

## **AN ANALYSIS OF TEACHING PRACTICE WORKSHOP FOR STUDENTS OF DISTANCE EDUCATION ALLAMA IQBAL OPEN UNIVERSITY ISLAMABAD PESHAWAR REGION**

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### **Abstract**

*Teaching practice is a compulsory component of pedagogical programmes in distance education. This helps in achieving required goals of quality education. The conduction of teaching practice workshop enables learners to teach effectively as the workshop provides the students with practice of teaching and classroom management skills. The present study investigated the role teaching staff, difficulties of the distance learners, and the role of the Allama Iqbal Open University in the conduction of teaching practice workshop. The population was Allama Iqbal Open University Peshawar region BEd and PTC students. The pilot study of the research instruments was carried out on construct validity. The reliability of the research tools was tested on Factor analyses and Cronbach's alpha. It was descriptive research study. The data was collected from 80 B.Ed and 70 PTC workshop students and the data was analyzed on frequency, percentage, mean, standard deviation, and independent sample t-test. The study explored that the distance students need more input than regular educational degree provider university students because of their distance from the teachers and other facilities and in this way, the main role in teaching practice workshop is of teaching staff where distance students have opportunities to learn from them their teaching experience classroom management and teaching skills.*

**Key words:** Pedagogical, learning opportunity, difficulties, input, teaching learning practice

### **1.Introduction**

Allama Iqbal Open University Islamabad is the first distance education university of South Asia which was established in 1972 under the government act. The production of the university per year is 1.3 million students who are getting education and the university provides facilitation to the distance students at their door steps. The university has a vast menu of educational programmes at different levels. The books provided by the university help the students in their learning. The major focus of the university is to provide education to those who are living in far flung areas especially female and those who are not able to continue their education due to their jobs or any other routine work (Prospectus of B.Ed. Programme [POBP].

#### **1.1 Objectives of the Study**

The objectives of the study were to:

1. Investigate the role of teaching staff for the conduction of teaching practice workshop.
2. Identify the difficulties of the distance learners for attending the teaching practice workshop.
3. Explore the role of Allama Iqbal Open University Islamabad for the conduction of teaching practice workshop.
4. Recommend measures for improving the teaching practice workshop.

#### **1.2 Research Questions**

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1. How do you investigate the role of teaching staff for the conduction of teaching practice workshop?
2. What are the difficulties of distance learners for attending the teaching practice workshop?
3. How do you explore the role of Allama Iqbal Open University Islamabad for the conduction of teaching practice workshop?
4. What recommendations do you suggest for improving the teaching practice workshop?

## 2.Literature Review

The workshops in B.Ed. and PTC programmes of the university are conducted in the final semester of each course. In the workshop, students are bound to attend consecutive 12 days compulsory teaching practice workshop where they are facilitated by teaching staff (tutor supervisor). The focus of the workshop is to learn teaching techniques and the proper utilization of *lesson plan*. They are directed to prepare lesson plan and present lesson in front of the class and they are also advised to write 40 *lesson plans* and two *director lessons* for the presentation after one month teaching practice at any assigned schools (*Rahnumai Talaba* for B. Ed students). The distance education system is a diverse approach to education. People around the globe are advancing their knowledge through distance education. Bates (2008) states that the population graph of distance education has been rapidly increasing for the last two decades and the distance students have got higher qualifications through this education system. Distance programmes are beneficial to those who want to improve their educational career and desire to enter into the new environment where they have opportunities of learning. According to Moore and Thompson (1990), distance education is a without face to face interaction education. In this type of education, students are engaged at their homes and learning centers where they are provided face to face learning opportunities and these programmes are open and flexible and due to that, a large number of people prefer distance education system because by this, their routine activities and jobs are carried out without any disturbance.

