

EFFECTIVENESS OF DISTANCE EDUCATION IN TEACHER TRAINING PROGRAM OF ALLAMA IQBAL OPEN UNIVERSITY

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ABSTRACT

This paper attempts to evaluate the effectiveness of B.Ed programme offered by AIOU. For this purpose B.Ed programme of AIOU is divided into methodology, material, assignments, tutorials, media support, workshop, teaching practice and evaluation. A 38-item questionnaire of 5 stages (Likert scale) was constructed for both teachers and students; the reliability of the questionnaire was 0.987 (Cronbach Alpha). 100 tutors and 300 hundred students from Multan and Bahawalpur regions were considered the sample of the study. The study found that tutors are good at methodology and students verify it.

On the material students and tutors having conflict about its involvement and easiness. Assignment component is not strong and it does not encourage the students in problem solving and contributes towards self learning. Teaching practice and workshop components are also not satisfactory. Students are less confident almost on all parameters in comparison to tutors.

Keywords: B.Ed Programme, methodology, material, assignments, teaching practice, evaluation, media support

INTRODUCTION

There is no logic to deny the fact that future of a nation depends upon its young generation. The more the youth are conscious, civilized and educated, the more the country makes progress. This is an age of awareness, looking for the best and appropriate future possibilities. Education caters for harmonious development of an individual to enable him to take part actively and effectively in the society. For this purpose, an individual going through an educational process can cope with the complex problems of the society and deal effectively with the rapidly changing world.

In the development of a nation the role of education is to make constructive progress. Education is a nation building process. It enables the society as well as individuals to meet the ideals of life.

Education is a process through which a nation develops its self-consciousness of individuals who compose it. It is not mere a public instruction; it is a social institution, which provides mental, physical, ideological and more training to individuals of the nation so as to enable them to have full consciousness of their mission, of their purpose in the life and then to achieve that purpose. (AIOU, 2002, p. 109).

Education is a vast and comprehensive field. With the passage of time modes of education are growing and expanding. There are three modes of education i.e. formal, informal and distance. Among these 'distance mode of education' is more important. According to Rashid (1992) 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". According to Keegan (1995) distance education and training result from the technological 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"? Keegan (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.

Where as other aspect is institution based. In this regard, Schlosser (2002) defined distance education as 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.

Demiray (2005) The words "telecommunication systems" implies electronic media, such as television, telephone, and the Internet, but need not to be limited to only electronic media. Telecommunication is defined as "communicating at a distance."

The above definition of distance education includes these four components. If one or more are missing then the event is something different, if only slightly, then is distance education. It is also important to recognize that distance education includes both distance teaching and distance learning. The development, design, management and evaluation of instruction fall under the heading of distance teaching. Utilization of learning experiences is distance learning. According to the definition of distance education, distance learning is not possible without distance teaching. In developing countries millions of the adults are illiterate, and those who have terminated their studies have no chance to get further education and improve their skills. Conventional education system is limited in every society in the world. The formal system of education obviously cannot cope with the demands of education for all. So education cannot become a continuing life long process because of the large population. 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 situation distance education was started in different countries of the world.

In Pakistan, distance education was started in 1974 with the establishment of an open university and it has become more effective and productive than the formal system. Along with general education AIOU has played commendable and praiseworthy role in the spread of teachers 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 teachers 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, 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

OBJECTIVES OF THE STUDY

This study was based on the following objectives:

- To discuss the concept and role of distance education.
- To evaluate the effectiveness of distance education in teacher training.
- To suggest some recommendations to make the teacher training program more effective.

RESEARCH METHODOLOGY

Method

This study was descriptive in nature. In this study, the concept of effectiveness of distance education is based on the following parameters:

- Methodology
- Material of distance education
- Assignments
- Tutorials
- Media supports
- Workshop
- Teaching Practice
- Evaluation

Population and Sampling

Population of the study was consisted of all tutors of B.Ed. programme of semester Autumn 2005 to Autumn 2006 and all students of Allama Iqbal Open University who are enrolled in B. Ed. Programme. One hundred tutors and three hundred students of B.Ed programme from Bahawalpur and Multan regions were 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 data. For the purpose, one questionnaire consisted of 38 items on five point (Likert Scale) was developed for both tutors and students. The reliability of the questionnaire was 0.987(Cronbach's Alpha).

Administration of Research Tool

The finalized questionnaire was administered on tutors and students personally as well by some contacts. All the students responded.

