



wojde.org

International Women Online Journal of Distance Education

ISSN: 2147-0367



October 2012

Volume 1
Number 3

<http://www.wojde.org>

Honoured Editorial Board of the int.WOJDE (Ordered in Last Name Based)

Prof. Dr. Cevat Alkan, The pioneer of educational technology in DE in Turkey (Turkey)
Prof. Dr. John Bååth, The well-known Swedish distance educator (Sweden)
Prof. Dr. Tony Bates, Father of distance education in Canada (Canada)
Prof. Dr. Yılmaz Buyukersen, The founder of distance education in Turkey (Turkey)
Prof. Dr. Chris Curran, The founder director of National DE Centre in Ireland (Ireland)
Prof. Dr. Chere Campbell Gibson, She studied for DE all her life, Emerita Professor (USA)
Prof. Dr. Börje Holmberg, Studied for Distance Education, Emeritus Professor (Sweden)
Prof. Dr. Marina Mc Isaac, She studied for DE all her life, Emerita Professor (USA)
Prof. Dr. James Maraj The pioneer of the open university movement (Australia)
Prof. Dr. Christine von PRUMMER Emerita Professor (Germany)
Prof. Dr. Charles Wedmeyer, The pioneer of distance education in World (USA)

Editor-in-Chief of int.WOJDE (Turkey)

Prof. Dr. Emine Demiray, Anadolu University, Turkey
Postal address: Anadolu University, Open Education Faculty
Yunusemre Campus 26470 Eskisehir-TURKEY
Tel: +90 (222) 335 05 80 ext.2336
Fax: +90 (222) 320 45 20
E-mails: intwojde@gmail.com or edemiray@anadolu.edu.tr

Executive in Chief Editor

Prof. Dr. Zeki KAYA, Gazi University, Turkey
e-mail: zkaya@gazi.edu.tr

International Affairs

Prof. Dr. Ugur Demiray, Anadolu University, Turkey
e-mail: udemiray@anadolu.edu.tr

Assitant Editor & Webmaster

Ufuk Tanyeri, Gazi University, Turkey
Email: utanyeri@gazi.edu.tr

Editorial Board (ordered last name alphabetically)

Dr. Carmencita L. CASTOLO, Polytechnic University, PHILIPPINES
Assis. Prof. Dr. Shivakumar DEENE, Central University of Karnataka, INDIA
Prof. Dr. Emine DEMIRAY, Anadolu University, TURKEY
Prof. Dr. Ugur DEMIRAY, Anadolu University, TURKEY
Dr. Hisham DZAKIRIA, Universiti Utara Malaysia, MALAYSIA
Prof. Dr. Francis GLASGOW, Institute of Distance and Continuing Education, GUYANA
Assoc. Prof. Dr. Rüchan GOKDAG, Anadolu University, TURKEY
Prof. Dr. Sevinc GULSECEN, Istanbul University, TURKEY
Assoc. Prof. R. E. (Bobby) HARREVELD, CQUniversity, AUSTRALIA
Prof. Dr. Rozhan M. IDRUS, Universiti Sains Malaysia, MALAYSIA
Prof. Dr. Asha KANWAR, Commonwealth of Learning, CANADA
Prof. Dr. Paul KAWACHI, Open University of China, CHINA
Prof. Dr. Zeki KAYA, Gazi University, TURKEY
Dr. KINSHUK, Athabasca University, CANADA
Senior Lect. Gill KIRKUP, Institute of Educational Technology, UNITED KINGDOM

Assoc. Prof. Dr. Piet KOMMERS, University of Twente, NETHERLANDS
Assoc. Prof. Dr. Natalija LEPKOVA, Vilnius Gediminas Technical University, LITHUANIA
Prof. Dr. Tamar LOMINADZE, Georgian Technical University, GEORGIA
Assoc. Prof. Dr. Ismail Hakkı MIRICI, Gazi University, TURKEY
Dr. Sanjaya MISHRA, Indira Gandhi National Open University, INDIA
Prof. Dr. Boriss MISNEVS, Transport and Telecommunication Institute, LATVIA
Prof. Dr. H. Ferhan ODABAŞI, Anadolu University, TURKEY
Prof. Dr. Santosh PANDA, Indira Gandhi National Open University, INDIA
Prof. Dr. Mirjana RADOVIC-MARKOVIC, Institute of Economic Sciences, SERBIA
Dr. Simon STOBART, Teesside University, UK
Prof. Dr. Gonca TELLİ YAMAMOTO, Okan University, TURKEY
Prof. Dr. H. Güçlü YAVUZCAN, Gazi University, TURKEY

Contact Addresses of the int.WOJDE

Owner of the int.WOJDE
Prof. Dr. Emine DEMIRAY

Postal Address:
Anadolu University,
Open Education Faculty
Yunusemre Campus 26470 Eskisehir-TURKEY
Phone: +90 222 335 0581 ext. 2336,
Fax: +90 (222) 320 45 20
E-mails: intwojde@gmail.com or edemiray@anadolu.edu.tr

Webmaster
Research Assistant Ufuk Tanyeri

Postal Address:
Gazi University,
06830 Golbasi, Ankara TURKEY
Email: utanyeri@gazi.edu.tr

Copyright © int.WOJDE 2012



CONTENTS

| | |
|----------------------|----|
| FROM THE EDITOR..... | iv |
|----------------------|----|

ARTICLES

| | |
|--|----|
| 01. EDUCATING WOMEN PRISONERS IN AFRICA THROUGH OPEN AND DISTANCE LEARNING MODE: An Empowerment Process Olugbenga David OJO - NIGERIA | 1 |
| 02. WOMEN AND ENVIRONMENTAL MANAGEMENT THROUGH DISTANCE EDUCATION Cecilia MEDUPIN - NIGERIA | 8 |
| 03. ENGAGING STUDENTS IN ON-LINE LEARNING: Does Gender Matter in Adoption of Learning Material Design? Norziani Dahalan OMAR, Hasmawati HASSAN, Fatimah HASSAN, Zuraini ZAKARIA, Wan Asna WAN MOHD NOR - MALAYSIA | 15 |
| 04. ANALITICAL ABILITY TO BECOME WOMEN TEACHERS LEADERS IN SCHOOL Rizhan DRIS - MALAYSIA | 24 |

SUCCESS STORIES

| | |
|--|----|
| INTERVIEW WITH Dr. MUSSARAT ANWAR SHEIKH ON THE ROLE OF DISTANCE EDUCATION IN PAKISTAN FOR WOMEN..... | 27 |
|--|----|

From the Editor

Dear readers of intWOJDE

Welcome to the third issue of the Women Online Journal of Distance Education, intWOJDE. Ten months are passed after the first publishing. During in this period we received many positive feedback for publishing int.WOJDE from around the world and especially from distance education environment. We thank here to all sender and the readers of int.WOJDE for their supports. Again ve updated our editorial board of intWOJDE by adding a new editors afound the world literature. So tahat we belive that intWOJDE is more reliable now.

This third issue of the int.WOJDE appeared now as Vol: 1 Number: 3 on the net. In this issue 4 articles, by 8 authors from 2 different countries are ipublished. These articles are arrived from Nigeria, and Malaysia.

In addition, we are publishing one interwiev under a ne section titled as "Success Stories" which we belive that this section will be very useful for int.WOJDE readers. This interwiev realized by Dr. Mussarat ANWAR SHEIKH and organized by Prof. Dr. Nabi Bux JUMANI, Chairman, Dept. of Education and Dean, Faculty of Social Sciences, International Islamic University Islamabad, Pakistan.

Our first article, entitled as "EDUCATING WOMEN PRISONERS IN AFRICA THROUGH OPEN AND DISTANCE LEARNING MODE: An Empowerment Process" and written by Olugbenga David OJO, from the School of Education National Open University of Nigeria. His paper defenses that the only ever known way out of poverty and any type of incarceration that can limit human survival is attainment of knowledge through education. Knowledge is generally regarded as power because it empowers those who acquire it without encumbrances to opportunities that could avail itself either in the world of work or in the general human affairs and activities.

As important as education is, whoever finds himself or herself in the prison might not have the opportunity of getting educated due to the rules, regulations and practices that goes with the modus operandi of the prison environment since it is meant to incarcerate the prisoners for them not have the freedom enjoyed by lawful citizens in order for the prisoners to get reformed. Will reformation without education bring in any impact on the offender when finally released into the society? Will the offender not go back to his/her old ways if he/she lacks what could empower him/her to face the world of work in particular and society in general and thereby return to the same prison? Ab initio, women generally is regarded as second fiddle amongst the Africans when compared with men; how much more those that are sentenced to prisons for one reason or the other.

In summary, this paper therefore discusses the option of educating and empowering women prisoners through open and distance learning mode of education for the betterment of the society because whoever train a woman trains the whole world.

The second article is again from Nigeria "WOMEN AND ENVIRONMENTAL MANAGEMENT THROUGH DISTANCE EDUCATION" by Cecilia MEDUPIN, from Institute of Environmental Science and Resource Management Department School of Science and Technology, National Open University of Nigeria.

This article metion and argues that women have always been at the receiving end of environmental disasters in the world. As a result of these negative impacts, it has become paramount that these women are carried along in decision making processes, such that

their voices are heard. In the home, women play pivotal roles in the family such as keeping the environment clean, waste management, and housekeeping, procurement of items, cooking, energy management and pollution control management. Although women occupy critical positions in the growth of mankind, the severity of their environmental management roles are seldom understood. However, in considering the educational situation in Africa where girl's education is not consistent with women in positions of authority that are capable of causing positive environmental changes in the society; this paper emphasizes the use of open and distance education to create environmental awareness and education that would put women in a better position towards facing the challenges of environment management.

The third article is written by Norziani Dahalan @ OMAR, Hasmawati HASSAN, Fatimah HASSAN, Zuraini ZAKARIA and Wan Asna WAN MOHD NOR from the School of Distance Education, Universiti Sains Malaysia, 11800 Penang, Malaysia. This article titled as "ENGAGING STUDENTS IN ON-LINE LEARNING: Does Gender Matter in Adoption of Learning Material Design?"

The purpose of this paper is to discover the learning material design approach based on gender. The aim of this research is to evaluate teacher's adoption of online material design. The research used Keller's ARCS model. The sample consists of 30 teachers from distance education learning. The findings of this study reveal that gender differed in their adoption of learning material design specifically on getting attention of the student. The result also shows that relevance and satisfaction also contribute to gender differences in learning material adoption. Limitations of the study and practical implications of these findings were discussed.

The last article titled as "ANALITICAL ABILITY TO BECOME WOMEN TEACHERS LEADERS IN SCHOOL" written by Rizhan DRIS, from Faculty of Science and Technology, University Malaysia Terengganu, Malaysia. This article is focussed on the leadership in an organization is fundamental to the administration and development patterns of the organization. Characteristics found in a leadership in this will influence the course of an organization in achieving the goals set. This study was conducted to determine the ability of women to become leaders in school.

