## CHAPTER 2
THEORETICAL ORIENTATION

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CHAPTER 2
THEORETICAL ORIENTATION

2.1 INTRODUCTION

Theoretical concepts or the basic ideas on the topic and the work already done in the research studies are needed for the research work. Theory is used to craft the null hypothesis, which is either proved or disproved by the research itself and the literature provide readers with a background for understanding current knowledge on a topic and illuminate the significance for the new study. The theory is the source of concepts and the connections among them that made it possible to produce hypotheses identify confirmations or refutations (Ritzer, George, 2007).\(^1\)

The theoretical orientation thus becomes a link between the proposed research and the theories already been done. The value of theoretical orientation depends on the clarity and coherence of their formulation and their adequacy to their conceptual frameworks. (Merton, Robert K., 1979)\(^2\) Therefore, the present chapter is concerned to the theoretical orientation concerning the distance learning curriculum for school leaders.

2.2 DISTANCE LEARNING
2.2.1 Definition of distance learning

After the globalization and technological changes, Thailand had made tremendous progress in the field of education. Technologies, on the other hand, integrate into modern culture and recognized as a leading force in the growth of world society. The rapid development of technologies has substantial effects on education.

Due to limitations of the formal system of education, policy makers were attracted towards non-conventional modes of education for providing non-residential studies like correspondence courses. The distance education mode, in which it is not necessary to bring all the learners together to listen to the face-to-face lectures, was considered world while. The learners can receive their study material through postal services or e-mail for study at their home or work place. The efforts of the learners are supplemented by assignments, which are checked and evaluated by the concerned experts. The distance educational system is
suitable for the persons who wanted to enhance their qualifications but were not in a position to attend classes on the regular basis.

In order to perceive in the depth understanding regarding distance learning, the following definitions are defined.

Moore, M.G. (1972)\(^3\) defined distance learning as the family of instructional methods in which the teaching behaviours are performed apart from learning behaviours, including those that in a contiguous situation would be performed in the learner's presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices. He said that at least three features of distance learning are clearly discernible in this definition: (1) the teaching behaviour remains separated from the learning behaviour, (2) face-to-face teaching and learning forms a part of the system; and (3) electronic and other media may be used to effect learning and teaching.

Keegan, D. (1986)\(^4\) point out that distance learning is the result from the technological separation of teacher and learner which frees the learner from the necessity of traveling to a fixed place, at a fixed time, to meet a fixed person, in order to be trained. Distance learning traditionally has provided access to instructional programmes for learners who are separated by time and/or physical location from an instructor. Distance learning has been thought of as prepackaged text, audio, and/or video courses taken by an isolated learner with limited interaction with an instructor or other learners. Today information technologies and the Internet can allow rich interactive distance learning experiences that may surpass the interactivity of a traditional classroom.

Keegan also provided the elements that distance learning has several identifying characteristics that set it apart from traditional classrooms:

(1) Separation of the teacher and the learner geographically and in time

(2) The influence of an educational organization in the planning, preparation, or delivery of material (vs. a stand-alone professor responsible for content generation and delivery of course information). This component is not typically found in most on-campus courses.
(3) Use of technical media. Historically, in most cases this has been print, but as technology advances, electronic media (computers, television studio delivery, and computer software presentation packages) contribute to a list a technical options.

(4) Provision for two-way communication, which could be via a prearranged tele-conference with a single student or group of students at a central location at a prescribed time.

(5) The possibility of an occasional seminar, which could allow learners working independently, perhaps viewing prerecorded video tapes, receiving paper assignments via regular mail, or watching the lecture via cable or satellite television in their own homes, to assemble as a group in the presence of the instructor of record for the class.

(6) Evidence of a division of labour (i.e., a team of individuals involved in the preparation and delivery of course content). Members of the team might include a content expert (e.g., a faculty member in elementary education for a course offered from that programme), graphic illustrators (who for all practical purposes have no knowledge of the content but bring it to life with related illustrations), and a television personality (i.e. an individual trained to work in the presence of the camera and the voice of a television or radio announcer to deliver the content.

In short, distance learning is the system of education where learners learn by themselves in the absence of classrooms. Instructors are separated from the learners, learners do not get any personal touch of the teacher. A wide variety of media are used to serve numerous educational programmes to learners.

Chute, A. et al. (1999) defines distance learning as a system and a process of connecting learners with distributed learning resources. Learner in distance learning system communicates the instructors and other fellow learners through several medias. Distance learners always enjoy flexibility in terms of choosing the place and time of study. However, the degree of flexibility the learners able to enjoy depends on the availability of the media and the availability of technology.
Teaster and Blieszner (1999)\textsuperscript{6} say “the term distance learning has been applied to many instructional methods: however, its primary distinction is that the teacher and the learner are separate in space and possibly time”.

Lee & Michael (2009)\textsuperscript{7} state that distance learning is a type of education, where learners work on their own at home or at the office and communicate with faculty via mail, e-mail, electronic forums, videoconferencing, chat rooms, bulletin boards and instant messaging. Most distance learning programmes include a computer-based learning (CBL) system and communications tools to produce a virtual classroom. Because the Internet and World Wide Web are accessible from virtually all computer platforms, they serve as the foundation for many distance learning systems. In short, it can be said that distance learning have been applied to a tremendous variety of programmes serving numerous audience via a wide variety of media.

The California Distance Learning Project (CDLP) (2011)\textsuperscript{8} defines learning as the act, process, or experience of gaining knowledge or skill. Learning is the preferred term rather than education that is generally defined as the knowledge or skill obtained or developed by the learning process. Distance learning is an instructional delivery system that connects learners with educational resources. It provides educational access to learners not enrolled in educational institutions and can augment the learning opportunities of current learners. The implementation of distance learning is a process that uses available resources and will evolve to incorporate emerging technologies. Several key features define distance learning.

