

Teachers' Preparation: A Contribution of Distance Education in Pakistan

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Abstract

The main objectives of the study were to explore the theoretical and practical component of teacher training programme and effectiveness of instructional package particularly the instructional material and contribution of the teacher education programme of distance education in teacher training. In light of the literature review, the three questionnaires were developed to survey the contribution of the teacher education programme of distance education in teacher training. The respondents were of the opinion that the instructional package, particularly instructional material, is effective for teacher training. The tutorial system contributes to the interaction between the tutor and students as well as peer students. T.V programmes on teachers' education are also providing additional information. Lesson planning and different teaching strategies are practised during training workshops. Distance education is on par with the formal system of formal teacher education system.

Key Words: Teacher Training, Teacher Education, Distance Education, Distance Tutor, Tutorials, Assignments, Workshop, Correspondence Material, Study Centre.

Introduction

Education is a sum of different activities and process which mainly bring into focus the social aspects of a human being. Education is not something static, but a continuous and life long process. It is bound up with the human race since its birth and shall continue to function as long as the human race exists. So, education has always been very highly valued and has been a major force behind the social and cultural life of every society. Education signifies man's supreme position in society. It enables the individuals to develop the capacities that empowered them to control the environment to fulfil their possible Physical and mental maturity of the individual also depends upon his interactions and adjustment to the situation and circumstances. Therefore, education is a multifarious activity that encompasses the overall development of an individual and with the passage of time modes of education are expanding from informal to formal and distance. Among these distance education is gaining more acceptance due to the reason that 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. So, the [Schlosser \(2002, p.12\)](#) explained the distance education in these words "distance education is an institution-based, formal education where the learning group is separated, and where interactive telecommunication systems are used to connect learner, resources and instructors."

This definition has three main components. The first is that this education is different from self-study. Secondly, this system separates the teacher and the student. The third component of the distance education is Interactive telecommunication. Interaction is critical, but not at the expense of content. Thus, distance education is an educational process where the teacher and the taught are at a distance in terms of space and/or time. This

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gap is abridged by usually involving a combination of electronic and print media with some kind of face-to-face interaction of teacher and the learner.

Components of Distance Education

Distance Education is an effective combination of mass media, correspondence materials, radio, television, audio-visual aids, study centres, correspondence tutors, etc. the main components of distance education are as under:

Correspondence Materials

The correspondence materials are basically different from the textbooks because a textbook gives all the relevant and clear facts but cannot guide or teach the individual. The guidance and direct teaching is only expected from correspondence materials. While [Erdos, R.F. \(1967, p. 14\)](#) comments on the essential features of the correspondence materials as:

It must contain those features which make a correspondence course of teaching instrument. It must guide the student in studies, aid him in the assimilation of knowledge and skill, give him practice in the use of his knowledge and skill, and test him in understanding to find out where he needs additional help.”

The correspondence materials thus provide actual teaching by itself. Good correspondence materials must be easily understandable and consistent with a built-in solution to the possible problems that a student may have to experience while studying at home. Sharama (2005, p. 394) pointed out that “printed materials made education available to a vast population. In place of class education, it became mass education.

Media

It is a fact that radio is a means of communication with people scattered in large far-flung areas with large illiterate populations. Radio broadcast has a more potent influence on education, especially in developing countries.

Radio and television programmes can be used as complete teaching courses or can be integrated into the face to face teaching course or used in conjunction with correspondence courses. It is a widely accepted fact that almost every citizen has easy access to all the radio stations of Pakistan. In this regard, [Dasgupta, \(2002, p.80\)](#) said that “broadcast television and radio are mediums of distance education have been in use since their early days of the telecast. Various developments contributed to changing the concept of using them in instruction from ‘talking head’ to well-designed radio and television programme.”

The best-known approach to the problem of overcrowded classrooms and offers a means whereby the effectiveness of a competent teacher can be extended to reach an unlimited number of students. No doubt television as one of the most powerful and effective media for instruction helps in solving many problems like overcrowded classrooms and provides a chance to the teachers to reach to the unlimited number of students. A better understanding of the concept can be given through television. Students take more interest if the instruction is given to them through instructional television.

