

## **A STUDY OF STUDENT'S ATTITUDE TOWARDS DISTANCE TEACHER EDUCATION PROGRAMME IN PAKISTAN**

**Aijaz Ahmed GUJJAR**  
**Lecturer, Federal College of Education, Islamabad &**  
**Doctoral Scholar Department of Education**  
**The Islamia University of Bahawalpur**  
**Islamabad, PAKISTAN**

**Muhammad Akhlaque**  
**Trained Under Graduate Teacher**  
**Federal Government Secondary School No.1**  
**Tariqabad Rawalpindi Cantt.**  
**Rawalpindi, PAKISTAN**

**Muhammad Rashid HAFEEZ**  
**Lecturer, Federal College of Education, Islamabad &**  
**Doctoral Scholar Department of English**  
**Bahauddin Zakariya University, Multan Pakistan**  
**Islamabad, PAKISTAN**

### **ABSTRACT**

The present study was undertaken to measure the attitude of the students towards teacher training programmes through Distance Education offered by Allama Iqbal Open University (AIOU), Islamabad, Pakistan. To achieve the said end, the descriptive method of research was considered appropriate. The population of the study consisted of the B. Ed. Students of AIOU. Three hundred students from the Sahiwal region were selected as sample for the study. Questionnaire was used as a Research tool to gather the relevant data. Data was analysed in terms of percentage and mean score. It was found that majority of the students appreciated the overall input of the programme though a few eyebrows were raised concerning the assessment of the assignments.

**Keywords:** Distance teacher education, B.Ed programme, Distance education, Allama Iqbal Open University, teaching practice, Methodology, Workshop, Material, Tutorial, Examination, Media support.

### **INTRODUCTION**

The Twentieth century saw a novelty in the educational field with the introduction of Distance Education. Geography, family, time and money are no more considered barriers in the way of supplementing one's educational qualifications (Hofmann, 2002). Many of the developing Asian countries are now a days resorting to higher education through distance (Tam, 1999). The development of open universities in twenty five developing countries has added an impetus to the growth of distance education during the last quarter of the previous century (Perraton, 2000).

Distance education takes care of a multiplicity of disciplines where it is not possible for the teacher and the taught to be present in a classroom, deliver lectures on a routine basis and conduct seminars and workshops. 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".

According to Keegan, D. (1995) distance education and training result from the material separation of teacher and learner which frees the student from the necessity of travelling to "a fixed place, at a fixed time, to meet a fixed person, in order to be trained".

Again 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 that 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.*

An interesting phenomenon, though it arises from ignorance, is that fact that people equate distance learning with self-study. Contrary to that, distance education has to be institution based. It is non-formal education where the learning group is separated from the teaching group, and where interactive telecommunication systems are used to connect learners, resources, and instructors (Schlosser, 2002). Four main components to this definition are discernable.

1. Distance education is institution based.
2. The teacher and the taught are separate.
3. Interactive communication, be it through post, teleconferencing or digital technology.
4. An emphasis on Interaction does in no way negate the importance of the content to be taught.

It is an undeniable fact that majority of the people in the third world are illiterate. If we add to these the number of those who cannot continue their studies due to lack of money or distance from the educational institutions, the number of underprivileged would touch alarming figures. Conventional education system cannot cater to the needs of these people because of its limitations. Thus it cannot cope with the demands of education for all. Moreover, in the formal education system the cost of higher education is very expensive. Due to this, the governments of different countries felt the need of a substitute for formal education. In this scenario, distance education was started in different countries of the world.

## **DISTANCE EDUCATION IN PAKISTAN**

In Pakistan, distance education began in 1974 with the establishment of Allama Iqbal Open University and it has taken great strides since then. In conjunction with providing general education the AIU has played admirable and exemplary role in the spread of teachers training programmes. It runs print-centred courses and makes use of radio and television broadcasts. It also has a countrywide network of regional centres (currently 32 regional centres and 22 regional coordinating offices) and

students are provided with tutorial support at study centres using classrooms in schools the formal system.

During the present years, it has launched and initiated a host of programmes of various natures to enhance and improve the quality of teachers training programmes. AIOU offers the following teacher training programmes:

- PTC,
- CT,
- Diploma in Education,
- B. Ed.
- MA Education,
- M.Ed

A large number of student teachers and working teachers enrol in these programmes and supplement their educational qualifications. Based on such a capacity of this university, this study was undertaken.

### **B.Ed Programme**

B.Ed programme is offered by the university to train the secondary level student teachers. The teachers who are already teaching at elementary or secondary level can improve their qualification through this degree.

