstmonday.org/issues/issue73/kargbo/index.html>.

Moore, J. A. and C. Wise. 2004. 'Supporting beginning teachers through online professional communities: possibilities and potential'. Paper presented at the Association for Educational Communications and Technology, Chicago, IL.

Pennington, M. C. 1999. 'Computer-aided pronunciation pedagogy: Promise, limitations and directions'. *Computer Assisted Language Learning* 12: 427-440.

Skinner, Barbara and R. Austin. 1999. Computer-conferencing-does it motivate EFL students? *ELT Journal* 53/4: 270-279.

Warschauer, Mark. 1996a. 'Comparing face-to-face electronic discussion in the second language classroom'. *CALICO Journal* 13/2-3: 7-26.

Warschauer, Mark. 1996b. 'Motivational aspects of using computers for writing and communication' in M. Warschauer (ed.) *Telecollaboration in foreign language learning: Proceedings of the Hawaii Symposium*. Honolulu: University of Hawaii, Second Language Teaching and Curriculum Center.

Zhao, Yong. 1996. 'Language learning on the World Wide Web: Toward a framework of network based CALL'. *CALICO Journal* 14/1: 37-51.

## FACTORS CONDUCIVCE FOR THE PURPOSEFUL USE OF LIBRARIES AMONG UNIVERSITY'S STUDENTS IN PAKISTAN

Assist. Prof. Dr. Syed Manzoor H. SHAH  
Allama Iqbal Open university,  
Islamabad, PAKISTAN

Saadia SALEEM  
Allama Iqbal Open university,  
Islamabad, PAKISTAN

### ABSTRACT

Education is a social activity that plays a critical role in enriching the living standard of people and libraries are the essential tools for promoting educational activities. The internet changes the whole world into a global village. Still educational institutions and libraries work hand in hand toward promoting knowledge. Libraries play a key role in developing reading habits among students. In Pakistan's educational setup, libraries are not functioning in the true sense due to many reasons, and students get no opportunities for reading additional books apart from their course books. These poor reading habits continue at the college level or even in university. The present study was designed to find out the factors conducive for the effective use of library among university students in Pakistan. It was planned to achieve the objectives, i.e. to identify the conducive factors for library use, library resources motivating students, the impact of teachers' motivation for students toward the use of libraries, importance of physical facilities for attracting students toward libraries. To investigate these objectives, two questionnaires were developed each for teachers and students on five point Likert scale. The study concluded that university teachers motivate students through library related tasks for the use of library. Students' own interest, library environment, librarian and other staffs' attitude and availability of necessary facilities are various important factors for the use of library.

**Keywords:** Libraries, Use of libraries, Physical facilities, Libraries' personnel

### INTRODUCTION

No one denies the importance of libraries in developing reading habits among students of any level. It is a common view that libraries can play an important role in the academic achievement of the students. Libraries are a source of enhancing knowledge and play a unique role in personality grooming of the students. Libraries are commonly considered essential for educational, social and national progress. The number of people in the libraries shows the reading culture of that society. The present age is an age of knowledge, and libraries are the storehouses of that knowledge. Knowledge not only helps people to become civilized but also makes their lives easy, prosperous and peaceful as well as trained persons to play their role more effectively for national development.

Advanced countries of the world are affluence over the rest of the world due to their educational development. It has been observed that the study habits of students and their interests play an important role in their educational process. It is a common view of the people that, to some extent, Pakistan's educational system depends on rote learning that is confined to only one textbook. Greaney & Hasan (1998) claimed that students use a single textbook for examination preparation. In Pakistan's school system, students have a poor

concept of the library usage at school level. On the other side, these libraries are not functioning in the true sense. Students don't have any opportunity to look beyond the scope of one textbook of each subject, and sometimes they look for some solution books also. In the public school, students have poor reading habits because there is no provision for library period in the school set up. Pakistan's examination system does not emphasis on concept based learning and encourages rote memorization. Reliance on a single textbook and reproduction of materials from new recommended textbooks are also major factors leading towards rote memorization (Christie & Afzaal, 2005)

The poor reading habits continue up to the college level and those students who have poor reading habits face many difficulties at the tertiary level. Poor readers are unable to cope with the university examination system, which discourages rote memorization and limited subject knowledge. Pakistan's educational system only emphasizes factual knowledge, whereas its application aspect is overlooked. At the school level, library culture can be promoted with the help of student centered curriculum in which the students are free to choose books of their own choice for preparing a topic as in university level. Student centered curriculum as well as class rooms encourage self-study, independent learning and promote reading habits among students.

Regular utilization of the library leads to effective use of the library. Here the phrase effective use of the library means the library being used for studies, preparing assignments, looking for extra reading material instead of just depending on text books, reading newspapers, research, utilization of spare time in libraries for reading the literature of interest, etc. Effective use of the library shows consistency and regularity in consultation with the library, that provides benefits to the students in their studies. It is more broadly defined the use of the library as a habit, which enhances the reading abilities of students as well as enables them to improve their academic achievement.

## LITERATURE

### Importance of Libraries

Issac (1994, pp.1-3) writes in his paper entitled "Educational role of school libraries" that Libraries play an important role in promoting the objectives of an educational institution. Libraries are essential features of educational institutions because of their role as a disseminator of knowledge. Libraries enable the students to actively play their role as citizens of a democratic society. He further adds that Libraries develop student's imagination, fuel their creativity and expand their cultural interest in a way that enhances their self expression and improves their practical and vocational competence, which is necessary for building a country's economic prosperity.

### Libraries as a source of knowledge

Knowledge is necessary for the social, intellectual and economic development of a nation and education is a tool for giving facts of knowledge to the students. Education helps individuals become independent learners, develops the ability to understand various issues, to gain information and to interpret these issues logically. In these days, the mass media and the abundance of advanced technologies for information retrieval and manipulation are creating a more dynamic society that necessitates the demand of self-study. For the purpose of creating an aptitude and prolonging the desire for learning and self-study among students, libraries play a vital role. A well-organized and well-equipped library is the foundation stone for self-study. Libraries facilitate access to information and play an important role in the intellectual growth and academic learning of the students. Libraries not only provide opportunities for guidance but also allow students to explore ideas and concepts apart from their syllabus. This helps to develop intellectual, imaginative and practical pursuance among the students. Education and libraries work hand in hand toward the same goals, because education deals with advancement of individual aptitude and attainment of knowledge, whereas libraries provide opportunities and material to fulfill the purpose of education (Vara Lakshmi, 1994, pp.120- 122).



### **Condition of libraries in Pakistan**

Haq (1999, 53) documented that libraries in Pakistan are insufficient to fulfill the objectives of our [Pakistani people] ideology that is “the promotion of Pakistani culture and Islamic way of life”. In Pakistan the public libraries are not used for the benefit of the whole community because they are limited only to larger cities.

Haq (1999, pp.5-7) stated that Pakistan’s educational standard is going down because libraries are neglected at the grass roots level. Unfortunately, low priority is given to education,

### **ROLE OF LIBRARIES IN DEVELOPING READING HABITS**

#### **Importance of Reading**

Mahmood (2004, pp. 18-24) is of the view that reading is necessary to fulfill the demands of the modern technological age. Reading habits are the practices of people to deliberately seek reading material and devote time to reading. The need for information and knowledge motivates people toward reading. Reading is a source of pleasure, intellectual satisfaction and knowledge attainment. In Pakistan the reading habits of people are very poor. There are two types of non-readers, those who know how to read but do not read enough and those people who have not been trained to read. There are many reasons for these poor study habits.

#### **Absence of a reading culture**

In our society people usually prefer to believe on oral information.

#### **Illiteracy**

One cause of poor reading habits is that 55% of our population is illiterate.

#### **Poor purchasing power**

One-third of our population is living below the poverty line and unable to fulfill their basic necessities. So it is impossible for them to purchase books.

#### **Poor education system**

Pakistan’s education system runs on the one textbook system and teachers don’t encourage students to read books other than the textbooks.

#### **Inadequate library systems**

In Pakistan’s the reading habits are declining day by day. Public libraries are very few, and the school libraries are not present in a true sense. Some foreign organizations have established good libraries in big cities but due to security constraints they have been closed.

#### **Absence of a conducive reading environment**

There is no proper reading environment in Pakistan’s libraries and the facilities of heating, air-conditioning, furniture, etc. are very poor.

#### **De motivated library staff**

Library staff is not motivated and committed to their profession. People usually complain about their irrational behavior.

#### **Non-availability of required reading material**

The Pakistani publishing industry is very poor. Our authors are not attracted toward writing good quality books due to the absence of reading culture and imported English literature is costly and out of the reach of the common people.

### **Lack of information about published journals**

Pakistan has the problem of the non-availability of published journal reviews, bibliographies and the locally published material.

### **FACTORS AFFECTING READING HABITS**

Library use among students can be promoted by developing reading habits among students. Iftikhar (2002, pp. 21-26) describes in his study different environments that are conducive for developing reading habits and promoting library use among students. He mentions the following factors as:

#### **Home environment**

Home environment plays a key role in developing reading habits among students. If the readers have a peaceful environment at home then their reading habits will be effective.

#### **Parent's interest**

The parents' interests and study habits play a key role in developing reading habits among students. In developing countries poor reading habits of students reflect on their parents taking more interest in working to earn money than in reading and studying.

#### **Physical environment**

Physical environment is also a key contributor that affects the process of reading. The provision of a proper environment can be helpful for developing reading habits among students.

#### **Distribution of study time**

Distribution of study time is also very important for developing reading habits among students. Those students who have a planned schedule for their reading can better utilize their time for reading different types of books, as compared to those students who have no preset schedule.

### **LIBRARIES AND THE PROMOTION OF READING HABITS**

Mahmood (2004, pp.35-41) claimed that libraries play an important role in promoting the reading habits in any society. However, libraries in Pakistan are almost non-existent. He proposed that libraries could use following activities to promote good reading habits.

- An effective library orientation program should be introduced in libraries with the purpose of training users to get maximum benefits from the available library services.
- For the promotion of reading habits special lectures, training courses, book fairs, exhibition, etc. should be organized.
- Library activities should be promoted through advertising using the mass, electronic and print media.
- Books and journals should be recent, relevant to users' interest and according to their needs.
- Well-trained and qualified staff should be appointed in libraries.
- Library staff should provide training to the user to organize home libraries.
- Mobile libraries should be started in remote areas.
- For the promotion of reading habits several campaigns can be launched, e.g. library week, book day, etc.
- Quiz competitions can be organized in libraries to check the student's knowledge about various books.

## **FACTORS CONDUCIVE FOR THE EFFECTIVE USE OF THE LIBRARY**

### **Library use in different academic periods**

Library consultation from the beginning promotes the reading habits at the higher level of education. Khan (1994, p.26) stated that the aim of a school library is not only to develop reading habits and create self-confidence for the selection of appropriate reading material but also to train the students on how to use a collage library. The development of reading habits at the school level provides assistance in the instructional system of the college and helps them in consulting books, periodicals, pamphlets, audiovisual aids and other resources.

