## CHAPTER 3

### REVIEW OF THE PAST RESEARCHES

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Introduction</td>
<td>71</td>
</tr>
<tr>
<td>3.2</td>
<td>Importance of review of the past researches</td>
<td>71</td>
</tr>
<tr>
<td>3.3</td>
<td>Past researches related to distance learning</td>
<td>72</td>
</tr>
<tr>
<td>3.4</td>
<td>Uniqueness of the present study</td>
<td>89</td>
</tr>
<tr>
<td>3.5</td>
<td>Summary</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>References</td>
<td>94</td>
</tr>
</tbody>
</table>
CHAPTER 3
REVIEW OF THE PAST RESEARCHES

3.1 INTRODUCTION

Review of the past research is the important part of the research study where the researcher can compare the previous work done in the same area. Researchers usually summarize relevant literature which provides readers with a background for understanding current knowledge on a topic and illuminates the significance for the new study. The review of the past studies is a link between the research proposed and the past researches. It tells the researcher about various aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research (Boote, David N. and Penny Beile., 2005).¹

3.2 IMPORTANCE OF REVIEW OF THE PAST RESEARCHES

Past researches provide the background and justification for the research undertaken. Bourner, T. (1996)² states that review of the past studies identify the gaps in the literature, information and ideas that may be relevant to research project in the same researcher’s area. It helps the researcher to avoid the same mistakes as others has done previously and at the same time increase the breadth of knowledge of researcher’s subject area. Review of the past studies also helps to provide the intellectual context for researcher’s work and put the work into perspective.

University of North Carolina – Chapel Hill (2005)³ state that literature review provides an overview and a critical evaluation of literature relating to a research topic or a research problem. It helps to analyze literature in order to classify it by themes or categories, rather than simply discussing individual works one after another. A literature review presents the research and ideas of the field rather than each individual work or author by itself and often forms part of a larger research project.

A literature review provides background for the topic used in previous research; shows the familiar previous or relevant research; evaluates the depth and breadth of the research in regards to topic; and determines remaining questions or aspects of topic in need of research.
It can be said that review of the past researches provides ideas, theories, explanations or hypotheses valuable in formulating the problem. It also suggests methods of research appropriate to the problem, to locate comparative data useful in the interpretation of results and to contribute to the general scholarship of the researcher. Review of past research is also important to highlight difference in opinions, contradictory findings or evidence, and the different explanations given for their conclusions and differences by different authors. The past studies help the researcher to make sure that the work has already done earlier or not. It provides an option of modifying the work by adding a new perspective or altering some of the methods of research to obtain a perspective that will be different from earlier works and thus more valuable (Kumar, V., 2009).

3.3 PAST RESEARCHES RELATED TO DISTANCE LEARNING

This chapter presents 10 past researches related to distance learning curriculum which was already done in Thailand and in different countries as follow:


Objective of the study: The objective of this study was to examine the problems on the management of distance learning through satellite of non-formal education at secondary level.

Tools used in the study: The instrument was a questionnaire on the problems concerning to the management of distance learning through satellite of non-formal education at secondary level. It divided into two aspects: (1) material and instructional media, (2) forms of organizing learning – teaching activities.

Sample of the study: Sample of this study consisted of 300 non-formal teachers of secondary level.

Technique of analysis of data: percentage, mean (\( \bar{X} \)) and standard deviation (S.D.), and t-test (independent) were employed for the analysis of the data.

Major Findings: The study found that the non-formal education teachers perceived the problems on the management of distance learning through satellite as a whole and in each aspect at moderate level.
The non-formal education teachers perceived the problems on the management of distance learning through satellite in the aspect of materials and instructional media at most level whereas the non-formal education teachers perceived the problems on the management of distance learning through satellite in the aspect of forms of organizing learning – teaching activities at moderate level.

There was no significant difference between the mean scores of teachers’ perception on the problems on the management of distance learning through satellite classified by sex, age and educational qualification.

STUDY 2: Relationship of Student Satisfaction Levels in Distance Learning and Traditional Classroom Environments at Embry-Riddle Aeronautical University (Jame Thomas Gallogly, 2005)

Objectives of the study: The objectives of this study were to determine:

(a) what differences, if any, exist between Embry-Riddle Aeronautical University (ERAU) students enrolled in distance learning and traditional courses during 2004 with regard to their satisfaction with course quality and (b) the level of satisfaction of distance learning students with regard to online delivery technology and administrative services provided to them in distance learning.

Tools used in the study: Two instruments were employed for the study.