The programme consists of three semesters.

### **Objectives of B.Ed programme**

It is proposed that B.Ed programme is aimed to provide the teachers with:

- The student abilities, attitudes and the competencies to become a good teacher at secondary school level.
- The fundamental principles and procedures to teaching learning process.
- The ability to plan and conduct one's teaching in accordance with the sound pedagogical principles of evaluation.
- The capacity to work and adjust in school environment, and to develop a suitable: moral and ethical code of conduct to live and work with his fellow teachers and with his seniors keeping in view equal and subordinate role.
- Effective communication skills, so that he can communicate and pass on the knowledge and subject matter to his students (University Grants Commission, 2001).

### **Courses of B.Ed programme**

For the completion of this programme, a student has to pass six compulsory half credit courses, two full credit optional courses and workshop of one full credit. Workshop is a practical component of this programme, compassing teaching practice and final lessons.

A student can take two full credit courses or four full credit courses in one semester. The B.Ed. programme of AIOU containing the following courses:

#### **1st Semester**

This semester is compulsory for both 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.	561	H.C.

### 2nd Semester

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

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 Islamiyat.	654	F.C.
5.	Teaching of General Science.	647	F.C.

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

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:

1.	Perspective of Education.	512	H.C.
2.	Islam Pakistan and Modern Worlds.	652	H.C.
3.	Workshop (Teaching Practice).	655	F.C.

(Prospectus of B.Ed AIOU, 2003)

After getting admission, learning material is sent to students. Every full credit course has eighteen units while half credit course has nine units.

Activities, self-assessment questions are further added at the end to each unit so that students can evaluate their abilities themselves.

### Number of courses in a semester

A student can take maximum two full credit courses in one semester. This also means that a student can take four half credit courses in one semester.

There is no limit for minimum courses. A student for his facility can take a half credit course in a semester.

### Assignments

Every full credit course has four Assignments and half credit course has two assignments. Each assignment covers different units.

Assignments are sent to students along with learning materials. It is necessary for student to get through assignments. Those students who failed in assignments are not allowed to appear in the final examination.

Detail of marks of assignments and examination are given below:

1	Number of assignments for full credit course:	4
2	Number of assignments for half credit course:	2
3	Total marks of each assignment:	1 0 0
4	Minimum marks to pass assignment:	4 0
5	Total marks of final examination:	1 0 0
6	Minimum marks to pass examination:	4 0
7	Ratio of marks of assignments and examination:	3 0 · 7 0

(Manual of B.Ed. for Teaching Practice AIU, 2003)

### Instructions for writing assignments

- Answer the question neat and clearly stated, it is easy to understand.
- Use one side of paper and left one-inch space for instructions.
- Left suitable: space at the end of each question for instruction and marks of questions.
- Attach three evaluation sheets/Performa on each assignment with address of tutors and students.
- Send your assignments to tutors before the closing date.

- If a student would not submit assignment on the given date then he must connect to regional director of his area.
- Tutor sends back assignments to students after evaluation. Students should improve this work according to the remarks of tutor.

### **Part time tutors**

University appoints part time tutors for the guidance and counselling of students. Tutors are normally appointed by the Regional Directors.

## **COMPONENTS OF THEORY AND PRACTICE**

After completing the B.Ed programme the individuals will be eligible to job at secondary level in schools. B.Ed programme is basically professional training for tutors in either system, i.e. conventional and non-conventional. Practical training of B.Ed programme of AIOU has two major Workshop and Teaching practice & completion of lesson components:

### **Workshop**

Workshop is the initial component of professional training. The duration of workshop is of two weeks at B.Ed level and the participation for every student is mandatory. Tutors are the administrators of the workshop. To organize the workshop the tutors are nominated by the Regional Campus of AIOU. Tutors are responsible of this workshop and the supervisors are nominated by his or herself. In workshop the practical work in professional and elective subject has to be done, in which the following teaching aspects included:

1. Lesson planning.
2. Preparation of teaching aids.
3. Preparation of standardized paper.
4. Demonstration lesson from supervisors/tutors.
5. Guidance and counselling.
6. Critical lessons from trainees.
7. Completion of school record relating to register.
8. Preparation of time table:
9. Examination procedure.
10. Evaluation.

In first or three days, tutors/supervisions present lesson daily. Every tutor/supervisor will delivered at least two lesson and these lessons are chosen from elective subjects. Total marks of every part of workshop are 25 and student should obtain at least 10 passing marks.