These pre-developed skills of library use and reading habits help the students at the university level in the creation of new knowledge and also the transmission of knowledge for the prosperity of the nation and learning process. Proper attention must be given for the improvement of libraries at each level of education.

Chaudhry (2002, pp.124-127) has enlisted the following services/facilities a library must have:

- Library building
- Library personnel
- Circulation
- Interlibrary loan services
- Automated service
- Indexing and abstracting service

## **UNIVERSITY LIBRARIES IN PAKISTAN**

Universities are the places that provide a chance for teachers and students to seek the truth of their social and physical universe through inventive education and research as well as take part in the advancement of knowledge. The sole aim of the university is to produce good citizens, intellectual pioneers for our society and trained manpower for the prosperity of the nation. One of the key roles of a university library is to introduce creative and research oriented programs that will make the youth creative and self-dependent citizens equipped with clarity of mind and genuineness (Khan, 2007 and Fazal, 1995).

## **PROBLEM STATEMENT**

The aim of the present study was to investigate the factors that are conducive toward the effective use of the library among university students in Pakistan.

### **Research Objectives**

The objectives of the study were to find out the;

- Factors that create interest for regular use of the library among university students.
- The library resources (physical resources, library schedule, books relevant to students' interests, etc.) motivate students toward the use of the library.
- The teacher's role in motivating students towards library use.
- The importance of physical facilities for attracting the students toward the library
- The main factors that hinder the students from using the library.

## METHODS OF STUDY

- The Research was based on the descriptive method as the research was designed to describe those factors that are conducive to the effective use of library. The research was conducted in the universities of Islamabad and Rawalpindi. To achieve the objectives of the study, two universities were selected one from Islamabad and one from Rawalpindi (Quaid-i-Azam University from Islamabad and University of Arid Agriculture from Rawalpindi). For research purposes, criterion purposive sampling technique was used to obtain the desired sample size from the entire research area population as the study was concerned only with those students who use the library regularly and with university teachers and librarians.
- A total of 15 students from each university and a total of 15 teachers from each university were selected for this study.
- Two questionnaires were developed on five point Likert scale. There were five options (SA= Strongly Agree, A= Agree, UNC= Uncertain, DA= Disagree, SDA= Strongly Disagree) for each statement to obtain the information about conducive factors that motivate the students related to library use. The questionnaires were administered by the researcher themselves to ensure 100 % return rate from the respondents.

## DATA PRESENTATION AND ANALYSIS

Mean score was found for each statement.

### Questionnaire for Teachers

| Sr | Statement  | Mean Score |
|----|--|------------|
| 1  | Those students who prefer to study alone are more inclined toward using the library              | 3.63       |
| 2  | Those students who had a reading Interest since childhood use library frequently.                | 4.03       |
| 3  | The main conducive factor for library use is a student's own interest                            | 4.1        |
| 4  | Those students who want to enhance their knowledge use the library regularly                     | 4.1        |
| 5  | You give students assignments that require them to use library resources                         | 4.53       |
| 6  | The family environment plays a key role in developing reading habits among students              | 4.36       |
| 7  | Peer group motivation is an important factor toward regular library use                          | 3.93       |
| 8  | Availability of library in school and colleges helps in developing reading habits among students | 4.5        |
| 9  | Comfortable seating and study areas matter a lot for library use                                 | 4.26       |
| 10 | The workspace and the comfortable area of discussion are important for library use               | 3.26       |

|    |   |      |
|----|---|------|
| 11 | Temperature control and a proper ventilation system are important factors in motivating students towards library          | 4.16 |
| 12 | Attitude of librarian and cooperation of library staff motivate the students toward library use                           | 4    |
| 13 | Availability of current books, journals and periodicals is an important factor for library use                            | 4.66 |
| 14 | Availability of computer technology and online services play important role in motivating the students toward the library | 4.53 |
| 15 | Physical condition of books attracts the students toward the library  | 3.43 |
| 16 | Ease of use of library facilities is important to attract the students  | 4.13 |
| 17 | Convenient libraries hour is important in motivating the students toward library use                                      | 4.36 |
| 18 | Guidance services related to library use are provided in your library   | 3.43 |

#### Student's Questionnaire

| Sr | Statement   | Mean Score |
|----|---|------------|
| 1  | The main conducive factor for library use is a students' interest   | 4.03       |
| 2  | Students use library to enhance knowledge   | 4.15       |
| 3  | Teachers motivate students for the use of library   | 4.01       |
| 4  | Peer group motivation is an important factor toward regular library use   | 3.75       |
| 5  | Availability of library in school and colleges helps in developing reading habits among students                          | 4.26       |
| 6  | Attitude of librarian and cooperation of library staff motivate the students toward library use                           | 3.96       |
| 7  | Availability of current books, journals and periodicals is an important factor for library use                            | 4.51       |
| 8  | Availability of computer technology and online services play important role in motivating the students toward the library | 4.25       |
| 9  | Convenient libraries hour is important in motivating the students toward library use                                      | 3.95       |
| 10 | Guidance services related to library use are provided in your library   | 3.35       |

#### FINDINGS

##### Findings from Teachers' Questionnaire

- Teachers confirmed that the students who are in the habit of reading since an early age use library more frequently at university level.
- In teachers' opinion students' interest and thrust for knowledge are the important factors for using the library.

- Teachers are of the view that they assign such tasks, which are related to the use of library.
- Family environment and peer groups have importance for using library habit.
- Opinion of the teachers revealed that availability of library at school level and other basic facilities (Workplace, temperature, seating places, new books, journals, the Internet, etc.) are important factors for using the library.
- Attitude of a librarian is important for encouraging students for the use of library.
- Teachers explicit that library timing is equally important for the users of library.
- Teachers provided guided services about the use of library to the students.

#### Findings from Students' Questionnaire

- Students are of the view that students' interest is a major factor for using the library.
- In the opinion of students, Libraries are the source for enhancing knowledge.
- Teachers' motivation is a plus point for the students to use the library.
- Peer group's interest towards the library affects the interest of the students in using the library regularly.
- Students believed that Library staff's behavior, availability of books and online facility attracts students for using the library.
- Students think that Timing and guidance services for students are other factors, which are equally important and have positive effects on the students' trend towards the use of libraries.

#### DISCUSSION AND CONCLUSION

For the purpose of identifying the main conducive factors for library use, the questionnaire was divided into two categories. The first category was about general conducive factors, including personal interest, motivation from peers and family, enhancement of reading, writing and general knowledge, group study, etc. The second category was concerned with the facilities provided by the libraries for attracting the students, including physical facilities, latest material, guidance services, location, schedules of library, etc. It is clear from the data analysis that for enhancing library use among students, personal interest, external motivation, physical facilities and the provision of library from the primary level are important. The major reason for using the library at the university level is the learning system and research activities at that level. Students' personal interest, external motivators and the availability of libraries at the grass roots level are the factors which help in developing the habit of using the library among the students. However, if the students don't have a personal interest or have not developed reading habits from an early age, then the library use at university level can be enhanced by improving physical facilities and providing constant encouragement from the teachers.

One thing that attracts students toward libraries is the calm and peaceful environment of study. Libraries are the places where the learning material should be placed everywhere in an organized manner. Such an environment would attract users and motivate them to sit there and read books, some other journals or books of their own choice. One of the main reasons for library consultation is the desire to excel in life, at university level many students use the library for preparing their assignments, whether they are personally interested or not.

As far as external motivators are concerned the family environment and peers are important in developing reading habit. Libraries are used for discussion (group study) as well as for study in isolation. Almost all teachers require their students to use the library and assign them tasks for library consultation but not all teachers prefer book references rather than the Internet. The main hindrance to library use is the unfriendly attitude of the librarian and the other library staff. Some problems are also related to the education system, because the examination system in Pakistan is based on rote memorization and selective study. Although in Pakistan, at university level the education is more research oriented, but the examination system still gives preference to traditional methods.

In universities user's guidance services are not properly provided to the students. Many students in universities don't know to use the catalogue and hesitate to take help from others. Their habit of hesitation takes them away from libraries. Many students don't use the library because of the long distance of libraries from their department. The students who have not reading habits and personal interest can be conditioned by the centralized location of library. When the library is centrally located they may ignore it once, twice or even a third time, but may be the fourth time they feel curiosity to enter the library and see what is happening inside the library. Many students complain about time management, problems for using the libraries. It is useless to provide libraries unless students are provided proper time to use the library. Class's schedules may be managed in such a way that the students get enough time to use the library. Libraries may ideally be opened at least for 12 hours in a day. Recent published books, research journals can play an important role for motivating the students toward libraries. With the provision of proper guidance services, regular updated catalogues, the cooperation of library staff and regular encouragement from teachers, students can be motivated toward libraries. If teachers demand library-oriented tasks from students and the students face problems with librarian behavior, difficulties in searching books and a noisy environment, then the students cannot give the required output. It just means pushing them into the libraries in an unnatural environment.

The librarian may seem enthusiastic when providing their user's guidance related to library use. Library staff may not assume that the academic staff is enough to help students for using the library. The availability of libraries from the school level not only develops the reading habit but also makes them aware of the use of different functions of the library. It is not only the duty of library staff to maintain discipline, but also every individual student must realize his/her duty on his/her part and try to follow the rules and regulations of library. There may be separate areas for discussion and isolation places for the students who prefer to study alone. It is the duty of teachers to avoid providing learning material or notes and encourage the students to consult libraries and prepare their learning material themselves.

## RECOMMENDATIONS

On the basis of findings and conclusions, following recommendations are being made:

- Guidance services may be provided to the students in academic institutions.
- The education system may be library oriented and discourage rote memorization and one-text book systems.
- Research activities may be promoted in academic institutions.
- Extra efforts of students for preparing assignments and exams may be recognized by the teachers and duly rewarded.
- The librarian and library staff may be enthusiastic and cooperative. They need to realize that with their friendly attitude they can enhance the number of library users. They may be sure that no students face confusion in searching the required material.
- Basic knowledge about library utilization may be included at all levels of education.
- The latest books and journals may be provided to enrich libraries.
- For reference books, suggestions may be taken from students and teachers about the areas of their working.
- Regular courses of professional development about new trends in the field of library may be arranged for library staff.
- Library staff may have complete information about different books, periodicals and about other materials related to the library.
- Internet facility for the students may be provided to all the Post Graduate colleges/ Degree Colleges.