(1) The Distance Learning Student Response Questionnaire (DLSRO)

(2) The Student Survey Form (SSF)

Sample of the study: The sample of this study consisted of undergraduate students who were enrolled in Embry-Riddle Aeronautical University’s distance learning and traditional classroom program offered through the Extended Campus during any of the academic terms of calendar year 2004. Four general education courses, all of which have been offered in distance learning and traditional classroom settings. The 800 completed surveys of 400 distance learning and 400 traditional classroom students, enrolled in four courses from the general education competency areas of Communications, Mathematics, Humanities, and Social Sciences, provided the data used in all analyses associated with this study.
Data collection procedure:
In order to determine the extent of student satisfaction in distance learning delivery methodology, a three-phase data collection process was used.

The first phase of this collection process involved accessing data provided by students who had completed Distance Learning Student Response Questionnaires (DLSRQ) during 2004. Data were accessed with the assistance and support of Embry-Riddle Aeronautical University’s Department of Institutional Research.

In Phase Two, that same office made available archival data that was used to determine student satisfaction with traditional classroom delivery methodology that was gathered using the Student Survey Form (SSF) in 2004.

In Phase 3, information and data for these analyses was mined using data provided by the Office of Institutional Research, Embry-Riddle Aeronautical University. Analogous survey questions garnered from the DLSRQ and the SSF were analyzed to determine if a difference existed between students in distance learning and traditional classroom environments with regard to their satisfaction with course quality (i.e., quality of course materials and effectiveness of instructor).

Technique of analysis of data: Data were analyzed using SPSS in order to answer the four research questions. Embry-Riddle Aeronautical University’s Department of Institutional Research provided support in accessing DLSRQ and SSF data from ERAU archival files. Calendar year 2004 provided the distinct time frame for this research, and data were compiled for each item and category for that calendar year.

In order to respond to Research Question 1 as to levels of satisfaction with course quality (i.e., quality of course material, delivery, and effectiveness of the instructor), frequencies and percentages of distance learning and traditional classroom students who responded as being very satisfied or satisfied on the DLSRQ and SSF were calculated for the respective categories. A criterion of 80% of very satisfied or satisfied responses was established and used in determining if distance learning and traditional classroom students had a high level of satisfaction with course quality.
Research Questions 2, 3 and 4 were focused exclusively on distance learning students. The level of distance learning student satisfaction related to online delivery technology (Research Question 2), and administrative services (Research Question 3) were tabulated. The same criterion of 80% of very satisfied or satisfied responses was applied in determining if distance learning students had a high level of satisfaction with their distance learning experience.

Research Question 4 permitted inquiry into the open comment and observation portion of the DLSRQ. Open comment and observation data collected by Embry-Riddle Aeronautical University’s Department of Institutional Research during calendar year 2004 were analyzed. Analysis of these data provided additional information that assisted in formulating a clearer picture of distance learning program quality. Emphasis was placed on student observations indicating highest and lowest levels of satisfaction.

Descriptive Statistics involving frequencies and percentages were used to analyze the data provided by Embry-Riddle Aeronautical University’s Department of Institutional Research. Tables indicating frequencies and percentages were used to display the data and were discussed.

**Major Findings:** The results of the research were as follow:

1. Overall, both distance learning and traditional classroom students experienced a high level of student satisfaction in regard to course quality.
2. There were few differences in levels of satisfaction experienced by distance learning and traditional classroom students with regard to quality of materials, effectiveness of instructor, resources and requirements; however, a considerably smaller percentage of distance learning students expressed a high level of satisfaction with the timeliness with which instructors provided them feedback than did traditional classroom students.
3. Technical support provided through the website and instructional media were meeting students’ perceived needs and were well received by them.
4. Administrative services being accessed by students were providing a high level of satisfaction. These services included availability of courses, distribution of academic materials and examinations, and turnaround time of grades. There were, however, a number of available services that were not being used by a substantial number of students. These
included advising services, financial services, veteran services, and support of the Distance Learning Enrollment Office.

(5) Distance learning instructors play a vital role in creating a classroom community. Facilitating student-to-student and teacher-to-student interaction yielded high satisfaction rankings and favorable comments from students.

STUDY 3: Culture and Distance Learning in Hong Kong: A Case Study of an Overseas Distance Learning Programme Offered to Chinese Learners in Hong Kong (Lam, Pansy Mi-Ying, 2006)⁷.

Objectives of the study: The objectives of this study were to initiate a critique of the prevailing beliefs about Hong Kong educational culture, particularly with regard to the culture-specificity of Chinese learning styles. It explores this theme through examining distance learning. The central research question pursued concerns the extent to which distance learning is compatible with Hong Kong adults’ learning styles. This central research question is addressed by conducting a comprehensive review of the literature on Chinese culture, focusing on the learning styles of Hong Kong Chinese adults.

