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ANALYSIS OF FACE TO FACE TUTORIALS OF DISTANCE LEARNERS FOR PROSPECTIVE TEACHERS IN PAKISTAN

Abstract

Distance education programs include an element of face-to-face tutoring. This paper reports on a research concerned with various issues related to face-to-face tutorials in the distance teacher education system in Pakistan, including evaluation of students about the good and weak features of tutorial process in teacher education courses. Data of this study is based on a survey research, collecting data from 2549 distance learners of teacher education course B Ed with the help of questionnaire. The research found that distance learners give importance to tutorials. They want planned teaching activities during tutorials regarding their course contents. Institutions have planning about observing students' attendance during tutorials. On the other hand, tutorial process has defects in helping learners to teach according to the theme of distance education by experts in distance teaching especially in rural areas of the country. This study guides to include some proportion of online tutorials along with face to face traditional method of tutorials in study centres in courses, give weight to attendance of tutorials in result of students, improve appointment policy of tutors, and consider tutors' training in distance teaching while appointing tutors.

Key words: tutorials; tutoring; distance learning; teacher education; tutorial activities

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Introduction

Distance education basis on less face to face contact during whole period of study. It is an educational process in which educators teach their students without face to face interaction. A team of experts including planners, organizers, academicians, course writers and media experts work in the process of education but learners do not know; who are working behind the process. Distance learners face loneliness most of time while working because nature of learners' activities demand demands independent study by learners. They are assigned to perform different tasks but without direct guidance of teachers who are mostly termed as tutors. Therefore, learners face problems to perform ideally because of lack of direct supervision and guidance of teachers. Planners and organizers of distance education institutions device rules and implement policies to reduce gap between learners and teachers. They arrange activities to develop face to face interaction among distance learners and tutors as well as distance learners with their classmates. Tutorials are one of the important components in this regard.

Tutorial is an activity during the educational process in which a tutor attempts to guide students and solve leaning problems of small groups of learners (Sharma & Chandra, 2003). Tutor organizes a small group teaching activity on a topic. He provides a formulized opportunity to learners for collaborative learning. Tutorials can be tutor led tutorials, tutor less tutorials, virtual tutorials or e mail discussions (Exley & Dennick, 2004, P.2) and can be managed adopting traditional face to face or electronic approach may be asynchronous or synchronous (Sweeny & Ingram, 2001). Tutorials guide learners in the form of lectures by resource persons, discussions between resource persons and participants and question answer sessions (Munshi & Bhatti, 2009). A variety of activities is involved in effective tutoring such

as proposing clarifications, inspiring students to contribute actively, confirming and clarifying student understanding, creating queries and observations, and demonstrating of desired performance.

Literature on the effects of tutorials on students indicates that management of tutorials and students' attitude to participate in tutorials effect the performance of students in distance learning. A study reported by Cheung and Kan (2002, p.263) indicates that "Student performance was positively associated with tutorial attendance, previous academic achievement and relevant learning experience of learners". No doubt, type of tutorial effects students' performance. Numerous studies in this regard have conducted at different places. They have reported conclusions about usefulness of online versus traditional tutorials.

A point of view noted by researchers is that no significant difference among performance of learners have noted on the basis of comparing effectiveness of traditional face to face traditional tutorials and online tutorials. Both types of tutorials are effective for learners. (Germain, Jacobson, & Kaczor, 2000; Churckovich & Oughtred, 2002; Holman (2000). But, Sweeny & Ingram (2001) found that face-to-face tutorials are highly rated in terms of the effectiveness of the learning environment and several other criteria. Gender and Internet experience do not affect perceptions of different tutorial types. Viggiano (2004) found that online tutorials are effective provided they include active learning opportunities for learners.

Zhang, Perris and Yeung (2005) investigated that distance learners comfortably use computers independently to complete course work but their comfort level decreases when they use email followed by discussion boards and chat rooms in tutorials. Electronic mail is usually a one-to-one exchange but discussion

boards and chat rooms are open forums where one's ideas and identity may be fully disclosed, therefore it is a reason for lower comfort level of distance learners regarding the online tutorials.

Tutorial may be conducted adopting any media or method should accomplish the objectives of activity and fulfil the needs of learners. These should be participatory. Research indicates that local students value highly academic support from tutors which enhances their understanding of the course materials and provides general guidance on their assignments. Therefore, effective tutorials are concerned primarily with covering course content and assignments to facilitate distance learners (Fung & Carr, 2000).