Data Analysis

Data collected through questionnaire were coded and analyzed by utilizing SPSS XII in terms of Mean scores, Standard deviation and independent sample t-test. 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

FINDINGS

Data collected through the questionnaire was analyzed in terms of mean, standard deviation, and standard error of mean and independent sample t-test. The findings drawn out from the data analysis are given below.

Table: 1
Showing the difference on mean scores of
students and tutors on methodology

Variables	Status of Respondent	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
The components of the courses leads to professional development	Teacher	100	4.24	.806	.081	-.938	.349
	Student	300	4.33	.839	.048		
The components of the courses leads towards teaching skills	Teacher	100	4.39	.695	.069	.946	.345
	Student	300	4.31	.784	.045		
The proportionate share of practical and theoretical components is logical	Teacher	100	2.08	1.012	.101	-1.771	.077
	Student	300	2.31	1.180	.068		
Distance teacher training aims to develop abilities in students	Teacher	100	4.40	.667	.067	2.402	.017
	Student	300	4.18	.816	.047		
This programme introduced new teaching techniques	Teacher	100	4.15	.757	.076	1.015	.311
	Student	300	4.04	.991	.057		

Table: 1 indicates that mean score of the teachers is significantly better than students in the distance teacher training aims to develop abilities in students. The teachers' mean score is also better in the components of the courses leads towards teaching skills and this programme introduced new teaching techniques but that difference is not significant.

Students' mean score is better in the components of the courses leads to professional development and the proportionate share of practical and theoretical components is logical but that difference is not significant.

It is concluded that there is not much difference in mean score of teachers and students on methodology.

Table: 2 Showing the difference on mean scores between students and tutors on overall methodology

Status of Respondent	N	Mean	Std.Deviation	Std.Error Mean	t-value	p-value
Teacher	100	19.2600	3.58623	.35862	.185	.853
Student	300	19.1733	4.18749	.24176		

Table: 2 shows that overall mean score of the teachers is better than that of the students but the difference is not significant.

Table: 3 Showing the mean difference between mean scores of students and teachers on material of distance education

Variables	Status of Respondent	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
The contents of the courses are in logical sequence	Teacher	100	4.27	.737	.074	1.366	.173
	Student	300	4.09	1.220	.070		
The printing quality of the material was good	Teacher	100	4.26	.917	.092	.035	.972
	Student	300	4.26	.783	.045		
The study material involves in study	Teacher	100	4.37	.580	.058	2.339	.020
	Student	300	4.11	1.044	.060		
The course material is easy to understand and self-explanatory	Teacher	100	4.20	.791	.079	2.497	.013
	Student	300	3.91	1.067	.062		
The content knowledge can fully be applied to classroom situation.	Teacher	100	4.12	.946	.095	.984	.326
	Student	300	4.01	.936	.054		
The material is according to the needs of Distance learner.	Teacher	100	4.21	.656	.066	.877	.381
	Student	300	4.11	1.035	.060		

It is evident from the table above (table: 3) that teachers' mean score is significantly better than students in: The study material involves in study and the course material is easy to understand and self-explanatory.

Teachers' mean score is also better in: The contents of the courses are in logical sequence, the content knowledge can fully be applied to classroom situation and the material is according to the needs of distance learner but the difference is not significant. But both are having the same mean score on the component of the printing quality of the material was good.

So it can be concluded that teachers' mean score is significantly better than students' on material of distance education involves in study and the material is easy to understand.

Table: 4
Showing the mean difference between
students and teachers on overall material of distance education

Status of Respondent	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Teacher	100	25.4300	4.42275	.44227	1.452	.147
Student	300	24.5000	5.87296	.33908		

Table: 4 reveals that overall mean score of the teachers is better than that of the students on the material of distance education but that difference is not significant.

Table: 5
Showing the mean difference between mean scores
of students and teachers on tutorials

Variables	Status of Respondent	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
The tutorial supports facilitate to understand the new course.	Teacher	100	4.08	1.070	.107	-0.890	.374
	Student	300	4.17	.848	.049		
The tutorials are helpful in motivating the students.	Teacher	100	4.16	.873	.087	5.051	.000
	Student	300	3.45	1.311	.076		

The tutorials support is helpful in removing difficulties and additional information	Teacher	100	4.19	.800	.080	7.141	.000
	Student	300	3.12	1.429	.083		
The tutorials are helpful in providing feedback.	Teacher	100	4.11	.790	.079	5.459	.000
	Student	300	3.35	1.321	.076		
There was active interaction between students and teachers in tutorial sessions	Teacher	100	3.98	1.015	.101	3.419	.001
	Student	300	3.48	1.350	.078		
The assignments were checked objectively	Teacher	100	4.10	.905	.090	2.995	.003
	Student	300	3.68	1.289	.074		

Table: 5 shows that teachers' mean score is significantly better than students' on: The assignments were checked objectively, there was active interaction between students and teachers in tutorial sessions, the tutorials are helpful in providing feedback, the tutorials support is helpful in removing difficulties and additional information, and the tutorials are helpful in motivating the students.