Tools used in the study: This research is the case study which emphasize on an overseas distance learning programme. Focus groups were formed to identify themes before a questionnaire based on these was sent to all course participants; then 22 in-depth qualitative interviews were held with a sub sample of the course participants to discover how participants reacted to the distance mode of learning.

Sample of the study: Sample of this study consisted of 22 depth interviews along with the review of the case study. This review is supplemented by a case study using a threefold research method that involved all the Hong Kong course members of a two-year distance learning Master’s programme with the Centre of Labour Market Studies, University of Leicester.

Technique of analysis of data: The contents analysis method was used for the study. The statistical calculation were not employed for the analysis of the data.

Major Findings: The three main findings were found:

(1) Contrary to common misconceptions, this case study indicated that not all Chinese learners are passive, reserved and reluctant to challenge a teacher’s authority. They
are active in group work, intrinsically motivated and are not always concerned about the issue of ‘face’.

(2) Distance learning is acceptable to those Hong Kong Chinese adult learners who are autonomous learners and can make good use of the infrequent face-to-face tutorials to receive feedback from the teacher.

(3) The respondents in this case study feel more comfortable making use of technology as a resource generator rather than as a learning platform.

The aim of this research has not been to test theoretical propositions against a representative sample but rather to explore key theoretical premises in relation to a specific case study. That is to say, if these theoretical premises and assumptions do not apply to this particular case study, then it may be able to question the accuracy of the depiction of Hong Kong Chinese learners as a whole. This research provides insights into a hitherto somewhat under-researched group of Hong Kong adult learners in an informal learning environment. It has significance for overseas distance learning course providers in catering for their learners’ needs.

STUDY 4: Predicting Student Satisfaction in Distance Education and Learning Environment (Ismail Sahin, 2007). The objective of this study was to study relationship between student satisfaction and the following predictor variables: instructor support, student interaction and collaboration, personal relevance, authentic learning, active learning, and student autonomy.

Tool used in the study: Distance Education Learning Environment Survey (DELES) was used to explore the relationship between student satisfaction and the predictor variables i.e. instructor support, student interaction and collaboration, personal relevance, authentic learning, active learning, student autonomy, and student satisfaction. The DELES scales were made up of a total of 42 items consisted of six parts i.e. instructor support, student interaction and collaboration, personal relevance, authentic learning, active learning, and student autonomy. Participant demographics contain two items - gender and departmental affiliation. A five-point Likert-type set of choices was used for each DELES scale.
Sample of the study: Sample of this study consisted of 917 undergraduate students at an Anatolian university in Turkey. 48% of the students were male (n = 443) and 52% female (n = 474). The students were pursuing degrees in law, justice, primary and history of teacher education.

Technique of analysis of data: In this study, descriptive statistics and correlation analysis were used. In multiple linear regression analysis, the relationship between the dependent variable, student satisfaction, and the following six predictor variables were tested (instructor support, student interaction and collaboration, personal relevance, authentic learning, active learning, and student autonomy). Data were analyzed using SPSS 13.0 (Statistical Package for Social Sciences) software.

Major Findings: It was found from the study as follow:

(1) All correlations between the predictor variables and the dependent variable, as well as those between the predictor variables, are statistically significant and positive. These results show that a higher level of each DELES scale indicates a higher level of student satisfaction from distance education.

(2) The results of the regression analysis show that four of the six DELES scales, namely, personal relevance, instructor support, active learning, and authentic learning, were significantly and positively related to student satisfaction. Using the stepwise regression method, the overall model explains 20% of the variance in student satisfaction. These findings suggest that personal relevance, instructor’s help, active learning, and authentic learning are key factors to better support students’ learning and increase their satisfaction. Personal relevance is the strongest predictor of student satisfaction.

(3) Students who are able to link course content with their personal experiences tend to be more satisfied in distance education. This result suggests that online learning environments should be learner-centered and involve students’ out-of-school knowledge and skills.

(4) The students who receive enough support from their instructor are expected to be more satisfied in online learning environments. Although distance education is a learner-centered instruction, this finding confirms that instructor support, such as timely help, useful feedback, or easy communication, is still a key factor for student satisfaction in distance learning. Thus, instructors of distance education should be accessible, provide prompt
responses, and encourage their students through online learning activities. Active learning is the third strongest variable in predicting students’ satisfaction.

(5) Students who are allowed to involve their own learning strategies, problems, and solutions in the class are likely to be more satisfied in online learning environments. This finding shows that active learning fosters distance education learning environments. Finally, authentic learning demonstrates a significant association with student satisfaction. This finding indicates that students are expected to be more satisfied in online learning environments.