Stevenson, Sander and Naylor (1997) searched that a high proportion of the UKOU students in their study expected tutors to use course materials and devote time to forthcoming course assignments in tutorials. Sklyarov & Skliarova (2005) stressed on including mini projects which require attendance of students in classes and animated tutorials in courses. They further stressed for the provision of simulation of student activity during tutorials for quality distance education.

Jung (2012, P.21) stressed to consider gender differences while designing and organizing activities for distance learners. She was in a view that schedules should be flexible especially for females. It should avoid time conflicts with other responsibilities of learners to attend meetings and tutorials to enable learners to get personalized counselling and tutoring services.

Fung and Carr (2000) studied that reasons behind absence of distance learners include; work duties, family commitments, tiredness after work, inconvenient location of Tutorial Centre and giving no value to tutorials.

Rationale of the study

Distance learners can be helped to overcome their problems through tutorials (Perreault, Waldman, Alexander & Zhao, 2002). They can be motivated and encouraged by breaking their isolation and developing contact with classmates and tutors during face to face tutorials (Cheung & Kan, 2002). Many of the distance education programs include the element of fact to face tutorials in their educational programs. Some previous studies have elaborated different issues regarding face to face tutorials in distance education. A variety of issues related to student perspectives on face-to-face tutorials have been reported below.

Hiola & Moss (1999, P. 36) have pointed shortage of tutorial time and complexity of materials. Fung & Carr, (2000) have reported gap between students' expectations and tutorials' practices. Students want tutor centered approaches and tutors practice various activities keeping in view their own learning experiences. Akhter (2014) pointed out learners were partially satisfied with tutorials. They observed less use of audiovisual aids and lack of proper monitoring by competent authorities during tutorials. Rahman & Sadat (2015) reported that tutors appointed to conduct tutorials were expert in teaching but had no training to teach in distance education mode.

Yeasmin and Murthy (2015) observed that tutors ignore slow learners and give more attention to male students during tutorials. Theses explain that face to face tutorials are organized to facilitate distance learners but learners lack satisfaction regarding fulfilling their educational needs by tutorials. It seems that tutoring process bears some weaknesses and problems and requires further investigation.

Allama Iqbal Open University, Islamabad is oldest distance mode University in Pakistan. It is offering all level teacher education courses from years. Teacher education courses of the university include face to face tutorials element. Tutorials for distance learners are conducted according to a schedule. Tutors as well as distance learners reach to the study centre according to a given schedule. According to rules of teacher education, attendance of distance learners is not compulsory in tutorials but students are communicated that tutorials are helpful for them (AIOU, 2007).

During tutorials students discuss their problems, clarify concepts and find out ways to improve their assignments. But, research in evaluation regarding attitude of learners in distance teacher education courses reports that distance learners do not attend tutorials because these have no weight in the result of students and rules do not compel them to attend tutorials compulsorily (Akhter, 2014). For effective learning of distance learners, examination of quality of tutorials' process and diagnosis of problems in the process of tutorials is necessary. Therefore, present study regarding "analysis of face to face tutorials for distance learners" to explore its problems appeared relevant area in Pakistani context.

Objectives of the study

Objectives of this study were to

1. Analyze different aspects of face to face tutorials.
2. Explore problems regarding different aspects of the process of face to face tutorials.

Procedure of the study

This study was descriptive in nature therefore survey approach

was adopted to collect data. A sample of 3000 students selected by multistage random sampling was chosen from the list of students appearing during the workshop in 356 randomly selected study centres in eight regional offices of Punjab (Bahawalpur, Multan, Rahim Yar Khan, Rawalpindi, Jhang, Mianwali, Dera Ghazi Khan and Jhang) Pakistan.

These students had completed whole study period of one year (two semesters) study period. They were requested to provide data on a questionnaire on five point likert scale. Only 2549 students returned the questionnaire after filling. Total 805 of the respondents were from rural and 1743 were from the urban areas. A questionnaire on five point likert scale was used as data collection tool. Its' content validity and face validity was determined through expert opinion method. Reliability of tool was estimated through Cronbach's Alpha method and its statistical value was 0.89 for 31 items. Cronbach's Alpha value of individual items was in range of 0.85 to 0.91 that showed high reliability level of the tool. To analyze data, mean score and independent sample t test were applied using SPSS on computer. To describe results, a criterion was developed to explain level of agreement of distance learners to the statements. According to criterion, mean score 3.49 or less was interpreted as respondents' disagreement and mean score 3.50 and above was interpreted as respondents' agreement to the statement.