The mean score of students is better than teachers' on: the tutorial supports facilitate to understand the new course but that difference is not significant. It can be concluded that teachers' mean score is significantly better than students' on tutorials.

**Table: 6
Showing the mean difference between students and teachers on overall tutorials**

Status of Respondent	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Teacher	100	24.6200	5.31584	.53158		
Student	300	21.2467	7.23281	.41759	4.292	.000

It is indicated from the above table that overall mean score of the teachers' is significantly better than students' on tutorials.

Table: 7
Showing the mean difference between mean scores
of students and teachers on assignments

Variables	Status of Respondent	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
The marked assignments were returned in time	Teacher	100	4.15	1.114	.111	11.695	.000
	Student	300	2.42	1.335	.077		
The division of marks of assignments and final examination is justifiable	Teacher	100	4.21	.729	.073	8.620	.000
	Student	300	2.89	1.471	.085		
Assignments encourage the students in problem solving	Teacher	100	4.24	.698	.070	11.534	.000
	Student	300	2.57	1.390	.080		
Assignments contribute towards self-learning	Teacher	100	4.45	.609	.061	5.741	.000
	Student	300	3.79	1.094	.063		

It is evident from the table above (Table: 7) that the mean score of the teachers is significantly better than that of students in the marked assignments were returned in time, the division of marks of assignments and final examination is justifiable, assignments encourage the students in problem solving and assignments contribute towards self- learning.

Table: 8
Showing the mean difference between
Students and teachers on overall assignments

Status of Respondent	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Teacher	100	17.0500	2.90376	.29038	10.186	.000
Student	300	11.6667	5.00924	.28921		

In the Table: 8 overall scores on assignments shows that there is a significant difference between the mean scores of the teachers and students and the score of the teachers is significantly better than students on assignments.

Table: 9
Showing the mean difference between mean scores
of students and teachers on media support

Variables	Status of Respondent	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Television programmes were useful for conceptual /theoretical learning	Teacher	100	4.36	.785	.079	2.779	.006
	Student	300	4.08	.900	.052		
The quality of programmes is appreciable	Teacher	100	4.22	.705	.070	1.765	.078
	Student	300	4.03	.996	.058		
Television programmes are sufficient for distance learners	Teacher	100	4.15	.809	.081	.699	.485
	Student	300	4.07	.992	.057		
Television programmes are according to the objectives of teachers training	Teacher	100	4.08	.800	.080	.633	.527
	Student	300	4.01	.947	.055		

Table: 9 reveal that teachers' mean score is significantly better than students' on: Television programmes were useful for conceptual /theoretical learning. Teachers mean score is also better on:

The quality of programmes is appreciable, television programmes are sufficient for distance learners and television programmes are according to the objectives of teachers training but this difference is not significant.

It can be concluded that teachers' mean score is better than students' on media support.

Table: 10
Showing the mean difference between
students and teachers on overall media support

Status of Respondent	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Teacher	100	16.8100	2.94973	.29497		
Student	300	16.1967	3.76900	.2160	1.483	.139

It is indicated by the above table (table: 10) that overall mean score of the teachers is better than that of students on media support but that difference is not significant.

Table: 11
Showing the mean difference between mean scores
of students and teachers on work shop

Variables	Status of Respondent	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
The workshop was helpful in conceptual and theoretical learning	Teacher	100	4.41	.621	.062	3.836	.000
	Student	300	4.04	.904	.052		
A.V. aids were properly used in the workshop.	Teacher	100	4.34	.742	.074	.893	.372
	Student	300	4.25	.871	.050		
Students learned higher level of professional skills from workshop.	Teacher	100	4.33	.667	.067	1.221	.223
	Student	300	4.22	.844	.049		
Counselling was done adequately in workshop supervisor/ tutor	Teacher	100	4.18	.845	.085	2.843	.005
	Student	300	3.82	1.181	.068		
Regional office provides A.V. aids during workshop.	Teacher	100	2.25	1.366	.137	-8.035	.000

	Student	300	3.46	1.278	.074		
Division of marks of different aspects of workshop is appropriate	Teacher	100	4.25	.687	.069	21.847	.000
	Student	300	2.01	.947	.055		
Preparation of A.V. aids was main part of workshop	Teacher	100	4.15	1.132	.113	3.686	.000
	Student	300	3.60	1.331	.077		
The main emphasis in workshop was on lesson planning and practical work	Teacher	100	4.20	.865	.086	1.945	.052
	Student	300	3.98	1.015	.059		

Table: 11 shows that mean score of the teachers is significantly better than that of students on: The workshop was helpful in conceptual and theoretical learning, counselling was done adequately in workshop supervisor/tutor, regional office provides A.V. aids during workshop, division of marks of different aspects of workshop is appropriate, preparation of A.V. aids was main part of workshop, and the main emphasis in workshop was on lesson planning and practical work.