(6) It was found that DELES is a valuable tool to help educators improve their distance education classes and evaluate the effectiveness of online learning environments. The present study indicates that all of the DELES factors are significantly and positively associated with student satisfaction and with each other. Specifically, the linear regression analysis results suggest that involving instructor support, personal relevance, and real life examples related to student experiences in an online learning environment contributes to student satisfaction that will increase student motivation, participation, and ultimately, learning. These results confirm that the characteristics of an online learning environment have a great impact on student satisfaction.


Objectives of the study: The objectives of this research were to determine the attitude and behaviour in using educational information technology for self-learning of undergraduate students of Christian University of Thailand and to compare the attitude and behaviour in using educational information technology for self-learning of undergraduate students of Christian University of Thailand belonging to different gender, class and department.

Tools used in the study: The questionnaires which measure attitude and behaviour in using educational information technology for self-learning of undergraduate students were used.
**Sample of the study:** The sample of this study consisted of 400 undergraduate students of Christian University.

**Technique of analysis of data:** The data were collected from the tabulated results of the questionnaires. Descriptive statistics, t-test (independent) and ANOVA were used for analysis of data. The Statistical Package for the Social Sciences (SPSS) was used to analyze the collected data.

**Major Findings:** The results of the research were as follow:

1. The attitude and behaviour in using educational information technology for self-learning of undergraduate students of Christian University of Thailand were at good level and moderate level respectively.
2. There was no significant difference in the attitude and behaviour in using educational information technology for self-learning of male and female undergraduate students.
3. There was the significant difference in the attitude and behaviour in using educational information technology for self-learning of undergraduate students classified by class and department.

**STUDY 6: Considering Students’ Perceptions: The Distance Education Student Satisfaction Model** (Ismail Sahin & Mack Shelley, 2008)

**Objective of the study:** The objective of this research was to study the students’ perceptions on the distance education student satisfaction model.

**Tools used in the study:** The Technology Acceptance Model (TAM) was employed for the study. The Likert survey type of scale was used for data collection. This study analyzed self-reported opinions and perceptions of Turkish undergraduate students regarding distance education measured by responses to an online survey. The survey contained three selected participant demographics: gender, age, and computer ownership. In addition to participant demographics, the survey included Likert-type items with response choices ranging from “strongly disagree” to “strongly agree.” The first section of the scale consisted of items about the role of the online course in increasing the students’ computer skills and use of the Internet. Higher scores in this part indicated higher perceived computer knowledge and use. This subscale also assessed students’ perceptions of the flexibility.
characteristic of distance education. Higher scores reflected more positive beliefs about the adaptability of distance education. For the usefulness of distance education, the section included items regarding the participants’ attitudes toward the usefulness of distance education. Higher scores indicated more strongly positive beliefs about the value of distance education. For distance education satisfaction, the scale was to measure how much the students were satisfied with distance education. Higher scores showed higher levels of satisfaction from distance education.

Sample of the study: The sample of this study consisted of 195 under-graduate students. 60% of the students (118 students) were male whereas 40% of students (77 students) were female. The average age of the students was 21 years.

Technique of analysis of data: The survey research method was used for the study. The data were collected from undergraduate students of the College of Education at an Anatolian university in Turkey. Distance education tools, such as e-mail messages, discussion boards, online assignment submissions, and online exams, were used to support their learning in the class. The course, Introduction to Educational Technology, was offered during the 2005-2006 academic year.

Exploratory factor analysis was used to verify whether the survey items for each subscale successfully measured each variable. In addition, reliability analysis, which assesses the internal consistency among sets of survey items was employed to measure the reliability of each section of the survey. Reliability was measured using standardized Cronbach’s alpha values, for which a level of .8 or above often is taken to denote strong split-half consistency. Next, structural equation modeling (SEM) procedures were used to explore relationships among the variables. For each endogenous (dependent) variable, an equation was estimated by exogenous (independent) or other endogenous variables from another equation. Both the direct and indirect effects of independent variables on the dependent variables were estimated. The structural model was tested by examining the path coefficients, which are standardized regression coefficients (betas). Statistical analyses were conducted using Statistical Package for Social Sciences and Analysis of Moment Structures (AMOS) software.
Major Findings: The findings from this study clearly showed that a distance education course should provide students with great flexibility in interacting with their instructor, classmates, and the course content.

Results suggest that as long as students have the skills to use online tools and perceive that distance education is a useful and flexible way of learning, communicating, and sharing, their enjoyment from online instruction will be promoted. Ultimately, this satisfaction may lead to higher levels of engagement, learning, and success in the distance education setting.