Results of the study

Keeping in view the elements involved in tutorials' process, results were divided into sections and have discussed below.

1) Planning and management activities related results

Table 1 shows results regarding evaluation by distance learners

about the face to face tutorials' planning and management process related items. It expresses that students showed their disagreement to the statement (serial 2) regarding the communication/ discussion of tutorial activities by any authority with distance learners during the whole program of study (mean 1.99) and item (serial 5) regarding tutors' expertise to manage tutorials of distance learners (mean 3.19).

Results regarding other items; receiving the schedule of face to face tutorials by students, feasibility of schedule of meetings for learners, location of tutorial centres, authorities' monitoring about the attendance of students, sufficient duration of tutorial meeting and planning of tutors regarding specific discussions during meetings indicated respondents' agreement to the statements (mean scores; 3.81, 3.93, 3.56, 3.51, 3.61 & 3.85). This explores that authorities need to pay attention to evaluate the selection criteria of tutors at planning stage of tutorials. The system requires appointment of those tutors who have some qualification, expertise and exposure to manage the tutorials of distance learners. Comparison of responses of rural and urban respondents' judgement regarding effectiveness of planning and organization of tutorials exhibited that rural distance learners were less satisfied with all aspects because mean scores of majority of all items of rural group (except 2nd item) were low than the mean scores of urban group. Results of t – test also indicated significant mean difference of all items except item in serial six (6) "You observed , authority bothered students' absenteeism in tutorials" at 0.05 level ($t=-1.213$, $M.D= -0.07$ $P= 0.225$). These explains, although, monitoring of attendance of students was given equal attention in rural as well as urban areas (mean difference -0.07, t -score -1.213, $P = 0.225$) but management of tutorials in rural areas was poor than the urban areas. This explores that organizers of distance education require more attention to plan and execute procedures more efficiently

especially in rural areas.

Table 1 Mean scores regarding planning and management related aspects of tutorials

Sr.no.	Items	Residence	Mean	Mean difference	t-score (df=2547)	Sig.	
1	You received intimation about the schedule of face to face tutorials.	Rural	3.70	3.81	-0.16	-3.104	0.002
		Urban	3.86				
2	Detail of tutorial activities was discussed / given to you at any stage during the program	Rural	2.14	1.99	0.21	4.518	0.000
		Urban	1.93				
3	Schedule of tutorials regarding timings was feasible for you.	Rural	3.78	3.93	-0.23	-4.892	0.000
		Urban	4.01				
4	location of tutoring centre was feasible to you	Rural	3.41	3.56	-0.21	-3.808	0.000
		Urban	3.62				
5	Tutors had experience about exposure to manage tutorials in distance teaching system	Rural	3.08	3.19	-0.16	-2.543	0.011
		Urban	3.24				
6	You observed , authority bothered students' absenteeism in tutorials	Rural	3.47	3.51	-0.07	-1.213	0.225
		Urban	3.54				
7	Tutorial time was sufficient to deal individual problems	Rural	3.47	3.61	-0.21	-4.084	0.000
		Urban	3.68				
8	Tutors had a previous plan to discuss matters during tutorials.	Rural	3.77	3.85	-0.11	-2.242	0.025
		Urban	3.88				

2) Attitude of distance learners regarding tutorials

Table 2 shows attitude and expectations of distance learners regarding tutorials. It has indicated agreement of respondents to all items. This explains that distance learners give strong value to tutorials that's why they attended first tutorial meeting scheduled by the institution (mean 4.06)).

Expectations of distance learners by tutorials exposed that they want lectures by tutors during tutorials to get fruitful learning experiences (mean 3.84). They want planned learning activities during tutorial meetings to get a feeling that tutorial activities are helping them in covering course contents (4.27).

They agreed that working students show weak attendance in tutorials (mean 3.72). Therefore, they thought that online tutorials can be the best way to reduce their problems regarding effective tutoring (mean 4.22) in learning process.