Distance learning is conventionally defined as... *any educational or learning process or system in which the teacher and instructor are separated geographically or in time from learners; or in which learners are separated from other learners or educational resources. Contemporary distance learning is effected through the implementation of computer and electronics technology to connect teacher and student in either real or delayed time or on an as-needed basis. Content delivery may be achieved through a variety of technologies, including satellites, computers, cable television, interactive video, electronic transmissions via telephone lines, and others. Distance learning does not preclude traditional learning processes; frequently it is used in conjunction with in-person classroom or professional
learning procedures and practices. It is also called distributed learning.” In short, distance learning is an instructional delivery system that connects learners with educational resources. Distance learning provides educational access to learners not enrolled in educational institutions and can augment the learning opportunities of current learners. The implementation of distance learning is a process that uses available resources and will evolve to incorporate emerging technologies.

Wikipedia (2012)\textsuperscript{9} gives the definition of distance learning or D-Learning as a mode of delivering education and instruction, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. Distance learning provides “access to learning when the source of information and the learners are separated by time and distance, or both (Honeyman, M. & Miller, G., 1993)\textsuperscript{10}. In distance learning, learners can study in their own time, at the place of their choice (home or workplace), and without face-to-face contact with a teacher. Technology is a critical element of distance learning.

Margaret Rouse (2012)\textsuperscript{11} stated that distance learning, sometimes called e-learning, is a formalized teaching and learning system specifically designed to be carried out remotely by using electronic communication. Because distance learning is less expensive to support and is not constrained by geographic considerations, it offers opportunities in situations where traditional education has difficulty in operating. Distance education can be more flexible in terms of time and can be delivered virtually anywhere.

Popular distance learning technologies include:

- Voice-centered technology, such as CD or MP3 recordings or Webcasts
- Video technology, such as instructional videos, DVDs, and interactive videoconferencing
- Computer-centered technology delivered over the Internet or corporate intranet

Distance learning can be as effective as the traditional format when the methods are appropriate to the teaching tasks, there is learner-teacher interaction, and the instructors provide learners with appropriate and timely feedback.
Karen Schweitzer (2012)\textsuperscript{12} pointed out that distance learning is a term used to describe an education that is received at an off-site location. In the past, learners who participated in a distance learning programme received their education through correspondence courses, but new technology has brought about many other options, such as:

- **Audio based distance learning courses**: This type of distance learning course utilize one-way or two-way communication. This includes everything from radio broadcasting and phone conferences to prerecorded audio CDs.

- **Video based distance learning courses**: There are two basic types of video based distance learning courses, Prerecorded Video (videotaped courses are sent to students who can view them at an off-site location) and Two-Way Interactive Video – Satellites, cameras, and television of computer monitors allow professors and/or students on one side to interact with professors and/or students at another side).

- **Internet based distance learning courses**: Online courses require an Internet connection and little else. Learners of distance learning programmes often receive instruction through websites, e-mail, electronic bulletin boards, and messaging systems. These courses generally offer the same curriculum as on-site courses and usually come with a discounted price tag. Perhaps this is why Internet based distance learning courses are becoming so popular.

From the definition of distance learning mentioned above, it can be summarized that distance learning is a field of education that focuses on the pedagogy, technology, and instructional system design that aim to deliver education to learners who are not physically *on site*. Rather than attending courses in person, instructors and learners may communicate at times of their own choosing by exchanging printed or electronic media, or through technology that allows them to communicate in real time and through other online ways. Distance learning is a process or a mode of delivering education and instruction, often on an individual basis, to learners who are not physically present in a traditional setting such as a classroom. It is a type of learning where learners work on their own choice, at home or at the office, thus face-to-face teaching and learning forms a part of the system. Learners in distance learning system are limited on interaction or personal touch with instructors or
trainers. Distance learning has been thought through several medias such as prepackaged text, electronic and mechanical devices. Electronic and variety technologies can be used to effect teaching and teaching via telephone line, electronic transmission, regular mail, e-mail, electronic forums, videoconferencing, chat rooms, bulletin boards, and cable satellite television.

2.2.2 History of distance learning

Distance learning traces its origins to mid-19th century Europe and the United States. The pioneers of distance education used the best technology of their day, the postal system, to open educational opportunities to people who wanted to learn but were not able to attend conventional schools. People who most benefited from such correspondence education included those with physical disabilities, women who were not allowed to enroll in educational institutions open only to men, people who had jobs during normal school hours, and those who lived in remote regions where schools did not exist (California Distance Learning Project (CDLP), 2011)\textsuperscript{13}.

Picciano (2001)\textsuperscript{14} credited Isaac Pitman as an early pioneer. He began teaching shorthand by correspondence in Bath, England in 1840. Learners were instructed to copy short passages of the Bible and return them for grading via the new penny post system.

In American university distance education began in 1874 at Illinois Wesleyan University where bachelor and graduate degrees could be obtained in absentia. The Chautauqua movement in 1882 gave the popular push to correspondence education.

The teaching of academic and vocational courses by correspondence became quite popular by 1900 and problems of quality and ethical practice came with the popularity. The National Home Study Council (NHSC) was formed in 1926 in part to address these issues. Accreditation of college and university distance programs fell to the National University Extension Association in 1915. The invention of educational radio in 1920s and the advent of television in the 1940s created important new forms of communication for use in distance education. Educators used these new technologies to broadcast educational programs to millions of learners, thus extending learning opportunities beyond the walls of conventional teaching institutions.
The development of reliable long-distance telephone systems in the early 1900s also increased the capacity of distance educators to reach new student populations. But telephone systems never played a prominent role in education until the introduction of new teleconferencing technologies in the 1980s and 1990s. Teleconferencing systems made it possible for instructors to talk with, hear, and see their learners in real time - that is, with no delays in the transmissions - even if they were located across the country or around the world.