#### BIODATA AND CONTACT ADDRESSES OF AUTHORS



Dr. S. Manzoor Hussain SHAH has been working as Assistant Professor in the department of Educational Planning, Policy Studies and Leadership, Allama Iqbal Open University (AIOU) Islamabad. He has diversified experience in the field of teacher education and project management on his credit. He worked for six years from 1993 to 1999 in NORAD funded Project, New Primary Teachers Orientation Course, (N-Primary Teachers Orientation Course Project as Project Coordinator and in UNICEF funded Project Improving Pedagogical Skills of the Teachers of Non Formal Teachers (IPSOT). From 1999 to 2000 he served as Lecturer in Teacher Education Department AIOU. From 2000 to 2006 he worked as lecturer/programme coordinator EPM and has been teaching at Master level. From 2006 to date he is working as Assistant Professor EPPSL Department. Dr. Shah got a master degree in Political Science from Peshawar University. He also got a master degree in Educational Planning Management from the Allama Iqbal Open University. He holds M.Phil and Ph.D in Educational Planning and Management. He has supervised 7 theses of M.Ed/M.A Education. He evaluated 87 research theses at M.Ph level. He wrote 12 Units/Chapters for Educational Planning and Management Master Level Courses. He is Prospectus Development Coordinator of Allama Iqbal Open University Islamabad. He is the member of course team of Educational Planning and Management programmes and has revised 02 courses at Masters Level. Dr. Shah is a member of different national and international professional bodies. He has participated in many national and International workshops.

Assist. Prof. Dr. Syed Manzoor H. SHAH  
Department of Educational, Policy studies  
and Leadership Management,  
Allama Iqbal Open university,  
Islamabad, PAKISTAN  
Email: [epm\\_3aiouedupk@yahoo.com](mailto:epm_3aiouedupk@yahoo.com)



Saadia SALEEM did her M.A Education from Fatima Jinnah University, Rawalpindi. Currently, she is doing M.Phil in Secondary Teachers Education, from Allama Iqbal Open University, Islamabad. She is teaching in Beacon House Islamabad.

Saadia SALEEM  
M.Phil Scholar,  
Allama Iqbal Open university,  
Islamabad, PAKISTAN



## REFERENCES

- Alam, M. K., Naqvi, S. A. & Qureshi, A. (2000). Role of libraries and librarian in the new millennium. *Pakistan Library Bulletin*, XXXI (3-4), 7-8.
- Anwar, M. (2005). Changing nature of information and user need in the modern electronic networked environment, challenge for libraries. *Pakistan Library and Information Science Journals*, 36 (2), 9-12.
- Bukhari, A. R. (1996). Educating the users. *Pakistan Library Bulletin*, XXVII (3-4), 8-11.
- Chaudhry, S. K. (2002). *Modern library strategies*. New Delhi: A P H Publishing Corporation.
- Christie, T. & Afzaal, M (2005). Rote Memorization as A Sufficient Explanation of Secondary School Examination Achievement in Pakistan: An Empirical Investigation of a Widespread Assumption. Paper presented in IAEA international conference entitled 'Assessment and the future schooling and learning' held in Abuja, Nigeria from September 4-9.
- Elizabeth, C. (2005). *The UPS library Laucala campus user survey*. Laucale: The University of South Pacific.
- Greaney, V. & Hasan, P. (1998) Public Examinations in Pakistan: A System is need of Reform. In Hoodbhoy, P. (Ed.), *Education and the State: Fifty years of Pakistan* (pp.136-176). Karachi: Oxford University Press.
- Haq, I. (1999). *Libraries and librarianship*. Lahore: Allied Book Company.
- Iftikhar, M. (2002). *A study of reading habits and interest of students at secondary level*. Allama Iqbal Open University (unpublished PHD Thesis)
- Isaac, K. A. (1994). *Educational role of school libraries*. In G. Devarajan & A. C. Rajan (Eds.), *Role of libraries in education*. New Delhi: Beacon Books.
- Kausar, S. (1991). A comparison of the study habits and attitude of low and high achiever female college students. *Pakistan Education Journal, Journal of the Central Bureau of Education*, vol.5 , 89-92.
- Khan, A. S. (1994). *Educational institution and library development in Pakistan*. Karachi: Darakhshan Society Malir.
- Khan, A. (2006). Reference librarian's service and customer satisfaction. *Library and Information Science Journals*, 37 (2), 30-36.
- Khan, M. A. & Ahmad, P. (2007). University library services in Pakistan a survey. *Library and Information Science Journal*, 38 (1), 3-9.
- Khan, M. F. (1995). University education and library resources in Pakistan. *Pakistan Library Bulletin*, XXVI (1), 12-16.
- Khan, N. A. (1995). Information technology in the university libraries of Pakistan stresses and strains. *Pakistan Library Bulletin*, XXVI (1), 1-11.

Mahmood, K. (2004). Libraries and promotion of reading habits in digital age. *Library and Information Science Journals*, 35(3), 18-24.

Pakistan Library Bulletin (Editorial), XXXI (3-4), September-December 2000.

Pakistan Library Bulletin (Editorial), 34 (4), December 2003.

Parwar, S.S. (1998). *University grants commission and development of libraries*. New Delhi: Deep and Deep Publishers.

Ramzan, M. (2002). Utilization level and librarians attitude toward information technology. *Pakistan Library Bulletin*, XXXIII (3-4), 46-47.

Sadiq, M. (2005). Role of libraries in research. *Gomal University journal of research*, 21(1), 115-116.

Soomro, S. G. (2001). The librarian and internet. *Pakistan Library Bulletin*, XXXIV (1-2), 1-4.

Sultana, S. F. (1988). Effect of economic status and parental education on the study habits of high school pre adolescents: *Pakistan Psychological Studies*.vol.6, 44-45.

Vara Lakshmi, R. S. R. (1994). Library oriented education: Myth or reality. In G. Devarajan & A.C. Rajan (Eds.), *Role of libraries in education*. New Delhi: Beacon Books.

## REFLECTIVE PRACTICE-A CREATIVE MEANS OF TEACHING

Assoc. Prof. Dr. B. Venkateswara RAO,  
Head, Department of Chemistry,  
Andhra Loyola college,  
Vijayawada, Andhra Pradesh, INDIA

Assoc. Prof. Dr. D. Samrajya LAKSHMI  
Head, Department of English,  
Andhra Loyola Institute of Engineering and Technology,  
Vijayawada, Andhra Pradesh, INDIA

### ABSTRACT

One cannot say that a particular method is the only method of teaching a particular concept. The teacher, who is a researcher as well, used traditional method of teaching i.e. explaining the content from the textbook. However, students did not fail to respond to the method used but felt difficulty in learning and applying the concept. Then Teacher realized through oral and written feedback the difficulty faced by students and changed his mode of teaching.

First, he explained the concept of content from the textbook and discussed the same with the help of an example. He divided the students into groups and gave other examples along with a question related to the concept, which was useful for the subject of the course and asked the students to apply and give the answers (result) after thorough discussion. He moved round the classroom and interacted with groups clearing the doubts of students. In this way, he prepared the students for the class. He started teaching the content/concept from the textbook. Students understood the concept and felt very happy in learning and applying the concept. The teacher realized the happiness of students regarding the concept learning through oral and written feedback. Later he surveyed the literature and understood the use of diary writing. Now he started writing diary and noted down his experiences for guidance in the future. He has taken three tasks and guided students successfully. The answers in internal exam papers of students confirmed that it is the best way of teaching. Thus he found a new and effective method of teaching through reflective practice.

**Keywords:** Reflective practice, concept learning, diary writing, literature survey.

### INTRODUCTION

According to M.R. Kuren (2002), 'a significant section of students come to the college for mere fun and socialization or merely to get certificates. For them study is secondary. Some of the teachers nurture such students to escape from serious academic accountability.

At the college level, most teachers enter the profession without any training in teaching. After the entry, however, they may undergo in-service training of two kinds. They may attend Orientation Programmes and Refresher Courses offered by the Academic Staff Colleges (Ascs) established by the University Grants Commission (UGC). But, owing to two factors, namely, the inadequate number of Ascs, and college managements not being favourably disposed towards their teachers being away from their classrooms for over three weeks on a refresher course, very few college teachers can attend these courses. Again, the Refresher Courses organized by the Ascs do not have the potential to train teachers in language teaching because they are heavily slanted towards literature with inadequate, if not perfunctory, attention to language teaching in

which the emphasis is on theory rather than practice. "Moreover, in most of the ASC's no systematic procedure of internal evaluation of the performance of participating teachers is followed." (Chaudhary, 2002) S. K. Yadav (2007) in his paper titled 'Professional teachers in higher education' says, "ASC's, and university departments are not organizing the orientation and refresher courses in a professional and specialized manner. The courses are organized in an adhoc manner just for promotional purposes ... not organized on the basis of their needs and requirements ... The competent resource persons are not employed".

Another important reason for deterioration of quality in the degree colleges is the appointment of teachers on 'contract' basis, where the teacher strives hard to maintain the post but never cares for quality of teaching and prospects of his/her learners. Most of the lecturers teaching English at the degree level have come from Telugu medium background, wherein they fail to communicate in English properly.

Teachers of Chemistry may enhance their professional competence by participating in professional development programmes such as workshops, seminars, and conferences. However, these programmes are also inadequate for at least two reasons. First, such programmes are few and far between, and so not all teachers of English get opportunities to participate in them. Secondly, the approach of these programmes is based on the applied science model according to which findings of scientific knowledge and experimentation are conveyed to classroom teachers by experts, and it is up to the teachers to put this "received knowledge" into practice. This traditional teacher education model has failed to help because of the almost complete separation between theory and practice it creates.

In his preface to 'The reflective practitioner he admits his observation that 'Universities are not devoted to the production and distribution of fundamental knowledge in general. They are institutions committed, for the most part, to a particular epistemology, a view of knowledge that fosters selective inattention to practical competence and professional artistry'.

In a view to improve the standards of ESL learners, universities should re-orient their syllabus with a thorough focus on students' cognitive capabilities. There is every need for the universities to look into the fast changing demands of the job market so as to make the learners employable. They should allow teachers to make active participation in setting the curriculum and be given a free hand to explore new means and ways to improve students' learning capabilities.

#### **NEED FOR REFLECTIVE PRACTICE IN CHEMISTRY SUBJECT TEACHING**

Owing to all these factors, in particular, the applied-science approach to teacher education, the quality of the teacher's work in the Chemistry classroom continues to leave much to be desired. There is, therefore, need to find a viable and more effective means by which teachers of Chemistry can enhance their professional competence.

Ashutosh Biswal(2007) says, " ... we live in a time of rapid change where change itself is changing and becoming faster ... It has been observed that the development of any society depends upon the dynamic nature of its education systems ... teachers can be manipulated to make education system developed."

Teachers need tremendous efforts to handle the present day curriculum and student community. They should broaden their horizon, to reach the level of their students, and to satisfy their queries.

They should face the challenges of the electronic media and try to use them for educational purpose or else they find themselves in a world where their present knowledge and teaching skills, would become obsolete.