Study Centres

Study Centres have their own importance as the students meet their tutors and counsellors in study centres. Allama Iqbal Open University has established more than 1000 study centres in all parts of the country, where the students meet their tutors, counsellors and fellow students to take part in group discussions about their courses ([Prospectus Spring, 2004 p. 5](#)).

Distance Tutor

Tutor is a link between the student and the learning material. The more the tutor is efficient and competent, the more will be the learning output. Tutor clarifies all the ambiguities and difficulties of the student. According to Pereira, E. (1978, p. 150) the most important contact for the student with the college (Distance Teaching Institute) is through the lessons which he submits from time to time and the queries he may be promoted to make. In Pakistan correspondence material prepared by Allama Iqbal Open University contains assignments,

exercises, and self-assessment questions. In order to familiarize tutors with their courses and the distance teaching system, A.I.O.U has prepared tutor guides.

Tutorials

Qualified part-time tutors are appointed for the guidance of the students all over the country. A tutor is allotted a group of students usually consisting of forty (40) to fifty (50) students. Twelve tutorial meetings are arranged for each course which provides a chance of face to face meeting besides correspondence guidance. Study centres are established in different Govt. Institutions or in the regional office. [Shrama and Chandra \(2003, p.4\)](#) explained that tutorial is a subpart of the class in which a teacher tries to solve the problems of the small groups of pupils. Moreover, in order to guide the students during the semester, part-time tutors are appointed throughout the country out of the roster of qualified experts in each field available with the concerned region. A student seeks continuous guidance through correspondence personal visits of face-to-face group coaching during the tutorials.

Assignments

It is compulsory for every student to attempt two assignments for a half-credit course and four assignments for full credit course during the semester. Students have to get at least forty marks in each of the assignments, which is the prerequisite to appear in the final exam. These assignments are evaluated by the tutors appointed by the regional concern office. According to [Rashid \(1998, p.39\)](#) assignments lending back with tutor comments acts as a very important component of distance education system. It helps the student reflect on his work and evaluate the record of his strengths and weakness.

Workshop

Two-week workshop is a compulsory component of the teachers training programme. Attendance in the workshop is compulsory for every student. Different teaching aspects are included like how to make a lesson plan and preparation of different teaching aids from no cost, low-cost material. Training of preparing question paper is also provided during the workshop. The teaching strategies, communication skills and preparation of time table are being learnt during the workshop. According to Sewar et al. (1989, pp.39-40) "Workshops play an effective role in the learning of distance students. These are opportunities for them to interact with their tutors and other fellows' students and thus can discuss their problems. Different topics are allotted to students and asked them to make a presentation in front of their fellows and senior teachers or experts. Such presentations are usually evaluated."

The essential feature of the workshop is the intense consideration of a practical problem that has arisen from the daily functioning of the teaching-learning process. It involves individual contribution even though the work is done by the whole group as one unit ([Benakanal, 2006, p.81](#))

Examination

For sitting in the final examination, it is compulsory for every student to pass in the assignments and to qualify the workshop. Weightage of the assignment and the final examination is 30:70 for conflated marks. The overall performance of a student in a course is based on the combination of assignments, workshop and the final examination.

Teacher Education

Teaching and teachers have poise and central position in society. The principles of teaching, the role of a teacher, methods of teaching and guidelines for best teacher pieces of training are derived from the social and economic conditions of the society. Bharadwaj (2001, p.49) described that "learning through distance education is a process which gives intimate feelings without any external control. It is a learning process, which never ends".

Professional Standards of Teacher

In order to strengthen teacher education at B.Ed. Level Ministry of Education, [Government of Pakistan \(2009, pp.18-19\)](#) has set ten professional standards. These standards are:

1. Subject matter knowledge,
2. Human growth and development
3. Knowledge of Islamic Ethical Values/Social life skills,
4. Instructional planning and strategies
5. Assessment,
6. Learning environment,
7. Effective communication and proficient use of information and communication technologies,
8. Collaboration and partnerships,
9. Continuous professional development and code of conduct,
10. The teaching of English as Second/Foreign language.