Distance education increasingly uses combinations of different communications technologies to enhance the abilities of instructors and learners to communicate with each other. With the spread of computer-network communications in the 1980s and 1990s, large numbers of people gained access to computers linked to telephone lines, allowing instructors and learners to communicate in conferences via computers. Distance education also makes use of computer conferencing on the World Wide Web, where instructors and learners present text, pictures, audio, and video. File sharing and communications tools like email, chats and audio, and video conferencing are integral to the Internet model.

University level learners have used a conferencing method known as two-way audio where television pictures that are transmitted to particular sites, where people can reply to the broadcasters with a telephone call-in system. Television pictures can also be transmitted in two directions simultaneously through telephone lines, so that instructors and learners in one place can see and hear instructors and learners at other places. This video-conferencing technology increasingly uses the Internet.

For over 100 years, distance learning has served as an alternative method for delivering academic course work to learners unable to attend traditional campus based classes. The format of distance learning has varied from correspondence style courses to technologically based courses using the Internet. Distance learning has offered learners considerable benefits including increased access to learning, lifelong learning opportunities, and convince of time and place for study (Pierre, P., 1998). Distance learning may be essential for learners who are truly place-bound because of factors such as employment, child-care demands, disability, or remoteness of the location where they live. (Rintala, J., 1998)
Since the last decades of 20th century, the teaching and learning environment at educational institutions has been expanding significantly beyond the boundaries of the traditional classroom (Steffes, J.S., 2004). In addition to distance learning opportunities, many learners have taken part in structured experiential learning that has given them opportunities to test the academic foundations and knowledge to which they are exposed in class setting well beyond the walls of the classroom.

2.2.3 Types of distance learning

Distance learning is not a novel concept. Correspondence study (also called home study or independent study) has been around for more than 100 years. The biggest difference between those programmes and today’s distance learning is technology. However, pure correspondence courses without the use of technology in some form (e-mail, fax, videotapes, audiotapes, CD-ROMs, satellite/cable television, video/audio conferencing, etc.) are quickly becoming dinosaurs.

There are two distance education delivery system categories - synchronous and asynchronous (Deb Peterson, 2009).

**Synchronous distance learning** occurs when the teacher and learners interact in different places but during the same time. Learners enrolled in synchronous courses are generally required to log on to their computer during a set time at least once a week. Synchronous distance learning may include multimedia components such as group chats, web seminars, video conferencing, and phone call-ins.

Generally, synchronous learning works best for learners who can schedule set days and times for their studies. It is often preferred by those who like structured courses heavy on student interaction. Synchronous instruction requires the simultaneous participation of all learners and instructors. The advantage of synchronous instruction is that interaction is done in "real time" and has immediacy. Examples include interactive telecourses, teleconferencing, videoconferencing, audio-conferencing, web conferencing, and Internet chats.

**Asynchronous distance learning** occurs when the teacher and the learners interact in different places and during different times. Learners enrolled in asynchronous
courses are able to complete their work whenever they please. Asynchronous distance learning often relies on technology such as message boards, email, pre-recorded video lectures, Mp3s, and traditional mail correspondence. Often, asynchronous distance learning is preferred by learners with complicated schedules. It tends to work well for self-motivated learners who do not need direct guidance to complete their assignments.

Asynchronous instruction does not require the simultaneous participation of all learners and instructors. Learners do not need to be gathered together in the same location at the same time. Rather, learners may choose their own instructional time frame and interact with the learning materials and instructor according to their schedules. Asynchronous instruction is more flexible than synchronous instruction, but experience shows that time limits are necessary to maintain focus and participation. The self-paced format accommodates multiple learning levels and schedules. Examples of asynchronous delivery include e-mail, audiocassette courses, videotaped courses, correspondence courses, DVD, Broadcast video, audio files, radio, podcasts, CD-ROM and WWW-based courses.

Jamie Littlefield (2012)\(^{19}\) also suggests that when trying to decide between synchronous and asynchronous courses, instructors have to take learning style and schedule into consideration. If learners are expected to study independently or feel more comfortable working closely with instructors, synchronous courses may be a better choice. If instructors are unable to commit to specific class times due to work or family obligations, asynchronous distance learning may be the way to go.

Types of distance learning according to California Distance Learning Project (CDLP) (2011)\(^{20}\) can be organized along several descriptive dimensions. Low tech to high tech is useful in the adult basic education field. The following table outlines the most popular types of distance learning by their characteristics and notable features.
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<th>TYPES</th>
<th>CHARACTERISTICS</th>
<th>NOTABLE FEATURES</th>
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<tr>
<td>Audiotape</td>
<td>Audio learning tool, very mobile and inexpensive when combined with print materials.</td>
<td>Useful in language learning as well as literature. Linear format.</td>
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<tr>
<td>Videotape in VHS and DVD formats</td>
<td>Visual and audio tool; the checkout approach with print materials is very popular.</td>
<td>Multi-sensory tool with linear delivery format.</td>
</tr>
<tr>
<td>Laptop computer checkout</td>
<td>Versatile approach to providing a wide range of learning activities from skill and drill to simulations.</td>
<td>Hardware is expensive and being replaced by less expensive Internet delivery.</td>
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<tr>
<td>Mobile van / lab</td>
<td>Resources taken to the learners, useful for work site learning and reaching parents at elementary schools.</td>
<td>Historically useful way to distribute videos, audiotapes, DVDs, and other learning tools, but it can be expensive to operate. It is less and less popular as distributed learning increases.</td>
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<tr>
<td>Radio course</td>
<td>Low cost way to reach learners. Ideally it should be used by more learning providers.</td>
<td>The radio course must include ways for learners to interact with the instructor. Phone call in during or after air time could be integrated into the programming.</td>
</tr>
<tr>
<td>Telecourse</td>
<td>Delivery over television, usually a cable public access channel or school owned channel.</td>
<td>The tale-course must include ways for learners to interact with the instructor. Phone call in is popular. Print materials accompany on-air instruction.</td>
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### TABLE 2.1 (Continued)