"Success Stories" which we mentioned above interview realized by Dr. Mussarat ANWAR SHEIKH and organized by Prof. Dr. Nabi Bux JUMANI, Chairman, Deptt of Education and Dean, Faculty of Social Sciences, International Islamic University Islamabad, Pakistan. Our thanks goes to both of them. Interview was conducted by two interviewers: Miss Misbah MUZAFFAR & Miss Sabahat USMAN dealt with "ON THE ROLE OF DISTANCE EDUCATION IN PAKISTAN FOR WOMEN".

Miss Misbah MUZAFFAR is currently MS (Edu) research scholar at International Islamic University, Islamabad, Pakistan. She has done her Master's in Education from Fatima Jinnah Women University, Rawalpindi.

Mrs. Sabahat USMAN is doing MS Education from International Islamic University, Islamabad. She has done her Master in Education from Allama Iqbal Open University, Islamabad and Masters in Economics from Punjab University, Lahore. Her area of specialization is teacher Education and Leadership & Management. She is the person with good analytical, & communication skills.

You can reach us online either directly at <http://www.wojde.org> To receive further



information and to send your recommendations and remarks, or to submit articles for consideration, please contact int.WOJDE Secretariat at the below address or e-mail us at intwojde@gmail.com

Hope to stay in touch and wishing to meet in our next Issue, 1st of January 2013

Cordially,



Prof. Dr. Emine Demiray
Editor in Chief of int.WOJDE

Contact addresses:

Prof. Dr. Emine DEMİRAY

Editor-in-Chief of International Women Online Journal of Distance Education int.WOJDE

Anadolu University, Yunusemre Campus

Open Education Faculty, TVProduction Center

26470, Eskisehir, TURKEY.

Tel office: 0222 3350581 (10 lines) ext: 2336

GSM: 0532 650 3974

Fax: +90 222 249 0576

URL: <http://www.wojde.org>

E-Posta: intwojde@gmail.com or edemiray@anadolu.edu.tr

EDUCATING WOMEN PRISONERS IN AFRICA THROUGH OPEN AND DISTANCE LEARNING MODE: An Empowerment Process

Olugbenga David OJO (Ph.D)
School of Education
National Open University of Nigeria
14/16, Ahmadu Bello Way,
Victoria Island, Lagos, NIGERIA

ABSTRACT

The only ever known way out of poverty and any type of incarceration that can limit human survival is attainment of knowledge through education. Knowledge is generally regarded as power because it empowers those who acquire it without encumbrances to opportunities that could avail itself either in the world of work or in the general human affairs and activities.

As important as education is, whoever finds himself or herself in the prison might not have the opportunity of getting educated due to the rules, regulations and practices that goes with the modus operandi of the prison environment since it is meant to incarcerate the prisoners for them not have the freedom enjoyed by lawful citizens in order for the prisoners to get reformed. Will reformation without education bring in any impact on the offender when finally released into the society? Will the offender not go back to his/her old ways if he/she lacks what could empower him/her to face the world of work in particular and society in general and thereby return to the same prison? Ab initio, women generally is regarded as second fiddle amongst the Africans when compared with men; how much more those that are sentenced to prisons for one reason or the other.

This paper therefore discusses the option of educating and empowering women prisoners through open and distance learning mode of education for the betterment of the society because whoever train a woman trains the whole world.

Keywords: Prison, Education, Empowerment, Women Prisoner, Open and Distance learning

INTRODUCTION

The position of women from time immemorial in the structure of societies in Africa has never been considered on the same pedestal as that of men. They have actually been regarded as a second-fiddle to men. It is on this basis that women have been categorized world over as a disadvantaged group.

Society itself has consistently, if not for the recent development; that is, the awareness campaign on the issue of girl child education, pursued the socialization of women into accepting the notion of disadvantaged group. Education as confirmed by several studies is the most potent instrument for the emancipation of any group of people. It is also a known fact that the mental freedom that surpasses all other freedoms can only be guaranteed by an effective education system.

This view was rightly reiterated by Okeke (1995) when she observed that education is a sure pathway to liberation of mind and improvement of the socio-economic status of people. Achievements of human beings and their contributions to the development

process due to their acquired knowledge and initiative through trainings and education are evident all over the world.

If women who are free and possess capacity and resources to get education, be self-reliant and developed are regarded as disadvantaged group, what opportunities are there for women who are inmates in the prison yards where education attainable are limited due to incarcerations. This position in all ramifications does not have considerations for life outside the prison after jail terms have been served. It does not allow for human development and growth of competency and ability which would be required by the inmates to function effectively within the society if they are to be helped to avoid the situation that could bring them back to the prisons when they are found wanting by the necessity to satisfy the needs of the survival instincts since the society does not have in place any social programme or policy as buffer that could get prison inmates settled and fitted into the society after they are released. Investigation and interviews conducted in Nigeria prisons showed that rehabilitations that are put in place are not for every inmates. It is only the convicted inmates that attend to rehabilitation programmes while those who are awaiting trials that may last for a long number of years to be concluded are not entitled. This rehabilitation does not even include schooling.

What they do in most cases is to give inmates moral teaching. It is only those inmates who are about to serve out their terms that can seek for admission to higher education. Those who seek for higher education before becoming inmates can not go for schooling. Such action is considered a security risk by the prison establishment. School attendance by any inmate can only be granted through amnesty at any point in time.

It is for the need to prepare the women inmates for worthwhile integration into the society such that they would not be found wanting that the distance education mode is being considered as an option for empowering women prisoners.

THE PLACE OF EDUCATION IN WOMEN PRISONERS EMPOWERMENT

Unarguably, illiteracy is the major issue at the centre of women empowerment in Africa. The majority of the womenfolk and a large number of girls till date are still grappling with the problem of basic reading and writing skills. The gross enrolment rate (GER 2001) indicated that 71% out-of-school children are girls. The statistics of illiterate women puts by the Human Development Report of 2002 published by the United Nations Development Programme was 57 % as against 43% for males. As seemingly insignificant the difference in the figure is, it would be difficult to achieve the Millennium Development Goals (MDGs).

In Nigeria; the most populous Country in Africa, girls and women comprise about 49.69 percent of the total population. Incidentally, about 61% of the total female population is reported to be illiterate as against 37.7% of the male population.

In Togo, over 60% of the total female population is illiterate; also in Gabon and Tanzania, 48% of the women are illiterate. Illiteracy level among the womenfolk in African countries is on the same pedestrian level.

Education is the total sum of experiences that a person acquires in partaking in everyday activities and how these experiences have served to make individual a better person. It is regarded as a sine qua non to any meaningful process of development. It is the only social leveler that can pierce through any social barrier that has been in existence through all other structures of the society. The only effective way to contribute to the empowerment of women in prison is to open and widen the access to education. Creating access to quality formal education at any level for women prisoners would give them a sense of

belongingness and that of individuality more so when the education allow for choices and alternatives that could make them to take to trade or/and get them integrated into the larger society anytime they are out of incarcerations.

Education generally, is a requisite for survival especially when it is highly relevant to the needs and environment of the learners. Definitely, the impact of whichever kind of education acquired by a woman prisoner would enhance her self-confidence and self worth, reshape her thinking and be more realistic with life. This is corroborated by Olakulehin and Ojo (2006) when they observed that it is incontrovertible to state that the family of an educated woman tends to appear healthier than that of an un-educated woman.

WOMEN EMPOWERED BY DISTANCE EDUCATION

Lots of women have been denied access to formal education because of one reason or the other. Example includes women who because of obedience and adherence to Islamic religion practice of purdah. These set of women were able to get educated through open and distance learning because the mode allowed them to learn at a 'safe distance' from their instructor without going against the injunction of their religion practice. They were able to study, turn assignments in and write examinations after adequate arrangement have been made. Through this, these set of women have been trained, exposed to knowledge and are ready to contribute their own quota to nation building.

Another group is those women who are full time housewives. Many never had access to formal education or gave up schooling at early stages of their lives. Women in this group according to Olakulehin and Ojo (2006) are usually not enthusiastic about formal education because their husbands indicate that they have to sit at home and take care of home and the children. These women find it difficult to leave home and go to conventional schools. But in spite of all, through the open and distance learning, these women become learned and empowered because the mode of education allowed them to sit at home as housewives and study for a programme of their choice without jeopardizing their marriages. An educational attainment through this way has helped women to get empowered and be able to contribute to the development of their locality.

This is confirmed by a study carried out by Onyishi (2004) on non-formal distance education as a women empowerment strategy in Nigeria. According to the study, in the area where the study was carried out -Nsukka; Southeastern Nigeria-most of the women were illiterates.

Due to an empowerment programme which addresses vocational skills development as well as basic literacy which was arranged for the community, the participants were enabled to function effectively in different vocational skills learnt by each of the participants.

The study revealed that the programme provides literacy education as well as vocational skills development to the women and thereby empowered them and enables them to live a more comfortable live.

Other groups include the working women. These are women who find themselves in marriage after a college degree. They intend to further their studies but the rigours of grappling with marital life and child rearing has become impediments to their ambition; as a child is being admitted to the primary school, one of the elder ones is entering the prepubescent years.

This is also coupled with the fact that they are not really recognized in the society nor

earn good honorarium for their labour while the husband's family and her biological family are not relent in their demands. Demands of a typical working woman in Africa are multifarious. But with open and distance learning, these set of women have been able to achieve their educational goals. Jellema and Hernandez (2002), summarized the experiences of working women when discussing the issue of working women who have benefited from empowerment drive through non-formal distance education in Cuba.

These women were empowered through a mentoring programme known as SOFIA mentoring programme. Training and skills development are provided for women who are already educated, but have not been able to further their education due to the demands of family and other social obligations.

The focus of the training was to make the participants functional. Treated topics include issues relating to management and entrepreneurship with organized interactive sessions based on the topics of discuss handled by qualified trainers.

This allowed for mentoring and exchange of experiences anchor on both theory and practical with a view to integrating the experiences of the participants. Beside the training sessions, excursions were organized to the companies of the women entrepreneurs.

This non-formal distance training allowed for pursuance of qualitative education that improved the sense of participants and their self esteem.

There are many other women groups that have immensely benefited from open and distance mode of educational system.

OPEN AND DISTANCE EDUCATION AS OPTION FOR WOMEN PRISONER EMPOWERMENT

Prison populations are growing in many parts of the world. This population growth, vary considerably between different regions of the world, and between different parts of the same Continent. However, more than three-fifths of countries (62.5%) have rates below 150 per 100,000.

In Africa the median rate for western and central African Countries is 50 whereas it is 362 for South African Countries. Above all, as there are male prisoners so there are female prisoners.

The basic impediment in the attempt to get prison inmates educated lies in the limitation in the access to educational opportunities which revolve round the inability of these inmates and their tutors to be in a face-to-face contact. This is also applicable to the (supposed) learners who are free of incarcerations but are disadvantaged like the prison inmates for example, women in purdah.

As indicated by UNESCO (2002), there are about 880 million illiterate adults the world over who have been deprived of access to education because they are required to be present in the four walls of a conventional classroom before they can gain access to quality education.