Role of Distance Education in Teacher Education

Open universities are being used in several counties to provide Education and training to people who cannot leave their homes and jobs for full-time studies. A people's Open University will, therefore, be established to provide part-time education facilities through correspondence courses, tutorials, seminars, workshops, laboratories, television, radio broadcasts, and other mass communication media. Education plays a very significant role in the national economy. A successful education system is necessary for a country, and an effective education system needs effective teacher training for its teachers. In our country, Allama Iqbal Open University plays a crucial role in teacher training through distance mode of education. It has given a chance to the teachers of our country which are isolated in communities, and they are very far from the professional development institutions. So, AIOU is playing a successful role in the professional development of teachers. The teacher training programmes of AIOU are at national and international level. According to [Iqbal, M. Z. \(2002, p.33\)](#) the salient features of distance teachers courses of AIOU are:

- Through introducing teacher's training course, the untrained teachers and other related people, till 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 the present era.
- Majority of women teachers are getting training for the first time through the distance learning system of AIOU.
- Teachers training courses are entirely field-based.

The teacher training programmes of AIOU are based on fresh knowledge, practical skills and produce abilities in the teachers to work as teachers. Its programmes reshape the attitudes of teachers, remodel their habits and bring about impressive changes in their personality. According to [Iqbal, M. Z. \(2002, PP. 34-35\)](#), some of the important features of distance teacher education programmes are the following:

- 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.
- Teacher education through distance system is suited for females and people of far-flung areas of Pakistan.
- There is flexibility in this system of education in terms of age and 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 to study.
- Being highly cost-effective in nature as compared to the formal Teacher Training in Pakistan, the prospective teachers prefer AIOU to formal teacher training institutions.
- Teachers training programme of AIOU is not only self-sufficient in financial management, but it is also contributing 43% of its saving to other programmes of the University which are in deficits from income-expenditure.

Distance teacher training programmes offer an opportunity to working for untrained teachers to enhance their professional qualifications without leaving their jobs in schools. They have a chance to improve their techniques, skills and knowledge relevant to their jobs through in-service teacher training programmes of AIOU.

Cost-Effectiveness of Teacher Training Programmes

Teacher training through the formal mode of education is so expensive that it is out of reach of the common man. It is a great boon for developing countries like Pakistan, where the GDP rate of an individual is very low and where the formal system of education is very costly. In these circumstances, AIOU has taken the responsibilities to provide the educational training at very low costs. Statistics taken from a comparative study conducted in 1977 on the cost-effectiveness of teacher training programmes are shown in the following table.

Table 1. The Costs Benefits Analysis of Distance Education System in Pakistan

Programme	Per Student Cost of Distance Teacher Education System					Per Student Cost of Formal Teacher Education					Difference
	Fee	Workshop	Teaching Practice	Others	Total Cost	Fee	Workshop	Teaching Practice	Others	Total Cost	
PTC	2025	1213	1123	527	4888	1762	792	14000	7223	27777	20891
CT	2431	1487	1123	527	5550	1253	792	7251	7225	16521	10971
Diploma (10+3) Model	4325	1728	2386	1425	9864	3273	1921	12625	15223	32042	22178
B.ED	3512	1516	1627	826	6481	1772	1863	15657	9352	2644	21163
M.Ed.	24000	3452		2181	29633	5600		33512	15652	29633	25098

Source: [Allama Iqbal Open University \(2002\)](#). *Teacher Education in Pakistan, Code 829, Islamabad: AIOU*

Teacher Education is the most popular programme of Allama Iqbal Open University (AIOU). Many research studies have been undertaken to see the effectiveness of teacher education programme and its related components like media support, tutorial support and workshop. However, the role of teacher education offered through distance education for the promotion of teacher education in Pakistan is yet to be explored.

Objectives of the Study

Following were the objectives of the study:

1. To find out the effectiveness of the instructional package of distance education for teacher education.
2. To explore the quality of distance education material.
3. To identify the contribution of teacher education programmes of distance education.
4. To investigate the theoretical and practical components of teacher education.

Significance of the Study

The study may be helpful for teachers in making the decision to improve their qualification through distance education. It also helps planners in planning and improving the programme to meet the teacher's demand in education and may also be helpful for policymakers, curriculum developers, practitioners and managers of distance education programme. The study would point out the main problems and hurdles in the way of teacher education through distance education. New concepts of training, skills and innovation may be adopted through the findings of the study.