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<td>Videoconference – Two way interactive video</td>
<td>Electronic communications among people at separate locations. Can be audio, audio graphic, video or computer based.</td>
<td>Often uses proprietary software and consequently expensive. Internet models and broadband communications are making it more affordable and accessible.</td>
</tr>
<tr>
<td>Email</td>
<td>Asynchronous text files and attachments.</td>
<td>Good tool to stimulate learning, writing, and communications skills.</td>
</tr>
<tr>
<td>Internet</td>
<td>Instructionally delivery over the Internet, either learning modules or entire courses.</td>
<td>Instructional learning systems permit instructors to create, manage, communicate with, and test learners online. The interactivity and ability to hyperlink to worldwide learning resources are extremely attractive. Improved broadband communications enable the effective use of video and synchronous communications. Chat and asynchronous communications facilitate links between the teacher and learner and among the learners.</td>
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#### 2.2.4 Benefits and Barriers of distance learning

Distance learning is an excellent method of reaching the adult learner. Because of the competing priorities of work, home, and school, adult learners desire a high degree of flexibility. The structure of distance learning gives adults the greatest possible control over the time, place and pace of education; however, it is not without problems. Loss of student motivation due to the lack of face-to-face contact with instructors and peers, potentially prohibitive startup costs, and lack of faculty support are all barriers to successful distance learning. The following explores distance learning benefits and barriers.
Benefits

The global pool of information, the online connectivity, the surge in employment opportunities, and the need of continuing education – distance learning answers it all. Globalization, the information age and consumer awareness have spelt a paradigm shift in trends, lifestyle and education standards. The scenario witnesses a transition in thought, mindset, and growing ambition as a perspective mode for education for the new-age populace. Additional, distance learning works on multi-dimensional premise. To elaborate, working professional can pursue studies while on job and fresher can take up work, draw regular earnings and pursue studies at the same time. In such case, the certification or degree through learning adds value to one’s profile, in the way of experience, expertise and the academic degree of course. With the foray of technology, the education segment, distance learning is part of a live network of learners to develop their working professional and living quality (Grandzol, J. R., 2004)\textsuperscript{21}.

Distance learning enable learners who are unable to attend a traditional school setting, due to disability or illness such as decreased mobility and immune system suppression, to get a good education. Distance learning provide equal access regardless of socio-economic status or income, area of residence, gender, race, age, or cost per student. Distance learning also offers a final opportunity for learners that are no longer permitted in the General Education population due to behaviour disorders. Instead of these students having no other academic opportunities, they may continue their education from their homes and earn their diplomas, offering them another chance to be an integral part of society. Learners can find many features of distance learning; for example: (a) flexibility, (b) convenience, (c) accessibility, (d) participative style, (e) absence of labeling, (f) written communication experience, and (g) experience with technology (Tyler-Smith, K., 2006)\textsuperscript{22}.

Holcomb, et al. (2004)\textsuperscript{23} point out that distance learning is considered so popular and accredited with creating a better learning environment, better than face-to-face. This is because distance learning gives opportunity for learners to learn during their own individual “best” time. The pace for learning is set by the learners. Distance learning has been found to be less expensive and more accessible.
Another benefit of distance learning given by Miller & King, et al. (2003)\textsuperscript{24} is that distance learning is provided in either a synchronous or asynchronous manner. Synchronous distance courses more resemble traditional courses than asynchronous. Synchronous learning takes place when two or more people are communicating in real time. Sitting in a classroom, talking on the telephone, chatting via instant messaging are examples of synchronous communication. Asynchronous learning, on the other hand, is thought to be more flexible. The teaching takes place at one time and is preserved for the learner to participate in whenever the time is most convenient for him or her. Technology such as e-mail, e-courses, online forums, audio and video recordings make this possible.

Harry, P.S. (2010)\textsuperscript{25} reviews the literature about the benefits of distance learning and found that distance learning holds a number of benefit over the traditional learning.

(1) **Choice:** Distance learning provides the opportunity to study more subjects and reach out to programmes that are not available in the immediate area. Even learners live in a community with few or no educational institutions, distance learning allow them to choose from a wide variety courses to complete their education. It is much easier to complete distance learning courses while working than traditional educational programmes.

(2) **Flexible:** Distance learning is much more flexible than traditional styles of classroom education. Learners who need to take other classes or work can do class-work whenever they have a free moment instead of being restricted to a rigid schedule. Flexibility is the biggest advantage of distance learning courses. This stands true especially if the learners are a working professional. Not everyone has the luxury of taking their own time to finish their studies. For those who had to take a break from studies to start working, such courses are a boon and provide the opportunity to pursue higher qualification.

(3) **Networking:** Learners who enroll in classes with distance learning obtain a wider range of networking opportunities. Instead of being limited to networking in the local area, distance learning enables learners to make connections with a more diverse range of people. Learners can submit their assignment with the click of a button or simply drop it off at a post-office. Regarding to internet, it is the best way to study if the learners are comfortable with internet and technology. They can access their study material online whenever they want and also clear doubts, exchange views and discuss with their virtual class-mates.
(4) **Pace**: Not everyone has the same pace of learning. Some learners pick up things fast, others need time to grasp a concept. One of the biggest advantages of distance learning is that the learners can study at a pace that is comfortable for them. Distance learning enables learners to work at their own pace in many circumstances. The requirements are not as strict and typically give a range of due dates when the work needs to be submitted.

(5) **Scheduling**: The schedules for distance learning are more open and allow for learners to take the classes whenever it fits into their schedule. This is beneficial over classroom education that requires learners to schedule work. Distance learning allow the learners to work when and where it is more convenient for them without having to squeeze in scheduled classes to an already busy life.

(6) **Save time and money**: Learners save up a lot of time and energy on commuting. They might be from a remote village or town which does not have enough options for higher studies. Distance learning courses eliminate these obstacles. Distance learning typically cost less than an education in a classroom environment. There are less space limitations and materials required for each learner and the savings are passed on from the educational institution to each learner. Since learners can work from home to complete their assignments, both time and money are saved in cutting out the trips to and from class.