Group comparison of urban and rural students identified significant mean difference between groups and mean scores of all items showed low mean scores of rural group than the urban group.

These explored that urban distance learners give more value to tutorials (items 1 to 3) and expect change of face to face tutoring method into online tutoring to enable working distance learners to get benefit of tutorials (items 4 to 5).

Table 2 Mean scores regarding attitude and expectations of distance learners regarding tutorials

Sr. no.	Items	Residence	Mean	Mean difference	T score	Sig.	
1	You attended first scheduled tutorial meeting	Rural	4.06	3.62	-0.30	7.158	0.000
		Urban	4.36				
2	Students expect lectures by tutors to make their presence fruitful in tutorial meetings.	Rural	3.69	3.84	-0.21	4.228	0.000
		Urban	3.91				
3	Students want planned learning activities that can give feeling of studying course contents.	Rural	3.44	4.27	-0.26	4.968	0.000
		Urban	3.70				
4	Working students showed weak attendance in tutorials	Rural	3.61	3.72	-0.15	3.053	0.002
		Urban	3.76				
5	Online tutoring is better way to reduce your problems regarding getting benefits from tutorials.	Rural	4.12	4.22	-0.15	3.657	0.000
		Urban	4.27				

3) Tutors' Expertise in tutorial process

Table 3 exhibits distance learners' evaluation regarding the skill of tutors to manage their tutorial sessions. According to data, items showed from serial 1 to 4 exhibit learners' agreement to the statements. This explores that discussions were arranged during tutorials and experience to discuss matters with tutors and classmates was provided. Discussions were managed effectively

that's' why, tutors evaluated discussions of distance learners during tutorials and pointed out their problems (mean 3.83). They agreed that tutors provided friendly environment during sessions to discuss study matters with classmates (3.97) and their negotiations with tutors helped them to prepare good assignments (3.90). They treated students keeping in view gender differences and dealt their issues keeping in view their problems (3.80). These show that tutors tried to manage tutorials tactfully. But students' agreement to the item 5th in table indicates that tutors were not skillful to deal problems of distance learners tactfully (mean 4.05).

Data in table regarding items 6 to 10 also indicates tutors' deficiencies in skill to manage tutorials effectively. Students' disagreement to these items indicate that tutors did not introduced significance of tutorials to distance learners in first tutorial meeting (mean 3.45) that could motivate learners to make their presence in next meetings possible to get its benefits for their academic guidance. They did not discuss attendance requirement for students in tutorials (mean 3.46) that could not motivate students to attend all tutorial meetings during session. Students admitted that duration for tutorials to discuss study matters with tutors was insufficient (mean 3.41). Seating arrangement in study centre was not effective to develop effective communication with tutors (mean 3.11) and attending tutorials could not develop a feeling of belongingness among whole group.

Comparison of mean scores of rural and urban identifies that both groups had same attitude towards setting the meeting room ($t = .879$, $P = 0.380$), giving proper time to negotiate with learners to share study problems ($t = -.394$, $P = 0.693$) and giving learners a feeling of belongingness with a group having same academic problems ($t = -0.449$, $P = 0.654$). For the rest of items (1 to 7), a significant mean difference was among rural and urban groups

and mean scores of rural groups were poor than the urban ones. This explored better expertise of rural tutors than the urban tutors in managing tutorials.

Table 3 Mean scores regarding tutors' expertise and deficiencies to manage tutorials

Sr. no.	Items	Residence	Mean	Mean difference	t-score	sig (df=25 47)	
1	Whenever you attended tutorials, your tutors evaluated your discussions and pointed out your mistakes.	Rural	3.72	3.83	-0.15	-3.064	0.02
		Urban	3.87				
2	Environment provided in tutorial meetings was favorable for you to discuss study matters with your classmates.	Rural	3.87	3.97	-0.15	-3.005	0.03
		Urban	4.02				
3	You observed your negotiations with tutors helped you to prepare best assignments.	Rural	3.72	3.90	-0.26	-5.471	0.00
		Urban	3.98				
4	Problems related to gender were treated sympathetically regarding the tutorials.	Rural	3.65	3.80	-0.22	-4.606	0.00
		Urban	3.87				
5	You found tutors were not skillful to deal problems of distance learners.	Rural	3.90	4.05	-0.21	-4.534	0.00
		Urban	4.11				
6	Tutors explained importance and need of tutorials in first tutorial meeting	Rural	3.31	3.45	-0.20	-3.476	0.01
		Urban	3.51				
7	Your tutors explained attendance criteria to fulfil the requirements of course to you.	Rural	3.29	3.46	-0.24	-4.335	0.00
		Urban	3.53				