But going by the reality of time, the futility of this face to face arrangement becomes clearer to some discerning educational planners as the knowledge based society of the twenty first century demands continuously more effective methods of knowledge dissemination. It is also obvious that the limitations in both human and financial

resources have incapacitated the traditional approach of classroom teaching especially in countries like Nigeria where the population of her people grows in geometric progression. This observation and realities have made imperative for alternative approach to education a necessity hence the need for Open and distance learning system that could cater for all and sundry; the disadvantaged people be it women prisoners or women in purdah.

The Open and Distance Learning system radiates the fact that all or most of the teaching is conducted by a tutor who is removed in time and space from the learner, and that it focuses on greater dimensions of openness and flexibility, be it access, elements of structure or curriculum. It is therefore very clear that attainment of mass education whose objectives and goals includes empowerment of women prisoners can only be achieve through distance learning. This is in tandem with the observation of Jegede (2003) when he remarked that 'all nations of the world desirous of a cost effective, convenient, conducive, efficient and comprehensive way to educate all its citizens have embraced open and distance learning'. For access to be created for the prison inmates, study centres tagged 'Special Centre' should be located within the prison yard with provision of all necessary facilities for facilitation while Facilitators are appointed for the courses to be offered by the students (Female Prisoners). This centre through an appointed Coordinator or Manager liaises with headquarter to officially function like every other regular study centres.

Open and Distance learning mode of education is an avenue for all nations to effectively disseminate educational benefits to all its citizens economically and more effectively, especially those who are unreached or who were denied access on the basis of one social consideration or the other.

Women prisoners throughout the African countries belong to this class and this mode of education would afford them the opportunity to pursue knowledge without contravening any laws of the land. It will prepare them for their eventual integration back into the society after serving out their terms in the prison. It will also remove the issue of recidivism among women prisoners since the acquired education would have made them to be better persons who are knowledgeable, skilled and qualify to seek for job and live a good life.

In the developed world, several states, most notably California and Vermont, have made distance education a key component to proposed initiatives to improve the availability and quality of potential prison-based education programs.

This is because distance education provides the ability to reach large populations at multiple sites during a specific time while reducing the staff required offering instruction.

Additionally, the utilization of two-way interactive videoconferencing provides prison inmates the opportunity to receive guided instruction without instructors having to travel to the prisons in order to teach.

Although much has not been done in relation to prison inmates getting educated be it higher education or otherwise in Africa but several related studies had taken place in the developed world. Some studies have identified the factors that are important for successful university education for prison inmates. Ommerborn and Schuemer (1996) observed that availability of some services and facilities is germane to getting prisoners educated.

These include, provision of study centre and the need for special study periods, relieving students partially or totally from work duties, and provision of access to communication

and study materials such as dictionary and writing tools, allowance for students to partake in face to face activities; that is facilitation classes activities and also an opportunity to form a study group with course mates who might be in a neighboring cell or outside the prison and means of reducing encumbrances that could encountered during examinations. Without mincing words, these mentioned services and facilities are characteristics of a veritable distance education institutions and it is a pointer to the fact that distance education mode would best serve the lacuna that exist in providing an avenue through which prisoners can get empowered through education in Africa.

INSTANCES OF PROGRAMMES OF STUDY THAT HAVE HELPED WOMEN TO GET EMPOWERED

As in other countries of Africa, many programmes have been put together one time or the other to assist women to be empowered. In Nigeria, women education programme was first launched in 1986 (Ohiri-Aniche, 2000). Lots of other programmes have come onboard after this initiative. There was Mass Literacy programme, Family Support Programme, Better Life for Rural Women and many other developmental programmes developed by the Non-governmental Organisations. Through these programmes, training was provided for women in different areas such as soap making, garri (Cassava flakes) processing, pomade making, oral dehydration therapy (ORT), and numerous lifelong skills that are put together in order to make women to be more self-reliant and at the same time promote their sense of self-worth.

In the academic sphere, teacher education programme which unarguably is the first field that witness extensive use of Open and Distance Learning (ODL) in Nigeria was promoted by The National Teachers' Institute (NTI) Kaduna, in 1976 by the Federal Government of Nigeria to produce qualified teachers that would meet the needs of the Universal Primary Education (UPE) which then was established basically to take care of the primary education of the young ones. The enrolment statistics for the programmes of the NTI reveals that women have benefited tremendously from the ODL system in the area of teacher training at both Grade II (for those that teaches in primary schools) and National Certificate of Education (NCE)[for those that teaches in secondary schools] levels.

CONCLUSION

Conclusively, as it becomes apparent that distance education is the most appropriate panacea to fill a vacuum created by non provision of education for prison inmates, established distance learning institutions and those that are to come on stream should be made to offer a variety of viable education options to prisoners who want to turn their lives around, integrate themselves into society, and greatly increase their livelihoods of never returning to a life behind bars.

These institutions should be ready to offer different major programmes that would lead to the award of certificates in different categories of levels; be it certificate (proficiency inclusive), undergraduate, and masters because prison inmates are made up of people with different levels of educational attainments. This mode of education would enable the women inmates to have access to functional training and education which would empower them, make them to be self reliant and prepare them for the demand of the social system and also reduce recidivism.

BIODATA and CONTACT ADDRESSES of the AUTHOR



Olugbenga David OJO, a Certified Counselling Psychologist, took his Ph.D from the Obafemi Awolowo University, Ile-Ife, Nigeria. He is a member of several professional bodies in the fields of educational psychology, counselling and vocational psychology as well as personnel management, including the Counselling Association of Nigeria, Social Science Research Council, and the Institute of Personnel Management. His work experience spanning over two decades covers both the Private and Public sectors in Nigeria. He is a

senior academic at the National Open University of Nigeria and his research outputs are published in local and international journals. He has also made presentations at conferences, trainings and seminars both within and outside Nigeria on myriad of topics within the ancillary fields of vocational and counselling psychology, distance learning, quality assurance and personnel management. As a professional quality controller, he served as the Director of Examinations and Assessment of the National Open University of Nigeria between 2007 and 2009. Olugbenga is widely travelled.

Olugbenga David OJO (Ph.D)

School of Education, National Open University of Nigeria

14/16, Ahmadu Bello Way, Victoria Island, Lagos, NIGERIA

Email: Olugbenga.ojo@gmail.com

REFERENCE

Jegade, O. J. (2003). *Taking the Distance Out of Higher Education in 21st Century Nigeria*. An invited Convocation Lecture Presented at the Federal Polytechnic, Oko, Anambra State, Nigeria.

Jellema, J., and Hernandez, M. M. (2002). Empowerment of Women in Cuba: Experiences of SOFIA Mentor Programme.

Ohiri-Aniche, C. (2000). *Gender Issues in Education in the State of Education in Nigeria*. Abuja: UNESCO.

Olakulehin, F. K and Ojo, O.D. (2006). Distance Education as a Women Empowerment Strategy in Africa. *India Journal of Open Learning*. Vol 15 (3), 270-281. Indira Gandhi National Open University, India.

Ommerborn, R. and Schuemer, R. (1996). *Distance Education in Prison: An Empirical Study*. Fern University, Hagen, Germany ERIC Doc. No. ED419150.

Onyishi, J. C. (2004). Eradication of Poverty through Women's Participation in Adult and Non-Formal Education: A Study of Nsukka in Enugu State of Nigeria.

Okeke, E.A.C (1995) Women empowerment and rural development. In Eboh, E.C, Okoye, C.U and Ayichi, D (Eds), *Rural Development in Nigeria: Concepts, Processes and Prospects*. Enugu: Auto-Century, pp. 152-163.

UNESCO (2002). *Open and Distance Learning: Trends, Policy and Strategy Considerations*. Paris: UNESCO.

WOMEN AND ENVIRONMENTAL MANAGEMENT THROUGH DISTANCE EDUCATION

Cecilia MEDUPIN

Environmental Science and Resource Management Department

School of Science and Technology

National Open University of Nigeria

**14/16 Ahmadu Bello Way, Victoria Island,
Lagos, NIGERIA**

ABSTRACT

Women have always been at the receiving end of environmental disasters in the world. As a result of these negative impacts, it has become paramount that these women are carried along in decision making processes, such that their voices are heard. In the home, women play pivotal roles in the family such as keeping the environment clean, waste management, and housekeeping, procurement of items, cooking, energy management and pollution control management.

Although women occupy critical positions in the growth of mankind, the severity of their environmental management roles are seldom understood. However, in considering the educational situation in Africa where girl's education is not consistent with women in positions of authority that are capable of causing positive environmental changes in the society; this paper emphasizes the use of open and distance education to create environmental awareness and education that would put women in a better position towards facing the challenges of environment management.

Keywords: Women, distance education, environmental empowerment, awareness

INTRODUCTION

Over the years, education has been seen a means of communicating the values of our environment through appreciation of what they are, their relationship to man, his culture, surroundings and his ability to develop skills that will be used to management the environment. It is a form of liberation of the mind which brings about an improvement in the developmental of social and economic welfare.

A form of environmental education is linked with what could be seen now in terms of resource use, what is currently being used and what will be used in the near future. It recognises that both manmade and natural environment are interlinked, thus leading to a need to have an interdisciplinary understanding of major environmental issues from local, national and international points of view. With climate change, the environment is vulnerable in these circumstances including women and children. Thus, in order to adapt to the vulnerability of climate change, there is a need to involve women in the planning and implementation of policies wherever they are to be found.

This implies that various educational approaches to teaching and learning about the environment will be learnt either through practical activities or firsthand experience. In this way, more people can be sensitized about environmental issues through various media of communication. Although there are sufficient information about men's achievements and women regarded as a disadvantaged group, education at this time, plays a critical role in breaching this gap between gender achievements.

Following this premise therefore is the open and distance learning which is seen as an effective tool for women empowerment and the solution to the adaptation and management of environmental vulnerabilities predicted for the future.

THE ENVIRONMENT AND WOMEN EMPOWERMENT

Various issues appertaining to women and the environment were extensively discussed at the Beijing Conference on Women in 1995. These issues focussed more on the role of women in development and how they can be empowered to contribute effectively to their immediate surrounding and in the larger society. It was more about social equity as a developmental goal in itself. The conference recognised women as the life wires of their families even though some of their roles were being overlooked, unpaid, unrecognized or undervalued (Cecelski,2000). Women in Nigeria still form an underclass and lack equality of opportunity, both in the contributions they make to development and the benefits they receive from it. This, according to Edozie (2007) is also an important dimension of the struggle for gender equality between the Christian South which permits education and the Muslim North which limits the education of the girl child.

Although men and women play different roles in a family, in most communities in Nigeria and in other developing countries, the woman assumes a lot of responsibilities within the family as the energy manager, health and safety manager, cook, waste manager, purchasing manager, children caretaker, housekeeper and at the same time, she is the wife and mother. Since she is naturally empowered to perform these roles, it is therefore critical that she is given more opportunities to be empowered to challenge certain environmental misgivings in the society; furthermore, to understand the implications of environmental mismanagement and the ability to adapt to the vulnerable conditions threatened by climate change. In analysing the definition of "empowerment" provided by Batliwa (1995), it shows that in a non-sentimental way, the less powerful in the society are given a voice, made powerful, such that they are capable of challenging societal misgiving in a positive and constructive manner.