"The whole notion of teacher as disseminator of knowledge is now turned on its head. While in the old scenario, the teacher was the boss, in the new scenario, the teacher becomes facilitator. The teachers, who employ knowledge in the class room, do not funnel information into their student's heads. They guide them to information, to be accessed, and interacted with. The teacher is no longer the sage on the stage, but the guide on the side becoming less central to the learning process." (Siddiqui, 2002) The teacher is considered as the researcher (Stenhouse,1975), reflective practitioner (Schon,1983), decision maker (Reagon,1993), and even as a strategist (Moore,2004).

In this fast changing global scenario, no other processes excepting reflective practice, which is highly exploratory is the best and could serve the ever growing needs of the English language learners and teachers by integrating both theory and practice (Barlett,1990).

Reflective practice aims at the development of alternative teaching strategies that improve the teaching skills of the novice teachers. It involves inquiry as a way of understanding;

- the conditions that support or inhibit change
- the nature of change
- the process of change and
- the results of change.

It may not be totally scientific but involves aspects such as;

- felt need
- quick feedback
- immediate result
- improvement in levels of knowledge & skills and
- immediate applicability.

Reflective teaching is extremely valuable as a stance, state of mind, a healthy, questioning attitude towards the practice of teaching profession. It is worthy doing because it creates a context which promotes professional development. It seems to be a basic mental process with either a purpose or an outcome or both, that is applied in situations where material is ill-structured or uncertain and where there is no obvious solution.

Reflective practice involves seeing learning as an iterative process. The importance of reflecting on that process has been termed 'action science'. The process of learning is seen as a complex social activity that cannot be reduced to simplistic thinking. Reflection plays an integral role both in action and learning from the action. The reflection proposed involves an openness that requires teachers to challenge their own assumptions and continue to develop their skills. It involves articulating what is normally unsaid and facing up to the distinction that exists between espoused theories and theories in use, which requires explicit documenting of the shifting understanding of learning experience.

Critically reflective practice embraces subjective understanding of reality as a basis for thinking more critically about the impact of teachers' assumptions, values and actions on others. It helps the teachers understand how they constitute their realities and identities in relational ways and how they could develop more collaborative and responsive ways of conducting language classes at under graduate level.

Reflective practice identifies relational behaviors that create an effective learning environment in the work place, and enhance the ability to learn and also gives an opportunity for the language teachers practicing reflection to examine the fundamental reasons why people do not learn to deal with uncertainty, ambiguity, and change and thus helps them to design their classes more effective, step-by-step process for understanding and facilitating desirable change.

Thus reflective practice helps the 'nearly qualified teachers' to embark on their professional lives and of practicing teachers, to explore discontinuities between actual and desired teacher identities and the transformations that take place over time. The present study emphasizes the importance of 'technologies of the self' in order to develop teachers' self awareness.

Reflection begins with the recognition of a dilemma and an affective response. This emotional awareness provides a bridge to critically analyze basic assumptions and beliefs about students, learning and one's practice of teaching. Developing a reflective process involves asking and answering the fundamental questions of:

- What do I do?
- How do I do it?
- What does this mean for both myself as a professional and those whom I serve?

A reflective approach thus allows practitioners to link milieu with individual experience while at the same time resolving the tensions between subjectivity and objectivity through a focus on commonsense knowledge. Reflective practice, as a concentrated form of activity, leads to a heightening of conscious awareness and becomes the 'tool' and 'result' in maintaining interaction in the zone of proximal development in learning.

Reflective practice has come to be recognized as a core element of professional expertise and has been particularly prominent in education. It refers to the ability to analyze one's own practice, the incorporation of problem solving into learning by doing, or application of critical theory to the examination of professional practice.

It encourages the dynamic interaction between the teacher and the learner, which in turn has a significant influence on the effective change in learning interaction. It has been invaluable as it keeps the development process alive and allows the expert teaching to add important perspectives and it also honors the assortment of experiences and expertise that is contained by a professional teaching community.

In the classic work of Dewey we read that the reflective thinking means 'turning a subject over in the mind and giving it serious and consecutive consideration. It enables us to act in deliberate and intentional fashion.' Applied to teaching, reflection on pedagogy is the critical examination of teaching practices from a personal perspective and from the perspective of others. Reflective teaching involves giving careful thought to the instructional choices made throughout the process of planning and teaching. It is anticipating and assessing the impact these choices have on student learning, and deciding how this information should be used to make sound instructional decisions in the future.

There are numerous ways for faculty to attempt to change their teaching through reflective practices. Some examples include case discussions where several faculty come together to discuss teaching vignettes and to explore various perspectives about teaching (Hutchings, 1993); teaching portfolios that provide a faculty development account of teaching activity over a period of time (Edgerton, Hutchings, & Quinlan, 1995), and peer mentoring where faculty work in pairs and support each other through the planning and teaching process. The common goal of all of these is to develop a heightened awareness of one's own pedagogy, to be aware of the instructional decisions one is making and to realize that the choices that are made impact on the learning in the classroom.

Each of these practices has advantages and limitations for any particular faculty member in any particular environment.

Before last year, first year intermediate (11<sup>th</sup> grade) syllabus was changed and modified on par with CBSE (CBSE=Central Board of Secondary Education) syllabus. Last year, 2nd year intermediate (12<sup>th</sup> grade) syllabus was changed and modified on par with CBSE syllabus. In our state, most of the students joining schools, opt for

state syllabus (SSC, SSC=Secondary school certificate) (syllabus designed to exclusively Andhra Pradesh students) and only few students opt for CBSE syllabus (syllabus designed to all states in India). Up to 2006-2007 there was no problem for the students who opted for state syllabus (SSC) up to X class because Board of Intermediate Education framed the syllabus which suits both state board (SSC) and CBSE students. The problem arose only in 2007-2008 academic year due to the influence of corporate colleges or officials or political people or many other factors. The problem is that the syllabus designed on par with CBSE and that is burdensome for SSC students. The argument from corporate side is that all students can attempt and compete all state based and central based examinations and can join in IITs (Indian Institute of Technology), NITs (National Institute of Technology), Central Universities and state universities. However, the disadvantage of SSC students is their syllabus, which is different from CBSE and their examination pattern (choice based) which is different from CBSE (no choice).

One more peculiar situation is that they are changing the syllabus from sixth to tenth and equalizing the syllabus with CBSE syllabus from 2008-2009 academic years. One more disadvantage is allotment of hours. Officially there are 3 periods (each period=50 minutes) per week for chemistry. Moreover, the syllabus was completed in 3 or 4 months and allotted rest of the schedule to EAMCET (Engineering and Medical Entrance Test), AIEEE (All India Engineering Entrance Examination) and IIT coaching. When the syllabus is completed in hurry, Can the students understand the concept of subject? It is a million dollars question. Even a merit student who does not have IIT foundation coaching in 8, 9 and 10th classes, does not follow the concept when it was taught in hurry. There is no time for reflective practice for a teacher because he will be in helpless situation and should obey the management ideas. Keeping the above situation in view, the teacher made some classroom research on reflective practice by taking three different tasks.

## RESULTS AND DISCUSSION

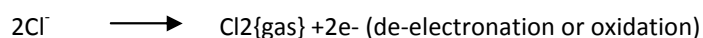
### TASK 1: Phenomenon of Electrolysis

#### Before reflection

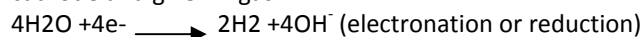
The following matter has been taken from various text books published for intermediate and undergraduate students (Brahmaji Rao, S et al)

#### Electrolysis of KCl Solution

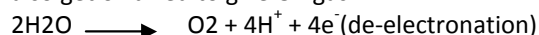
The electrolysis of aq. KCl solution differs to some extent from that of molten KCl. In aqueous solution of KCl too, there will be  $K^+$  ions and  $Cl^-$  ions due to ionization of KCl.  $K^+$  ions travel to the cathode but cannot undergo reduction to metallic K at platinum electrode in aqueous solutions under the normal conditions (The reasons you learn in higher classes) But  $Cl^-$  ions travel to the anode and undergo oxidation (de-electronation) to  $Cl_2$  gas.



$H_2O$  is also present in the solution, and therefore, the water ( $H_2O$ ) molecules undergo reduction at the cathode and give  $H_2$  gas.



Therefore, in the electrolysis of aqueous KCl solution,  $H_2$  gas was obtained at the cathode and  $Cl_2$  gas was obtained at the anode. However,  $K^+$  and  $OH^-$  (formed in the cathode reaction) ions remain in the solution. But on-prolonged electrolysis, and when most of the  $Cl^-$  ions are oxidized,  $OH^-$  and water molecules in the solution also get oxidized to give  $O_2$  gas.



Thus, in the electrolysis of aqueous KCl solution,  $H_2$  gas and  $Cl_2$  gas are obtained mainly at the cathode and the anode respectively. However, in the later stages of the electrolysis,  $O_2$  gas is also obtained at the anode.

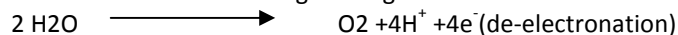
$\text{Cl}^-$  ions are more easily oxidized than  $\text{H}_2\text{O}$  molecules and therefore  $\text{Cl}_2$  (gas) is liberated first at the anode.  $\text{O}_2$  is also liberated at the anode later due to  $\text{OH}^-$  and  $\text{H}_2\text{O}$  molecules.

From the above facts, it is understood that in aqueous solutions,  $\text{H}_2\text{O}$  molecules are also capable of undergoing reduction and oxidation as per the equations.