Teaching practice is a compulsory component for each teacher training programme and the concept of teaching-learning is not cleared until the distance students attend teaching practice workshops because workshops enable them to commence their career as professional teachers in the field. For teaching practice, there is term used *pedagogy*. According to Training Manual in Pedagogy [TMP] (2014), "Pedagogy is the process of teaching especially the process of teaching that goes on in school classrooms and university lectures halls and laboratories." (p. 6). Pedagogy demands from the teachers to teach systematically and consume their periods into different parts. National Staff Development Council [NSDC] (2001) explains that the effective way of teaching is *participatory teaching* in which the learners are provided full-fledged concentration on developing their teaching skills. In this way, they have opportunities to learn verbal and non-verbal communication, utilization of audio-visual aids, and other latest techniques that assist the students in learning.

In the workshop, distance students have the opportunity to learn techniques of teaching which develop their thinking, attitude, and the style of teaching. Schachar and Nuemanra (2010) argue that teaching staff must provide maximum possible opportunities to the distance students of teaching practice by assigning them those tasks which have variety in teaching different subjects with separate lesson plans strategies. In this education system, distance students have

opportunities to make their career safe from tension which are faced by inexperience teachers while Gulamhussein (2013) elaborates that teaching instructors teach to the distance students as technician. They have to impart new teaching methodologies with material required for active learning and their concentration is just on modeling and contents of the presentations. They provide feedback and necessary modifications after presentations which will encourage and improve the skills of distance learners.

In distance education, teaching practice is a compulsory element for the face to face interaction to the distance students. In this regard, teaching staff (tutor, supervisor) have the main role in engaging students in teaching practice. Gunawardena and McIsaac (2004) have the opinion that teaching staff must be flexible and innovative while dealing with the distance students for inculcating their knowledge and skills to their pupils. They engage their pupils in teaching practice activities and provide to them the environment where they would learn the style of teaching from their colleagues and teaching staff for making their teaching effective whereas Dunne (n.d.) describes that students need professional development for the effective performance by inculcating their knowledge through their in-depth vision, knowledge, and skills. They may build up their teacher leadership qualities by mirror method and continue assessment.

Teaching practice workshop is the learning forum where teaching methods, class control, and school organization related matters are discussed. Mizell (2010) identifies that it is due to the teaching practice workshop where they learn handling problems which they have to face on daily basis and learn how to develop them; make effective strategy for strengthening the school system; evaluate the school students' performance; and develop strategy to improve their achievement level where as Strong, Fletcher, and Villar (2004) argue that teaching practice workshop enables learners to make their career for professional development and these workshops are effective for understanding those gaps which are hindrance in the way of learning suitable teaching techniques, classroom management skills, school discipline, and classroom activities.

For the professional development in teaching practice workshop teaching staff should raise critical issues for handling them as Millar and Pine (1990) indicate that teaching staff must concentrate on the distance students' knowledge and experience first while engaging them in current practices such as curriculum instructions assessment in the learning environment, available resources for organizing teaching practice workshop and facing issues such as assuring equity, building professional culture, scaling up resources, constructing knowledge, translating knowledge into practice and their reflection.

Santiago and Benavides (2009) believe that *portfolio* plays reflective approach to teaching practice and it is the duty of teaching staff to make their students understand about the *portfolio* and tell them that their teaching learning process would be analysed at the assigned stations where distance students have to teach for a month. In this regard, teaching staff would meet the school heads and make understand them about *portfolio* for evaluating the report about the distance student at their schools on daily basis. In this way, school heads are bound to make this process transparent while they would write actual report about the distance students. The *portfolio* includes the assessment of distance students' performance, their lesson plans, teaching aids, sample of the student work, teaching methods, teachers' self report questionnaires, and the reflection sheet.

Teaching staff is the product for the open and distance learning programmes. Caena (2011) elaborates that teaching methods of teaching staff have life lasting impression on the

minds of the students. They learn a lot in teaching practice workshops; on one hand, they learn from the teaching staff and on the other hand, they have opportunity to learn from their peer groups. In the workshop, students have opportunity to broaden their minds for the effective teaching. They also learn the techniques of evaluation like students' written work and class performance. Besides these, they have the opportunity to work for content focus, active learning, coherence, duration, collective participation, students' characteristics, individual characteristics, contextual factor of classrooms, and improving classroom practices by extended time.