(7) **Traveling**: A huge advantage to get distance learning is that there is no need to travel to and from class every single day. Someone who doesn’t drive or want to spend money on the costs of public transportation every single day will likely choose to get an distance learning over the traditional classroom.

(8) **No classroom sitting**: Sitting in the classroom is not the best way for every learner to learn. A learner may learn better at his own pace and in a different format than traditional schooling options offer. Learners can learn at anytime, any place and any where.

**Barriers**

Distance learning is an excellent method of reaching the adult learner. The structure of distance learning gives learners the greatest possible control over the time, place and pace of education; however it is not without problems. Loss of learner motivation due to the lack of face-to-face contact with instructors and peers, potentially prohibitive startup
costs, and lack of faculty support are all barriers to successful distance learning (Galusha, J.M., 2008). Barriers to effective distance learning include obstacles such as:

(i) Domestic distractions and unreliable technology as well as learners’ programme cost, inadequate contact with instructors and support services, and a need for more experience. Problems and barriers encountered by the learner fall into several distinct categories; costs and motivators, feedback and teacher contact, learner support and services, alienation and isolation, and lack of experience.

(ii) Second area of concern for the distance learner is the perceived lack of feedback or contact with the teacher. Because there is not daily or weekly face to face contact with instructors, learners may have trouble in self-evaluation. Keegan, D. (1986) believes that the separation of learner and teacher imposed by distance removes a vital "link" of communication between these two parties. Keegan hypothesized that learners who did not receive adequate reintegration measures such as electronic or telephone communication, would be less likely to experience complete academic and social integration into institutional life. Consequently, such learners would be more likely to drop out (Sheets, M., 1992). These barriers can be mitigated through technological methods such as e-mail. Computer conferencing and electronic mail can be integrated into the delivery of the course to provide the missing interactivity. Because both are essentially asynchronous, they continue to leave the learner in charge of setting his or her own work times.

(iii) A third area of concern for distance learners is the lack of support and services such as providing tutors, academic planners and schedulers, and technical assistance. The isolation that results from the distance learning process can complicate the learning process for learner. Support for distance learners should not be overlooked when planning distance programmes. Learners need tutors and academic planners to help them complete courses on time and to act as a support system when stress becomes a problem (Oaks, M., 1996).

(iv) A fourth problem area is the feelings of alienation and isolation reported by distance learners. Learners of all kinds want to be part of a larger school community, and simply a member of a "correspondence" course. For many traditional learners, this is an
important part of their social lives. The "distance" aspect of distance learning takes away much of the social interactions that would be present in traditional learning environments. This problem must be mitigated by institutions providing a sense of personal involvement between the learner and the institution. One way to help solve this problem is through the use of tutors that communicate with students either electronically or by phone (Meacham & Evans, 1989). This may lead to feelings of inadequacy and insecurity, and a lack of confidence in their own abilities (Wood, H., 1996)\textsuperscript{30}.

(v) A fifth problem is prevalent with newer distance learners. If distance learning institutions are serious about providing equity of educational opportunity to all, then careful consideration must be given to the special needs of learners undertaking distance education for the first time. The particular important is the design of study materials for distance learners. Study materials must take into account the significant proportion of learners who enroll with little or no experience of distance study. These learners are at risk of dropping out unless they develop study survival skills as rapidly as possible (Wood, H., 1996)\textsuperscript{31}.

(vi) Another problem encountered by learners is the lack of learners’ learning, particularly in reference to technical issues. Many learners are not well versed in the uses of technology such as computers and the Internet. Using electronic medium in distance learning can inadvertently exclude learners who lack computer or writing skills. These skills are required if computer technology is used. Learners will typically be offered volumes of electronic-based information. Using this information will be a problem for some non-technical learners. They must be taught how to manage, not only their study time, but the materials presented as well.

From the above discussion, it can be concluded about the barrier of distance learning as follow:

(1) **Lack of social interaction:** In distance learning, there is no direct contact with instructors or trainer. Lack of personal interaction with instructors or trainers often affects the learning for some learner. This is one major barrier of distance learning. Thus, lack of personal interaction might make you feel detached and lonely. If the learners like to interact with others learners they may take a step back and reconsider distance learning. They’ll likely
get some interaction on chat rooms, discussion boards and through email, but the experience will be quite different than traditional courses.

(2) Format isn’t ideal for all learners. Not everyone is an ideal candidate for distance learning. If learners know they have problems with motivation, procrastination and needs lots of individual attention from an instructor they may have to think long and hard before enrolling in an online learning programme. Since learner don’t have a teacher reminding the deadlines, asking for assignments, there are chances that learners will not take a distance learning programme seriously. Learners need to be matured and disciplined to take full advantage of a distance learning programme. If the learners have lack of discipline, they cannot complete their study.

(3) Requires adaptability to new technologies. If learners never been one to love working with technology they will probably get less out of the course than learners more tech-savvy counterparts. Some distance learning programmes require access to internet. Unless learners are comfortable with this medium, they will find studying and interacting with instructors are difficult.

2.2.5 Distance learning curriculum

Distance learning curriculum is a set of course and materials offered to learners for the purpose of achieving identified educational outcomes. It is a mode of delivering education and instruction, often on an individual basis, to learners who are not physically present in a traditional setting such as a classroom. The implementation of distance learning curriculum is a process of giving experiences to learners that uses available resources and will evolve to incorporate emerging technologies.

In developing the distance learning curriculum, the suggestion of Tyler (1949)\textsuperscript{12}, Taba (1962)\textsuperscript{13}, Ehrlich & Reynolds (1992)\textsuperscript{14}, and Sadia & Mostafa (2012)\textsuperscript{15} was considered for utilization.