The detail of workshop is given below:-

- Before the beginning of training workshop the tutors/supervisors are nominated.
- Tutors/supervisors are nominated by Regional Directors of AIOU.
- Every group of training workshop consists of nearly 30 students, who are tutor by one trained and two supervisors.
- Though tutor is responsible of preparing the training workshop therefore, he will inform the at least 20 days before about detail of training workshop along with venues and dates.
- Peaceful environment is necessary for the workshop, for this the

- support of head of institution is required.
- Tutors are authorized to choose the institution for workshop, in this context he must consult with supervisors and student teachers.
- Workshop based upon the elective subjects and it is organized after the study of elective subjects.
- In workshop for the training of science students, science teacher should be selected as supervisors.
- Two weeks duration workshop is of 25 marks and tutors/supervisors should give the marks in view of performance, attendance, discipline, school record, preparation A.V. Aids and other activities.
- There will be six sessions of workshop daily, after starting first session attendance will be checked.
- Tutor/supervisors will present model lessons of different subjects in different sessions.

(Manual of B.Ed. for Teaching Practice AIOU, 2003)

### Teaching practice

After the end of workshop, teaching practice started. The duration of teaching practice is 4 weeks and it has 25 marks. During the teaching practice, student has to present 20, 20 lessons in specified schools on elective subjects. These 40 lessons are written regularly in register for record. These lessons are planned according to the duration of period of those schools.

During the teaching practice, the teachers of the school are requested for evaluation and give comments for guidance on the given lesson plans. The head of school misuses the certificate for the completion. Following matters should be kept in view by the tutors/supervisors/students during the teaching practice.

- It is duty of tutors/supervisors to check 40 lessons of each student in the group.
- During the teaching practice, tutor supervisor evaluates 10 lessons of each student. The marks of the performance should be given according to performance.
- The duration of teaching practice is of 4 weeks and has 25 marks. Tutors/supervisors divided 25 marks equally in 10 lessons and do marking on students' performance by considering all aspects of the teaching skills.
- Students should obtain at least 10 pass marks to qualify for final lesson.
- Student teachers who are already teaching in middle or high schools, they should do teaching practice in the same school.
- The students, who are not teaching in any school, should choose school near their home.

(Manual of B.Ed. for Teaching Practice AIOU, 2003)

### Completion of Evaluation

At the end of workshop and teaching practice two lessons are evaluated that are managed in any institution or high school. The students from elective subjects select these, two lessons, students select the lessons according to their desire and head of the institution is also head of evaluation team. Tutors/supervisors E.D.Os representatives of education department are nominated members of this team. Each two lessons carry 25 marks and passing mark is 10.

### Procedure of Evaluation

The procedure of marking is that lessons are produced to the class consisting ten students and evaluation team will evaluate every aspect and give marks separately. All the marks that are given to students by each evaluator and finally percentage of all parts of works are calculated. Tutors/supervisors keep the following aspects in their mind during evaluation:

- Personality of student-teacher in class room.
- Self-confidence, communication skills and pronunciation of words.
- Participation of students during lesson.
- Use of audio-visual aids.
- Preparation and planning of lesson.

(Manual of B.Ed. for Teaching Practice AIOU, 2003)

### OBJECTIVES OF THE STUDY

This study was based on the following objectives:

- To describe the distance teacher education programme (B.Ed) in Pakistan.
- To evaluate the student's attitudes about Distance Teacher Education programme (B.Ed) in Pakistan.
- To identify the problems of students' of Distance Teacher Education Programme (BEd) in Pakistan.

### RESEARCH METHODOLOGY

#### Population and Sampling

The population of the study consisted of the 2710 students of B.Ed Programme (semester Autumn 2004 to Autumn 2005 students of final semester (Autumn 2004) studying at Allama Iqbal Open University of Pakistan. The 300 students from Sahiwal region was considered as sample of the study.

#### Research Tool Development and Data Collection

Since the study was descriptive in nature, therefore, survey approach was considered appropriate to collect the data. For the purpose, questionnaire on five-point (Likert) scale was developed with one open ended question at the end of the questionnaire. The questionnaire was validated through pilot testing on 50 students

#### Administration of Research Tool

The finalized questionnaire was administered on students through Regional Office Sahiwal, the Allama Iqbal Open University of Pakistan. All the students responded.