Teacher education through distance learning is convenient for training and educating in-service teachers. Perraton, Robinson, and Creed (2001) describe that distance education is being developed with the latest techniques day by day. In the beginning, the distance programme had problems but now the progress and performance of the distance universities have been gradually improved and now distance education emerges with the technologies like television, e-learning, internet, and other resources while Mensah, Anyan, and Denkyi (2015) elaborated that in developing countries, the problem of untrained and inexperienced teachers has been resolved by these interactive methods. Now, the distance programmes supersede over regular university provided programmes to some extent. In distance education, the role of the China Television Teachers College, National Teachers' Institute in Nigeria, and Open University in Britain provide school based training programmes to the graduates who want to become teachers in future.

Every year a large number of candidates have got certificates, diplomas, and degrees from the distance universities but they are found less competent in approach than regular provided universities owing to their learning opportunities. In this study, it has been analysed that what pedagogical approaches are imperative for the distance learners when they have no books on time and teaching facilities at their doorsteps, and other shortcuts availed by the students that make them low in their standards.

Allama Iqbal Open University is struggling to make their programmes effective and efficient and they have establish standards for the distance learners but instead of all efforts of improvement and their efforts for producing quality teachers is a question which is raised against this distance university. However, the present study investigated the role teaching staff, difficulties of the distance learners, and the role of Allama Iqbal Open University Islamabad Peshawar region for the conduction teaching practice workshop.

### **3.Methodology**

#### **3.1. Research Design**

Design of the study was descriptive in nature. In this study, the data was collected from 80 B. Ed and 70 PTC workshop students of semester Spring, 2016. The collected data was tabulated and analyzed on SPSS 20.0 software and then the data was tabulated and analyzed on frequency, percentage, mean, standard deviation, and independent sample t-test.

#### **3.2. Instrumentation**

The instrument of the study was questionnaire which was administered for B. Ed and PTC students.

#### **3.3. Population and Sample of the Study**

The Population and Sample of the study were:

Sample I: BEd students = 80                      i.e. 100% population

Sample II: PTC students = 70                     i.e. 100% population

Key: BEd: Bachelor of Education; PTC: Primary Teaching Certificate

### 3.4. Validity and Reliability

In this study, the reliability of the instrument was tested on *Factor analysis* and *Cronbach's alpha* and then the instrument was sent to two experts for its more validation. They refined the instrument and removed ambiguity in it and made it clear.

**Table 1: Validity & Reliability by Factor Analysis**

Objectives	No of Factor Items	Factor Loadings	KMO	Bartlett's Sphericity	
				Chi-Square	Sig.
Role of teaching staff for the conduction of teaching practice workshop	8	-.312 to -.934	.453	71.762	.000
Difficulties of the distance students	6	.300 to .962	.624	66.525	.000
Role of university for the conduction of practice workshop	6	.353 to .985	.789	69.668	.000

In the Table 1 Factor Loadings, KMO, and Bartlett's Sphericity (Chi-Square & Sig.) are given objective wise. Principal Component Analysis evaluated the reliability. Only those items were considered reliable whose score was 0.30 and above. The factor analysis with direct oblimin rotation was first done for five variables with 20 items. After that, (Kaiser-Mayer-Olkin) KMO (a measure of sampling adequacy) test was conducted for each variable and the results inferred that all research variables exceeded the acceptable standard of KMO's values of 0.4. The Bartlett's Sphericity is a test of significance. All the values are significant because no value is above the alpha level of 0.05.

**Table 2: 20 Items Reliability Table**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.916	.913	20

Table 2 indicates that "Cronbach's alpha" value is 0.916 while "Cronbach's Alpha Based on Standardized Items" value is 0.913. Both the values are excellent and highly reliable for further processing of data collection.