This can be achieved through investment in the training and education of women for environmental protection. Organisations such as United Nations development Fund for Women (UNIFEM) has been established to promote the participation of women at all levels of development planning and implementation. In Nigeria, the Ministry of education in conjunction with the UNICEF established a Strategy for the Acceleration of Girls' Education in Nigeria (SAGEN). These institutions are aimed to further expand the access of girls to education and ultimately the emancipation of women in Nigeria.

ANALYSING ENVIRONMENTAL ISSUES IN THE HOME AND WHY THE WOMAN NEEDS TO BE EMPOWERED

Women play several roles in the home including the management of cooking fuels, the use of biomass. In most poor, developing countries, this biomass energy is used for cooking and comprises 80% household fuel consumption and these issues have been well documented (Agarwal 1986; Cecelski 1992). Rural women face a lot of challenges in terms of human time and human energy.

They are the primary collectors of wood and residue fuels for household use and this collection involves deforestation, agricultural clearing, and overgrazing), it directly affects the effort and time required for women to harvest biomass fuels.

Also, they play key roles in the health and safety of resources in the home. As the women cook more than men, they are therefore more exposed to indoor air pollution and other health related energy problems (Pandey, 1995; Smith, 1993).

Other social issues such as the reports of bride suicides in India partially due to women's inability to meet their family's wood fuel needs have been recorded (Agarwal 1986) and the United Nations High Commission for Refugees (UNHCR) documented hundreds of cases of refugee women who were raped and brutalized by bandits while away from their camps to collect wood fuel (*The Economist* 1993). All these are environmental issues that women now look into alternative means of energy use e.g. the use of modern stoves, gas and electric cookers. Furthermore, these issues are further aggravated by illiteracy which remains at the centre of women empowerment problems in Nigeria.

Low environmental awareness in Africa, according to Ekpenyong (2009), are numerous including illiteracy and poverty and this meant that poor families were more concerned about daily survival than keeping an eye on environmental issues. Majority of the womenfolk and a large number of girls in Nigeria are still grappling with the problems of basic reading and writing skills (UNICEF, 2003). The woman plays other key roles such as purchasing of goods and items in the home, particularly food stuff, equipment and appliances are significant. The concept of green procurement demands that only what is needed should be bought and used in order to reduce and minimise waste generated. The purchase of items which are not needed or which consumes a lot of electricity contributes to the consumption of natural resources such as energy which is usually from coal. Cooking appliances such as blenders, etc. light bulbs, refrigerators when bought and used should be environmentally friendly.

In most cases where people buy items for the sake of it and not for its intended use, it is a waste and constitutes a problem in terms of disposal and management. In identifying with these challenges, the prospect of empowering women plays a critical role if the Millennium Development Goals have to be achieved. Nigeria's 2006 National Gender Policy is consistent with the global consensus when it states that women's empowerment and gender equality underpin the achievement of all the other MDGs. Women are politically under represented.

Their upper and lower house representation fell from 7% in 2007 to 4% in the 2011 election (the African average is 19%). Only 7 of 109 Senators and 19 of 360 Representatives are women. So, if the gross enrolment rate indicated that 71 percent of out-of-school children are girls, the literacy rate for males is 58 percent but only 41 percent for females.

THE ROLE OF DISTANCE EDUCATION FOR WOMEN ENVIRONMENTAL AWARENESS

The research of Ganguli et al., (2011) emphasises the role of education in transforming the long term position of women in the society. In 2001, the Nigerian National Policy on Women enhanced access to education by locating facilities close to communities.

Other projects have been launched since then such as the Strategy for Acceleration of Girls' Education in Nigeria which was launched in collaboration with UNICEF which also brought about the launch of the Girls' Education Project that focussed on an integrated approach to achieving gender parity.

These projects are important because according to UNESCO (2002) there are above 880 million illiterate adults in the world who have been deprived access to education, because they are required to be present in the four walls of a conventional classroom before they can gain access to quality education.

Thus, in a circumstance where education is made accessible and flexible to women through open and distance learning, the benefits are amongst economic empowerment include bringing down the levels of poverty and increase capacity to participate in the economy and in policy making decisions. Jegede et al. (1995) defined "Open and Distance Learning" as a non contiguous form of study which affords learners the flexibility of study independent of time and space.

Open and Distance Learning allows learners who are traditionally disadvantaged, under-privileged, under-represented segments of the world's population with limited access to education to have an opportunity to acquire an education (Howarth et al., 2000). In particular, women are included in the group termed the "traditionally disadvantaged" either by history, perception or structures. These women are the victims of a social order that treats them largely as second position role players (Anugwom, 2009.) With open and distance learning, women, even as housewives, can sit at home and study for their programmes without affecting their homes or their private businesses. When the concept of ODL was introduced to a religious group of women, most of them were ignorant of the fact that they could actually study from home. The facilities that were provided for them including documentaries of waste management, CDs and course materials for exhibition encouraged them all the more to register for the programme through ODL.

However, there are cases where high numbers of females are recorded in supposedly male terrains. For example, the number of students enrolled for the Environmental Science and Resource Management Programme at the National Open University of Nigeria, recorded 67% of the students to be females and 33% males in 2012. This was attributed to the reason that the programme was an integrated one-science, technology, public authority control systems and social science; hence opportunities were created for more people including women. In managing the vulnerability of climate change in the environment, it was important that studies in distance education would have a far reaching effect. This implied that education as a women empowerment strategy breaches the gap of many social circles with accessibility, equity and flexibility. Also, in a feedback report of students being facilitated at few of the University's study centres noted that most of the students including women had registered for the programme because it breached the conventional mode of education and also was affordable to them.

Thus, women education has far-reaching and positive consequences for the societies in which they live (OECD Observer (2005); World Economic Forum, 2007; Anugwom, 2009.) They can contribute positively in imparting environmental knowledge and application in the homes and communities which would consequently affect the larger society positively for attitudinal changes and behaviours (Abdelmuhdi et.al, 2010).

To further assess the knowledge of environmental awareness among working women, Ojo and Medupin (2011)'s study at NOUN study revealed that although more women were aware of the use of natural resource, they do not know the dire consequences of some of their activities including waste management, It also revealed that the attitudes and applications of environmental issues by most respondents noted that women in administration can play a critical role in the management of office resources such as stationeries, use of paper, and ink by printing out only what was required.

In identifying with issues like these, more women need to be included to participate in policy/decision making processes since they are mostly affected by the vulnerability of changes in the environment. The achievements of Wangarii Maathai, a Noble Peace Prize winner and her establishment of the Green Belt Movement in Kenya is highly recorded.

CONCLUSION

Environmental education and awareness creation is important if the global climatic problems are to be resolved.

Open and Distance Learning creates opportunities to educate and to empower a large number of people at various times and places. Women are at the helm of these affairs.

They have the capacity to contribute through the home, workplaces, markets, in their localities and the government, and therefore need to be empowered in all ramifications.

If the future is to be shaped in order that key decisions are to be made in order to mitigate the vulnerability of climate change impacts especially among women and children, it is critical that the home (the mother, potential mothers) are educationally empowered to undertake these challenges and be given an opportunity to apply their knowledge in key decision making areas.

Consequently, the applications and management of the environment is continuous and therefore needs capable, specialist, technical and critical minds who will take the environment as theirs for the future.

BIODATA AND CONTACT ADDRESSES OF AUTHOR



Cecilia MEDUPIN has Masters Degree in Pollution and Environmental Control from the University of Manchester, UK. She is a Lecturer at the Environmental Science and Resource Management Unit in the School of Science and Technology of the National Open University of Nigeria. She is also a full member of the Institute of Environmental Management and Assessment (IEMA), UK.

Cecilia MEDUPIN
Environmental Science and Resource Management Department
School of Science and Technology
National Open University of Nigeria
14/16 Ahmadu Bello Way, Victoria Island,
Lagos, NIGERIA
Email: cmedupin@yahoo.com

REFERENCES

- Abdelmuhdi, A.A, Stephen,D.W, Bin Yahya M.B, Aldumairi, M.M (2010) Obstacles Facing Yemeni Women in Pursuing their College Education and their Perceptions toward e-Learning as a Solution *International Journal of Instructional Technology and Distance Learning* Volume 7. No.3.
- Agarwal, B. (1986). *Cold Hearths and Barren Slopes: The Woodfuel Crisis in the Third World*, London: Zed Books, 209 pp.
- Anugwom, E (2009). Women, Education and Work in Nigeria Educational Research and Review Vol. 4 (4), pp. 127-134, <http://www.academicjournals.org/ERR> ISSN 1990-3839.
- Batliwa (1995), in Flix Kayode and Olugbenga, (2006), "Distance Education as a Women Empowerment Strategy in Africa", *Turkish Online Journal of Distance Education-TOJDE*, January 2006 ISSN 1302-6488 Volume: 7 Number: 1 Article: 13, website : <http://tojde.anadolu.edu.tr/tojde21/articles/felix.htm>
- Beijing (1995) *Fourth World Conference on Women*
<http://www.un.org/womenwatch/daw/beijing>
- Cecelski, E. (1992). Energy and Rural Women's Work: Crisis, Response and Policy Alternatives, *International Labour Review* 126 (1) 41-64.
- Cecelski , E. (2000). The role of women is sustainable energy development: A Report Energy, Environment & Development, Germany 1617 Cole Blvd. Golden, CO 80401-3393 National Renewable Energy Laboratory, Germany NREL/SR-550-26889
- Edozie, R. (2007). Democratization in Multi-religious Contexts in Africa: Amina vs the (Dis-United) States of Nigeria. In Kamari Clarke. *Local Institutions, Global Controversies: Islam in sub-Saharan African Contexts*. MacMillan Working Paper Series, Yale University-CT.
- Ekpenyong, E. (2009). Environmental Awareness As A Panacea For Sustainable Environmental management in Africa *IAIA09 Conference Proceedings'*, Impact Assessment and Human Well-Being; 29th Annual Conference of the International Association for Impact Assessment,16-22 May 2009, Accra, Ghana (www.iaia.org)
- Ganguli, I., Hausmann, R., Viarengo, M. (2011). *Closing the Gender Gap in Education: Does it Foretell the Closing of the Employment, Marriage and Motherhood Gaps?* CID Working Paper, No. 220.
- Howarth, J. & S. M. Shardlow. (2000). Empowering learners through open (distance) programmes: an evaluation of a practice teaching programme. *Social Work Education*, 19 (2), 111-123.
- Jegede, O.; Barry, F,, & Fisher, C. D. (1995). The Development and Validation of a Distance and Open Learning Environment Scale", *Educational Technology Research and Development*, Vol. 43, No. 1, pp. 89-94
- OECD Observer. (2005). *Babies and Bosses*. www.oecdobserver.org Accessed: 25th August, 2011

Ojo, O. and Medupin, C. (2011). *Knowledge, Attitudes And Practices Of Environmental Management Among Academic And Non-Academic Staff Of National Open University of Nigeria, Lagos, Nigeria –LEAD Journal of Functional Technology VOL 3 No.1.*

Pandey, M. R. et al. (1995). Indoor Air Pollution in Developing Countries and Acute Respiratory Infections in Children. *The Lancet*, 1989, pp. 427-429, in UN.