Delimitations of the Study

Following were the delimitations of the study:

- Chakwal and Rawalpindi Regions of Allama Iqbal Open University.
- Students of B.Ed. Programme who were enrolled in autumn 2009 and have completed their B.Ed. In autumn 2010.
- Tutors of B.Ed. Programme autumn 2009.
- Academicians of Faculty of Education of AIOU.

Methodology

Population for the Study

The population of the study consisted of the following categories:

1. B.Ed. Students (i.e. 10975) Chakwal and Rawalpindi regions of Allama Iqbal Open University for autumn 2009.
2. Tutors of B.Ed. Programme (i.e. 917) Chakwal and Rawalpindi regions of Allama Iqbal Open University for autumn 2009.
3. Academicians (i.e. 29) of AIOU.

Sample of the Study

Following sample was taken out randomly from the population.

1. Out of the total number of students, 10975 (10%) were taken as a sample which came out in 1097. These students were enrolled in autumn 2009.
2. Four hundred fifty-eight tutors were selected that makes 50% of the total population (917) of Chakwal and Rawalpindi region of AIOU.
3. 26 Academicians (i.e. 90%) were taken as a sample.

Development and Validation of Research Tools

Separate questionnaires for each category of the population were developed, keeping in view the parameters of role of distance education in promoting teacher education in Punjab, i.e. contribution, accessibility and participation rate. Whereas these are the parameters for finding the effectiveness of instructional package, i.e. material of distance education, methodology, tutorials, assignments, media support, workshop, teaching practice and examination, on a five-point rating scale and were discussed with the educationists. In the light of opinions and suggestions, research tools were improved. Some items were changed, and some were deleted. Ten students, ten tutors of semester Autumn 2009 and three Academicians from Chakwal and Rawalpindi regions of AIOU were taken as a sample for pilot testing. The main purpose of this tryout was to know the drawbacks and weaknesses of the questionnaires to minimize the possibilities of ambiguity and misconceptions. As a result of feedback of pilot testing, the questionnaires were further improved for carrying out the study. As for as the reliability was concerned, the Cronbach's Alpha Test was used. The final version of the research tools was developed and approved by the supervisor and then mailed to the respective sampled population. Tools of the studies were these four separate questionnaires.

- i. Questionnaire for the Students.
- ii. Questionnaire for the Tutors.
- iii. Questionnaire for the Academicians.

Collection of Data

The questionnaires were distributed and collected from respondents through the mail and personal contacts of researchers. A self-addressed stamped envelope was also mailed along-with questionnaire. Reminders were also sent to those who were not responding.

Table 2. Responses Received

S. No	Name of Sample	Total no.	Sample	Percentage	Responses Received	%age of Responses Received
1	Students	10975	1097	10%	800	73%
2	Tutors	917	458	50%	360	77%
3	Academicians	29	26	90%	25	96%
4	Administrators	21	18	86%	18	100%

Data Analysis of Questionnaire of Student

The collected data were tabulated for analysis and interpretation by applying the mean score and Chi-square.

Table 3.

S. No	Statement	Chi-Value	Mean Score
1	The study package was complete in all respects	1087.05	4.5
2	The contents of the study material are in a logical sequence.	963.65	4.3
3	Study material is easy to understand and self-explanatory.	974.05	4.4
4	The material is according to the needs of distance learners.	815.55	4.3
5	Tutorials schedule motivates the students to study.	703.10	4.2
6	Tutorial support is helpful in removing difficulties.	804.35	4.3
7	Tutorials provide a guideline for examination preparation.	561.55	4.1
8	Tutorials provide the opportunity of interaction between students and teachers in the tutorial session.	719.75	4.2
9	The assignments cover the whole course.	929.40	4.4
10	Assignments encourage the students in problem-solving.	602.15	3.9
11	Assignments contribute towards self-learning	802.75	4.1
12	Television programmes telecast were useful for conceptual/theoretical learning.	679.05	3.9
13	Television programmes telecast is according to the objectives of teacher training.	775.40	3.8
14	The television programmes provided additional information than the text.	623.40	4.1
15	AV Aids were properly used in the workshop	104.80	4.5
16	Students were provided opportunity to discuss the study difficulty during the workshop	970.25	4.4
17	The main emphasis of the workshop was on lesson planning and practical work.	115.35	4.5
18	Teaching practice enhances the degree of confidence of the students.	140.60	4.6
19	Tutor/Supervisor provides guidance during the teaching practice.	141.15	4.6
20	Skilled resource persons help students during teaching practice.	101.35	4.4