#### Data Analysis

The data collected through questionnaire were coded and analyzed through Ms- Excel in terms of percentage and mean scores. Scale values assigned to each of the five responses was as

Level of Agreement	Scale Value
SA	5
A	4
UNC	3
DA	2
SDA	1



To calculate the mean score, following formula was used.  

$$\text{Mean Score} = \frac{(\text{FSA} \times 5 + \text{FA} \times 4 + \text{FUNC} \times 3 + \text{FDA} \times 2 + \text{FSDA} \times 1)}{N}$$

Where

**FSA=** Frequency of Strongly Agreed responses.

**FA=** Frequency of Agreed responses.

**FUNC=** Frequency of Uncertain responses.

**FDA=** Frequency of Disagreed responses.

**FSDA=** Frequency of Strongly Disagreed responses.

The findings from the data analysis are presented below.

## FINDINGS

Data collected through the questionnaire was analyzed in terms of percentage and mean score. The findings drawn out from the data analysis are given below.

**Table: 1**  
**Opinion of students about methodology of distance teacher education programme**

S.No	Statement	Responses	SA	A	UNC	DA	SDA	Mean Score
1.	The component of the courses leads to professional development.	N %	144 48	132 44	9 3	9 3	6 2	4.33
2.	The component of the course leads towards teaching skills.	N %	130 43.3	150 50	6 2	10 3.3	4 1.3	4.31
3.	The proportionate share of practical and theoretical components is logical.	N %	21 7	42 14	18 6	148 49.3	71 23.7	2.31
4.	Distance teaching training aims to develop abilities in students.	N %	106 35.3	166 55.3	8 2.7	17 5.7	3 1	4.18
5.	B.Ed programme introduced new teaching techniques.	N %	103 34.3	149 49.7	12 4	29 9.7	7 2.3	4.04

It is evident from Table: 1 that Majority of the respondents (92%) agreed with the statement that the component of the courses leads to professional development. The mean score 4.33 supported the statement.

A prominent majority of the respondents (93% with 4.31 mean score) agreed were of the view that the component of the course leads towards teaching skills.

A significant majority (73%) of the respondents expressed their opinion that the proportionate share of practical and theoretical components is not logical and the low mean score 2.31 also supported it.

A significant majority (90.6%) of the respondents agreed with the statement Distance teaching training aims to develop abilities in students. The mean score was 4.18, which also supported the statement.

A significant majority (84% with 4.04 mean score) of the respondents were of the opinion that B.Ed programme introduced new teaching techniques.

**Table: 2**  
**Opinion of students about material of distance teacher education programme**

S.No	Statement	Responses	SA	A	UNC	DA	SDA	Mean Score
6.	Material received in time.	N %	145 48.3	107 35.7	3 1	21 7	24 8	4.09
7.	The contents of the courses are in logical sequence.	N %	122 40.7	149 49.7	15 5	12 4	2 0.7	4.26
8.	Printing quality of the material is good.	N %	126 42	129 43	7 2.3	29 9.7	9 3	4.11
9.	The study material involve in study.	N %	92 30.7	146 48.7	14 4.7	39 13	9 3	3.91
10.	Course material is easy to understand and self-explanatory.	N %	86 28.7	172 57.3	9 3	26 8.7	7 2.3	4.01
11.	The content knowledge can fully be applied to classroom situation.	N %	127 42.3	123 41	16 5.3	25 8.3	9 3	4.11
12.	The material is according to the needs of distance learners.	N %	111 37	155 51.7	11 3.7	21 7	2 0.7	4.17

It is evident from Table: 2 that Majority of the respondents (84%) agreed with the statement that Material received in time. The mean score 4.09 supported the statement. A prominent majority of the respondents (90.4% with 4.26 mean score) agreed were of the view that the contents of the courses are in logical sequence.

A significant majority (85%) of the respondents expressed their opinion Printing quality of the material is good and the mean score 4.11 also supported it. A significant majority (79.4%) of the respondents agreed with the statement that the study material involve in study.

The mean score was 3.91, which also supported the statement. A significant majority (86% with 4.01 mean score) of the respondents were of the opinion that Course material of B.Ed is easy to understand and self-explanatory.

Majority of the respondents (83.3%) agreed with the statement that the content knowledge can fully be applied to classroom situation.

The mean score 4.11 supported the statement. A significant majority (88.7% with 4.17 mean score) of the respondents were of the opinion that the material is according to the needs of distance learners.