Smith, K. R. (1993). Fuel Combustion: Air Pollution Exposures and Health in Developing Countries. *Annual Review of Energy and Environment* (18).

The Economist. (1993). Horror in the Woods,. October 23, p. 62.

UNDP (1997). *Energy After Rio: Prospects and Challenges*, New York: UNDP, pp. 176

FME/UNICEF. (2003). *Strategy for the Acceleration of Girls' Education in Nigeria*. Abuja Federal Republic of Nigeria

World Bank (1998). *Nigeria: Costs and Financing of Universities. Report No. 6920-UNI*. Washington, D. C .pp. 90.

World Economic Forum (2007). *Global Gender Gap Report*.

www.weforum.org/pdf/gendergap/report2007.pdf Accessed: 7th March 2009.

ENGAGING STUDENTS IN ON-LINE LEARNING: Does Gender Matter in Adoption of Learning Material Design?

Dr. Norziani Dahalan OMAR, Senior Lecturer

Hasmawati HASSAN, Senior Lecturer

Dr. Fatimah HASSAN, Senior Lecturer

Assoc. Prof. Dr. Zuraini ZAKARIA

Wan Asna WAN MOHD NOR

School of Distance Education

Universiti Sains Malaysia, 11800 Penang, MALAYSIA

ABSTRACT

Education is reforming with the birth of internet. Learning is not solely based on classroom basis but also through on-line. The revolution of internet turn learning not solely based on face-to-face but also through virtual teaching. The expansion of teaching deliveries suggests that we need interactive mechanism to accommodate course material for on-line students. However, creating on-line material required the conception of on-line instructional design. A suitable online material design will permit learners to engage with learning activity. Learners will have opportunity to develop their own understanding. In addition, appropriate learning material will enhance learner's knowledge construction from their short term memory to their long term memory.

The purpose of this paper is to discover the learning material design approach based on gender. The aim of this research is to evaluate teacher's adoption of online material design. The research used Keller's ARCS model. The sample consists of 30 teachers from distance education learning. The findings of this study reveal that gender differed in their adoption of learning material design specifically on getting attention of the student.

The result also shows that relevance and satisfaction also contribute to gender differences in learning material adoption. Limitations of the study and practical implications of these findings were discussed.

Keywords: Online learning, Distance learning, online instructional design, motivation to learn.

INTRODUCTION

Education is reforming with the birth of internet. Tham and Werner (2005) asserted that methods of teaching change dramatically from plain lectures to multimedia presentation. To explain teaching methods due to technology and internet advances, Keller (2008) have identified many concepts such as e-learning, on-line learning, blended learning, technology-assisted learning, hybrid learning, traditional classroom instruction, and mobile learning are being identified. However the concepts are overlapping since it is reflecting teaching delivery systems. In this article the researchers used the concepts interchangeably between on-line learning and e-learning

On-line learning becomes the popular tools for teaching deliveries with the growth of technologies.

In addition revolution of internet has made on-line learning become more visible. According to Akdemir and Koszalka (2008) universities started to offer on-line course in respond to great flexibility that is "anywhere and any time" learning environment. Besides, Alshare, Kwun and Grandon (2006) asserted that from students' perspective on-

line learning provide opportunities for long-life learning that is while working full-time learners benefit accumulation of knowledge and skill without scheduling conflict.

Dahalan, Mokhtar, Lateh, Abdul Ghani, Abu Bakar and Ahmad Azli (2006) noted that on-line learning has been design to integrate instructional material and communicating method. In fact the author further elaborate that on-line learning system such as WebCT, Portal, Blackboard have been developed to help instructors/teachers and learners to have a great access to education and knowledge at any time at any place. Besides, Chen, Lee, and Chen (2005) claim that on-line learning has many benefits including problem solving, enhancing high order thinking skills, and achieving learning effectiveness.

According to Ke and Kui Xie (2009) the key element of distance teaching is interactivity of student's participation in an on-line classroom. On-line learning enables instructors/teacher to develop interaction behavior through instructional on-line material. On the other hand Liaw et al., (2006b) claimed that effective instructional structure help learners to form their own knowledge. Besides in their review, Liaw al., (2006b) noted a suitable instructional structure can raise learners' knowledge construction from their short-term memory to their long-term memory (Atkinson & Shiffrin, 1971). In addition Spiro, Feltoovich, Jacobson and Coulson, (1995) noted multimedia instruction enables learners to develop complex cognitive skills. For example; understanding important elements of conceptual complexity, ability to use acquired concepts for reasoning and inferences, and competence to apply conceptual knowledge to novel situations with flexibility. Teacher/instructor should paid more attention in designing an instructional structure since its help student learning.

On-line learning provides learners autonomy environment, self-directed, and opportunity to be self-regulated learners. According Chan Lin (2009) educators should identify instruction components to promote learning. Instruction components increased learning motivation, allowing students to be motivated to engage in learning (Song & Keller, 2001; Wongwiwatthananutkit & Popovick, 2000). Moreover, students work independently and a good on-line instructional design will motivate student to engage in on-line learning. In addition, designer should consider that learners usually do not belong only to one style category and that learning in particular can be modifiable either at will or by a change of circumstances (Honey & Mumford, 1992).

Therefore considering the element motivation to learn in instructional structure is necessary to enhance students learning. For designing effective on-line learning environments, Liaw (2004) suggested three considerations: learner characteristics, instructional structure, and interaction. However, Liaw et al., (2006b) asserted that an instructional structure deserves more attention because an effective one will help learners to create their own knowledge. This is due to instructional design for on-line learning must be explicit in the selection, sequencing and creation of learning experiences according (Cantioni et al., 2004).

Therefore, not only analytic and rational know-how are basic requirements in teacher's methodology, but creative abilities and psychological sensitivity become essential skills to design engaging and effective e-course.

To address viewpoint, the purpose of this research is to examine learning material adoption among distance learner teachers at Universiti Sains Malaysia. Specifically this paper tries to understand whether gender differed in designing on-line material. Most of the teachers do not have formal training to design online instructional learning material. Hence, this issue is important as teachers have a significant impact on their students. How the teachers approach in their material design will determine students learning outcomes. On consideration of distance learners are self directed, this research

incorporate motivation elements in learning material design to encourage learner in learning engagement. Therefore, this research used Keller's ARCS model. Besides according to Chan Lin (2009), to support student's self-directed learning in a web-based learning context, researcher should analyze motivational issues related to student devotion to lesson and courses.

LITERATURE REVIEW

Distance Learning

According to Hassan, Hassan, Dahalan, Zakaria, Wan Mohd Noor (2009), nowadays distance learning or distance education is the trend of learning. Advancement of technology and internet has made the distance learning a popular mode among working adults who wish to pursue their study. Ke and Kui Xie (2009) stated that most distance education students are adults between the ages of 25 and more (Moore & Kearsley, 2005). Researcher further explains that these students exhibit differences in academic, psychological, and life involvements from the traditional students (Richardson & King, 1998). In addition Feasley (1983) notice that most of distance education students try to achieve their self-actualization goal. This is due to innate needs, mental models and self regulation impact the individual in learning process (Jennings, 2007).

Moreover Eastmont (1998) suggest that working adults pursue their study because of career development, job security, upward mobility, re-careering, or other professional and personal reasons.

Terrell and Dringus (1999) suggest the characteristics of the distance learners consist of; independent learning style, manifest self-directed behavior, and internal locus of control.

On the other hand Ibrahim and Silong (2002) assert that adult students enrolled in the post graduate program through distance education have distinct characteristics such as positive, persistent, organized, liking for challenge, responsibility for learning and readiness to learn. In addition Dzakiria (2006) noticed that distance learners may also have different in prior learning experience, and use different learning styles and preferences, and coping strategies. As such the author suggests that the teachers/instructor should consider these differences in order to meet the learners' diverse needs, and to improve educational experience, the quality of distance learning material development, course instructions, and the learning process.

Today, distance study is moving toward on-line delivery or a combination of various media (Motteram and Forrester, 2005). Such expansion is due to the advancement of the information and communication technology which utilize internet based learning environment. Web-based learning or on-line learning integrates audio, graphics, animation and text materials have provided for a learning environment that brings education to the students' home and overcome the limitation of physical distance learners (Atan, Abd Rahman & Idrus, 2002).

In correspondence to above statement DeBourgh (2003) also agree that the physical distance must be bridge by artificial communications medium that not only facilitate delivery of information and access to learning resources; but also enables effective and satisfying instructional interaction to occur.

In spite of rapid development in distance education, learning support is important to distance learners. Distance learners students always feel isolation, do not have chance to socialize physically with other classmates, and always feel "they are in dark" (Tham & Werner, 2005). The teachers/instructors must be aware of this feeling when designing learning material. Distance educations teachers need to understand types of pedagogy

involved and, interaction opportunities in distance learning. This is to ensure that online material design can be convey effectively to the students.

On-Line Course Design

Most teachers are creating on-line learning material based on their own understanding toward learning philosophy. However before they start to design many question come across their mind. A question such as; how to make students understands from our learning material specifically for online students; Should we present it just using a plain text, or a combination text and animation; what types of pedagogy to use?, How should we create awareness among students as they look into our learning material? These questions normally are challenges that should be address by on-line course designer.

Research showed that online instructors design a course used theory as to guide the development process (Cicciarelli, 2008). According to the author there are three school of psychology known as Behaviorism, Cognitivism, and Humanism; Behaviorism theories have made use of the environment to influence actions, cognitive based have focus on meaningful ways of learning, and humanistic theories consider students affective needs, concentrated on students' feelings, emotions, values and attitudes.

In designing online learning material, it is also important to realize that most of the distance learners' students are adult. Adult learning theories proposed pedagogy for adults called "Andragogy". According to Knowles (1973) cited in Holton III and Swanson (1998) there are six assumptions on Andragogy Model.

The first assumption is the need to know, that is adult need to know why they need to learn before undertaking it. As a designer of on line material the first task is to help the learners become aware what they "need to know".

Second, the learners' self-concept is being able to responsible to their own decision. The third assumption is experience where adult incorporate experience to their learning.

As such online material design should tap a technique that includes learners experience such as group discussion, simulation exercise and problem solving activities. Readiness to learn is the fourth assumption in adult learning theory.

The fifth assumption is orientation to learn. Adults are motivated to learn when the knowledge is presented in the context of application to real-life situations. Lastly, adult learn best if the most potent motivators are internal pressure

There are many challenges facing by faculty to design a good learning material. One of the challenges is lack of expertise in the design. However considering that online students are adult, at a distance, isolated, and "sometimes in dark", we believe that motivation elements should be incorporated in learning material design. Rovai, Ponton, Wighting, and Baker (2007) cited Moore and Kearsley (2005) stated that motivation is an important variables related to adult distance learner success and often cited in the professional distance education literature.