Table No. 1 shows that:

1. The calculated chi-value (1087.05) is greater than the table value 9.49 at 0.05 significance level. Therefore, the mean score is 4.5. So, the statement the material has an introduction, objectives and activities is accepted.
2. The calculated chi-value (963.65) is greater than the table value 9.49 at 0.05 significance level. The mean score is 4.3. Which the statement the contents of the material are in a logical sequence is accepted.
3. The calculated chi-value (974.05) is greater than the table value 9.49 at 0.05 significance level. Hence the mean score is 4.4. As a result, the statement the study material is easy to understand and self-explanatory is accepted.
4. The calculated chi-value (855.15) is greater than the table value 9.49 at 0.05 significance level. Therefore, the mean score is 4.3. So, the statement the material is according to the need of the distance learner is accepted.
5. The calculated chi-value (703.10) is greater than the table value 9.49 at 0.05 significance level. The mean score is 4.4. Therefore, the statement tutorials schedule motivates the students to study is accepted.
6. The calculated chi-value (804.35) is greater than the table value 9.49 at 0.05 significance level. Therefore, the mean score is 4.3. That shows the statement tutorial support is helpful in removing difficulties is accepted.
7. The calculated chi-value (561.55) is greater than the table value 9.49 at 0.05 significance level. The mean score is 4.1. So, the statement tutorials provide a guideline for examination preparation is accepted.
8. The calculated chi-value (719.75) is greater than the table value 9.49 at 0.05 significance level. While the mean score is 4.2. Consequently, the statement tutorials provide an opportunity for interaction between students and teachers in the tutorial session is accepted.
9. Calculated chi-value (929.40) is greater than the table value 9.49 at 0.05 significance level. Therefore, the mean score is 4.2. So, the statement the assignments cover the whole course is accepted.
10. Calculated chi-value (602.15) is greater than the table value 9.49 at 0.05 significance level. The mean score is 3.9. That's why the statement the assignments encourage the students in problem-solving is accepted.
11. Calculated chi-value (802.75) is greater than the table value 9.49 at 0.05 significance level. Therefore, the mean score is 4.1. So, the statement the assignments contribute towards self-learning is accepted.
12. Calculated chi-value (689.05) is greater than the table value 9.49 at 0.05 significance level. While the mean score is 3.9. As a result, the statement the television programmes telecast were useful for conceptual/theoretical learning is accepted.
13. Calculated chi-value (775.40) is greater than the table value 9.49 at 0.05 significance level. Therefore, the mean score is 3.8. So, the statement television programmes telecast is according to the objectives of teacher training is accepted.
14. Calculated chi-value (623.40) is greater than the table value 9.49 at 0.05 significance level. While the mean score is 4.1. Which shows the statement the television programmes provided additional information than the text is accepted.
15. Calculated chi-value (104.80) is greater than the table value 9.49 at 0.05 significance level. The mean score is 4.5. Consequently, the statement AV Aids were properly used in the workshop is accepted.
16. Calculated chi-value (970.25) is greater than the table value 9.49 at 0.05 significance level. Hence the mean score is 4.4. Therefore, the statement students were provided opportunity to discuss the study difficulty during the workshop is accepted.

17. Calculated chi-value (115.35) is greater than the table value 9.49 at 0.05 significance level. The mean score is 4.5. So, the statement the main emphasis in the workshop was on lesson planning and practical work is accepted.
18. Calculated chi-value (140.60) is greater than the table value 9.49 at 0.05 significance level. Therefore, the mean score is 4.6. As a result, the statement teaching practice enhances the degree of confidence of the students is accepted.
19. Calculated chi-value (141.15) is greater than the table value 9.49 at 0.05 significance level. Hence the mean score is 4.6. Whereas the statement Tutor/Supervisor provides guidance during the teaching practice is accepted.
20. Calculated chi-value (101.35) is greater than the table value 9.49 at 0.05 significance level. Therefore, the mean score is 4.4. Consequently, statement skilled resource persons help the students during teaching practise is accepted.