2.2.6 Development of distance learning curriculum

The need to develop life-long learners is becoming increasingly more urgent in the 21\textsuperscript{st} century. Technology and the move to a global society demand continuous adaptation and change for education in order to upgrade skills and acquire new knowledge (Ehrlich Diane & Kommel Allison, 2012)\textsuperscript{32}. Distance education is thought to be an effective way of
educating people of the present society. The delivery system in distance education is different than that in the conventional on-campus teaching. However, distance education is considered as close substitute for the conventional on-campus teaching keeping in mind that different types of media (print, audio, video, telephone, computer-based communication system, etc.) are synchronized in the delivery process in distance education. Of course, in this age of information super high-way, nobody can challenge the possibility that effective and quality education can be offered through different types of modern media – without any real class room (Sadia & Mostafa, 2012).

Distance learning has come a long way since its entry into the educational arena few decades back. The mode of teaching and learning, which initially started as a print medium of learning, has evolved into learning method supplemented by multimedia. With the availability of flexible technological tools, the development of a distance learning curriculum has not become an easy job. The task at hand in developing a distance learning curriculum is to ensure that the learners are guided in achieving the intended outcomes in an effective as well as a sustainable learning environment.

In developing a curriculum, the designers need to be conscious about the disparities between traditional face to face learning and distance learning. Therefore, the distance curriculum should be developed in such a way to minimize the negative impact caused by being at a distance. In order to achieve this, following design strategies can be used as broad outlines in planning a distance learning curriculum (IADL, 2009).

1. Identify the target learner group and analyze their characteristics such as learning styles, prior knowledge, motivational factors, intention for doing the course and the ability to apply what was learnt etc.

2. Identify the learning outcomes of the course and based on the target group develop objectives which are both realistic as well as measurable in order to achieve the intended outcomes.

3. Gather the content that should be used of in the process of achieving the intended objectives.

4. Identify the mode of delivery of instructional content in a proposed distance learning process.
(5) Identify the teaching tools available for the distance programme in the selected method of content delivery. These may be presentations, video, podcasts, PDF files and images.

(6) Identify the methods available for interaction through the intended distance education system.

(7) Develop the instructional material following consideration of available options, intended learner characteristics, learning objectives as well as the cost effectiveness.

(8) Present the instructional content through designated strategies in a realistic time frame with adequate mentorship. The programme should promote discipline as well as maintain adequate motivation.

(9) Develop a mechanism in which continuous feedback is encouraged and given the proper attention with every step of the way.

Tyler, R.W. (1949) stated that curriculum development should be made as per the following considerations:

(1) What educational purposes should the school seek to attain? (Defining the school purpose) What Aims, Goals, and Objectives should be sought? Educational objectives become the criteria for selecting materials, content outlined, instructional methods developed, and tests prepared.

(2) How can learning experiences are selected which are likely to be useful in Attaining these objectives? (Educational experiences related to the school purposes)

• Valid in light of the ways in which knowledge and skills will be applied in out-of-school experiences?

• Feasible in terms of time, staff expertise, facilities available within and outside of the school, community expectations?

• Optimal in terms of students’ learning the content?

• Capable of allowing students to develop their thinking skills?

• Capable of stimulating in students’ greater understanding of their own existence as individuals and as members of groups?

• Capable of fostering in students an openness to new experiences and a tolerance for diversity?
• Such that they will facilitate learning and motivate students to continue learning?
• Capable of allowing students to address their needs?
• Such that students can broaden their interests?
• Such that they will foster the total development of students in cognitive, affective, psychomotor, social, and spiritual domains?

(3) How can learning experiences are organized for effective instruction? (Organization of experiences)
• Educational experiences must be organized to reinforce each other.
• Vertical vs. horizontal organization
• Continuity - refers to the vertical reiteration of major curricular elements. For example, reading social studies materials continued up through higher grades
• Sequence - refers to experiences built upon preceding curricular elements but in more breadth and detail. Sequence emphasizes higher levels of treatment.
• Integration - unified view of things. Solving problems in arithmetic as well as in other disciplines.

(4) How can the effectiveness of learning experiences be evaluated? (Evaluation of the effectiveness of curriculum)
• Assessment- the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations.
• Evaluation - the process of judging the quality of student work on the basis of established criteria, and assigning a value (i.e., level, letter grade, or numerical mark) to represent that quality.

Taba Hinda (1962) developed seven steps that should take place when developing curriculum. They are:

(1) Diagnosis of learners’ needs and expectations of the larger society
(2) Formulation of learning objectives
(3) Selection of learning contents based on the objectives
(4) Organization of learning contents based on the students’ desires
(5) Selection of learning experiences
(6) Organization of learning activities

(7) Determination of what is going to be evaluated and how to determine the effectiveness of the curriculum

Sadia & Mostafa (2012) mentioned that a good understandable and applicable instructional design is important for the success of distance learning. The following steps are suggested for development of distance learning curriculum.

**Step 1: Curriculum development**

Curriculum development is the important step in the development of distance learning curriculum. Curriculum development can be defined as the process of formulating, selecting, organizing, and evaluating the learning experiences on the basis of the needs, abilities, and interest of learners, and on the basis of the nature of the society or community. It is a continuous process for the possibilities of improving the teaching-learning situation. Its goal is a positive change; process; transformation in the lives of the learners based on school's mission and goals.

**Step 2: Production of study materials**

After the development of curriculum, attention has to be paid to the production of study materials. At this stage, printed modules, audio-cassettes, video-cassettes, CD-ROM, etc are produced keeping the objectives of the programme in mind. A team of experts should develop these materials. Along with others course writers, editors, graphic designer, etc are included in the team in the case of printed study materials production. However, in case of audio-visual materials, some additional people such as scriptwriter, producer, cameraman, editors, technicians, etc are to be included in the team.