Song and Keller (2001) notice that in education technology, there are two well-published holistic models of motivational design; a) the time-continuum model of Wlodkowski (1999), and b) Keller's ARCS model (1987a, b, and c). For this research we used Keller's ARCS model approach. According to Keller (1987c), the ARCS model is based upon macro theory of motivation and instructional design which grounded in expectancy-value theory derives from the work of Tolman (1932) and Lewin (1938). According to this theory people are motivated to engage in an activity if it is perceived to be linked to the satisfaction of personal needs (the value aspect), and if there is a positive expectancy for

success (the expectancy aspect). There are four components of the ARCS model to ensure people remain motivate. The first component is attention which is prerequisite of learning; the concern is for directing attention to the appropriate stimuli, followed by relevance which emphasizes motivation by using concrete language and examples that learners are familiar. The third component is confidence with regard to realistic expectations. The last components is satisfaction that is to provide learner to use newly acquired knowledge or skill in a real or stimulated setting, provide feedback and reinforcements to sustain the desired behavior.

METHODOLOGY

The study was conducted at the School of Distance Education, Universiti Sains Malaysia. The sample consists of 66 teachers of various courses from different programs; humanities, social sciences, management and sciences. The respondents were asked to complete the questionnaires regarding their approach to learning material design. The researcher used Keller's ARCS model of motivation (Keller, 1999). The respondent were ask to indicate their agreement and disagreement in the following four areas namely attention, relevance, confidence and satisfaction. Each statement use a five point Likert scale with 1="Strongly disagree" to 5="strongly agree".

The coefficient alpha for the measurement are as stated; attention=0.86, relevance=0.87, confidence=0.80, and satisfaction=0.72 (see table 1).

A total of 66 questionnaires were distributed to the teachers. The overall response rate was 45.5%. 36.7% of respondents were male and 63.3% were female.

RESULTS

The means, standard deviations, reliabilities, and inter-correlations of all study variables are listed in Table: 1. The coefficient correlation showed a moderate relationship between variables.

Table: 1
Descriptive statistics, Cronbach's Coefficients Alpha,
and Zero-Order correlations of all study variables

| Variables | 1 | 2 | 3 | 4 |
|-----------------|--------|--------|--------|------|
| 1.Attention | 0.86 | | | |
| 2.Relevance | 0.77** | 0.87 | | |
| 3.Confidence | 0.57** | 0.75** | 0.80 | |
| 4. Satisfaction | 0.67** | 0.69** | 0.65** | 0.72 |
| M | 4.14 | 4.05 | 4.00 | 4.08 |
| SD | 0.48 | 0.67 | 0.55 | 0.64 |

Note. N=30, **p< .01; Diagonal entries indicate Cronbach's coefficients alpha

Table 2 summarizes the result of t-test to determine whether there were any significant differences between genders in adopting learning material design.

From table 2, it can be seen that only variable attention genders have significant effect at $p < 0.05$, as for relevance and satisfaction the effect was small, that is $p < 0.10$.

Table: 2
Result of Independent Sample t-test between genders
in adopting learning material design

| Variables | Male (n=11) | | Female (n=19) | | T value | P value |
|--------------|-------------|------|---------------|------|---------|---------|
| | M | SD | M | SD | | |
| Attention | 3.85 | 0.51 | 4.32 | 0.36 | -3.141 | 0.04* |
| Relevance | 3.76 | 0.76 | 4.22 | 0.56 | -1.848 | 0.07** |
| Confidence | 3.85 | 0.65 | 4.09 | 0.48 | -1.122 | 0.27 |
| Satisfaction | 3.82 | 0.72 | 4.24 | 0.55 | -1.798 | 0.08** |

Significant levels: *p-value<0.05, ** p-value<0.10

DISCUSSION

The purpose of this study was to learn about teacher's learning material adoption in on-line learning. The teachers' responses provide insight what approach male and female teachers used for their learning material design. The result indicates that male and female teachers are different in their approach toward learning material design.

Female are more focus in their approach to get student attention, used relevance example and provide feedback to sustain satisfaction.

This finding was consistent with Ozdamli, Hursen and Ozcinar (2009) that find gender differences in attitude toward instructional technologies.

In previous research done by Mohd Noor, Hassan, Hassan, Zakaria, and Dahalan (2009) in examining learners' experience of using e-material design in distance education led to student's suggestion such as; to improve learning materials by incorporating examples, learning material that tailored students' previous experience and knowledge, online assessment to enhance their knowledge, and immediate feedback and encouragement from the teachers are also important. This result implies that teachers should aware the motivational aspect in learning material design is important

The interpretation has interesting implication for distance learning faculty. The result suggests those female teachers are more aware of students' motivation to learn. Therefore the faculty should explain to the teachers the importance of incorporating motivation elements in their instructional material. Based on the study faculty should trains teachers in designing instructional material. Teachers should share information pertaining instructional material as to enhance understanding. Consequently students have opportunity to develop their own learning when they enjoying learning activities posses in learning material.

BIODATA AND ADRESSES OF AUTHORS

Norziani Dahalan @ OMAR is a senior lecturer in the Management Section in School of Distance Education, Universiti Sains Malaysia. She teaches organizational behavior, organization theory and development, entrepreneurship, and research methodology. Her major interest of research involves learning organization, learning, organization behavior, entrepreneurship, distance education, e-learning and e-mentoring.

Dr. Norziani Dahalan @ OMAR
Senior Lecturer
School of Distance Education
Universiti Sains Malaysia, 11800 Penang, MALAYSIA
Tel: +604-6534553
Fax: +604-6576000
Email: norziani@usm.my

Hasmawati HASSAN teaches Mathematics and Statistics. She is a senior lecturer in the Mathematics Section, School of Distance Education, Universiti Sains Malaysia. She has sixteen years of experience teaching Mathematics and Statistics at a distance, prior to that she taught Mathematics in High School for eight years. Her research interests are in e-learning, teaching Mathematics via distance learning and e-mentoring.

Hasmawati HASSAN
Senior Lecturer
School of Distance Education
Universiti Sains Malaysia, 11800 Penang, MALAYSIA
Tel: +604-6532285
Fax: +604-6576000
Email: hasma@usm.my

Fatimah HASSAN is a senior lecturer in the Geography Section in School of Distance Education, Universiti Sains Malaysia, Pulau Pinang, Malaysia. Her current researches includes a study in digitalizing heritage resources, developing rapid e-learning materials, information technology for rural community and a study in ensuring effective comprehensive modules for distance learners. She teaches urban and regional planning, human geography and natural resources management and planning.

Dr. Fatimah HASSAN
Senior Lecturer
School of Distance Education
Universiti Sains Malaysia, 11800 Penang, MALAYSIA
Tel : +604-6533934
Fax : +604-6576000
Email: hfatimah@usm.my

Zuraini ZAKARIA is presently serving as a Biology lecturer at the School of Distance Education (SDE), Universiti Sains Malaysia (USM). Since 1993, she has undertaken a number of projects centred on Biology and Distance Education programmes. Her research interests lie in extending whatever expertise and knowledge to be disseminated for the benefit of the public. These include on the use of technology in instruction and strategies for teaching to deepen the knowledge, improve and increase student learning and achievement. Whilst the outcomes from her biological research are her tremendous gift to the field of medicinal plants.

Assoc. Prof. Dr. Zuraini ZAKARIA
Biology Programme Chairperson
School of Distance Education
Universiti Sains Malaysia, 11800 Penang, MALAYSIA
Tel : +604-6533948
Fax : +604-6576000
Email : zuraini@usm.my

Wan Asna WAN MOHD NOR is a senior lecturer in the Politics Section, School of Distance Education, Universiti Sains Malaysia, Pulau Pinang, Malaysia. She teaches Comparative Politics and Politics in Plural Societies. Her fields of research involve political participation and e-learning.

Wan Asna WAN MOHD NOR
Senior Lecturer School of Distance Education
Universiti Sains Malaysia, 11800 Penang, MALAYSIA
Tel: +604-6534575
Fax: +604-6576000
Email: wmnasna@usm.my

Acknowledgement: The authors would like to gratefully acknowledge the 2007 Research University Grant (1001/PJJAUH/817017) which enables the authors to produce this paper and to conduct related studies.

REFERENCES

- Cicciarelli, M. S. (2008). A Description of Online Instructors use of Design Theory. *Journal of Information and Communication Technology Education*, 4(1), 25-32.
- Dzakiria, H. (2006). Learning at a Distance is Just Not For a Plea for Knowledge...but continuous Support. *Malaysian Journal of Distance Education*, 8(2), 89-115.
- Eastmond, D. V. (1998). *Adult learners and internet-based distance education. New Directions for Adult and Continuing Education*, 78, Jossey-Boss Publishers.
- Feasley, C. E. (1983). *Serving Learners at a Distance: A Guide to Program Practises, ASHE-ERIC Higher Education Research Report No. 5*. Washington, DC: Association for the Study Of Higher Education and ERIC Clearinghouse on Higher Education. (ERIC Document Report No. ED23850)
- Hassan, H., Hassan, F., Dahalan, N., Zakaria, Z., & Mohamad Noor, W. (2009). Developing and Evaluating Rapid E-Learning Mathematics Materials for Distance Learners. Proceeding of 2009 International Conference on Computer and Electrical Engineering, Dubai, UAE, 28-30 December, 2005.
- Holton, E. F., & Swanson, R. A. (1998). *The Adult Learner*. Gulf Publishing Company, Houston, Texas.
- Ibrahim, D. Z., & Silong, A. D. (2002). Characteristics and Motivations of Adult Students Enrolled in a Post-Graduate Distance Education Program. *Malaysian Journal of Distance Education*, Vol. 4(1), 61-86.
- Jennings, M. E. (2007). Adult Learning in Workplace Settings: Key Factors Associated With the Development of Performance and Efficacy. Unpublished Dissertation On-line. UMI.
- Ke, F., & Xie, K. (2009). Toward Deep Learning for Adult Students in Online Courses. *Internet and Higher Education*, 12, 136-145.
- Keller, J. M. (1987a). Strategies for Stimulating the Motivation to Learn. *Performance and Instruction Journal*, 26 (8), 1-7.
- Keller, J. M. (1987b). The Systematic Process of Motivational Design. *Performance and Instruction Journal*, 26 (9/10), 1-8.

Keller, J. M. (1987c). Development and Use of The ARCS Model of Instructional Design. *Journal of Instructional Development*, 10(3), 2-10.

King, F. B., Harner, M., & Brown, S. W. (2000). Self-regulatory behavior influences in distance learning. *International Journal of Instructional Media*, 27, 147–155.

Moore, M. G., & Kearsley, G. (2005). *Distance education: a systems view*. Belmont, CA: Wadsworth.

Motteram, G., & Forrester, G. (2005). Becoming online Distance Learner: What can be learned From Student's Experiences of Induction to Distance Programs? *Distance Education*, 26, 261-298.