**Table: 3**  
**Opinion of students about tutorial of distance teacher education programme**

S.No	Statement	Responses	SA	A	UNC	DA	SDA	Mean Score
13	Tutorials support and facilitate understanding the new course.	N %	58 19.3	143 47.7	13 4.3	48 16	38 12.7	3.45
14	Tutorial are helpful in motivating the students.	N %	55 18.3	106 35.3	12 4	73 24.3	54 18	3.12
15	Tutorials support is helpful in removing difficulties and additional information.	N %	60 20	116 38.7	27 9	62 20.7	35 11.7	3.35
16	Tutorials are helpful in providing feedback.	N %	75 25	119 39.7	14 4.7	58 19.3	34 11.3	3.48
17	There was active interaction between student and teachers in tutorial session.	N %	92 30.7	121 40.3	11 3.7	52 17.3	24 8	3.68

It is evident from Table: 3 that Majority of the respondents (67%) agreed with the statement that Tutorials support and facilitates understanding the new course. The mean score 3.45 supported the statement.

A slight majority of the respondents (53.6% with 3.12 mean score) agreed were of the view that Tutorial are helpful in motivating the students.

A majority (58.7%) of the respondents expressed their opinion tutorials support is helpful in removing difficulties and additional information. and the mean score 3.35 also supported it.

A majority (64.7%) of the respondents agreed with the statement that Tutorials are helpful in providing feedback.

The mean score was 3.48%, which also supported the statement. A significant majority (71% with 3.68 mean score) of the respondents were of the opinion that there was active interaction between student and teachers in tutorial session.

**Table: 4**

**Opinion of students about assignments of distance teacher education programme**

S.No	Statement	Responses	SA	A	UNC	DA	SDA	Mean Score
18	The assignments were checked objectively.	N %	43 14.3	28 9.3	13 4.3	143 47.7	73 24.3	2.42
19	The marked assignments were returned in time.	N %	67 22.3	53 17.7	15 5	110 36.7	55 18.3	2.89
20	The division of marks of assignments and final examination is justified.	N %	46 15.3	44 14.7	15 5	125 41.7	70 23.3	2.57
21	Assignments encourage the students in problem solving.	N %	70 23.3	164 54.7	16 5.3	33 11	17 5.7	3.79
22	Assignments contribute towards self-learning.	N %	91 30.3	176 58.7	8 2.7	16 5.3	9 3	4.08

It is evident from Table: 4 that Majority of the respondents (76.3%) not agreed with the statement that the assignments were checked objectively. The mean score 2.42 did not support the statement. A majority of the respondents (61% with 2.89 mean score) were not agreed of the view that the marked assignments were returned in time.

A significant majority (70%) of the respondents expressed their opinion that the division of marks of assignments and final examination is not justified and the mean score 2.54 also supported it.

A significant majority (78%) of the respondents agreed with the statement that Assignments encourage the students in problem solving.

The mean score was 3.79, which also supported the statement. A significant majority

(89% with 4.08 mean score) of the respondents were of the opinion that assignments contribute towards self-learning.

**Table: 5**  
**Opinion of students about media support of distance teacher education programme**

S.No	Statement	Responses	SA	A	UNC	DA	SDA	Mean Score
23	Television programmes were useful for conceptual/ theoretical learning.	N %	103 34.3	143 47.7	24 8	20 6.7	10 3.3	4.03
24	The quality of programmes is appreciable.	N %	107 35.7	150 50	11 3.7	22 7.3	10 3.3	4.07
25	Television programmes played are sufficient for distance learner.	N %	89 29.7	165 55	15 5	23 7.7	8 2.7	4.01
26	Television programmes played are according to the objectives of teacher training.	N %	88 29.3	169 56.3	15 5	22 7.3	6 2	4.04

It is evident from Table: 5 that Majority of the respondents (82%) were agreed with the statement that Television programmes were useful for conceptual/ theoretical learning. The mean score 4.03 supported the statement.

A significant majority of the respondents (85.7% with 4.07 mean score) were agreed of the view that The quality of programmes is appreciable.

A significant majority (84.7%) of the respondents expressed their opinion that Television programmes played are sufficient for distance learner, and the mean score 4.01 also supported it.

A significant majority (85.6%) of the respondents agreed with the statement that Television programmes played are according to the objectives of teacher training. The mean score was 4.04, which also supported the statement.

It is evident from Table: 6 that Majority of the respondents (90.7%) agreed with the statement that the workshop was helpful in conceptual and theoretical learning. The mean score 4.25 supported the statement.

A prominent majority of the respondents (89.7% with 4.22 mean score) agreed were of the view that AV aids were properly used in the workshop.