**Step 3: Delivery**

‘On time’ delivery is very much important in distance learning system. Management involved with distance learning system must ensure the ‘on time’ delivery of the study materials to the learners. The whole study package should reach the learners at a time. Courses can be delivered in print or online (through internet). Presently, the most appropriate way of course delivery is ‘online’ delivery. However, selection of delivery mode depends on the level of technology available and the access of the learners to it.
Step 4: Assessment, evaluation and revision

Appropriate assessment tools are to be used to evaluate the learner's gain from the programme. Both continuous and end-of-course assessment can be used in distance education system. Continuous assessment motivates the learners to keep in touch with study. At every stage of the instructional process, evaluation research should be done to see whether the things are going according to the objectives of the programme. If necessary, revisions are to be made appropriately. Evaluation and revision are important for further improvement of the programmes.

Ehrlich & Reynolds (1992)\(^{38}\) suggest the model of distance learning curriculum as follow:

(1) Identify needs and goals

In the analysis phase, a consideration of the potential problems need to be addressed. These needs and goals may change as the project takes shape because the primary concern is learner-centered. The basic needs of the learners are to understand key design concepts and terms. Questions to identify the needs and goals are:

- What are the desired outcomes of instruction?
- What performance deficiencies are designed to address?
- What systems or strategies will be used to assess these needs?
- Do the goals match the learner characteristics and available resources?
- Have you projected potential future needs?

(2) Learner Characteristics

Learner characteristics reflect the demographics, learning styles, readiness, and motivation to learn of the target audience. Variables such as learner expectation affect the amount of time, the level of instruction, and the varied approaches that are required. Web-based instruction enables the instructor to individualize learning to accommodate many of the factors. Video and graphics can be embedded in the instruction to support visual learners, while audio can support learners who prefer to "hear" things. By providing a range of examples, learners adjust the time they need to spend to grasp a concept. A comfort level and easy access to computers is essential as the course is web-based. Questions to identify learner characteristics are:
• What demographics are important when designing instruction (gender, ethnicity, age, etc.)?
• What is the size of the learner group?
• Where are the learners located geographically?
• What are the attributes of the learners?
• Are there particular strengths that would have an impact on instruction?
• What are the learning style preferences of the group?
• Does this have an impact on the instructional design?
• What prerequisite skills do the learners have/need?
• How will you address these differences?
• Are learners come by choice or they are required to attend?
• What expectations do learners bring?

(3) Topics/tasks

Topics/tasks are identified by performing a content analysis. The advanced instructional design class and the computer-based learning class both identified competencies needs by learners. When designing these classes subject matter experts and exemplary performed helped to develop the content and provided specific skill sets that needed to be mastered. Because of time constraints, it was also imperative to focus instruction on the "need to know" elements rather than the "nice to know." One of those elements in the design class that fell by the wayside deal with changes in the field of instructional design. Questions to identify task/content issues are:

• What skills do the learners need to acquire/master to perform the task(s)?
• What changes in learner behavior and attitude do we want to take place?
• What content areas need to be covered?
• What sequence is most effective to learn how to perform the task or to understand the information (hierarchical, functional, general to specific, etc.)?
• What domain(s) is instruction geared to (cognitive, psychomotor, affective)?
(4) Objectives

Objectives/Outcomes are related directly to the goals and focus on desired learning outcomes. They need to be communicated in measurable terms, so that the success of instruction can be measured. Learner objectives are similar whether they are in distance learning or on-site instruction. Adult learners tend to use objectives to measure their own accomplishments, so it is important to make these known at the beginning of the instruction. Questions to identify whether objectives have been written correctly are:

- Are the objectives derived from the goals?
- Are the objectives stated in measurable terms so that the learner understands what he/she is accountable for?
- Do the objectives contain actions, conditions, and criteria for performance?
- Are the objectives sequenced appropriately for the tasks/content?
- Do the objectives reflect the desired domains?

(5) Performance assessment

The methods of assessing performance need to match the desired outcomes of instruction. This may range from simple on-line tests to working through complex case studies. As of this time, we have not been able to develop on-line case studies but they are in process. The use of video, audio, and text-based artifacts to support cases would be a valuable addition to instruction, but many students don’t have the necessary technology to support this. In the design class, we are currently using on-line simulations that can be downloaded. Computers also provide students with the opportunity of getting instant feedback on short quizzes so that they can measure their own progress and review materials at their own pace. Performance assessment should take place immediately following instruction to determine if learning took place and how the student reacted to instruction. If instructors feel that a test needs to be taken in a classroom setting, the students can be asked to come in; however, the equivalent of take-home exams are a better vehicle for on-line instruction. Questions to identify performance assessment issues are:

- What criteria/standard is necessary to demonstrate mastery?
- Is the level of mastery attainable by the learner?
Under what conditions will the performance assessment be conducted?

Is a prerequisite skill inventory required before presenting the program?

Does the evaluation match the domain specified in the objective?

Have activities been to assess learner performance that is congruent with objectives and domains?

Is time a relevant factor when evaluating performance?

(6) Instructional Activities

Instructional activities are the learning experiences developed to present instruction and allow learners to demonstrate their ability to meet the desired performance level. Learning activities may range from delivering lecture-based materials using a PowerPoint presentation package to integrate case studies or problem-based learning. The entire case may be presented on-line or learners may use the internet to look up resources to find information suggested by the case. The number of activities and information to support each learning objective must be carefully considered because time is an important element to adult learners. The series of learning experiences need to be sequenced for skill building. Questions to identify the issues in designing and developing a range of instructional strategies are:

- What are the most effective ways of presenting material to learner?
- Do the strategies match the learner characteristics?
- Are the learners actively involved in the learning process?
- Have sufficient time and activities been designed to ensure learning?
- Are the instructional strategies compatible with the resources available?
- Do the activities match the task, topic, and objectives?
- Have the learning activities been designed based on logistical concerns?
- Has there been sufficient time allocated for breaks and refreshments?