It was found that understanding students’ perceptions regarding distance education is the first step for developing and implementing a successful online learning environment. The primary contribution of this research is in furthering our understanding of the variables that affect student satisfaction with classroom technology. The model presented in this study is formulated in an attempt to explain student satisfaction by using a small number of variables and literature. According to the TAM, the availability of the four motivators (computer knowledge, flexibility of distance education, usefulness of distance education, and distance education satisfaction) may lead to higher levels of use of distance education.

Findings and implications from the current study suggest that students’ computer knowledge and perceptions, such as the perceived usefulness and flexibility of distance education, should be considered as predictors of their satisfaction from classroom technology, and ultimately for their success in online learning environments. Instructors of distance education need to focus upon preparing students to use a variety of computer technologies and be aware of the benefits of online learning. Thus, there is a need for well-designed and carefully implemented online learning environments that meet the needs and expectations of students. Web-based learning environments can be facilitated through activities that increase students’ level of computer knowledge and emphasize the flexibility and usefulness which are the characteristics of distance education. The results of this study suggest that these factors are necessary to promote student satisfaction with distance education. Hence, institutions and instructors should pay special attention to the variables affecting student enjoyment with distance education courses. Then, the learning environment might be more intuitive, engaging, and ultimately more didactic.
STUDY 7: The Effectiveness of Distance Learning Curriculum on Classroom Research Subject (Arunsiri Samran, 2009).  

**Objective of the study:** The objective of this study was to examine the effectiveness of distance learning curriculum for student teacher on classroom research subject.

1. To study the effectiveness of distance learning curriculum for student teacher on learning achievement (pretest-posttest) in classroom research subject
2. To test the difference between the effectiveness of distance learning curriculum for student teacher on learning achievement (pretest-posttest) in classroom research subject
3. To study the students’ opinions pertaining to distance learning curriculum for student teacher on classroom research subject
4. To compare the mean scores of students’ opinions pertaining to distance learning curriculum for student teacher on classroom research subject classified by sex.

**Tools used in the study:** The instruments employed for the study were the distance learning curriculum and learning achievement test which was designed and posted to a group of learners. The one group, pretest-posttest was used to be the research designed of the study.

**Sample of the study:** Sample of this study consisted of 40 student teachers. Male students comprised about 25%, while female students constituted 75% of the sample.

**Technique of analysis of data:** To investigate the effectiveness of distance learning of student teachers, mean (\( \bar{X} \)), standard deviation (S.D.) and t-test (dependent) were employed for analysis of data.

**Major Findings:** The results of the study were as follow:

1. The effectiveness of distance learning curriculum on pretest score of learning achievement in classroom research subject was at poor level whereas the effectiveness of distance learning curriculum on posttest score of learning achievement in classroom research subject was at excellence level.

2. There was the significant difference between pretest and posttest score of learning achievement of student teachers in classroom research subject taught by distance learning. The finding indicates the posttest score of learning achievement of student
teachers in classroom research subject taught by distance learning has greater value than that of the pretest score.

(3) The mean score of students’ opinions pertaining to distance learning in classroom research subject was at high level.

(4) There was no significant difference between mean scores of students’ opinions pertaining to distance learning rated by boy and girl students which was tested by $t$-test (Independent). The students’ gender does not affect on the mean score of students’ opinions pertaining to distance learning. Therefore, the mean score of male students’ opinions pertaining to distance learning has equal value with the mean score of female students’ opinions.

STUDY 8: A Study of Roles of Academic Libraries in Supporting Distance Learning in Saudi Higher Education: A Case Study Approach (Fahad Alfrih, 2010)\(^2\).

Objectives of the study: The objectives of the study were to investigate the role of academic libraries in Saudi higher education in supporting distance learning (DL) in the country. Two cases, known for their history of offering DL programmes in the country, were selected. These were Imam Mohammad Bin Saudi Islamic University (IMBSIU) in Riyadh and King Abdul-Aziz University (KAU) in Jeddah.

Tools used in the study: A mixed methodology, which included both quantitative and qualitative approaches, was used. Triangulation of data collection methods was achieved by implementing a document analysis, interviews and questionnaires.

Sample of the study: Sample of this study consisted of academic libraries in Saudi higher education in Jeddah.

Technique of analysis of data: The content analysis was used for analysis of data of this study.