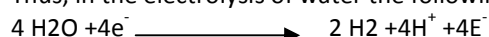
#### Reactions at the cathode to give $\text{H}_2$ gas



Oxidation at the anode to give  $\text{O}_2$  gas



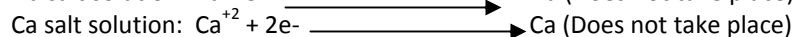
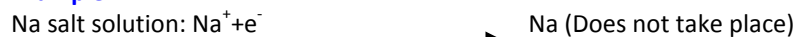
Thus, in the electrolysis of water the following reactions occur



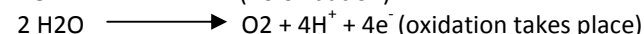
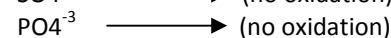
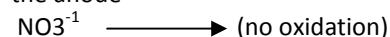
Net reaction  $2 \text{H}_2\text{O} \longrightarrow 2 \text{H}_2 + \text{O}_2$  ( $\text{H}_2\text{O}$  molecules are cancelled on either side). Thus two water molecules require  $4 \text{e}^-$  for complete electrolysis or two moles of  $\text{H}_2\text{O}$  require '4e-xN' moles of electrons. This is referred to as 4 Faradays. Thus, 2 moles of water require 4 faradays for complete electrolysis or one mole of water requires 2 Faradays. Some generalization regarding electrolysis of aqueous solutions between platinum electrodes:

In the case of salts of alkali metals (Na, K, Cs salts) and alkaline earth metals (Ca, Ba, Sr salts) in aqueous solutions, metal ions do not undergo reduction normally and so do not give the corresponding metals at the cathode. Instead,  $\text{H}_2\text{O}$  molecules undergo reduction and give  $\text{H}_2$  gas

#### Example



Oxo anions ( $\text{NO}_3^-$ ,  $\text{SO}_4^{2-}$ ,  $\text{PO}_4^{3-}$ ) of salts in aqueous solution do not undergo oxidation at platinum electrodes under the normal electrolysis conditions. Instead,  $\text{H}_2\text{O}$  molecules in solution undergo oxidation and give  $\text{O}_2$  at the anode



#### Some tips of Electrolysis

- Fused  $\text{NaOH}$  (Extraction of sodium-Castners process) When fused  $\text{NaOH}$  is electrolyzed between iron and nickel electrodes Sodium is formed at cathode and  $\text{O}_2$  is evolved at anode.
- When fused  $\text{NaCl}$  is electrolyzed between carbon anode and iron cathode sodium is formed at cathode and  $\text{Cl}_2$  is evolved at anode.
- When brine solution is electrolyzed between iron cathode and graphite anode,  $\text{H}_2$  is evolved at cathode and  $\text{Cl}_2$  is evolved at anode.
- When fused  $\text{MgCl}_2$  is electrolyzed between graphite anode and iron cathode  $\text{Mg}$  is formed at cathode and  $\text{Cl}_2$  is evolved at anode.



| S.No | Electrolyte                        | Cathode | Anode | Products at cathode | products at anode |
|------|------------------------------------|---------|-------|---------------------|-------------------|
| 1    | Fused NaCl                         | Pt      | Pt    | Na                  | Cl <sub>2</sub>   |
| 2    | Aq. NaCl                           | Pt      | Pt    | H <sub>2</sub>      | Cl <sub>2</sub>   |
| 3    | Fused KCl                          | Pt      | Pt    | K                   | Cl <sub>2</sub>   |
| 4    | Aq. KCl                            | Pt      | Pt    | H <sub>2</sub>      | Cl <sub>2</sub>   |
| 5    | Fused NaOH                         | Pt      | Pt    | Na                  | O <sub>2</sub>    |
| 6    | Aq. NaOH                           | Pt      | Pt    | H <sub>2</sub>      | O <sub>2</sub>    |
| 7    | Aq. K <sub>2</sub> SO <sub>4</sub> | Pt      | Pt    | H <sub>2</sub>      | Cl <sub>2</sub>   |
| 8    | Fused CuCl <sub>2</sub>            | Pt      | Pt    | Cu                  | Cl <sub>2</sub>   |
| 9    | Aq. CuCl <sub>2</sub>              | Pt      | Pt    | Cu                  | Cl <sub>2</sub>   |
| 10   | Aq. CuCl <sub>2</sub>              | Cu      | Cu    | Cu                  | O <sub>2</sub>    |
| 11   | Aq. CuSO <sub>4</sub>              | Pt      | Pt    | Cu                  | O <sub>2</sub>    |
| 12   | Aq. CuSO <sub>4</sub>              | Cu      | Cu    | Cu                  | O <sub>2</sub>    |

No attempt was made in any textbook to educate the students regarding the easy way of identification of products when electrolytes are electrolyzed. When the teacher was a student, he remembered that he was confused regarding the same. When the teacher was a postgraduate student only, he has come to know by discussion. When the researcher started teaching undergraduate students, he followed the textbook and he got the feedback, which was not quite impressive.

Teacher passed on the information to students about the electro chemistry given above. However, students got many doubts about the products formed. For example in the table, example 1 and 2 indicate that water is

reduced whereas in examples 5 and 6 water is not reduced but copper ion is reduced when aqueous solutions are taken in both the cases. However, students did not reveal the same doubt and felt that they have to memorize. After getting oral and written feedback of the students, the teacher realized and planned to change his method of teaching.

#### After Reflection

The teacher first explained the emf series, which gives the idea of reduction and oxidation of materials. He has given an exercise on identification of the products at cathode and at anode from electrolytes. The exercise is in the form of table containing many examples in addition to the examples given in the textbook. Again, the teacher took feedback from the students and this time it was very positive. Then the teacher started explaining the content given in the textbook. Then the teacher recorded the method of teaching in his diary for this particular topic for future.

#### TASK 2: Lipids

##### Before reflection

##### *Classification and Structure of lipids (From biomolecules chapter)*

The following content is taken from a textbook of chemistry for senior intermediate students. The teacher passed on the following information to students as it is. The students got much confusion.

Lipids are classified into three groups. These are (1) simple lipids (2) Compound lipids (3) Derived lipids. Simple lipids are classified into two types. These are (1) Fats and oils (2) Waxes. Compound lipids are classified into two types. These are (1) Phospholipids and (2) Glyco lipids. Derived lipids are classified into three types. These are (1) Steroids (2) Terpenes and (3) Carotenoids.

In simple lipids, examples like tripalmitin, tristearin, triolein and tri linolenin are given. (No clarity is given whether they are oils or fats).

In waxes Bee's wax (palmitic acid ester of miracyl alcohol), Lanoline wool (palmitic acid or stearic acid or oleic acid ester of cholesterol and Spermaceti (palmitic acid ester of cetyl alcohol) are given.

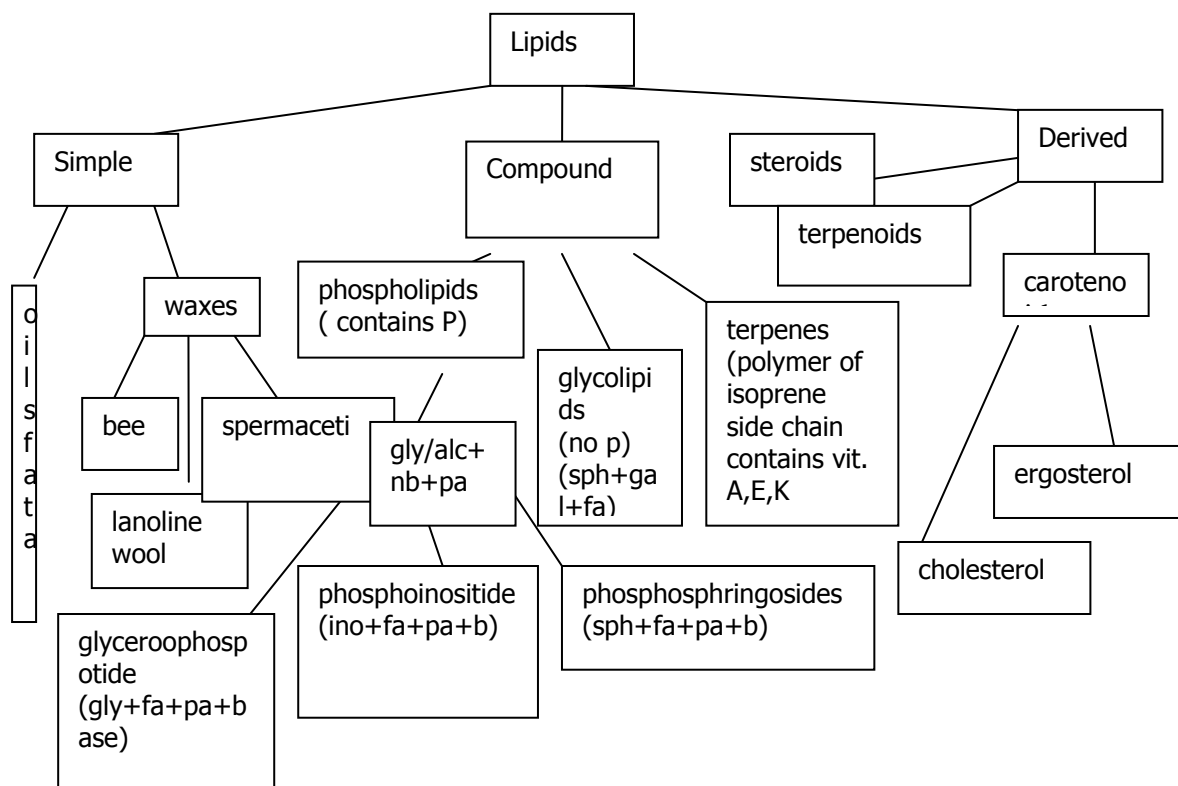
In Phospholipids (Fatty acid+glycerol or other alcohol+nitrogenous base and phosphoric acid), Glycerophosphatides (Glycerol+Fatty acid+Phosphoric acid and a base), Phosphoinositides (Inositol replaces the base) and Phosphosphingosides (Glycerol is replaced by sphingosine) are given. Structures of some phospholipids (Cephalin and lecithin) are given.

Sphingomyelins are given separately. In derived fats Cholesterol and ergosterol are given.

In all the examples lot of confusion is there regarding composition.

#### After Reflection

The teacher from the faces of his students, oral feedback and written feedback, realized the unhappiness of the students. The teacher spent two sleepless nights and changed the method of teaching. The teacher could prepare a tree diagram, which includes details of titles drawn on black board and explained slowly. He asked the students to read and he explained it twice. Students are Very happy and started respecting teacher. The tree diagram is given below.

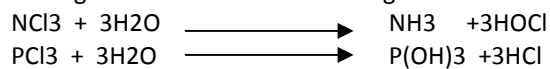


Gly=Glycerol, Alc=alcohol, fa=fatty acid b=base, pa=palmitic acid, sph=sphingol, vit=vitamins, nb=nitrogenous base

### TASK 3: Tri halides of nitrogen and phosphorus

#### Before reflection

The teacher explained the content from the textbook in traditional method. However, student felt unhappy about the hydrolysis reaction of  $\text{NCl}_3$  and  $\text{PCl}_3$  because both give same products but students felt that when  $\text{NCl}_3$  gives  $\text{NH}_3$  then  $\text{PCl}_3$  should give  $\text{PH}_3$



#### After Reflection

He again spent lot of time and has given mechanism in the following way: Nitrogen and chlorine have same electronegative values.

As nitrogen is smaller than chlorine nitrogen gets negative charge and chlorine gets positive charge. When nitrogen tri chloride reacts with water, then nitrogen combines with positively charged species of water i.e.  $\text{H}^+$  and forms ammonia.

In case of phosphorus tri chloride phosphorus has less electronegative than chlorine and carries positive charge. When phosphorus trichloride reacts with water, then phosphorus reacts with negatively charged species of water i.e.  $\text{OH}^-$  to form  $\text{P(OH)}_3$ . Students expressed their satisfaction about the lesson.

## CONCLUSION

Reflective practice created a new means of teaching each task calls for a new method to satisfy the students. No general method can be evolved for teaching the concept in the subject. Only through reflective practice, teacher uses hit and try method initially and arrives at a suitable method finally for effective teaching.