8	Proper time was given to you to negotiate your study problems with tutors.	Rural	3.39	3.41	-0.02	-.394	0.6 93
		Urban	3.41				
9	Tutors arranged seating in a manner that communication to students was easy for tutors.	Rural	3.07	3.11	-0.05	-.879	0.3 80
		Urban	3.12				
10	Attending tutorial gave you a feeling of belongingness with a group having same academic problems like you.	Rural	2.97	2.99	-0.03	-0.449	0.6 54
		Urban	2.10				

4) Tutor attitude towards face to face tutorials

Table 4 expresses results regarding the attitude of tutors who are responsible to manage all tutorial activities in study centres and guide distance learners. According to data exhibited in the table, one appreciable attitude of tutors is visible that they attended tutoring centre according to schedule. Students expressed their agreement to the statement that tutors were in the study centres whenever they attended tutorial sessions (4.07). Regarding the next two items (serial 2 and 3), tutors attended students, negotiated about their problems and talked about the issues raised by students regarding their study, students expressed their agreement to the statements (mean 3.54 and 3.73 respectively). Mean score of urban groups were higher than the rural ones.

Unfortunately, data of items 4 to 8 exhibits tutors' negative attitude towards tutorials. This explains that students agreed that their tutors gave unjustified favor to those who used some reference to get benefits from their tutors (mean 3.84). They reported wrong presence of students in records (3.70) and take no pain to think about the matter "absenteeism of learners who did not attend" tutorial sessions (mean 3.80). Moreover, agreement of respondents to the last two statements exhibits that tutors exposed

biased attitude for distance learning process. They appreciated formal learners and preferred formal education system on distance learning in their talks (mean 4.17). They take no pain for counselling of learners who showed their dissatisfaction with distance education (mean 4.13).

Results of t test indicates significant mean difference at 0.05 level and mean scores of urban groups were higher than rural groups that indicates low negative attitude of rural groups than urban ones towards the issues indicated in items 4 to 8.

Table 4 Mean scores regarding tutors' attitude towards face to face tutorials

Sr. no. Items	Residence	Mean	Mean difference	T	Sig.	
1 Whenever you attended tutorials, you found your tutor was present in study centre before you	Rural	3.83	4.07	-0.36	-7.492	0.000
	Urban	4.19				
2 Tutors listened your problems and negotiated whenever you talked to them	Rural	3.48	3.54	-0.08	-1.666	0.096
	Urban	3.56				
3 Tutors talked about issues raised by students regarding their study	Rural	3.58	3.73	-0.22	-4.022	0.000
	Urban	3.80				
4 Tutors take into account the problems of students who used some reference to get out of order favor from tutors.	Rural	3.60	3.84	-0.34	-6.952	0.000
	Urban	3.94				
5 Tutors reported absent students as present students in roll call	Rural	3.54	3.70	-0.23	-4.573	0.000
	Urban	3.77				
6 Your tutors never bothered absenteeism of learners who found difficult to appear in meetings.	Rural	3.64	3.80	-0.23	-4.805	0.000
	Urban	3.87				
7 You found your tutors biased for distance learners as they always appreciated formal studies on distance learning mode	Rural	4.02	4.17	-0.22	-5.045	0.000
	Urban	4.24				
8 Tutors take no pain to counsel distance learners who showed their dissatisfaction with the system	Rural	3.10	4.13	-0.19	-4.529	0.000
	Urban	4.19				

Discussion

This study was conducted to examine the tutorials' process of distance learners in teacher education courses and explore its problems. For examination of practices regarding tutorials and diagnosis of problems in the process, following aspects of tutorial process were examined with reference to B. Ed program of teacher education in Pakistan.

1. Planning and organization process of tutorials.
2. Attitude of distance learners towards tutorials.
3. Skill and expertise of tutors in managing effective tutorials.
4. Attitude of tutors towards tutorials.

By evaluating data collected through this study, some good aspects as well as problems in the process have concluded and have discussed below.