#### Data Analysis and Interpretation

The data was analyzed on mean, standard deviation, and *t*-test and it was analysed as under:

### 4.1 Results and Interpretations

**Table 3: Role of teaching staff (Tutors, Supervisors)**

Item	Statements	Students	N	Mean	SD	M.D	t-value	Sig.
1	Delivering proper guidance to the students.	BEd	80	3.50	1.75	0.125	0.222	N
		PTC	70	3.38	0.78			
2	Showing weakness to the students	BEd	80	3.76	1.00	0.423	0.874	N

	in front of the class.	PTC	70	3.34	0.97			S
3	Providing presentation opportunity to every student.	BEd	80	3.68	0.97	0.146	.005	N
		PTC	70	3.53	0.96			S
4	Appreciation of good presentations.	BEd	80	3.20	1.51	0.346	0.514	N
		PTC	70	3.55	0.62			S
5	Imparting latest knowledge to the students about effective teaching.	BEd	80	2.43	1.209	-0.121	-0.743	S
		PTC	70	2.37	1.157			
6	Activity based learning by dividing students into small groups.	BEd	80	2.41	1.229	-0.80	-0.402	N
		PTC	70	2.73	1.273			S
7	Continue assessment of the students for more improvement.	BEd	80	2.20	1.130	0.357	2.060	S
		PTC	70	1.84	0.973			
8	Sharing latest teaching techniques of teaching and class control methods.	BEd	80	2.93	1.271	0.268	1.275	N
		PTC	70	2.66	1.295			S

Tabulated value of  $t$  = 1.645

n = 150

Key: N = number, SD = St. Deviation, MD = Mean Difference, Sig. = significance, NS = Non Significance, S = Significance

- In Table 3, Statement No. 1 depicts that calculated value of  $t$  at 0.05 level is .222 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.50 and 3.38 respectively. It means that distance students agreed that teaching staff delivered proper guidance to the students for their professional development.
- Statement No. 2 shows that calculated value of  $t$  at 0.05 level is 0.874 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.76 and 3.34 respectively. It means that distance students agreed that teaching staff showed weaknesses to the students in front of the class for their learning.
- Statement No. 3 demonstrates that calculated value of  $t$  at 0.05 level is 0.005 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.68 and 3.53 respectively. It means that distance students agreed that teaching staff provided presentation opportunity to every student.
- Statement No. 4 reveals that calculated value of  $t$  at 0.05 level is 0.514 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.20 and 3.55 respectively. It means that distance students agreed that teaching staff appreciated good presentations.
- Statement No. 5 demonstrates that calculated value of  $t$  at 0.05 level is -0.736 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students.

Mean values are 2.43 and 2.37 respectively. It means that distance students did not agree that teaching staff imparted to them the latest knowledge for their effective teaching.

6. Statement No. 6 demonstrates that calculated value of  $t$  at 0.05 level is -0.402 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 2.41 and 2.73 respectively. It means that distance students did not agree that teaching staff provide to them activity based learning by dividing students into small groups.
7. Statement No. 7 discovered that calculated value of  $t$  at 0.05 level is 2.060 whereas tabulated value is 1.645. The calculated value is greater than the tabulated value which reflects that there is significance difference in responses of BEd and PTC students. Mean values are 2.20 and 1.84 respectively. It means that distance students did not agree that teaching staff spare their time for continue assessment of the students for their more improvement.
8. Statement No. 8 found that calculated value of  $t$  at 0.05 level is 1.276 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 2.93 and 2.66 respectively. It means that distance students did not agree that teaching staff shared latest teaching techniques of teaching and class control methods.

**Table 4: Difficulties of the Distance Learners**

Item	Statements	Students	N	Mean	SD	M.D	$t$ -value	Sig.
1	Long duration of teaching practice workshop.	BEd	80	3.24	1.19	0.208	0.423	N
		PTC	70	3.45	0.89			S
2	Conduction of workshop in hot summer days.	BEd	80	3.35	1.54	0.23	0.550	N
		PTC	70	3.58	0.86			S
3	On time receiving intimation letters of workshop to the students.	BEd	80	2.20	1.130	0.357	2.060	S
		PTC	70	1.84	0.973			
4	Load shedding and out of order fans in the centre.	BEd	80	3.68	0.97	0.146	.005	N
		PTC	70	3.53	0.96			S
5	Conduction of workshop in remote areas away from students' destinations.	BEd	80	3.76	1.00	0.423	0.874	N
		PTC	70	3.34	0.97			S
6	Washrooms are available at the workshop provided centers.	BEd	80	2.43	1.209	-0.121	-0.743	S
		PTC	70	2.37	1.157			
		Tabulated	value	of	$t$	=	1.645	

n =  
150

Key: N = number, SD = St. Deviation, MD = Mean Difference, Sig. = significance, NS = Non Significance, S = Significance