## BIODATA AND CONTACT ADRESSES OF AUTHORS



Dr. B. Venkateswara RAO is a well known Associate professor working in a reputed autonomous college in South India. At present He is Head of the Department of Chemistry. He did his M.Sc. M.Phil & Ph.D(Chemistry) from Kurukshetra University, North India. He was awarded a National Merit senior research fellowship by Council of Scientific and Industrial research in 1985. He has got 17 papers in synthetic chemistry & Chemical education published in National & International Journals. He has got 29 years of experience in teaching & research in Chemistry and Chemical Education.

Assoc. Prof. Dr. B.Venkateswara RAO,  
Head, Department of Chemistry,  
Andhra Loyola college,  
Vijayawada, Andhra Pradesh, INDIA  
Email: [bvrsss@yahoo.co.in](mailto:bvrsss@yahoo.co.in)



Dr. Ms. B. Samrajya LAKSHMI is an Associate Professor in a reputed Engineering College. She has 18 Years of experience in English language teaching. She did her M.A., M.Phil M.Ed., Ph.D in English Language Teaching. At present she has got her doctoral degree on 'Reflective Practice' in English Language Teaching. She has presented her papers at National & International Conferences. She was trained in English Language Teaching & Linguistics from English and Foreign Language University formerly known as Central Institute of English and foreign languages.

Assoc. Prof. Dr. D. Samrajya LAKSHMI  
Head, Department of English,  
Andhra Loyola Institute of Engineering and Technology,  
Vijayawada, Andhra Pradesh, INDIA.  
Email: [bslvss@yahoo.co.in](mailto:bslvss@yahoo.co.in)

## REFERENCES

- Akhtar Siddiqui, M.2002. *Faculty development for excellence in higher education*, University News, March 25-31, 40(12), P: 13.
- Ashutosh Biswal, 2007. *Quality process Norms for Frontline Teacher Education: Need of the changing world*, university news, Feb 12-18, 45(07), P: 1.
- Bartlett, Leo. 1990. Teacher development through reflective teaching. In Second Language Teacher Education. Edited by Jack, C. Richards and David Nunan. Cambridge: CUP.

Brahmaji Rao,S et al. (2008). *Intermediate Second Year Chemistry*. Hyderabad: Telugu Akademi.

Chaudhary,U.S.2002. *Teacher Education and challenges of change*, *University News*, May20-26, 40(20), p:4.

Edgerton,R., Hutchings, P., & Quinlan, K. 1995. *The Teaching Portfolio*. The American Association of Higher Education: Washington, D.C.

Hutchings, P. 1993. *Using Cases to Improve College Teaching*. The American Association of Higher Education: Washington, D.C

Kuren, M.R General Highewr Education:Time for a rethinking. *University news*,Feb 11-17, 40(6):2002

Moore,A. 2004. *The Good Teacher: Dominant Discourses in Teaching and Teacher Education*. London: Routledge Falmer.

Reagon,T. 1993. Educating the reflective practitioner: The contribution of philosophy of education. *Journal of Research and Development in Education*. 26: 189-196

Schon,D. A.1987. *Educating the reflective practitioner*. San Francisco:Jossey-Bass.

Schon,D.A.1996. *The reflective practitioner: How professionals think in action*. New York: Basic Books.

Yadav, S.K. 2007. *Professional teachers in higher education*, *University News*, 45(09), Feb 26-March4, P: 1-3.

## PEER REVIEW ON THE COMPETENCIES OF TEACHERS TRAINED THROUGH DISTANCE MODE IN PAKISTAN

Muhammad AKHLAQ  
Ministry Of Education Islamabad  
Doctoral Scholar, Department Of Education  
Preston University Islamabad, PAKISTAN

### ABSTRACT

This paper attempts to evaluate the competencies of teachers trained through distance mode in Pakistan. For this purpose 200 teachers were selected who had got B.Ed qualifications from Allama Iqbal Open University (AIOU) and working under Rawalpindi region of Federal Gov Educational Institutions (FGEI). The opinions on the competencies of these selected teachers were collected by their peers. A 26 items questionnaire of 5 point Likert scale was constructed for peer teachers of FGEI were considered the sample of the study. The study found that teachers trained through distance mode were good at modern techniques of evaluation and supervision, curricular activities, presenting the lesson, creating a conducive environment for learning, communication skills, and setting the priorities. The teachers were always coming to the class well prepared; they knew the discipline very well, involved the students in different learning activities, attended the meetings with the parents properly, completed the syllabus in time and explained the difficult topics clearly.

**Keywords:** Introduction of teacher education, teaching competencies, distance education in Pakistan, teacher training programmes of AIOU.

### INTRODUCTION

Education is an attempt on the part of the adult member of the human society to shape the development of the coming generations in accordance with its own ideals of life. It is an effort to secure individuality to the maximum development. Plato said that education, “develops in the body and in the soul (of the pupil), all the beauty and all the perfection of which he is capable of, Aristotle said that “ Education develops man’s man's man's faculty, especially his mind so that he may be able to enjoy the supreme truth, goodness and beauty in which perfect happiness essentially consists”.

Through education, the individual se develops so that he can make an original contribution to the human life according to g to his best capacity. Such developed individual not only controls his environment but also helps improve his environment (AIOU, 2002). Teacher education has been defined by Good (1973) “all the formal and informal activities and experiences that help to qualify a person to assume the responsibilities of a number of educational professional profession or to discharge his responsibilities more effectively”.

Norton (1985) described teacher education in different words that teacher education refers to the structures, instructions and process by means of which men and women are prepared for work in elementary and secondary schools. It refers to formal and informal instructions and training required for entry into a teaching profession” (Iqbal, M. Z., 2002).

## WHAT IS TEACHER EDUCATION?

Education is a process by which teachers molding the young, tender, flexible unadulterated minds of the students in order to develop them properly with necessary values, attitudes, and behaviors, ability to think independently, maturity of thought dynamism and high level of character. It is only the teacher, who will be able to do all this if he maintains a high level of character and competence and displays ability to communicate and convince, self discipline, self control and resourcefulness in his activities, so the task of the teacher is not only to develop necessary qualities and abilities in his students, but also equip himself fully with the required degree of character and competence, which alone will help him to shoulder the one responsibility of shaping the future citizens for national building. To meet these needs, a teacher should have such knowledge, skills and abilities, which are relevant to the life of a teacher to act as a teacher.

Teacher Education should seek to reshape the attitudes, remodels the habits and in such a way to reconstitute the personality of teacher. According to Aggarwal (1988) the teacher education should fulfill the following objectives:

- Development of teacher ability to take care of himself.
- Development of ability according to different level of student age groups.
- Development of good command of the subject contents.
- Development of skill.
- Development of capacity to observe, infer and generalize
- Development of an eye on maximizing the achievements from the sources, both material and human.
- Development of proper perception of the problems of universal enrollment, regular attendance, year to year promotion and holding capacity of the school until to the end of the stage of education.

The teacher education system in Pakistan has quantitatively expanded to keep a reasonable equilibrium in a demand and supply situation. In the country, the qualitative dimensions of teacher education programs have received only understanding. During the British period, an increased awareness of the need for the improvement in the education system was made through the development of teacher training institutions. The prevailing teaching methods were more mechanical, restricted learning from books. From 1947 at the time of independence to date the various teacher training programs are as:

- J.V. ( Junior Vernacular ) 8+ 1=for primary classes I-V
- S.V. (Certificate in Teaching /Certificates Teachers ) 12 + 1 =for classes I-VIII
- O.T. (Oriental Teacher) = For the Instructions of Oriental Languages.
- B.Ed (Bachelor in Teaching ) 14+ 1=for classes VI-X

The National Commission for Education focused on teacher education on the following objectives.

- Have sound professional training in how to teach in the subjects.
- Have had sound professional training in how to teach the subjects.
- Have a deep sense of professional honor.
- Be working in an environment which honors him for the contributions he makes in the society.

The teachers trained through Distance Education are an innovative program for student teachers Pakistan. This distance teaching programme is offered by Allama Iqbal Open University Islamabad.

Teachers who enter the distance programme do not have leave their school teachers and are enrolled in each semester for PTC, CT, B.Ed, M.Ed, and M.Phil programmes. The objectives of these programmes are the following:

- Knowledge for the practical role of education in society.

- Knowledge of contributions of subjects taught in the primary/secondary/higher institutions to the development of children/students.
- Practical awareness of the process of curriculum development.
- Practical awareness of instructional methodologies for the delivery of subject matters.
- Appreciation of importance of good school-community relationship. (Manual of Teaching Practice B.Ed).

The above mentioned objectives can be done by developing the skills which help the teachers to think, feel, and act effectively.

### **CRITERIA OF TEACHING COMPETENCIES**

A central task therefore, for us as teachers will be the awareness of the skills needed and how to acquire them for being an effective teacher.

The effectiveness directs the competencies, the teacher competencies are the terms that relate to the tasks of the teacher. The quality of teaching is a critical factor in promoting effective learning in schools. Zaman, T. (2002) points out the following teaching competencies should a teacher have for imparting knowledge to students in class room:

- Display of attitudes that foster learning and genuine human relationship.
- Command of knowledge in the subject matters to be taught.
- Command of technical skills of teaching that facilitate student learning.

UNESCO (2000) reported on strengthening the role of teacher in changing world and Asia Pacific Perspective has come out with the following competencies:

|   |                                       |  |
|---|---------------------------------------|--|
| 1 | Teacher what for?                     | Education objectives and goals.  |
| 2 | Who to teach?                         | Getting to know the students and their environment.  |
| 3 | Where to teach?                       | The school institution, the classroom and the teaching learning environments.  |
| 4 | What to teach?                        | Curriculum content, knowledge, skills, values and attitudes.   |
| 5 | How to teach?                         | Pedagogical competencies in general, and for each subject or area in particular.   |
| 6 | With what to teach?                   | Means and material for teaching.   |
| 7 | How to evaluate?                      | Competencies to evaluate to continuously both teaching and learning  |
| 8 | How to improve teaching and learning? | Competencies to continuously improve practice (observations, self-reflections, systematization, exchange, collective work, etc.) |

The above mentioned competencies are necessary to work as teacher. The effective teaching skills and teacher competencies a teacher must have are:

- The ability to establish and maintain good quality relationship is also to effective teaching.
- Teachers' own preferred ways of learning tend to affect the ways in which they teach.
- Knowing what kind of people thinking is essential for effective learning.
- Institutions need to make the best resources at the resources at their disposal to support teacher's personal and professional development.



## DISTANCE EDUCATION IN PAKISTAN

Allama Iqbal Open University was established in Islamabad in June 1974, with act No. XXXIX by the National Assembly of Pakistan.

Its name was changed to the Allama Iqbal Open University in 1977 by the name of national poet Allama Muhammad Iqbal. The National Educational Policy of 1972-80 in the following words.