A significant majority (76.3%) of the respondents expressed their opinion Students learned high level of professional skills from workshop and the mean score 3.82 also supported it.

A majority (70%) of the respondents agreed with the statement that Counselling was done adequately in workshop by supervisor/tutor.

**Table: 6**  
**Opinion of students about workshop of distance teacher education programme**

S.No	Statement	Responses	SA	A	UNC	DA	SDA	Mean Score
27	The workshop was helpful in conceptual and theoretical learning.	N %	129 43	143 47.7	10 3.3	11 3.7	7 2.3	4.25
28	AV aids were properly used in the workshop	N %	119 39.7	150 50	12 4	15 5	4 1.3	4.22
29	Students learned high level of professional skills from workshop.	N %	93 31	136 45.3	10 3.3	45 15	16 5.3	3.82
30	Counselling was done adequately in workshop supervisor/ tutor.	N %	47 15.7	163 54.3	10 3.3	40 13.3	40 13.3	3.46
31	Regional office provides AV aids during workshop.	N %	10 3.3	20 6.7	15 5	172 57.3	83 27.7	2.01
32	Division of marks of different aspects of workshop is appropriate.	N %	76 25.3	140 46.7	15 5	27 9	42 14	3.60
33	Preparation of AV aids was main part of workshop.	N %	93 31	155 51.7	16 5.3	25 8.3	11 3.7	3.98
34	The main emphasis in workshop was on lesson planning and practical work.	N %	105 35	170 56.7	10 3.3	12 4	3 1	4.21

The mean score was 3.46, which also supported the statement. A significant majority (90% with 2.01 mean score) of the respondents were of the opinion that Regional office did not provide AV aids during workshop.

Majority of the respondents (72%) agreed with the statement that the division of marks of different aspects of workshop is appropriate. The mean score 3.60 supported the statement.

A significant majority (82.7% with 3.98 mean score) of the respondents were of the opinion that the preparation of AV aids was main part of workshop.

Majority of the respondents (91.7%) agreed with the statement that the main emphasis in workshop was on lesson planning and practical work.

The mean score 4.21 supported the statement.

**Table: 7**  
**Opinion of students about teaching practice of distance teacher education programme**

S.No	Statement	Responses	SA	A	UNC	DA	SDA	Mean Score
35	Teaching practice enhances the degree of confidence in the trainees.	N %	101 33.7	171 57	17 5.7	8 2.7	3 1	4.20
36	Duration of teaching practice is suitable.	N %	9 3	23 7.7	10 3.3	172 57.3	86 28.7	1.99
37	Tutor/supervisor behaved responsible during teaching practice.	N %	110 36.7	161 53.7	7 2.3	16 5.3	6 2	4.18
38	Staff/head of institution behaved well.	N %	6 2	14 4.7	9 3	174 58	97 32.3	1.86
39	Skilled resource person supervised teaching practice.	N %	102 34	170 56.7	14 4.7	7 2.3	7 2.3	4.18

It is evident from Table: 7 that the majority of the respondents (90.7%) agreed with the statement that teaching practice enhances the degree of confidence in the trainees. The mean score 4.20 supported the statement. A significant majority of the respondents (86% with 1.99 mean score) were not agreed of the view that the Duration of teaching practice is suitable.

**Table: 8**  
**Opinion of students about examination of distance teacher education programme**

S.No	Statement	Responses	SA	A	UNC	DA	SDA	Mean Score
40	The questions were asked keeping in view the significance of the contents.	N %	73 24.3	178 59.3	18 6	14 4.7	17 5.7	3.92
41	AIOU has high standard of evaluation system.	N %	115 38.3	117 39	18 6	22 7.3	28 9.3	3.90
42	The programme helps to enhanced knowledge.	N %	95 31.7	173 57.7	14 4.7	14 4.7	4 1.3	4.14
43	The course has enhanced job opportunities.	N %	116 38.7	118 39.3	16 5.3	20 6.7	30 10	3.90

A significant majority (90.4%) of the respondents expressed their opinion that Tutor/supervisor behaved responsibly during teaching practice and the mean score

4.18 also supported it. A significant majority (90.2%) of the respondents not agreed with the statement that Staff/head of institution behaved well. The mean score was 1.86%, which also did not support the statement. A significant majority (90.7% with 4.18 mean score) of the respondents were of the opinion that skilled resource person supervised teaching practice.

