An Analysis of Perceptions of Female Students Regarding the Promotion of Distance Mode Learning in Pakistan

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Abstract

In 21th Distance mode of learning plays significant role in the promotion of education. By the help of distance mode of learning we educate those who lives far away from us, through distance mode learning we educate them. The key purpose of the current investigation was to examine the perception of female students towards the promotion of distance mode learning in Pakistan. The main objectives of the current research paper were: (1) the perceptions of female students on the current practices of distance mode learning in Pakistan. (2) The perceptions of female students to suggest ways of promoting distance mode learning in Pakistan. It was quantitative study. The research design which was used for prevailing research paper was descriptive and survey type. The universe of the current study were all students who enrolled in all universities in Islamabad who provide distance mode of education. 270 Students were randomly selected and used stratified randomly techniques was used in selection of sampling. A questionnaire was used as a research instrument with five point Likert scale. Data were collected by researcher personally. Data were analyzed by the help of SPSS (Version, 20). And the data were tabulated in the form of figures and tables.

Keywords: Perception, Promotion, Distance Mode Learning, Analysis

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Introduction

It is the right of each and every person of this contemporary world to educate them, how educate them, for this purpose different mean of education is used and one of these is distance mode of education. By the help of this means of education we provide them education into their door steps to those how leaves far away from us. However because of limited prospects, littler assets as well as improvements &tendencies, the outdated as well as proper scheme demands for another to agreement it suitably. Consequently, distance mode of learning developed to discourse the problem as well as it was acknowledged as a substitute to the proper system of education as well as authoritative, of its stretchy environment. Adeeb, Rahmani & Safdar (2008) revealed that, distance mode education seems to be eradicating sex dissimilarities as well as societal discernment, mostly in emerging nations for example, Pakistan and other emerging nations. Commonly it is perceived that, distance mode of learning delivers broader entrance to each and every nevertheless of sex, period as well as background and doctrine. Distance mode of learning endorses chances of enduring learning by delivering 2nd chance to those peoples, who missing afterward finishing definite level of education as well as released out at some phase, (Hussain, 2005; Rashid, 2003). In of 21st century awareness about society, has developed is a sustainable basis for conveying knowledge, specialized talents as well as approaches to live & work within this competitive universe. So, it looks essential for distance mode of institutes to confirm quality education. Rashid (2003) discussed the diverse aspects which effect on quality of distance mode of learning self-directed material, learner support facilities, instructor as well as instructors' preparation, broadcasting as well as ICT equipment, students' outline and requirements of socio-cultural as well as financial situations of the state. But, the quality of education looks to be sprightly interrelated with the quality of training. Therefore, in distance mode of learning, the quality of teaching commonly be contingent upon trainers as well as trainers' teaching. According to Hussain (2008), stated that an expert trainer abuses new approaches as well as methods for actual raining provision for accomplishment of students as well as eventually in programs in distance mode of education. Teaching in distance mode is a skilled doing targeting at training to distance mode of students to attain great marks. He further said that, a decent tutor improves educational co-operation with students to talks with them teaching and learning related difficulties as well as matters. Therefore, students finish preference as well as educational happiness, the significant struggles of their teachers as well as might be overemphasize to monitor them. Therefore, the instructor is observed as one of the rudimentary mechanisms as well as

support of distance mode of learning system. So, each and every struggles as well as undertakings for constructing a programs for distance mode of learning, positive depend upon specialised abilities of teachers serving for distance mode of students to study. The students of Distance mode look to be single with their different prospective, logical measurements, conceptual abilities as well as involvement of life. So everyone have own perception about learning. However, diverse examiners (Hussain, 2005; Merriam, 2001; & Rashid, 2000) presumed that students of distance education to be grown ups, they are self-structured, self-absorbed as well as self-directed to teaching as well as learning. Grown ups were expected to be developed logically as well as communally having their personal perception as well as involvement of life as well as teaching and learning properly or casually. They were plays dissimilar parts in the community. So, they want to be preserved as grownups in instructional procedure. The tutors of distance mode must be contemplate their individualities as well as requirements for emerging a vigorous specialised as well as creative association with them. Why its looks essential of an instructor to be well-resourced with firm specialized abilities as well as capabilities termed adult teaching talents to support adults study. Adult teaching abilities might be observed as a specialized capabilities as well as consciences to support grownups study (Rachal, 2002). Adults teaching methodological abilities, as a word which specifies, branch from the rudimentary codes of adult's methodology, as well as its expectations. According to Knowles (1970) stated the word andragogy as well as proclaimed that "actually inventive teacher thoroughly overwhelms that what he sees in his learners would study in support of facilitating his learners to study for themselves that what they need to study. Likewise, according to Van Gent (1996) encouraged for choosing a suitable method to explain grownups as well as Zmeyov (1998) observed that andragogy is an appropriate method which were strong minded elementary actions for students as well as educators in development, understanding, assessing as well as modifying adult learning properly. Similarly, Bellamio (2006) stated that the important remunerations of a seminar established by Malcolm Knowles' according to them andragogy facilitated Italian social source for professional development as well as cultivating their encouragement inside their companies. Like adults, the students of distance mode have their inimitable personalities as well as learning elegances. So, the effective teacher continuously discourses their particular individualities as well as learning classes in instructional procedure in distance education. Adults study by the help of envelopment as well as practical exercise with some help through their teachers. According to Kearsley (1996) revealed that the word andragogy as well as specified that teaching for adults