*Open universities are being used in various countries to provide education and training to people who cannot leave their home and job for full time studies. An Open University will therefore be established to provide part time educational facilities through correspondence courses, tutorials, seminars, workshops, laboratories, televisions and radio broadcast and other mass communication media.*

There were two main reasons for its establishment. The first was the belief that an effective, high quality programme of education can be carried out to all parts of the country through media. The second is that there are a lot of people who need more education, which the existing system cannot provide to them. Allama Iqbal Open University has done a rich job, and its services are well recognized nationally and internationally. By applying the methodology of Distance Education, AIOU has become the largest institution of learning in Pakistan with its course enrollment touching almost a million people. It has provided new opportunities for millions of students, particularly females. Currently, it also has a countrywide network of regional centers 34 regional centers and 86 part time regional coordinating offices throughout the country for providing assistance to the regional centers and more than 900 study centers have been established for each semester and students are provided with tutorial support at study centers using classrooms in schools of a formal system. (V.C. Report, 2005).

The concept of distance education is not new. At one time, it was called correspondence school. The biggest change in recent years, though, is not what it is called but how it is delivered with videotapes and computers. Today for higher education, students do not have to go to college. College comes to them. Distance education is being recognized as the most viable system for responding to the multifarious educational training needs of the teeming billions of people around the world. Keegan, D. (1990) articulates the term of distance education or teaching at a distance by quoting from Moore as follows:

*The family instructional methods in which the teaching behaviours are executed apart from the learning behaviours, including those in a continuous situation would be performed in the learner's presence, so that communication between teacher and learner must be facilitating by print and electronic devices.*

Whereas another aspect is an institution based. In this regard, Schlosser (2002) defined distance education as an institution based formal education where the learning group is separated and where interactive telecommunication systems are used to connect learners, resources, and instructors. There are four main components to this definition. First is the concept that distance education is 'institutionally based'. This is what differentiates distance education from the self-study. The second component of the definition of distance education is 'the concept of separation of the teacher and the student'. Most often, separation is thought of in geographic terms in which teachers are in one location and students at another. Furthermore, implied by the definition is the separation of teachers and students in time. Asynchronous distance education means that instruction is offered and students access to it at separate times, or any time as it is convenient to them. Interactive telecommunications are the third component of the definition of distance education. Interaction can be synchronous or asynchronous at the same time, or at different times. Interaction is critical but not at the expense of content. Along with general education AIOU has played a commendable and praiseworthy role in the spread of teacher training programmes. During the present years, it has launched and initiated a host of

programmes of various natures to enhance and improve the quality of teacher training programmes. After the initiation of these programmes, visible and marked improvement can be discerned and experienced. This improvement and expansion has both been quality and quantity wise. It has imparted education in numerous disciplines, including 'teacher-training' AIOU offering program: PTC, CT, and Diploma in Education, B. Ed. MA Education, M. Ed and M. Phil programmes of 'teacher- training'. Keeping in view the existing capacity of 'teacher-training programme' of the university, the researcher has taken this study.

### TEACHER TRAINING PROGRAMMES OF AIOU

Teacher training programmes are offered through the faculty of education and the following programmes are being offered:

- Primary Teaching Certificate (P.T.C.)
- Certificate of Teaching (C.T.)
- Bachelor of Education (B.Ed. General)
- Bachelor of Education (B.Ed. Arabic)
- Arabic Teacher Training Course (A.T.T.C.)
- Diploma in Education (10+3 model) (VC Report 2006)

### SCHEME OF STUDY OF B.Ed PROGRAMME OF ALLAMA IQBAL OPEN UNIVERSITY

#### 1<sup>st</sup> Semester

This semester is compulsory for all science and humanities groups

| S.No. | Name of Course                         | Code | Credit |
|-------|--|------|--------|
| 1.    | School Administration and Management.  | 513  | H.C.   |
| 2.    | Evaluation, Guidance and Research.     | 514  | H.C.   |
| 3.    | Educational Psychology and Curriculum. | 518  | H.C.   |
| 4.    | Teaching of English.                   | 651  | H.C.   |

#### 2nd Semester

Humanities Group (Elective Courses) students will select any two courses

| S.No. | Name of Course                | Code | Credit |
|-------|-------------------------------|------|--------|
| 1.    | Teaching of Pakistan Studies. | 517  | F.C.   |
| 2.    | Teaching of English.          | 519  | F.C.   |
| 3.    | Teaching of Urdu.             | 658  | F.C.   |
| 4.    | Teaching of Islamabad.        | 654  | F.C.   |
| 5.    | Teaching of General Science.  | 647  | F.C.   |

Science Group (Elective Courses) students will have to select any two courses

| S.No. | Name of Course               | Code | Credit |
|-------|------------------------------|------|--------|
| 1.    | Teaching of Biology.         | 520  | F.C.   |
| 2.    | Teaching of Chemistry.       | 653  | F.C.   |
| 3.    | Teaching of Physics.         | 656  | F.C.   |
| 4.    | Teaching of Mathematics.     | 661  | F.C.   |
| 5.    | Teaching of General Science. | 657  | F.C.   |

### 3rd Semester

This semester is also compulsory for both science and humanities groups

| S.No. | Name of Course                    | Code | Credit |
|-------|-----------------------------------|------|--------|
| 1.    | Perspective of Education.         | 512  | H.C.   |
| 2.    | Islam Pakistan and Modern Worlds. | 652  | H.C.   |
| 3.    | Work shop (Teaching Practice)     | 655  | F.C.   |

The AIOU distance learning systems, the courses are taught through self-instructional materials, media component, tutorial meetings and workshop. The study materials include a study guide, allied with materials and media support. Tutorials provide useful guidance in the form of lectures, discussions, question-answer sessions and general clarification of any course-related issues.

### EVALUATION PROCEDURE

The students are supposed to submit two assignments for each half-credit and four for a full credit course. The tutors evaluate these assignments. Students need 40% marks to pass the assignments. At the end of each semester, the University, for each course, will hold the final examinations. Passing percentage for the final examinations are 40%. However, to qualify the course a student must obtain an aggregate of 40%. The ratio of weight age of marks of assignments and final examination is 30:70. (Prospectus of B.Ed, AIOU, 2008).

### Objectives of the Study

The present study designed to achieve the following objectives:

- To describe the B.Ed programme of AIOU.
- To identify the competencies of teachers trained through Allama Iqbal Open University Islamabad

### Design of the Study

The study was descriptive and survey method was applied in the research. The data about fifty selected secondary schools teachers trained through the distance mode of Allama Iqbal Open University was collected through questionnaire.

### Population and Sample

Population of the study consisted of all the secondary level teachers of FGEI. Two hundred teachers were selected as sample of study.

### Delimitations of the Study

The study was delimited to:

- Federal Government Educational Institutions (FGEI) Rawalpindi Region
- Two hundred teachers of secondary school level of federal government educational intuitions Rawalpindi Region.

### Development of Tool

The researcher made a detailed investigation about the different competencies of teachers of secondary school teachers who completed their professional qualifications or B.Ed from Allama Iqbal Open University Islamabad. Keeping in the view the objectives of the study along with various aspects of the topics, a questionnaire one for each secondary school teachers of the FGEI, was developed on the following five point- likert scale:

1. SA = Strongly Agree 5 Points
2. A = Agree 4 Points
3. UNC = Uncertain 3 Points
4. DA = Disagree 2 Points
5. SDA = Strongly Disagree 1 Point

### Statistical Analysis

To analyze the data, mean score and chi-square were found for the purpose of description, analysis and findings. On the basis of the main findings, the conclusions were drawn and recommendations were made.

1. Percentage of responses to each item was calculated.
2. Overall mean score of each table was also calculated.

Mean score was calculated by using the below mentioned formula:

$$\text{Mean Score} = \frac{f_{SA} \times 5 + f_A \times 4 + f_{UNC} \times 3 + f_{DA} \times 2 + f_{SDA} \times 1}{N}$$

Here:

- N = Total number of responses.  
 $f_{SA}$  = Frequency of Strongly Agreed responses.  
 $f_A$  = Frequency of Agreed responses.  
 $f_{UNC}$  = Frequency of Uncertain responses.  
 $f_{DA}$  = Frequency of Disagreed responses.  
 $f_{SDA}$  = Frequency of Strongly Disagreed responses.

### FINDINGS

Following findings were drawn from the data analysis.

Table 1  
Opinion about the competencies relevant to subject knowledge

| S.No | Statement  | Responses | SA          | A           | UNC        | DA          | SDA        | Mean Score |
|------|--|-----------|-------------|-------------|------------|-------------|------------|------------|
| 1.   | They have full command on their subject.             | N<br>%    | 55<br>27.50 | 85<br>42.50 | 10<br>05   | 45<br>23.50 | 05<br>2.50 | 3.70       |
| 2.   | They come to class well prepared.                    | N<br>%    | 98<br>49    | 75<br>37.50 | 12<br>06   | 09<br>4.50  | 06<br>03   | 4.25       |
| 3.   | They know how to manage the discipline of classroom. | N<br>%    | 88<br>44    | 75<br>37.50 | 06<br>03   | 12<br>06    | 19<br>9.50 | 4.00       |
| 4.   | They teach according to level.                       | N<br>%    | 110<br>55   | 65<br>37.50 | 11<br>5.50 | 13<br>6.50  | 01<br>0.50 | 4.35       |

|    |   |   |       |    |    |    |      |      |
|----|---|---|-------|----|----|----|------|------|
| 5. | They involve the students in different learning activities. | N | 87    | 70 | 14 | 20 | 09   |      |
|    |   | % | 43.50 | 35 | 07 | 10 | 4.50 | 4.03 |

- 70% of the respondents agreed that teachers have full command on their subjects and the value of mean score is 3.70.
- 87% of the respondents agreed that teachers come to the class well prepared; the value of mean score is 4.25.
- 78% of the respondents agreed that distance mode trained teachers have known how to manage the discipline of classroom; the value of mean score is 4.00.
- 88% of the respondents agreed that the teacher teach according to level, the value of mean score is 4.35.
- 78% of the respondents agreed that the teachers involve the students in different learning activities; the value of mean score is 4.03.