It is evident from Table: 8 that majority of the respondents (83.6%) agreed with the statement that the questions were asked keeping in view the significance of the content. The mean score 3.92 supported the statement. A significant majority of the respondents (77.3% with 3.90 mean score) were agreed of the view that the AIU has high standard of evaluation system. A significant majority (89.4%) of the respondents expressed their opinion that the programme helps to enhanced knowledge and the mean score 4.14 also supported it. A significant majority (78%) of the respondents were agreed with the statement that the course has enhanced job opportunities. The mean score was 3.90%, which also supported the statement.

**Table: 9**  
**Suggestions from students regarding distance teacher education programme**

S.No.	Suggestions	No. of students	%age
1.	Printing quality of material may be improved	140	47
2.	Workshop be arranged in vacations	160	53
3.	The duration of TV programme may be increased.	115	38
4.	Monitoring system of tutorial be made strong	165	55
5.	Any incentive may be given to student for punctuality such as 10% increase in assignments marks.	137	46
6.	There is need of change the evaluation system	149	50
7.	Video cassettes about the concerning courses may be provided to students	178	59

It is evident from Table: 9 that 47% students suggested printing quality of material may be improved, 53% suggested workshops be arranged in vacations, 38% suggested that the duration of TV programme may be increased, 55% suggested that monitoring system of tutorial be made strong, 46% suggested that any incentive may be given to student for punctuality such as 10% increase in assignments marks, 50% suggested that evaluation system be changed and 59% suggested that video cassettes about the concerning courses may be provided to students.

## **DISCUSSION**

In Pakistan, Distance education is imparted by the Allama Iqbal Open University of Pakistan that is a public sector university competing the International standards of education.



Pakistan is developing country with high demands of higher education (Government of Pakistan, 1998). "Distance education is an alternate to the formal system of education. It can cater large students' body at all academic levels.

All the components of methodology are appropriate but 73% of the respondents with mean score 2.31 are of the view that the proportionate share of practical and theoretical component is not logical (Table: 1).

All the component of material of distance teacher education programme is appropriate and satisfactory. The statement with lowest mean score value of 3.91 with 79.4% respondents was the study material involve in study, the range of mean score is 3.91 to 4.26 (Table: 2).

All the components of tutorial were appropriate and satisfactory with mean range from 3.12 to 3.68 (Table: 3). The components of assignments were not satisfactory. The assignments were checked: Objectively with mean score of 2.42, the marked assignments are returned in time with mean score 2.89 and the division of marks of assignments and final examination is justified with mean score of 2.57 (Table: 4).

The components of media support in distance education teacher programme were satisfactory with mean score range from 4.01 to 4.07 (Table: 5). The components of workshop are satisfactory and appropriate with mean score range from 3.46 to 4.25 except the statement regional office provides A V aids during workshop with mean score of 2.01 (Table: 6). The students were not satisfied from the component of teaching practice, duration of teaching practice is suitable with mean score 1.99 and staff / head of institution behaved well with mean score 1.86, and the other components of teaching practice mean score range from 4.18 to 4.20 (Table: 7). The components of examination in distance teacher education programme were satisfactory and appropriate with mean score range from 3.90 to 4.14 (Table: 8).

47% students suggested printing quality of material may be improved, 53% suggested workshops be arranged in vacations, 38% suggested that the duration of TV programme may be increased, 55% suggested that monitoring system of tutorial be made strong, 46% suggested that Any incentive may be given to student for punctuality such as 10% increase in assignments marks, 50% suggested that evaluation system be changed and 59% suggested that video cassettes about the concerning courses may be provided to students (Table: 9)

## **CONCLUSION**

- Majority of the students agreed that the components of B.Ed. programme led towards teaching skills, and the Introduction of new teaching techniques was highly appreciated. A large number of students were of the opinion that the delivery of material was in time, the contents of the courses were in a logical sequence and the printing quality of material was good and satisfactory.
- Majority of the students agreed that the material was according to the needs of the distance learners because it involves the learners.
- Majority of the students were of the view that the distribution of marks of assignment and final examination was justifiable. Most of students contradicted with the statement that assignments were marked objectively and they were not returned in time.
- Students were of the opinion that TV programme were helpful for conceptual and theoretical learning and duration of TV programmes was adequate and

- there is a need of TV programmes for each course.
- Students indicated that students learnt professional skills from the workshop which proved to be helpful on conceptual and theoretical learning, counselling was adequately done in the workshop while they negated that regional office provide them AV aids during the workshop.
  - The students acknowledged that resource persons, tutors were well prepared for the workshop and were punctual.
  - Most students were of the opinion that the division of marks of different aspects of workshop was appropriate.
  - Majority of the students agreed that the teaching practice enhanced the degree of confidence in trainees and the duration of teaching practice was not suitable. They further said that the resource persons friendly during teaching practice and the staff and head of institution did not behaved well.