Mullen, G.E., & Tallent-Runnels, M. K. (2006). Student outcomes and perceptions of instructors' demands and support in online and traditional classrooms. *Internet and Higher Education*, Vol. 9, 257-266

Mohd Nor, W. A., Hassan, H., Hassan, F., Zakaria, Z., & Dahalan, N. (2010). "A Study of Learner Experience in Using E-learning Materials in Distance Education" Paper presented at The International Conference on e-Commerce, e-Administration, e-Society, e-education, and e-Technology, Macau, 25-27 January 2010.

Ozdamli, F., Hursen, G., & Ozcinar, Z. (2009). Teacher candidates' attitudes towards the instructional technologies. *Procedia Social and Behavioral Sciences*, 1, 455-463.

Richardson, J. T. E., & King, E. (1998). Adult students in higher education: burden or boon? *The Journal of Higher Education*, 69(1), 65–88.

Rovai, A. P., Ponton, M. K., Wighting, M. J., & Baker, J. D. (2007). A Comparative Analysis of Student Motivation in Traditional Classroom and E-Learning Courses. *International Journal on E-Learning*, Vol. 6(3), 413-432.

Song, S. H., & Keller, J. M. (2001). Effectiveness of Motivational Adaptive Computer-Assisted Instruction on the Dynamic Aspects of Motivation. *Educational Technology, Research and Development*, 49(2), 5-22.

Terrell, S., & Dringus, L. (1999). An Investigation of the Effect of Learning Style on Student Success in an Online Learning Environment. *Journal of Educational Technology Systems*, 28(3), 231-238.

Tham, C. M., & Werner, J. M. (2005). Designing and Evaluating E-Learning in Higher Education: A Review and Recommendations. *Journal of Leadership and Organizational Studies*, 11(2), 15-25.

Wlodkowski, R. J. (1999). *Enhancing Adult Motivation to learn* (2nd Ed.) San Francisco: Jossey-Bass.

ANALITICAL ABILITY TO BECOME WOMEN TEACHERS LEADERS IN SCHOOL

Rizhan DRIS
Faculty of Science and Technology
University Malaysia Terengganu, MALAYSIA

ABSTRACT

Leadership in an organization is fundamental to the administration and development patterns of the organization. Characteristics found in a leadership in this will influence the course of an organization in achieving the goals set. This study was conducted to determine the ability of women to become leaders in school.

Keywords: Development, ability to lead.

INTRODUCTION

"Women are pillars of the country. When good girl then let the country and damaged women when it is diseased country" (Hadith)

First the women looked very low in anywhere either in the west or east, including in Malaysia as well. Women are considered only as developer's race and is only entitled to keep the children and sat in the kitchen cooking only.

Nowadays, all the myths that have been changed completely, there are many women who had dared to take up the challenge and take risks to pursue careers that were previously monopolized by men only, for example in defense, security, engineering and other fields that require physical strength and high mental level through to senior management in various organizations including schools.

Scenario that exists in the teaching profession in Malaysia today is the number of female teachers and principals have exceeded the number of women teachers and the principal men of men. As a female principal in a school often face Dualism in the workload, both as a principal in the school and have the duties and responsibilities of the family (Boris-Schacter & Langer 2003). Their ability to carry out the task of leadership in schools may be doubted by inferior teachers, especially male teachers. These uncertainties will affect the trust and cooperation. In addition, women principals are also confronted with personal challenges, which expectation community of women leaders who are associated with caring (Boris-Schacter & Langer 2003). But as leaders, principal's women also remain liable to bring change and progress for the school under his leadership.

Methodology

This is a descriptive analysis of documents in which various forms of information used for the collection and comparison information for research. This includes past studies, newspapers and scholarly book.

FINDINGS AND DISCUSSION

The study conducted by Hassan Hushin & Normala Shamsuddin (2008) has provided new information on the ability of women teachers in conducting his duties as a school leaders. Proven that the majority of women teachers' ability to balance the leadership approach between structures of duties tirnbang taste. In many cases of women teachers can act as the implementing policies and good planning and effective. Maternal instinct caused him

to be able to act as a motivational advice and encouragement to teachers under his administration. Nature of women teachers who are detailed in the discharge causes the score for task leadership style structure of higher than sympathy.

Unlike the study conducted by Ramli & Jamaliah Norhannan Hamid (2006) showed that female principals more emphasis on teacher discipline supervision from doing observations and instructional leadership as well as teaching in schools.

Findings confirmed the women's leadership is satisfactory and more prone to structural work style, and style of leadership has a significant correlation, but poor motivation of teachers.

Women leaders in these schools tend to adopt the leadership style of the task structure oriented compared with oriented to considerate leadership style. The results showed that the majority of women teachers to focus more on aspects related to tasks such as organization structure and division of labor, the emphasis on school achievement, appreciate and practice the rules or instructions set, the production quality and excellent work culture. This outperform by Hussein (1997) looking to become a great teacher with effective leadership must be clearly stated school goals to all teachers, staff, support staff, parents, community and students with common interests.

Analysis showed that although the schools led by female teachers, teachers' commitment remains at high level. What is more important is how a great teacher can make the overall school climate and culture in order to maintain the level of commitment in schools.

In addition, a study showing that most of the teachers perceived that principals spent more concerned with the supervision of the teacher from doing leadership disciplines such as observation of teaching and learning in schools need to be addressed.

Leadership style which is more frequent control of professional guidance has been defined by Jones and Webber (2001) as a standard of leadership in the 'survival', and not at the level of instructional leadership. According to them again, one of the leadership at the level of 'survival' is the use of autocratic leadership style that not many teachers involved in the decision making process.

CONCLUSIONS AND RECOMMENDATIONS

This study has the leadership ability of female teachers in Malaysia. Study confirms the results of the discussion are good for women's leadership, because leaders of the women have more strict nature-oriented leadership and responsibility, however considerate among the leaders of women teachers is low. Several other scientific studies needed to confirm these findings in the wider population.

- Proposed a quantitative or qualitative research or a combination of research done.
- Suggested that such studies be extended to a larger number of samples to obtain higher validity.
- Suggested that such studies will involve the leaders of the women teachers of diverse backgrounds.
- In addition, further research should be conducted to the same respondents in the long run to see whether the leadership of a woman teacher will vary over time or not.

SUMMARY

It found that confirms the leadership of women is better than man leader for women leaders have more decisive character in leadership and in accordance with regulations.

However, the level of the autocratic, sometimes reducing the consideration in this female teacher leaders themselves. Hopefully, this research might help leaders to identify the attitude of women teachers and how their leadership and improve their attitude in leading subordinates.

CONTACT ADDRESSES of the AUTHOR

RIZHAN DRIS

Faculty of Science and Technology

University Malaysia Terengganu, MALAYSIA

Email: rizhan82.uthm@yahoo.com

REFERENCES

Hushin, & Normala S. H. (2008). *Leadership Style of Women Teachers and Its Relation With the Commitment of Teachers in National Schools West Zone Centre Kluang, Johor*, Faculty of Education, Universiti Teknologi Malaysia, Johor.

Hussine H. & @ Haji H. (1998). Leadership style of women principals and correlation with job satisfaction among teachers in the district, Selangor. Master of Education thesis. Faculty of Education, UPM, Serdang.

Jones, J. C. & Webber, C. F. (2001). Principal succession: A case study. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, Washington, 10 to 14 April 2001.

Norhannan J. R. & Hamid, H. (2006). *Principal Leadership Style of Women and Its Relation to Motivation Level Secondary School Teachers*, University Putra Malaysia, Selangor.

Langer, S. & Boris-Schacter, S. (2003). Challenging the image of the American principalship. *Principal: The Embattled Principal* 83 (1): 14-18.

INTERVIEW WITH Dr. MUSSARAT ANWAR SHEIKH ON THE ROLE OF DISTANCE EDUCATION IN PAKISTAN FOR WOMEN

Distance education is a powerful and growing force in education system of any country and especially in developing country. It enables a large number of populations to access educational opportunities which might be not possible through conventional system of education. Dr. Mussarat Anwar SHIEKH, Ex professor at distance learning institute in Pakistan, was interviewed to have their views on distance education in Pakistan. Purpose of this interview was to explore her experience, feelings, perception about distance education. For this purpose semi-structured interview was constructed to have the complete and in-depth and valid information regarding phenomena.

WHO IS Dr. Mussarat Anwar SHIEKH

Currently, Dr. Mussarat Anwar SHIEKH is acting chairperson of education department at Fatima Jinnah Women University, Rawalpindi. She has done her Ph.D (1985) & M.S. (1985) degree from Indiana University, USA. Her professional & administrative experience is as below:

- Fatima Jinnah Women University, Rawalpindi, Pakistan. Additional Charge Controller Examination (2005 - To Date).
- Fatima Jinnah Women University, Rawalpindi, Pakistan. Chairperson (2003 - To Date).
- Fatima Jinnah Women University, Rawalpindi, Pakistan. Adjunct Faculty (Feb., 2002 to 2003).
- AIOU, Pakistan. Director: Institute of Mass Education (1998 – Apr, 2002).
- AIOU, Pakistan. Additional Charge: Director Women Studies (1997 – 1998).
- Allama Iqbal Open University (Interim position). Registrar (1989).
- Allama Iqbal Open University (Interim position). Director: Population Education Project (1989).
- Fatima Jinnah Women University, Rawalpindi, Pakistan. Chairperson (2003 - To Date).
- Fatima Jinnah Women University, Rawalpindi, Pakistan. Adjunct Faculty (Feb., 2002 to 2003).
- AIOU, Pakistan. Director: Institute of Mass Education (1998 – Apr, 2002).
- AIOU, Pakistan. Additional Charge: Director Women Studies (1997 – 1998).
- In charge: Distance and Non-formal Education Department (Interim position), 1987.
- Head Examiner, various teacher-education programmes (1987-92).

PUBLICATIONS

- Foundation Reader 8 for Class VIII English (Editor) National Book Foundation Islamabad 2004.
- Foundation Reader 7 for Class VII English (Editor) National Book Foundation Islamabad 2004.
- Foundation Reader 6 for Class VI English (Editor) National Book Foundation Islamabad 2003.
- Status of Teachers in Pakistan (2002) Published by UNESCO Islamabad.

- Open and Distance Learning in South Asia and Pacific Regions Pakistan Chapter Published by Open University Hong Kong (2001).
- Class VI Everyday English School textbook and workbook prepared for the Middle School textbook Project of MOE & ADB. (2000).
- IME Achievements 1975-99 (1999).
- M.Ed. (829) Teacher Education in Pakistan: Units 5-9 & Allied material Book. (1998).
- Modules for UNESCO Islamabad: Role of Assessment and learning achievement (2003), Instructional Objectives and Assessment (2003).