Major Findings: The study found that:

Distance learning (DL) in the country is transforming traditional approaches into fully automated techniques through the implementation of e-learning via Internet; the Saudi government is supporting this approach. However, the results also showed that policies of academic libraries lack rules which recognize DL stakeholders right to be served and supported. Little or no co-operation was found to exist between academic libraries and DL in
both case studies; this could hinder the efforts made by academic libraries to serve and support DL stakeholders. In addition, textbooks were found to be the main source of learning and teaching in DL, thus reducing the desire of DL stakeholders to use their academic library. The lack of DL guidelines was found to be responsible for making distance learners less likely to use information resources other than textbooks. Official interactions were weak between DL stakeholders, especially learners with their instructors, and with academic and non-academic support such as academic library services. This was found to be responsible for a lack of academic library support specifically designed for DL stakeholders, and many other factors relating to the existing condition of academic libraries were also found to be significant in failing to recognize the right of DL stakeholders to be served. However, overall, participants attitudes toward the importance of academic libraries in supporting DL stakeholders were positive. Moreover, participants expressed a desire to find solutions as soon as possible to overcome the current lack of information services designed for DL stakeholders.

According to this study results, several recommendations have been formulated related mainly to the importance of building co-operation between academic libraries and DL in the country. It is concluded that there is an urgent need for DL stakeholders needs and rights to be recognized and supported by any means in order to improve the quality of DL. Hence, several models/solutions, which can be implemented in either the short or the long term, are proposed here in order to provide solutions for the current lack of information services being offered to DL stakeholders by both academic libraries and DL.

STUDY 9: Teaching Modes of Teacher-Educators Teaching Distance Learning in a Teacher Training College in Israel : A Case Study (Bar-Tal Smadar, 2010).13

Objectives of the study: The objectives of this study was to investigate the new teaching modes created by teacher-educators in teacher-training colleges in Israel, due to their transition from traditional teaching to distance-teaching through Internet.

Tools used in the study: This was a qualitative research using case study within an interpretative paradigm that enabled the researcher to consider the viewpoints of the informants together with her own viewpoint. The research tools included: 14 open interviews,
a non-participatory observation, documentation reading and the writing of a personal log. The rich variety of research tools enabled triangulation of data.

Sample of the study: The interview data, observation, documents, literature were used for this case study.

Technique of analysis of data: The conceptual framework of the research was based on theories of teacher-training, distance-teaching, academic disciplines, and several teaching dimensions: organization and representation of data, organization and management of teaching and different types of interaction. The content analysis was used for analysis of data.

Major Findings: The study indicated intrinsic and extrinsic motives for the teacher-educators transition to distance-teaching. The transition created a pedagogy characterized by four teaching modes that corresponded to different academic disciplines. Each discipline harnessed the technology for intensive use in one or more of the teaching dimensions.

The Representation mode used by teacher-educators in the natural sciences and statistics used a large variety of data representations and Internet writing characterized by multiple links.

The Interactive mode employed by teacher-educators in the field of literacy principally dealt with formative assessment of the students' writing and used virtual communication tools to tighten the teacher-learner inter-personal interaction.

The Organizational mode used in education disciplines focused on organization and management of teaching and learning through the use of computer applications.

The Holistic mode employed by teacher-educators in the fields of education and literature, constituted a combination of all the characteristics of the above-mentioned modes with an emphasis given to social presence of both learners and the teacher.

Analysis of the teaching modes led to the creation of a typology of four modes positioned at different points along the following scales: organization of teaching, flexible – fixed, types of interaction few – multiple; data representation, creative – conservative; computer literate – computer users. There was a clear contrast between teacher-educators teaching education disciplines as a continuation of traditional frontal teaching and those who had previously taught in workshops. At the crossroads of pedagogy with technology, the changes in location, time and lesson character have meant that the implementation of the
teaching paradigm of Zeichner and the teaching orientations of Feiman-Nemser have taken on fresh dimensions. The new teaching modes necessitate appropriate training for all teacher-educators working in distance-teaching in accordance with their academic disciplines. The research findings contribute to the reduction of a gap in knowledge concerning the new teaching modes of teacher-educators teaching distance-learning in a teacher-training college in Israel.

**STUDY 10: Key Factors for Determining Students’ Satisfaction in Distance Learning: A Study of Allama Iqbal Open University (Afzaal Ali & Israr Ahmad, 2011)**

**Objective of the study:** The objective of this study was to examine the relationship between students’ satisfaction and the following variables of distance learning environment: instructors’ performance, course evaluation, and student-instructor interaction.

**Tools used in the study:** The instruments employed for the study were the five-point Likert scale which consisted of 26 items and divided into three parts as follow:

1. The students’ satisfaction scale was used to measure the students’ satisfaction. It consisted of six items. These items focus on students’ satisfaction, their perceptions of its quality and their intention of taking future courses via distance learning. Each item was measured on five-point Likert scale with response options ranging from strongly disagree (1) to strongly agree (5).