Data Analysis of Questionnaire of Tutor

The collected data was tabulated for analysis and interpretation by applying mean score and Chi-square.

Table 4.

Sr. No	Statement	Chi-Value	Mean Score
1	The material has an introduction, objectives and activities.	106.00	4.1
2	The language used in the material is easy to understand	692.19	4.2
3	The material is according to the needs of students.	520.75	4.0
4	The material involves the students into studies	459.52	4.1
5	The tutorials provide feedback to the students on their submitted work.	435.44	4.3
6	Tutorials provided the opportunity of interaction between teachers and taught.	380.33	4.3
7	The weightage of assignments as well as examination is adequate.	700.33	3.9
8	Assignments provide an opportunity for self-learning.	981.00	4.2
9	TV programmes provide additional information than text.	155.25	3.5
10	The quality of the TV programme is up to the mark.	217.77	3.3
11	Lesson planning techniques are taught during the workshop.	458.11	4.4
12	The workshop provides the opportunity for professional skills for the students	576.00	4.6
13	Teaching practice enhances the degree of confidence in the trainees	428.52	4.4
14	Tutors provide guidance and counselling during the teaching practice	252.11	3.9

1. Calculated chi-value (106.00) is greater than the table value 9.49 at 0.05 significance level. Therefore, the mean score is 4.1. So, the statement the material has an introduction, objectives and the activities are accepted.
2. Calculated chi-value (692.19) is greater than the table value 9.49 at 0.05 significance level. Hence the mean score is 4.2. As a result, the statement the language used in the material is easy to understand is accepted.
3. Calculated chi-value (520.75) is greater than the table value 9.49 at 0.05 significance level, and the mean score is 4.0. So, the statement the material is according to the needs of students is accepted.

4. Calculated chi-value (459.52) is greater than the table value 9.49 at 0.05 significance level. Therefore, the mean score is 4.4. Consequently, the statement the material involves the students into studies is accepted.
5. Calculated chi-value (435.44) is greater than the table value 9.49 at 0.05 significance level. So, the mean score is 4.3. The statement the tutorials provide feedback to the students on their submitted work is accepted.
6. Calculated chi-value (380.33) is greater than the table value 9.49 at 0.05 significance level. Hence the mean score is 4.3. Therefore, the statement tutorials provided the opportunity of interaction between teachers and taught is accepted.
7. Calculated chi-value (700.33) is greater than the table value 9.49 at 0.05 significance level. Therefore, the mean score is 3.9. So, the statement the weightage of assignments as well as examination is adequate is accepted.
8. Calculated chi-value (981.00) is greater than the table value 9.49 at 0.05 significance level. While the mean score is 4.2. So, the statement Assignments provide the opportunity of self-learning is accepted.
9. Calculated chi-value (155.25) is greater than the table value 9.49 at 0.05 significance level. The mean score is 3.5. As a result, the statement TV programmes provide additional information than the text is accepted.
10. Calculated chi-value (217.77) is greater than the table value 9.49 at 0.05 significance level. Therefore, the mean score is 3.3. So, the statement the quality of TV programme is up to the mark is accepted.
11. Calculated chi-value (458.11) is greater than the table value 9.49 at 0.05 significance level. While the mean score is 4.4. Therefore, the statement lesson planning techniques are taught during the workshop is accepted.
12. Calculated chi-value (576.00) is greater than the table value 9.49 at 0.05 significance level. Hence the mean score is 4.6. The statement the workshop provides the opportunity of professional skills for the students is accepted.
13. Calculated chi-value (428.52) is greater than the table value 9.49 at 0.05 significance level. Therefore, the mean score is 4.4. Consequently, the statement teaching practice enhances the degree of confidence in the trainees is accepted.
14. Calculated chi-value (252.11) is greater than the table value 9.49 at 0.05 significance level. The mean score is 3.9. As a result, the statement Tutors provide guidance and counselling during the teaching practice is accepted.