Teachers' mean score is also better in: A.V. aids were properly used in the workshop and Students learned higher level of professional skills from workshop but that difference is not significant. It is concluded that teachers mean score is significantly better in some components of workshop.

Table: 12
Showing the mean difference between
students and teachers on overall workshop.

Status of Respondent	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Teacher	100	32.1100	6.22458	.62246	3.221	.001
Student	300	29.3700	7.70830	.44504		

It is evident from the table above (table: 12) that there is a significant difference in overall mean scores of teachers and students on Workshop and teachers mean score is significantly better than students on workshop.

Table: 13
Showing the mean difference between mean scores
of students and teachers on teaching practice

Variables	Status of Respondent	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
The teaching practice enhances the degree of confidence in trainees	Teacher	100	4.23	.886	.089	.253	.801
	Student	300	4.21	.770	.044		
Duration of teaching practice is suitable	Teacher	100	1.93	.913	.091	-24.872	.000
	Student	300	4.20	.744	.043		
Tutor/supervisor Behaved responsible during teaching practice	Teacher	100	4.38	.736	.074	22.992	.000
	Student	300	1.99	.948	.055		
Staff / head of institution behaved well.	Teacher	100	1.65	.744	.074	-26.070	.000
	Student	300	4.18	.869	.050		
Competent resource person supervised teaching practice.	Teacher	100	4.30	.718	.072	26.088	.000
	Student	300	1.86	.838	.048		

It is evident from the above table: 13 that teachers' mean score is significantly better than students on: Tutor/supervisor behaved responsible during teaching practice and teaching practice was supervised by competent resource person. The teachers' mean score is better in: the teaching practice enhances the degree of confidence in trainees but this difference is not significant. Students' mean score is significantly better than teachers' in: Duration of teaching practice is suitable and Staff/head of institution behaved well. It can be concluded in some components teachers mean score is significantly better and in others the mean score of students is significantly better than teachers.

Table: 14
Showing the mean difference between students and teachers on overall teaching practice

Status of Respondent	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Teacher	100	16.4900	3.50035	.35003		
Student	300	16.4300	3.66559	.21163	.143	.886

Table: 14 indicates that there is a difference on overall mean scores of students and teachers on teaching practice but that difference is not significant.

Table: 15
Showing the mean difference between mean scores of students and teachers on overall B.Ed Programme

Status of Respondent	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Teacher	100	151.70	28.38973	2.83897		
Student	300	138.50	36.26652	2.09385	3.312	.001

It is evident from the table: 15 that overall mean score of the teachers is significantly better than that of students' on over all B.Ed Programme on methodology, material of distance education, assignments, tutorials, media support, workshop, teaching practice and evaluation.

DISCUSSION

Mean score of the teachers is significantly better than students in the distance teacher training aims to develop abilities in students. Students mean score is better in the components of the courses leads to professional development and the proportionate share of practical and theoretical components is logical but that difference is not significant, it shows that teachers are more confident about the methodology but students are not as confident as teachers (Table: 1).

Overall mean score of the teachers is better than that of the students but the difference is not significant, it shows that when over all methodology was taken then mean score of teachers were higher but not statistically significant, so it can be concluded that over all methodology both teachers and students are having the same opinion. (Table: 2).

Teachers mean score is significantly better than students in: The study material involves in study and the course material is easy to understand and self-explanatory. Teachers' mean score is also better in:

The contents of the courses are in logical sequence, the content knowledge can fully be applied to classroom situation and the material is according to the needs of distance learner but the difference is not significant. Students are not as confident as teachers that study material involves in study and course material is easy to understand and self-explanatory (Table: 3).

Overall mean score of the teachers is better than students on the material of distance education but that difference is not significant, it can be concluded that over on material both teachers and students are having the same opinion. (Table: 4)

Teachers mean score is significantly better than students on: The assignments were checked objectively, there was active interaction between students and teachers in tutorial sessions, the tutorials are helpful in providing feedback, the tutorials support is helpful in removing difficulties and additional information, and the tutorials are helpful in motivating the students. The mean score of students is better than teachers on: the tutorial supports facilitate to understand the new course but that difference is not significant, as it is evident that on all the items of tutorials teachers score is significantly better than students, which shows that teachers are satisfied from the tutorials but students are not satisfied, in order to have a better tutorial system students must be satisfied otherwise it is of no use (Table: 5).