2. For measuring the variable of student-instructor interaction, researchers used items. Each item was measured on five-point Likert scale with response options ranging from strongly disagree (1) to strongly agree (5).

3. The Teaching Evaluation Scale items were used to measure instructor performance and course evaluation. Each item was measured on five-point Likert scale with response options ranging from strongly disagree (1) to strongly agree (5).

The distance learning in this study refers to the use of Internet, audio and video lectures along with correspondence of the instructors as a medium of instruction as well as a source of information.

**Sample of the study:** Sample of this study consisted of 245 students of AIOU. Male students comprised about 53%, while Female students constituted 47% of the sample. The profile of the students discloses that out of 245, 168 (69%) students were between 20 to
25 years of age, whereas 77 (31%) were above 25 years of age. Furthermore, out of 245 students, 156 (64%) were studying as part time students, whereas 89 (36%) were full time students.

**Technique of analysis of data**: To investigate the relationship between the dependent variable, student satisfaction, and the following three predictor variables were tested: Student-instructor interaction, instructor performance, and course evaluation; the data were subjected to regression and correlation analysis. The demographic profile in the first part of the scale included four items: Gender, age, student type, and academic programme.

**Major Findings**: The results of the study were as follow:

1. The mean and standard deviation of the scale which measures students’ satisfaction was found to be normal and acceptable for the purpose of statistical analysis.
2. The mean and standard deviation of the scale which measures student-instructor interaction was found to be normal and acceptable for the purpose of statistical analysis.
3. The mean and standard deviation of the scale which measure instructor performance and course evaluation were found to be normal and acceptable for the purpose of statistical analysis respectively.

The results confirm the reliability and validity of the three dimensions of distance learning satisfaction, which are student-instructor interaction, instructor’s performance, and course evaluation. These dimensions can be understood as the way the course content is delivered, feedback and interactions take place with instructors, effectiveness of instructors, students learning experiences, workload and evaluation criteria in their distance courses, and convenience of the means of communication, the ease of system operation for the learners, and the quality of content the students receive.

The results of this study further implied that the faculty at AIOU is delivering distance learning courses that meet the students' needs in regard to students-instructor interaction, instructor performance, and course evaluation.
3.4 UNIQUENESS OF THE PRESENT STUDY

After the review of ten past researches related to distance learning, it can be seen the uniqueness of the present study as follow:

(1) The past researches study about the problems of using distance learning, satisfaction/perceptions/attitude/behaviour of learners on distance learning, the effectiveness of distance learning, and roles of academic library in supporting distance learning. In the present research, the effectiveness of distance learning curriculum on the title “affirm the leadership of school leader” was examined. This kind of research was not seen in any research. Therefore, this research is a unique research or only one research which indicates the difference between pretest and posttest scores of learning achievement of school leader after studying about leadership of school leader through distance learning curriculum.

(2) In the present researches, the distance learning curriculum on the title “affirm the leadership of school leader” and the scale which measure the school leaders’ feedback towards distance learning curriculum were constructed by the researcher. This distance learning curriculum and the scale which measure the school leaders’ feedback towards distance learning curriculum were first constructed and tried out for effectiveness as well as for standardization.

The distance learning curriculum on the title “affirm the leadership of school leader” aims to motivate, stimulate and increase the leadership of school leaders. There are two lessons in this curriculum: Lesson 1: Leadership of leaders and Lesson 2: Effective School Leadership. Each lesson in this curriculum contains the introduction, pretest-posttest, fact sheets, exercises, suggested possible solutions, summary and answer key. The learners will be tested (pretest-posttest), read the fact sheets and practice according to the exercises insert in each lesson. After doing the exercises and tests, they can check their ability and view the suggested possible solutions, summary and answer key.

After viewing the distance learning curriculum on the title “affirm the leadership of school leader” in the present research, one can says that this is a unique research which is not appearing in any research.
(3) In the present research, distance learning curriculum on the title “affirm the leadership of school leader”, the scale which measures students’ opinion pertaining to distance learning curriculum and the learning achievement test for determining the effectiveness of distance learning curriculum was used. All of these tools were unique which are not appearing in any research. The tools used in the present study was constructed and standardized by the researcher. It was established for the item analysis (i.e. validity, discrimination, reliability). Construct validity was used for establishment of validity of the scale. Item-Test Correlation was applied to the data obtained from 100 respondents. The reliability was established by Pearson Product Moment which was used for the calculation of $r_{xy}$ value from the total scores and the score of each item.