Data Analysis of Questionnaire of Academician

The collected data was tabulated for analysis and interpretation by applying mean score and Chi-square.

Table 5.

S. No	Statement	Chi-Value	Mean Score
1	The presented material is according to the needs of the day.	32.80	3.6
2	The material is error-free.	22.40	4.1
3	Tutorial system of AIOU is quite effective.	08.80	2.7
4	Tutors are well trained in the system of distance education.	08.40	2.9
5	Assignments play a vital role in the preparation of final exams.	39.20	4.6
6	The workshop covers all types of skills relevant to teaching activities.	33.20	4.2
7	Workshops enhance the ability of lesson planning in the students.	40.00	4.4

8	The procedure of final lesson evaluation is appropriate	07.20	3.2
9	On the whole, the program is quite useful.	34.40	4.3
10	Training through distance education is at par with the formal system.	11.20	3.4
11	The graduate teachers trained through distance education are accepted in the job market equal to the formal system	40.00	4.4

1. Calculated chi-value (32.80) is greater than the table value 9.49 at 0.05 significance level. Therefore, the mean score is 3.6. So, the statement the presented material is according to the needs of the day is accepted.
2. Calculated chi-value (22.40) is greater than the table value 9.49 at 0.05 significance level. Hence the mean score is 4.1. As a result, the statement the material is error-free is accepted.
3. Calculated Chi-value (08.80) is greater than the table value 9.49 at 0.05 significance level. The mean score is 2.7. Consequently, the statement Tutorial system of AIOU is quite effective is accepted.
4. Calculated chi-value (08.40) is greater than the table value 9.49 at 0.05 significance level. Therefore, the mean score is 2.9. So, the statement Tutors are well trained in the system of distance education is accepted.
5. Calculated chi-value (39.20) is greater than the table value 9.49 at 0.05 significance level. The mean score is 4.6. Hence the statement assignments play a vital role in the preparation of final exams is accepted.
6. Calculated chi-value (32.20) is greater than the table value 9.49 at 0.05 significance level. While the mean score is 4.2. Therefore, the statement workshop covers all types of skills relevant to teaching activities is accepted.
7. Calculated chi-value (40.00) is greater than the table value 9.49 at 0.05 significance level. The mean score is 4.4. So, the statement Workshops enhance the ability of lesson planning in the students is accepted.
8. Calculated chi-value (07.20) is greater than the table value 9.49 at 0.05 significance level. Therefore, the mean score is 3.2. Which shows that the statement procedure of final lesson evaluation is appropriate is accepted.
9. Calculated chi-value (34.40) is greater than the table value 9.49 at 0.05 significance level. The mean score is 4.3. As a result, the statement, on the whole, the program is quite useful, is accepted.
10. Calculated chi-value (11.20) is greater than the table value 9.49 at 0.05 significance level. While the mean score is 3.4. Consequently, the statement Training through distance education is at par with the formal system is accepted.
11. Calculated chi-value (40.00) is greater than the table value 9.49 at 0.05 significance level. Therefore, the mean score is 4.4. Therefore, the statement the graduate teachers trained through distance education are accepted in the job market equal to the formal system is accepted.

Conclusion

The conclusions of the study regarding the preparation of teachers were as under:

1. The materials for teachers' training programmes of AIOU are understandable to the students who are organized in logical sequence including introduction, objectives, activities which make it self-explanatory and fulfil the needs of distance learners.
2. The tutorial system of AIOU is quite effective that helps the students in preparing for the examination, solving their study problems, receiving feedback on written assignments and it also provides the chance of interaction among the tutor and peer students.
3. T.V programmes are also used as a supplementary help for teacher training which meets the training objectives.

4. The overall content of courses is covered in the assignments which enhance the self-learning and helps in the final examination.
5. Workshops of teacher training programmes develop confidence in learner because lesson planning and different teaching skills are practised by the learners under the professionally trained tutors and supervisors during the workshops so that the distance education programme is quite useful for teacher training and at par with the formal system.

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