Overall mean score of the teachers is significantly better than students on tutorials, again when over all tutorials is taken there is a highly significant difference between students and teachers, teachers are most satisfied but students are least satisfied from the tutorials (Table: 6).

Mean score of the teachers is significantly better than students in the marked assignments were returned in time, the division of marks of assignments and final examination is justifiable, assignments encourage the students in problem solving and assignments contribute towards self- learning. Which shows that students are not satisfied from marking of assignments, ratio of marks of assignments in final examination, assignments encourage the students in problem solving and assignments contribute toward self learning (Table: 7).

Overall scores on assignments shows there is a significant difference between the mean scores of the teachers and students and the score of the teachers is significantly better than students on assignments, students are not satisfied regarding assignments (Table: 8).

Teachers mean score is significantly better than students on: Television programmes were useful for conceptual/theoretical learning. Teachers mean score is also better on: The quality of programmes is appreciable, television programmes are sufficient for distance learners and television programmes are according to the objectives of teachers training but this difference is not significant, student and teachers opinion is same except on T V programmes (Table: 9).

Overall mean score of the teachers is better than students on media support but that difference is not significant, so we can conclude that both are having the same opinion on media support (Table: 10).

Mean score of the teachers is significantly better than students on: The workshop was helpful in conceptual and theoretical learning, counselling was done adequately in workshop supervisor/ tutor, regional office provides A.V. aids during workshop, division of marks of different aspects of workshop is appropriate, preparation of A.V. aids was main part of workshop, but on the main emphasis in workshop was on lesson planning and practical work the difference is not significant. It proves that teachers are more satisfied and students are less satisfied on workshops. (Table: 11).

There is a significant difference in overall mean scores of teachers and students on Workshop and teachers mean score is significantly better than students on workshop, which shows that teaches are more confident regarding the utility of workshop while students are not satisfied significantly (Table: 12).

Teachers mean score is significantly better than students on: Tutor/supervisor behaved responsible during teaching practice and competent resource person supervised teaching practice. Students mean score is significantly better than teachers in: Duration of teaching practice is suitable and Staff / head of institution behaved well, here is a conflict between students and teachers, teachers are of the view that teaching practice duration is not appropriate but students are of the view that it is appropriate, and same condition is on staff/head of the institution behave well, as well students are less confident about the responsibilities of supervisor and about the competencies of the resource person (Table: 13).

That there is a difference in overall mean score of students and teachers on teaching practice but that difference is not significant, so it can be concluded that on over teaching practice both students and teachers are having the same opinion (Table: 14).

That overall mean score of the teachers is significantly better than students on methodology, material of distance education, assignments, tutorials, media support, workshop, teaching practice and evaluation, which shows that overall on the effectiveness scale students are not as confident as teachers about the B.Ed programme of Allama Iqbal Open University (Table: 15).

CONCLUSIONS

On the basis of the findings following conclusions were made:

- Tutors are good at methodology and students verify it.
- On study material teachers and students are agree but there is a conflict between them on study materials involve in study and course material is easy to understand.
- There is an active interaction between students and teachers in tutorial sessions; the tutorials are helpful in providing feedback.
- Assignments component is not strong and it does not encourage the students in problem solving and contributes towards self- learning.
- Students are not well satisfied on media support provided to them.
- Regional offices are not providing A.V aids during workshops.
- Duration of teaching practice is suitable in the view of students but teachers considered it insufficient.
- Head of the institutions do not behave well.
- The over all B.Ed programme of AIOU is satisfactory in the view of teachers but students are having a contradictory view.

RECOMMENDATIONS

In the light of the analysed data and on the basis of findings, following recommendations are made.

- Tutors should be trained enough to conduct tutorials so that the tutorial may facilitate students to understand the new course.
- AIOU should invest more on media/Audio Video aids to facilitate students in their learning.
- Qualified teachers should be appointed as resource persons for workshops so that they understand student problems properly.
- Before starting training course/workshop in an institution the consent of the Head of the institutions should be taken/There should be some incentive for those institutions, where training sessions/workshops are conducted.
- Material of distance education should be according to the level of the students and it should involve the students.
- Assignments portion also need revision, tutors must return in time and there should be some creative work in assignments, which creates creativity in Students.

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