For establishment of discrimination of the scales, the Phi-Coefficient correlation ($\phi$), Chi-square ($\chi^2$) and t-test value was applied.

In order to establish the reliability of the scale, test-retest method, split-half method, Rulon formula, and Flanagan formula was applied.

It can be said that this tool is of the first kind constructed and standardized. These tools were not available in the market earlier.

(4) Sample of the present research was the primary and secondary school leaders. This is also the uniqueness of the present study.

(5) In the present research, the analysis of data and interpretation of the results in tabulated form with inferences related to distance learning curriculum for development of school leaders was presented into two parts.

   (i) The study of mean ($X$) and standard deviation (S.D.) of learning achievement (pretest – posttest scores) of school leaders participated in distance learning curriculum and the testing of difference between the pretest-posttest scores of learning achievement of school leaders participated in distance learning curriculum had been the first part.

   (ii) The school leaders’ feedback towards distance learning curriculum had been the second part. The percentage (%) was applied for analysis of data.
3.5 SUMMARY

Review of the past research is the important part of the research study where the researcher can compare the previous work done in the same area. Researchers usually summarize relevant literature which provides readers with a background for understanding current knowledge on a topic and illuminates the significance for the new study. The review of the past studies is a link between the research proposed and the past researches. It tells the researcher about various aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research.

A literature review presents the research and ideas of the field rather than each individual work or author by itself and often forms part of a larger research project. A literature review provides background for the topic used in previous research; shows the familiar previous or relevant research; evaluates the depth and breadth of the research in regards to topic; and determines remaining questions or aspects of topic in need of research. It can be said that review of the past researches provides ideas, theories, explanations or hypotheses valuable in formulating the problem. It also suggests methods of research appropriate to the problem, to locate comparative data useful in the interpretation of results and to contribute to the general scholarship of the researcher.

After review more than 40 researches relevant to the present study (about distance learning curriculum development), it was found that there are many researches were done in similar fashion or manner. The researcher selected only 10 past studies to present in the third chapter just to show the objectives of the study, tools used in the study, sample of the study, technique of analysis of data, and major findings of various researches.

Even though the researcher present only 10 past studies but it was not an easy task since there are a lot of effort to spend reviewing each past study in order to summarize the theory to fit in with the research topic, therefore, the researcher has to spend countless time reading many researches (more than 40 past researches) in order to filter out the 10 past researches which suitable for the research topic. He has to spend more than 3 months for these 20 pages of the third chapter.
There are 10 past studies presented in this chapter. All of these ten past researches examine the distance learning. It can be seen that one past researches aimed to find out the problems of using distance learning through satellite, 3 past researches aim to find out the satisfaction of learners pertaining to distance learning, 3 past researches aim to examine the effectiveness of distance learning, 2 past researches try to assess the attitude-behaviour-perceptions of learners towards distance learning, and the other one past research study the roles of academic library in supporting distance learning.

Five past researches were the qualitative research whereas the other two researches were the quantitative research, and three researches were qualitative mixed with quantitative. Two past researches were the case study and the other one was the experimental research. For qualitative research, interviews (semi-structured), focused group conversations, observations, literature and various document studies were used to identify the distance learning. For quantitative research, Likert scale and questionnaire were used to measure the problems, satisfaction, attitude, behaviour and perceptions of learners towards distance learning.

Various tools were applied for measurement of distance learning i.e.

1. The five-point Likert Scale which measures the students’ perceptions
2. The questionnaire: such as (i) Distance learning student response questionnaire (DLSRO), (ii) questionnaire which measure students’ attitude towards distance learning
3. The student survey form (SSF) and distance education learning environment (DELES)
4. The focus group form, interview form, observation form
5. The technology acceptance model (TAM)
6. Distance learning curriculum
7. Learning achievement test

Sample of the past researches were the teachers and students in secondary school and colleges or universities.
Several techniques were used for analyzing the data, such as, mean ($\bar{X}$), standard deviation (S.D.), t-test (dependent and independent), ANOVA, correlation and multiple regression.

In this chapter, the researcher has discussed about review of the past researches. The next chapter is about plan and procedure.
REFERENCES


   http://www.wikipediathefreeencyclopedia.


7. Lam, Pansy Mi-Ying. (2006) “Culture and Distance Learning in Hong Kong: A Case Study of an Overseas Distance Learning Programme Offered to Chinese Learners in Hong Kong” Doctoral Thesis. Hong Kong: University of Leicester.

8. Ismail Sahin. (2007) “Predicting Student Satisfaction in Distance Education and Learning Environment” Turkish Online Journal of Distance Education. Vol. 8 (2), 
   PP: 112-119.