## RECOMMENDATIONS

On the basis of findings and conclusions following recommendations were drawn:

- Modern age is the age of practicality. The proportionate of practical work may be increased in B.Ed programme i.e. duration of teaching practice be increased.
- Assignments are the backbone of the distance education system. It is observed that assignments are not marked objectively and returned in time. There may be a head tutor over a specific group of tutors in every region of AIOU.
- Workshop is a main component of teacher training programmes. It may be arranged in vacations and student's suggestions and opinions about time schedule of workshop may be given importance.
- Regional office may provide A/V aids during workshop period and also monitor the workshop regularly and there is dire need of changing the duration of workshop.
- Regional office may select such an Institution for teaching practice whose staff along with head may fully cooperate the tutors/supervisors and students.
- The role of media in educating the masses cannot be neglected. There is need of TV programmes for each course of B.Ed.

## BIODATA and CONTACT ADDRESSES of AUTHORS



Aijaz Ahmed GUJJAR was born in Gujrat, Pakistan in 1967. He is having Master degrees in Education, Political Science & History. He is working as lecturer in Federal College of Education, Islamabad, Pakistan. He is also PhD Scholar at Department of Education, The Islamia University of Bahawalpur, Pakistan with special interest in teachers training, monitoring and evaluation, statistical analysis, and attitude scales. His contact address is:

Lecturer, Federal College of Education,  
Islamabad & Doctoral Scholar at Department of Education,  
The Islamia University of Bahawalpur, Pakistan.  
Phone: +92 345 5105788,  
Email: [seek to learn@yahoo.com](mailto:seek_to_learn@yahoo.com)



**Muhammad AKHLAQUE is born in Sahiwal. He is having master degree in Mathematics and M.Phil degree in Education. He is working as Trained Undergraduate Teacher in Federal Government Educational Institutions (Cant/Garrison) Directorate.**

**He is also Doctoral Scholar at Department of Education, Preston University Islamabad with special interest in distance and non formal education .His contact address is:**

**Trained Under Graduate Teacher,  
Federal Government Secondary School No.1  
Tariqabad Rawalpindi Cantt. PAKISTAN.  
Phone: +92 3336612153,  
Email: [mikhlaq2006@yahoo.com](mailto:mikhlaq2006@yahoo.com)**



**Muhammad Rashid HEFEEZ was born on the 30<sup>th</sup> of December 1977 in Jauharabad District Khushab Pakistan.**

**He is having Master degree in English. He is working as lecturer (English) in Federal College of Education, Islamabad, Pakistan. He is also Doctoral Scholar at Department of English, Bahauddin Zakariya University, Multan Pakistan with special interest in Sociolinguistics, Teaching of English as a Second/Foreign Language, Teacher Training. His contact address is:**

**Lecturer, Federal College of Education,  
Islamabad & Doctoral Scholar Department of English,  
Bahauddin Zakariya University, Multan, PAKISTAN.  
Phone:+92 321 5753898, E mail: [safnaan@hotmail.com](mailto:safnaan@hotmail.com)**

## **REFERENCES**

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

**Allama Iqbal Open University (2003). *B.Ed Prospectus*, Islamabad: AIOU.**

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

**Gay, L. R. (1995). *Educational Research Competencies for Analysis and Application*, Florida International University; U.S.A.**

**Government of Pakistan (2001). *Curriculum of Education for B.Ed, M.A (Education) & M.Ed*, Islamabad: University Grants Commission.**

**Hofmann, D. W. (2002, August). Distance learning in Higher Education. *Tec***

*directions*, 28-32.

Keegan, D. (1986). *The Foundation of Distance Education*, London: Croom Helm.

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

Perraton, H. 2000, *Open and Distance Learning in the Developing World*, London: Routledge.

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

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

Tam, S. (1999). Developing countries and the future of distance education and open learning in the twenty first century. *Journal of Instructional Science and Technology*. 3(1), <http://www.usq.edu.au/electpub/e-jist/article3.html>

[http://home.anaddu.edu.tr/UgurDemiray %20&defin.htm](http://home.anaddu.edu.tr/UgurDemiray%20&defin.htm) visited on 01.01.2005

UNESCO (2001). *Teacher Education Through Distance Learning*, London: United Kingdom.