Table 2  
Opinions about the competencies relevant to daily routine works

| S.No | Statement   | Responses | SA    | A     | UNC | DA    | SDA  | Mean Score |
|------|---|-----------|-------|-------|-----|-------|------|------------|
|      | They know the modern techniques of evaluation and supervision.      | N         | 99    | 45    | 10  | 35    | 11   | 3.93       |
|      |   | %         | 49.50 | 22.50 | 05  | 17.50 | 5.50 |            |
|      | They help the students other than academics.                        | N         | 80    | 85    | 00  | 20    | 15   | 3.97       |
|      |   | %         | 40    | 42.50 | 00  | 10    | 7.50 |            |
|      | They organized the co-curricular activities for effective learning. | N         | 72    | 82    | 16  | 10    | 20   | 3.88       |
|      |   | %         | 36    | 41    | 08  | 05    | 10   |            |
|      | By asking questions they fully satisfied the students.              | N         | 98    | 78    | 02  | 12    | 10   | 4.21       |
|      |   | %         | 49    | 39    | 01  | 06    | 05   |            |
|      | They properly attend the meetings with parents of students.         | N         | 88    | 75    | 08  | 20    | 09   | 4.06       |
|      |   | %         | 44    | 37.50 | 04  | 10    | 4.50 |            |
|      | They properly check the work of students daily.                     | N         | 102   | 63    | 10  | 15    | 11   | 4.14       |
|      |   | %         | 51    | 31.50 | 05  | 7.50  | 5.50 |            |

- 71% of the respondents agreed that the teachers know the modern techniques of evaluation and supervision, the value of mean score is 3.93.
- 82% of the respondents agreed that the teacher helped the students other than academic; the value of mean score is 3.97.
- 67% of the respondents agreed that the teacher organized the co-curricular activities for effective learning; the value of mean score is 3.97.
- 78% of the respondents agreed that the teachers satisfied the students on asking the questions, the value of mean score is 3.88.
- 81% of the respondents agreed that the teachers properly attend the meetings with parents of students; the value of mean score is 4.06.
- 82% of the respondents agreed that the teacher properly check the work of students daily, the value of mean score is 4.14.

Table 3  
Opinions about the competencies relevant to teaching

| S.No | Statement   | Responses | SA    | A     | UNC  | DA    | SDA  | Mean Score |
|------|---|-----------|-------|-------|------|-------|------|------------|
|      | They act as a leader for students.                                    | N         | 90    | 71    | 14   | 16    | 09   | 4.08       |
|      |   | %         | 45    | 30.50 | 07   | 08    | 4.50 |            |
|      | They teach with variety of teaching methods to increase the learning. | N         | 98    | 75    | 06   | 10    | 11   | 4.19       |
|      |   | %         | 49    | 42.50 | 03   | 05    | 5.50 |            |
|      | They complete the syllabus in time.                                   | N         | 103   | 64    | 04   | 13    | 16   | 4.12       |
|      |   | %         | 51.50 | 32    | 02   | 6.50  | 08   |            |
|      | They maintain contact with parents for improvement of students.       | N         | 101   | 71    | 06   | 15    | 07   | 4.22       |
|      |   | %         | 50.50 | 35.50 | 03   | 7.50  | 3.50 |            |
|      | They teach the subjects with interests.                               | N         | 78    | 86    | 08   | 14    | 14   | 4.00       |
|      |   | %         | 39    | 43    | 04   | 07    | 07   |            |
|      | The teachers explain difficult topics very clearly.                   | N         | 78    | 88    | 07   | 21    | 06   | 4.05       |
|      |   | %         | 39    | 44    | 3.50 | 10.50 | 03   |            |

- 85% of the respondents agreed that the teacher act as a leader for students, the value of mean score is 4.08.
- 91% of the respondents agreed that the teacher teach the students with variety of teaching methods to increase the learning, the value of mean score is 4.19.

- 85% of the respondents agreed that the teacher complete the syllabus in time, the value of mean score is 4.12.
- 85% of the respondents agreed that the teacher maintain contact with parents for improvement of students, the value of mean score is 4.22.
- 82% of the respondents agreed that the teacher teach the students with interests, the value of mean score is 4.00.
- 83 % of the respondents agreed that the teacher explain the difficult topics very clearly, the value of mean score is 4.05.

Table 4  
Opinions about the competencies relevant to classroom activities

| S.No | Statement   | Responses | SA    | A     | UNC  | DA   | SDA  | Mean Score |
|------|---|-----------|-------|-------|------|------|------|------------|
|      | They assess the student's performance regularly.          | N         | 84    | 72    | 12   | 24   | 08   | 4.00       |
|      |   | %         | 42    | 36    | 06   | 12   | 04   |            |
|      | They present him as a model for positive behavior.        | N         | 78    | 87    | 06   | 12   | 17   | 3.98       |
|      |   | %         | 39    | 43.50 | 03   | 06   | 8.50 |            |
|      | They use different AV aids during lesson.                 | N         | 99    | 56    | 10   | 18   | 17   | 4.01       |
|      |   | %         | 49.50 | 28    | 05   | 09   | 8.50 |            |
|      | They stress on practical work.                            | N         | 100   | 72    | 02   | 04   | 22   | 4.12       |
|      |   | %         | 50    | 36    | 01   | 02   | 11   |            |
|      | They present the subject matters in a coherent way.       | N         | 80    | 72    | 10   | 14   | 24   | 3.85       |
|      |   | %         | 40    | 36    | 05   | 07   | 12   |            |
|      | They create for effective conducive learning environment. | N         | 88    | 70    | 06   | 14   | 22   | 3.94       |
|      |   | %         | 44    | 35    | 03   | 07   | 11   |            |
|      | They effectively use oral and written communication.      | N         | 96    | 57    | 09   | 14   | 24   | 3.93       |
|      |   | %         | 48    | 28.50 | 4.50 | 07   | 12   |            |
|      | They work harmoniously with colleagues and seniors.       | N         | 103   | 72    | 04   | 12   | 09   | 4.24       |
|      |   | %         | 51.50 | 36    | 02   | 06   | 4.50 |            |
|      | They set the priorities and act accordingly.              | N         | 76    | 78    | 14   | 15   | 17   | 3.90       |
|      |   | %         | 38    | 34    | 07   | 7.50 | 8.50 |            |

- 82% of the respondents agreed that the teacher presents present him as a model for positive behaviour, the value of mean score is 3.98.

- 78 % of the respondents agreed that they use different AV aids during lesson, the value of mean score is 4.01.
- 78% of the respondents agreed that the teacher assess the students' performance regularly, the value of mean score is 4.00.
- 86 % of the respondents agreed that the teacher stress on practical work, the value of mean score is 4.12.
- 76% of the respondents agreed that the teacher present the subject matters in a coherent way, the value of mean score is 3.85.
- 79% of the respondents agreed that the teachers present the subject matters in a coherent way; the value of mean score is 3.94.
- 77% of the respondents agreed the teachers create for effective conducive learning environment; the value of mean score is 3.93.
- 87% of the respondents agreed the teachers work harmoniously with colleagues and seniors, the value of mean score is 4.50.
- 67% of the respondents agreed the teachers sets the priorities and act accordingly, the value of mean score is 3.90.

Table 5  
Suggestions from peer teachers regarding for distance trained teacher

| S.No. | Suggestions   | No. of students | %age |
|-------|---|-----------------|------|
| 1.    | They should have effective communication skills.  | 80              | 40   |
| 2.    | They must concentrate on practical work and practical learning.   | 100             | 50   |
| 3.    | They should use AV aids during teaching to make the teaching effective and interactive.                   | 102             | 51   |
| 4.    | The duration of practical components of B.Ed should be increased.   | 80              | 40   |
| 5.    | Induction training should be arranged by AIOU for B.Ed students before they enter to the job of teaching. | 92              | 46   |

It is evident from Table: 5 that 40 % teachers suggested that teachers trained through distance mode should have effective communication skills, 50% suggested they must concentrate on practical work and practical learning, 51% suggested that the duration of practical components of B.Ed should be increased, and 4% suggested that induction training should be arranged by AIOU for B.Ed students before they enter to the job of teaching.

## CONCLUSION

- Majority of the teachers agreed that the teachers trained in Pakistan through distance mode have the full command on the subjects, come to their classes well prepared, manage the classroom discipline effectively, taught the students according to their level and involve the students in different learning activities.
- Majority of the teachers agreed that the teachers know the modern techniques of evaluation and supervision, helped the students other than academic, organized the co-curricular activities for effective learning, satisfied the students on asking the questions. The teachers properly attend the meetings with the parents of students, and check the work of students daily.



- Majority of the students was of the view that the teacher acted as a leader for students, taught the students with a variety of teaching methods to increase the learning, completed the syllabus in time, maintained contact with parents for improvement of students, taught the students with interests, and explained the difficult topics very clearly.
- Teachers were of the opinion that present him as a model for positive behaviour, use different AV aids during the lesson, assess the students' performance regularly, stress on practical work, present the subject matters in a coherent way, created for effective conducive environment learning, work harmoniously with colleagues and seniors, and set the priorities and act accordingly.

## RECOMMENDATIONS

In the light of the analyzed data and based on findings, following recommendations are made.

- The duration of practical component may be increased so teacher training may increase so that the teacher trained through the distance mode present the lesson in the class in the best way.
- AIOU should invest more on media / Audio Video aids to facilitate students in the face -to- face components of teacher training programmes.
- Special incentives may be given to teachers who are trained through the distance mode of Allama Iqbal Open University.
- Modern Audio/Video aids should be provided to all the instructions, so that the teacher presents the lessons in the best way.

## BIODATA AND CONTACT ADDRESSES OF AUTHOR



**Muhammad AKHLAQ** is born in Sahiwal. He is having master degree in Mathematics and M.Phil degree in Education. He is working as Science Teacher in Federal Government Educational Institutions (Cant/Garrison) Directorate GHQ Rawalpindi. He is also Doctoral Scholar at Department of Education, Preston University Islamabad with special interest in distance and non formal education.

Muhammad AKHLAQ  
Ministry Of Education Islamabad  
Doctoral Scholar, Department Of Education  
Preston University Islamabad, PAKISTAN  
Phone: +92 3337000743,  
E mail: [mmkhlaq2009@gmail.com](mailto:mmkhlaq2009@gmail.com)

## REFERENCES

Allama Iqbal Open University (2002). *Teacher Education in Pakistan*, Code 829, Islamabad: AIOU.

Allama Iqbal Open University (2005).V.C. Report 2005, Islamabad: AIOU.

Allama Iqbal Open University (2005).V.C. Report 2006, Islamabad: AIOU.

Allama Iqbal Open University (2003). *Manual of Teaching Practice*, Islamabad: AIOU.

Aggrawal, (1988). *Development and Planning of Modern Education*, Vikas Publishing, New Dehli.

- Government of Pakistan (1947) *National Education Commission*, Islamabad: Pakistan.
- Government of Pakistan (2008) *Economic Survey of Pakistan*, Islamabad: Pakistan
- Government of Pakistan (1972). *National Education Policy 1972-80*, Islamabad: Pakistan
- Iqbal, M.Z. (2002). *Pakistan Journal of Education*, Islamabad: AIOU
- Keegan, D. (1990). *The Foundations of Distance Education*, London: Carom Helm.
- Rashid, M. (1990). *Distance Education-Concept and Methods Code 642*, Islamabad: AIOU.
- Schlosser, L.A. (2002). *Distance Education: Definition and Glossary of Terms: Definitions and terminology committee Association for Educational Technology*: Bloomington: IN.
- UNESCO,(2000). *Teacher Education through Distance Learning*, London: United Kingdom
- Zaman, T. (2002). *Teacher Education in Pakistan, Study Guide*, Islamabad: AIOU.