1. In Table 4, Statement No. 1 reveals that calculated value of  $t$  at 0.05 level is .423 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.24 and 3.45 respectively. It means that distance students agreed that they had difficulty of suffering long duration of teaching practice workshop.
2. Statement No. 2 shows that calculated value of  $t$  at 0.05 level is 0.550 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.35 and 3.58 respectively. It means that distance students agreed that the teaching practice workshop was conducted in hot summer days.
3. Statement No. 3 discovers that calculated value of  $t$  at 0.05 level is 2.060 whereas tabulated value is 1.645. The calculated value is greater than the tabulated value which reflects that there is significance difference in responses of BEd and PTC students. Mean values are 2.20 and 1.84 respectively. It means that distance students did not agree that they had received intimation letters of workshop on time.
4. Statement No. 4 demonstrates that calculated value of  $t$  at 0.05 level is 0.005 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.68 and 3.53 respectively. It means that distance students agreed that there were load shedding and out of order fans in the centre.
5. Statement No. 5 demonstrates that calculated value of  $t$  at 0.05 level is 0.874 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.76 and 3.34 respectively. It means that distance students agreed that the teaching practice workshop was conducted in those stations which were away from their destinations.
6. Statement No. 6 demonstrates that calculated value of  $t$  at 0.05 level is -0.743 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of B. Ed and PTC students. Mean values are 2.43 and 2.37 respectively. It means that distance students did not agree that washrooms were available at the workshop provided centers.

**Table 5: Role of Allama Iqbal Open University Islamabad**

Item	Statements	Students	N	Mean	SD	M.D	$t$ -value	Sig.
1	Well built teachers training programme for the distance students.	BEd	80	4.00	0.75	0.125	0.243	N
		PTC	70	3.88	1.36			
2	Using latest technologies like TV, internet and multimedia.	BEd	80	2.20	1.130	0.357	2.060	S
		PTC	70	1.84	0.973			
3	Facilitating the students with the hardworking and efficient teaching staff for the teaching practice workshop.	BEd	80	3.88	1.36	0.250	0.462	N
		PTC	70	3.63	0.98			
4	Providing school-based training programmes to the distance students.	BEd	80	3.20	1.51	0.346	0.514	N
		PTC	70	3.55	0.62			



5	Deliver information to the students	BEd	80	2.80	1.60	0.320	0.145	N
	through e-mail and mobile phone i.e. calls, message service.	PTC	70	2.48	0.79			S
6	Monitoring of the teaching workshop centers by the university teams.	BEd	80	3.76	1.00	0.423	0.874	N
		PTC	70	3.34	0.97			S
Tabulated value of $t$ =								1.645

n = 150

Key: N = number, SD = St. Deviation, MD = Mean Difference, Sig. = significance, NS = Non Significance, S = Significance

- In Table 5, Statement No. 1 indicates that calculated value of  $t$  at 0.05 level is .243 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 4.00 and 3.88 respectively. It means that distance students agreed that Allama Iqbal Open University Islamabad had well built teachers training programme for the distance students.
- Statement No. 2 shows that calculated value of  $t$  at 0.05 level is 2.060 whereas tabulated value is 1.645. The calculated value is greater than the tabulated value which reflects that there is significance difference in responses of BEd and PTC students. Mean values are 2.20 and 1.84 respectively. It means that distance students did not agree that the university had using latest technologies like TV, internet and multimedia in the teaching practice workshops.
- Statement No. 3 depicts that calculated value of  $t$  at 0.05 level is 0.462 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.88 and 3.63 respectively. It means that distance students agreed that the university had facilitated the students with the hardworking and efficient teaching staff for the teaching practice workshop.
- Statement No. 4 reveals that calculated value of  $t$  at 0.05 level is 0.514 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.20 and 3.55 respectively. It means that distance students agreed that the university had provided school-based training programmes to the distance students.
- Statement No. 5 demonstrates that calculated value of  $t$  at 0.05 level is 0.145 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 2.80 and 2.48 respectively. It means that distance students did not agree that the university delivered information to the students through e-mail and mobile phone i.e. calls message service.
- Statement No. 6 demonstrates that calculated value of  $t$  at 0.05 level is 0.874 whereas tabulated value is 1.645. The calculated value is less than the tabulated value which reflects that there is no significance difference in responses of BEd and PTC students. Mean values are 3.76 and 3.34 respectively. It means that distance students agreed that the university had monitoring teams who visited the teaching workshop centers.