requirements to emphasis further on procedure as well as fewer on the contented creatures killed. So, dissimilar systems as well as approaches, which contain adults in teaching and learning procedure are supposed to be valuable as well as meaningfully real. These approaches laterally with others contain case studies, enact, imitations, as well as formulating selections. Teacher as well as mature instructor thus shoulders a character of guide as well as organiser to support them study. It is essential for an instructor to see how to support distance students. According to O'Rourke (2003) recognised three fundamental ability sets compulsory for real teaching in Open as well as Distance Learning. These sets contain theoretical, helpful as well as administrative helps of an instructor. Also, the learning directed by Suanmali (1981) recommended roughly services for mature teacher. A teacher might be accomplished of assembly students elf-governing. For this reason he must support through them:

(i)   Properly the use of learning sources,
(ii)   describing the learning requirements,
(iii)   compelling accountability for their education,
(iv)   establishing for their personal knowledge,

    Adopting students' conclusion creating as well as selections, boosting them for decision as well as incorporation, simplifying them in affectation difficult as well as conclusion its answer, as long as helpful to learning situation, as well as developing empirical approaches. According to Bragar &Johnson (1993) acknowledged five philosophies of adult learning is a alteration as well as it earnings time to happen; it shadows a incessant sequence of achievement as well as consideration of the students current learning takings place in speaking students'matters; which is develops meaningfully actual over communicating methods; as well as it is considerably actual in helpful as well as inexpensive learning situations. According to Morland (2003) revealed that trade instructors, tutors, as well as instructional designers desired to comprehend the subtleties of andragogical model as well as values of adult teaching and learning.

    According to Nelson (2005) publicised that five African American women endowed themselves uniform with the absence of out-dated learning situations or settings. Therefore it is decided that women were self-orientated as well as sustained according to the Malcolm Knowles' concept of andragogy. According to Gross (2006) reflected that students were involved to abuse andragogy in their innovative researches for the intention of societal learning as well as growth. According to Henschke (2006), stated that, the main aspect persuasive students as well as higher education organisations to emphasis further on all-time learning. The

students of higher education organisations are grownups as well as objective directed. Which creates the conscious of their learning as well as achievement. Likewise, So, Wie (2003) reflected that andragogical philosophies define students' accomplishment as well as excellence of adult education. According to Akande & Jegede (2004), andragogical approaches to increase adult ICT learning services in Pakistan. The involvement discovered that adults contributed vigorously as well as these approaches were expressively suitable for endorsing ICT learning amongst adults. Which were also used in other parts very well. According to Isenberg (2005, 2007) established as well as confirmed a 'Virtual Health Coach' Internet program-based on andragogical philosophies interrelated with Internet technology. The skill was relatively positive as applicants described their gratification in distributing with their health problems. These skills were used effectively to support entities in some catastrophic as well as other difficult circumstances in useful life. Similarly, according to the research of Toman (2005) create the andragogical method more operative than those containing of one-way evidence stream in catastrophe circumstances like simple wildfire etc.

Objectives of the Study

The objectives of the current study were:
1. To analyze the perceptions of female students on the current practices of distance mode learning in Pakistan.
2. To suggest ways of promoting distance mode learning in Pakistan.

Research Questions of the Study

The research questions of the study were:
1. To what extent the perceptions of female students support the current practices of distance mode learning in Pakistan?