INTERVIEWERS

Interview was conducted by two interviewers: **Miss Misbah MUZAFFAR & Miss Sabahat USMAN**. Miss Misbah MUZAFFAR is currently MS (Edu) research scholar at International Islamic University, Islamabad, Pakistan. She has done her Master's in Education from Fatima Jinnah Women University, Rawalpindi. Her area of specialization is teacher Education and Leadership & Management. She is the person with good analytical, communication, interpersonal skills and has self motivation. She is interested in exploring/researching new phenomena's in the field of education. Her Masters level research was on Action Research while Ms Level research is on distributed Leadership.

Mrs. Sabahat USMAN is doing MS Education from International Islamic University, Islamabad. She has done her Master in Education from Allama Iqbal Open University, Islamabad and Masters in Economics from Punjab University, Lahore. Her area of specialization is teacher Education and Leadership & Management. She is the person with good analytical, & communication skills.

Misbah: Madam! How are you?

Dr. Mussarat Anwar Sheikh: I am fine. I am glad to share my experiences about distance education.

Misbah: What are your views/perceptions about distance education?

Dr. Mussarat: Distance education is a good system of education. It was a good decision of the government to introduce this as a second chance to those people who could not go to formal institutions. It was a very good innovation and especially benefited the females. It also provided an avenue for those who could not study due to their jobs.

They could do both; things work at their job and additionally study through the distance education. AIOU was the second university in the world to use distance education. UKOU was the first in the world and AIOU first in Asia. The formal education system cannot meet the needs of everyone. Distance Education can serve the masses through its non formal approach. Therefore its outreach is tremendous.

Misbah: Why you choose distance education institute for career?

Dr. Mussarat: I did not choose it as a career. My area was education and I came into the system on the merit seat of Education. When I joined, it was my first exposure and I wanted to excel in this so I was sent on to UK on three months course of Distance Education. This course in particular and the UNESCO and British Council in-service trainings in the form workshops at AIOU were a great learning opportunity as well. Having joined the system it created more interest and enthusiasm in me for writing courses for our learners who are not in face to face situation with us. The role of a course coordinator was very important it started from the time you conceive the course to actually taking it through the statutory bodies and finally to unit writing.

I have played my role as course coordinator, unit writer and of course as head of department of teacher education which has the highest enrolment and female enrolment is even more. My last tenure at AIOU was as director of IME. IME is again very important institute as it served the rural population with basic education courses and Matric education. It was during my tenure that Middle Education Program was started for the first time through distance education. Both experiences in leadership position were very satisfying as the population being served was like doing a noble cause or sadqa jaria.

Misbah: How distance education supports Pakistan's education system?

Dr. Mussarat: The formal education system is unable to serve everybody. Distance Education, Non-formal delivery mode is very flexible enough to suit the needs of the masses or who cannot afford to leave their homes and jobs. It is complementing the formal education by reaching to those who were deprived. Females are benefitting more from it. It is like a national institution serving all the regions of Pakistan having regional campuses and study centers spread over whole of Pakistan.

Misbah: How was your job experience at Allama Iqbal Open University? What are the major differences you perceived during the job in distance and formal learning institute?

Dr. Mussarat: The experience at AIOU is quite different from the formal system. In the formal system you have face to face set up. In distance education your learner is not in front of you. He/she may be from a very remote area and you interact with them through written units only or for some practical component you have face to face contact. Then instructional material is to be in such form that it gives the learner the impression that you are talking to her/him. Great care therefore is taken in the writing material. In fact it demands more from the instructors or unit writer. Self assessment and activities are put in at appropriate places so that the learners get immediate feedback.

In the formal set up you teach a class and then it is over. The interaction is through questioning or assignment both oral and written. In distance teaching, you interact with the student through detailed comments so that they do not face any more problems. Self assessment key are also prepared. Moreover you have to be very punctual with your assignments so that the students have feedback on their work and can rectify it on their further assignments. The detailed comments on each students assignment is like giving individualized instruction. And this does take a lot of time.

As far as my personal experience is concerned it has helped me grow professionally by nominating me for Ph.D studies through COT scholarship of the government. My high academic achievement in the Ph.D studies is my reward and it is with this feeling that I have served it to the best of my ability.

Misbah: What was the nature and burden of the job at AIOU? Were work and domestic responsibilities affected by each other?

Dr. Mussarat: AIOU as the name suggests, the university is open throughout the year and you do not have vacation as in the formal system. The holidays were the public holidays or your personal leave. The working hours were also long. Coping with domestic responsibility and university work was challenging. AIOU work entailed coordination of courses and communicating with unit writers both within the university and outside. Getting the units in time for editing was the most difficult one as after unit writing it was to be sent for reviewing and finally to the editors and graphic designers for editing and illustration, and the printing, proof reading of the manuscripts before final printing of the book. AIOU work is both administrative and academic as compared to the formal institutions.

Misbah: Did you ever face gender discrimination at AIOU?

Dr. Mussarat: Yes, I did face gender discrimination at the hands of male chauvinists. This discrimination carried through out and it affected me very badly. I had applied for the post of professor and for three years Selection Board was not scheduled. Soon after my retirement the selection board was called. Whatever I have achieved at AIOU was my own persistent effort. At one time I was both member of Executive Council and Academic staff Association office bearer. AS such I used to bring in the notice of the Administration the issues and problems of the Academia for consideration in the working papers of the Executive Council. Comments like tell her to keep out of it otherwise she will face the consequences were written on my correspondence.

I have suffered in this and the consequences have been far reaching that interview for professor post was not scheduled until after I left. How I was removed from one of the donor funded project coordination is also an example of gender discrimination of the highest order. The book working with the Sharks by Fouzia Saeed has eleven cases of gender discrimination and harassment.

Mine could easily have become the 12th one. The discrimination continued when delaying tactics were used in the processing of my pension. My son's pursuing it got it done in two months.

Misbah: Distance Education is being criticized that it does not take care of quality? What are your views about it?

Dr. Mussarat: Distance Education courses writing is a very systematic process. If the course books are reviewed every three years as laid down in the course development process, the quality element could be taken care of. Some of the books are very outdated. New procedures like online courses and videoconferencing are good additions and quality in these is there. Radio and TV programmes also need to be reviewed and old programmes be discarded. So many new techniques and the animation effect and Flash use have made a significant impact.

Misbah: Do you think that instructors at AIOU are enough competent (both technologically and academically) to teach in distance education institute (AIOU)?

Dr. Mussarat: The instructors are academically sound. The only thing lacking is that the subject specialists need to be given an intensive workshop on unit writing for distance education. Writing for distance education is not easy. It needs the skills of writing as if you are in dialogue with the learner. As far as technology is concerned, AIOU IET institute had the latest technology with the sponsorship and aid of JICA. Even at that time PTV did not have that equipment.

Sabahat: What are the advantages of distance mode of learning over traditional mode of learning?

Dr. Mussarat: Same as listed in Q.1 box.

The learner can precede at his/her own pace depending on her/his job work load and house responsibilities of the housewives. Its media related component supplements the course work.

Sabahat: Why people go for distance education instead of traditional education?

Dr. Mussarat: People go for distance education because its convenience to them as under:

- They do not have to leave their jobs
- They can proceed at their own pace
- Housewives can avail this mode of learning by staying at home
- It is comparatively cheaper than the tradition or conventional mode of learning.
- Tailor made courses can be made for the people

Sabahat: With the passage of time, distance education is becoming dependent of technology. Do you think that AIOU taking care of it?

Dr. Mussarat: Open Education and technology go hand in hand. Previously, the Basic Education courses for the rural areas were tailor made and low cost technology of audio cassettes was used. Now there are so many technology innovations. The mobile is the cheapest source.

I am not aware if AIOU is using it. Students can easily get in touch with their tutors rather than going to study centers which at times are not easily accessible due to bad weather, rain and no transport available. I know it has started on line course in some of the disciplines. I do not know about its cost effectiveness and cost utilization.

Skype is also another source, but again I am not aware if it is using that with its overseas students. I do not know if the learning package contains CD'S instead of audio cassettes.

Sabahat: How distance education contributes for the welfare of the women in the Pakistan? What other measures AIOU has to take for women development?

Dr. Mussarat: I have partially addressed it in Q.10.

It has served women very well through its Matric programme with special programmes for the girls of backward and far flung areas. Conservative families like their daughters to avail this mode of learning as they can study from home. Matric programme was initially started with the Netherland government funding. When the project finished, it became a university program and opened for male students as well. With British Government funding it was run in northern areas districts of Diamir and Ghanchi in the first phase with 200 girls and later for 400 girls. These two districts were also conservative but the Matric was a success. The programmes for rural women were a success and based on it got the UNESCO Noma Award. Health programmes, income generating skills are already there but, computer programmes for parents for cyber space safety of children can be developed as malpractices are being adopted by the young by going to internet cafes. Dress designing is another area which women can benefit from as dress making by the tailors has become very expensive. Special religious education programmes for rural women so that they can inculcate the correct values in the children. Programmes on women's rights as ordained by Islam are known to them. The inheritance aspect is unknown to the rural women. They forego their share to the men of the family.

Sabahat: Which aspects of distance education in Pakistan need to be improved?

Dr. Mussarat: All the programmes need to be reviewed and revised keeping in mind the need of the time. Teacher Education programmes need to be specifically revised and reviewed. Diploma of Education was a good innovation but it never took off. All old teacher Education Programmes below B.Ed level need to be phased out. Technology use of mobile may be cashed on. The mailed package in the form of CD's may be introduced.

Sabahat: What are your suggestions for distance learners, teachers and administrators?

Dr. Mussarat: For distance Learners:

- Study regularly on daily basis by making a personal schedule
- Do the assignments themselves and do not have others do for them
- Regular Study Habit will help them in their exams
- Attend tutorials where possible

For teachers:

- Update your courses.

- Introduce the concept of portfolio for assessment.
- The assessment must address the higher order thinking and Assignments must therefore be aligned with Bloom's Taxonomy

Sabahat: How instructional design of AIOU can be improved? What do you suggest?

Dr. Mussarat: I have following suggestions:

- AIOU should see the best practices of open Universities and adopt in own context.
- The Open schooling concept should be adopted in true spirit.
- Women courses may be increase
- Courses for parents should be made with reference to the trends and issues in the country.
- Assignment must be returned in a timely manner. Assignment forms must have carbonized forms to save the triplicate process of filling forms. These forms can also be a check on the grading of students.
- The tutors must be facilitated with self address envelopes for students to return the assignment. Each envelope should identify the assignment number and its submission date. The assignment envelopes may be pre-stamped.
- Drop boxes may be arranged in the local regional campuses to facilitate students. A pickup time must be identified on drop boxes.
- The printing and paper must be of good quality.

Sabahat: Any other suggestion about distance education in Pakistan? If any.

Dr. Mussarat: Same as conveyed in the previous question. Training of tutors may do regularly.

Sabahat: Thank you so much for your time.

Dr. Mussarat: Not at all. My respects go intWOJDE readers.

ACKNOWLEDGEMENTS

We highly acknowledge the guidance, motivation and facilitation professor by our research supervisor Prof. Dr. Nabi Bux JUMANI, Chairman, Deptt of Education and Dean, Faculty of Social Sciences, International Islamic University Islamabad, Pakistan.