#### 4. Conclusion and Discussion

After analysis of teaching practice workshop, it was found that distance students have little opportunities and facilitations when compared with formal university students because students daily attend the classes and their concentration is just on improving teaching methods but in distance education there is a gap between the students and teachers. However, the study concludes that teaching profession is based on teaching skills and techniques which they learn in the teaching practice workshop with the practice of innovative and creative ideas.

The data was collected from the Allama Iqbal Open University Islamabad Peshawar region students. In this study the role of teaching staff (tutors & supervisors), difficulty of the distance students, and the role of Allama Iqbal Open University Islamabad were analyzed. In this study, the distance students had provided fruitful suggestions for more improvement in their programmes and in the study, the difficulties of the distance students were focused and highlighted for its improvement.

The study concluded that the teaching staff delivered proper guidance to the students for their professional development and in future, they may become successful teachers. For their improvement, they showed weaknesses to the students in front of the class for their learning and the step is appreciated for learners of their effective teaching. They provided presentation opportunity to every student. This develops the students and fear and hesitation in their minds go off and they perform their performance boldly and confidently. They appreciated good presentations and this attitude motivates and encourages the students and they realize that teaching is not a difficult job but for the effective teaching, they have to care for some crucial steps.

The study revealed that teaching staff did not impart to them the latest knowledge for their effective teaching. Most of the teachers used old and conventional methods of teaching. These methods are not effective in today's society and with the passage of time their importance would be washed away. Latest teaching needs latest opportunities and the latest opportunities require proper training to the teaching staff for equipping them with the latest knowledge relating to teaching techniques.

Teaching staff did not provide to the distance students activity based learning by dividing them into small groups for their practice and refinement in work. Often, students prepared their presentations by readymade books of teaching methods and in this step, activity based learning is more effective. In team teaching, the concepts of most of the things are cleared and students understand in a true sense about teaching-learning.

They did not spare their time for continue assessment of the students for their more improvement. In the process of assessment, teaching staff give them feedback and they learn from their mistakes. They did not share latest teaching techniques of teaching and class control methods with them. It is due to those teachers who were not equipped with the latest teaching methods.

The distance students had difficulty of suffering long duration of teaching practice workshop especially for female student. Students felt boredom and disliked to sit for five hours and due to that, they had had lack of interest in attending the classes. The teaching practice workshop was conducted in hot summer days of July and August. The timing of workshop was not suited to them because in this season too much sweating was evicted from the body.

They had not received intimation letters of workshop on time. Owing to that, the crucial time of workshop was affected. The university and the regional campus fulfilled their

responsibilities on priority basis to send intimation letters but due to military operations and other postal problems students did not receive intimation letters on time.

There were load shedding and out of order fans in the centre. In this regard, the distance students were in two fold sufferings; one is load shedding and the other is out of order fans. When the power was linked down, then students had no way to stay inside the class due to too much close. Those who were sitting below the out of order fans, they did not bore the hot and they had had difficulty to take the workshop classes.

The teaching practice workshop was conducted in those stations which were away from their destinations and they had had the problem of reaching to their centers on time. Peshawar is the big and congested city and due to heavy traffic, roads were often blocked and students had to stay a lot of time in vehicles and they had reached late to their centers. Washrooms facilities were available at the workshop provided centers. In the workshop washrooms were locked by the school authority and those washrooms which were open, having dirt in them and the students, especially female students had had the problem of that. Allama Iqbal Open University Islamabad had well built teachers training programme for the distance students. The each programme of the university has been updated time to time. The structure of the university programme has sufficient if students take interest into them and leave short cut approaches.