Regarding the first aspect "planning and organization of tutorials" students have showed their satisfaction regarding the institution's planning about dissemination of information to students, suitability of timings for tutorials, allocation of tutoring centre, recording of attendance record of students, duration of tutorials and allocation of duties to tutors regarding their responsibilities in tutorial process. Problem identified in this part include students' dissatisfaction about the detailed discussion of tutorials activities with learners and appointment of tutors having lack of expertise and experience to work in distance education (Table 1). This indicates some problem in relation to planning process of institution to appoint tutors on the basis of their qualification and training in distance teaching.

Regarding the second aspect of tutorials examined in this study "attitude of distance learners towards tutorials" an admiring

feature of students have diagnosed that they like to get benefit from tutorials. They want planned teaching learning activities by tutors. But, they have identified a problem of working students “low attendance in tutorials” and think that online tutorials can be the solution of their problem to enjoy benefits of tutorials for effective learning of distance learners. This result shows positive motivation of distance learners to learn under the guidance of teachers (tutors). They want online tutoring and lectures related to topics of courses by tutors during tutorials.

Regarding the third aspect of tutorials “skill and expertise of tutors in managing tutorials” distance learners have indicated their displeasure about the appropriate skill of tutors to manage tutorials tactfully (table 3, items 6 to 10). This has pointed out selection of tutors ignoring the aspect of appointment of tutors having expertise in distance teaching. This is because of the reason that appointment criteria described in eligibility criteria for appointment of tutors in AIOU (2015) explains no requirement for tutors’ qualification or training in distance education in appointment of tutors in AIOU.

Regarding the last aspect investigated in this study “attitude of tutors towards tutorials” distance learners have pointed out some problems. The study has pointed out that tutors give favor to those students who use some personal reference and try to get unjustified favor from tutors. They give no value to motivate students to attend tutorials and do not try to search out; why students ignore tutorials? They discourage distance learning in their talks with distance learners. This again indicates tutors’ less command on skill to manage tutorials in distance education and appointment of tutors who are not expert in distance education and are not in favor to educate through distance education mode. They are expert in teaching but not in distance teaching.

Comparison of data on the basis of respondents' background relation to urban or rural areas has indicated majority of problems in rural areas. This identifies the institution needs to improve the system especially in rural areas. According to policies of AIU, Pakistan, institution prefers to appoint tutors from the areas where they have to guide distance learners. As, rural areas in Pakistan have less trained staff and less facilities of education, therefore distance learners have rated different aspects indicated in the study lower than the urban area distance learners who are enjoying better facilities of education.

Comparison of the results of this study with the previous studies has identified similarity of results of this study with results reported by Fung and Carr (2000) regarding problem of working distance learners to attend tutorials due to work duties and expectation of learners for application of tutor centered teaching skills in tutoring process. Most of problems indicated by this study have link with lack of tutors' training and expertise in distance teaching approach of education. Rahman & Sadat (2015) have also indicated same deficiency and problem in distance education in their report.

Comparison of results of this study with previous studies in distance education has also pointed out difference with the study by Yeasim & Murthy (2015). He pointed out that tutors preferred male students but present study has found that tutors treated students according to their gender differences and problems of students regarding gender were treated sympathetically (table 3, item in serial 4). This indicates a bright side of tutoring process in distance education in Pakistan.

Conclusions

1. Face to face tutorials are planned and organized well with the aspects of allocation of appropriate time schedule, communication process, checking of attendance during tutorials and appointing tutoring staff to manage tutorial activities in study centres.
2. Tutors appointed to manage tutorials are not well trained and expert in distance teaching. Although they monitor tutorials and lead distance learners during tutorials in study centre, take into account the problems of students based on gender and help learners in preparing good assignments but do not help distance learners in solving their problems appropriately.
3. Issue of absentees of distance learners in tutorials is not given importance to think ways to motivate them to attend tutorials by the tutors.
4. Distance learners of rural areas are less satisfied with the process of tutorials.
5. Distance learners expect lectures by tutors, planned activities to discuss course contents and online tutorials to be the part of the distance education programs for teacher education courses.
6. Problems of distance education regarding tutorials can be solved improving tutors' selection criterion, giving representation to attendance of students in their results, selecting tutors on the basis of their expertise and training in distance education, and emphasizing quality in rural area.

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