Research Methodology

It was quantitative study. The research design which was used for prevailing research paper was descriptive and survey type. The universe of the current study were all students who enrolled in all universities in Islamabad who provide distance mode of education. 270 Students were randomly selected and used stratified randomly techniques was used in selection of sampling. A questionnaire was used as a research instrument with five point Likert scale. Data were collected by researcher

personally. Data were analyzed by the help of SPSS (Version, 20). And the data were tabulated in the form of figures and tables.

Analysis and Interpretation

Table 1
Views of female students regarding distance mode learning

S. No Score	Percentage	Frequency	Mean
SA22.2	60		
A	56.3	152	
N18.5	50		1.70
DA2.7	06		
SDA	0.7	02	
Total	100	270	

According to table no.01, presented that 22.2% of female students were strongly agree, 56.3% of female students were agree, 18.5% of female students were neutral, 2.7% of female students were disagree, while .7% of female students were strongly disagree towards the statement, views of female students regarding distance mode of learning. And its mean score was 1.70 which was positive. So, it is concluded that 56.6% of female students were agree while 2.7% of female students were disagree towards the statement, views of female students regarding distance mode of learning.

Table 2
Suggest ways promoting distance mode learning

S. No Score	Percentage	Frequency	Mean
SA	28.1	76	
A	45.6	123	
N	17.8	48	2.02
DA	7.0	19	
SDA	1.5	04	
Total	100	270	

Table no.01, tabulated that 28.1% of female students were strongly agree, 45.6% of female students were agree, 17.8% of female students

were neutral, 7.0% of female students were disagree, while 1.5% of female students were strongly disagree towards the statement, Suggest ways promoting distance mode learning. And its mean score was 2.02 which was positive. So, it is concluded that 25.6% of female students were agree while 7.0% of female students were disagree towards the statement, Suggest ways promoting distance mode learning.

Table 3
Views of students regarding on the practices of distance mode learning

S. No Score	Percentage	Frequency	Mean
SA	30.0	81	
A	43.3117		
N	21.5 582.08		
DA	4.4 12		
SDA	0.702		
Total	100	270	

Tabulated table no.03, reflected that 30.0% of female students were strongly agree, 43.3% of female students were agree, 21.5% of female students were neutral, 4.4% of female students were disagree, while 0.7% of female students were strongly disagree towards the statement, Views of students regarding on the practices of distance mode learning. And its mean score was 2.08 which was positive. So, it is concluded that 43.3% of female students were agree while 4.4% of female students were disagree towards the statement, Views of students regarding on the practices of distance mode learning.

Findings of the Study

The main finding of the study were drawn after the analysis and interpretation, these findings were:
1. So, it is concluded that 56.6% of female students were agree while 2.7% of female students were disagree towards the statement, views of female students regarding distance mode of learning. (Table no.01).
2. 25.6% of female students were agree while 7.0% of female students were disagree towards the statement, Suggest ways promoting distance mode learning. (Table no.02)
3. it is concluded that 43.3% of female students were agree while 4.4% of female students were disagree towards the statement, Views of students regarding on the practices of distance mode learning. (Table no.03)

Conclusion

On the basis of analysis and findings we can concluded that:
1. Majority of the female students were agree towards the statements that the current practices of distance mode of learning.
2. Most of the female students were agree about the statement about the views of female students regarding to promoting of distance mode of learning.

Discussion

In 21th century Distance mode of learning play very important roles in character building of any personality. Distance mode of learning provide every types of opportunity to them to equip themselves in every aspect of life. Therefore, the main concern of this research paper was to investigate the perceptions of female students regarding the promotion of distance mode learning in Pakistan as well as their analysis. The main objectives of the current study were: (1) the perceptions of female students on the current practices of distance mode learning in Pakistan. (2) The perceptions of female students to suggest ways of promoting distance mode learning in Pakistan. The same results were founded on other studies for example, (Akande & Jegede, 2004) as well as (Hussain, 2005), which were founded the same result of these studies and so on.

Recommendation

1. The scholar suggested that appropriate short-term as well as long-term training of for tutors in distance mode education may be structured to prepare them with practical abilities of using ICT in distance education.
2. Tutors' handbook can be make for fresh registered tutors in Distance Education institutions.
3. A majority of researches can be steered to estimate students'consideration on andragogical abilities of their tutors as well as discover their training requirements.

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