The university had using latest technologies like TV, internet and multimedia in the teaching practice workshops but students did not know that the university had launched her programmes on TV channels and lots of information is available on internet and the university website. It was not in their knowledge that TV, internet and multimedia facilities were available at the university and the regional office main campus but other centers have not yet facilitated by these latest technologies. For the effective teaching, the facilitation of these latest sources would change the future of our new generation by well these well equipped teachers.

The university had facilitated the students with the hardworking and efficient teaching staff for the teaching practice workshop. For this purpose, the university collected data from the department and from the old and new registered tutors about their qualification and experience and then they were called and appointed for the part time tutorships and teaching practice workshops. The university had provided school-based training programmes to the distance students. The university had monitoring teams who visited the teaching workshop centers and observed what was being gone on in the teaching practice workshops.

The university did not deliver information to the students through e-mail and mobile phone i.e. calls message service. The university had no programme to inform students about their workshops and tutors through e-mail, calls, messages etc. It is fact that a large number of students are registered for admission in every semester but the university may facilitate the students about their tutors' addresses and other information on the university website. In this way for tutors' facilitation, the university adds in address section e-mail address, mobile phone numbers etc.

#### **4.1. Outcomes of the Workshop**

In the beginning of presentation session, students are unaware about the teaching methods and as the days go on, they become aware about new things. Their behaviour for learning changed. They have learnt a lot and then they urged to provide them next chance for showing their performance in a better position. In this way, teaching staff are requested to make cooperation with them and be sympathized in early days and be strictly handled their performance in the last days.

The workshop presentation build up confidence and nil students enable that they have guts of teaching and they can teach practically in educational institutions. Most of the people are non-teachers and after attending the workshop, they feel that they are eligible for teaching and now they can teach. They have learned the aims and scope of their education that actual thing is not their degree but their learning and their attitude with others. So, give preference learning skills instead of earning degree.

#### **4.2. Factors Affecting Teaching Practice Workshop**

Teaching practice workshop is the responsibility of the distance university and the major role play in distance workshop is of teaching staff (tutor, supervisor) but the thing that goes against is the behaviour of the distance students who believe in short cuts. They urge to get the degree from the distance university without any writing assignments, attending and participating in the workshop e.g. presentations or demonstration as a model teacher, writing 40 lesson plans, audio-visual aids, sitting in the class until the session ends, coming regularly for fifteen days and demonstrating two final director lessons and preparing their lesson plans.

Most of the students at first try to seek for the dwellings of teaching staff. They use resources and approaches for making contact with the tutors for taking safe haven from attending the workshop and other activities which are the crucial part of the workshop. They give gifts to the teaching staff and arrange party for them and idea in the minds for gaining high marks in the workshop. On account of these causes, distance students' performance goes to the ground and the struggles of the university for producing quality teachers is a dream which would hard to realize.

### **5. Recommendations**

The following recommendations are made for the improvement in teaching practice workshops.

1. The conduction of workshop may be scheduled where the facilities are available like cold water, ventilated rooms, electric fans, audio-visual aids.
2. The workshop may be conducted in March/April and October/November and the place of the workshop may be convenient for the students and teaching staff as well.
3. The regional offices may be connected with the distance students through electronic media i.e. face book, email etc. for communication and resolving problems.
4. Students' problems may be solved by regional campus instead of main campus.
5. The Allama Iqbal Open University (AIOU) Islamabad may ensure that they may provide practice of teachers training programme the latest technologies like TV, internet and multimedia.
6. The AIOU may provide detailed guidance to teaching staff of teaching workshop with close monitoring: pre workshop for staff may be helpful.
7. The university may be utilized to ensure the receipt of information at students in the end. Attendance and punctuality of time may be ensured to the students and teaching staff as well.
8. The university faculty may visit the workshop centers and check the feasibility for the conduction of workshop before conduct.
9. The university may inform students about workshop two weeks before.

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