(7) Instructional/Delivery Systems

Choices for the delivery of instruction are numerous; being free from a classroom environment provides a whole world for learners to explore via the internet. The selection of instructional delivery systems requires far more analysis than just to decide to use the technology without exploring how to best take advantage of its capabilities. Learners can
access instruction when it is convenient and can have access to expertise anywhere in the world. Instructors or trainers need to be willing to exploit new technologies and understand the strengths and limitations of a variety of media. Questions to be asked when exploring instructional/delivery systems include the following:

- Has an in-depth analysis been done to explore the options available to support instruction and make the most informed choices?
- What are the advantages and disadvantages of each type of delivery system (print, hands-on, slides, field trips, computer-based learning, interactive, etc.)?
- What are the most ideal systems for presenting the instructional material?
- How do learner characteristics impact the delivery of instruction?

(8) Resources

Resources impact all stages of the design cycle. Limited resources may determine the level of complexity used in computer-based-instruction. Many instructors prefer not to work with the technology because of their own lack of comfort with the equipment and the lack of technical support when the equipment fails. One solution to this problem is to assemble a cross-functional team of people interested in working with the technology, thus maximizing the expertise of the group. Key members of the team could include programmers, graphic artists, instructional designers, project managers, media specialists, and writers. Questions to ask that refer to available resources include:

- What are the resources/constraints impact the project?
- What is the expertise of the designer/design team?
- Are choices limited because of a lack of expertise in specific media?
- Should additional expertise be added?
- Has sufficient time been allotted to design the program?
- What costs are connected the design and production of materials?
- How can the best use be made of the allocated budget?
- What equipment and materials are currently available?
- Are there materials already developed?
- Has the administrative support needed for the project been provided?
2.3 SCHOOL LEADER

2.3.1 Definition of leader

Every organization and community needs leaders who guide, motivate, adapt the team when change come along, manage conflict, make decisions, give the employees’ confidence and create strategic thinking. Many educationists have given different definitions of 'leaders' as follows:-

Cattell, R. B. (1957)\(^{39}\) defines leader as a person who initiates or supports in creating a change in performance of a group in an efficient way and supports, promotes confronting face to face with members in the group.

Halpin, A.W. (1966)\(^{40}\) illustrated that leader is one who has a role over or influence towards other person. He is a person who has the most important role in performing work so that such working unit would implement towards the goals and objectives.

Gibson, J.L. (1979)\(^{41}\) stated that leader is "a person capable of inspiring and associate others with a dream." It is therefore important that organizations have a mission high transcendent, since it is a powerful way to strengthen the leadership of its directors.

Andersen, D.A. (1999)\(^{42}\) explained that leader is a person who has the following characteristics:

- Clear articulated vision of what the knowledge agenda and knowledge management is about.
- An enthusiastic knowledge champions who are supported by top management
- A holistic perspective that embraces strategic, technological and organizational perspectives
- A culture of openness and inquisitiveness that stimulates innovation and learning
- Develop incentives and personal development programmes to change behaviours
- Use systematic processes and frameworks (the power of visualization)
- Use effective communications
• Effective interaction at all levels with their customers and external experts
• Demonstrate good teamwork, with team members drawn from many disciplines

Business Dictionary.com (2010)\textsuperscript{43} mentioned that a person who guides or directs his followers is known as leader. In its essence, leadership in an organization involves: (1) establishing a clear vision, (2) sharing (communicating) vision with others so that they will follow willingly, (3) providing the information, knowledge, and methods to realize that vision, and (4) coordinating and balancing the conflicting interests of all members or stakeholders. A leader comes to the forefront in case of crisis, and is able to think and act in creative ways in difficult situations. Unlike management, leadership flows from the core of a personality and cannot be taught, although it may be learnt and may be enhanced through coaching or mentoring.

According to the Management Study Guide (2013)\textsuperscript{44}, leader is a person who has an important function of management which helps to maximize efficiency and to achieve organizational goals.

(i) \textit{Initiates action}- Leader is a person who starts the work by communicating the policies and plans to the subordinates from where the work actually starts.

(ii) \textit{Motivation}- A leader proves to be playing an incentive role in the concern’s working. He motivates the employees with economic and non-economic rewards and thereby gets the work from the subordinates.

(iii) \textit{Providing guidance}- A leader has to not only supervise but also play a guiding role for the subordinates. Guidance here means instructing the subordinates the way they have to perform their work effectively and efficiently.

(iv) \textit{Creating confidence}- Confidence is an important factor which can be achieved through expressing the work efforts to the subordinates, explaining them clearly their role and giving them guidelines to achieve the goals effectively. It is also important to hear the employees with regards to their complaints and problems.

(v) \textit{Building morale}- Morale denotes willing co-operation of the employees towards their work and getting them into confidence and winning their trust. A leader can be a morale
booster by achieving full co-operation so that they perform with best of their abilities as they work to achieve goals.

(vi) Builds work environment- Management is getting things done from people. An efficient work environment helps in sound and stable growth. Therefore, human relations should be kept into mind by a leader. He should have personal contacts with employees and should listen to their problems and solve them. He should treat employees on humanitarian terms.

(vii) Co-ordination- Co-ordination can be achieved through reconciling personal interests with organizational goals. This synchronization can be achieved through proper and effective co-ordination which should be primary motive of a leader.

Dominic Cockram. (2013)\textsuperscript{46} states that a leader is a person who provides the management team with:

(i) Focus – a leader provides focus in a complex and fast moving situation, identifying what really matters and allowing necessary actions to move more quickly

(ii) Direction – a leader provides direction and guidance to people when they most need it, moving them quickly towards achieving that all-important control of the situation

(iii) Decisions – it is the role of the leader to make difficult decisions, almost always in the face of uncertainty and often with unhappy outcomes as the ‘lesser of two evils’

(iv) Support – an effective leader gives support to those less strong than themselves, helping to manage emotions in very tense environments

(v) Humanity – a leader gives the organization a human face, which the public needs to see in any crisis

(vi) Drive – preventing procrastination and decision avoidance is a leader’s role

(vii) Accountability- the ultimate accountability for the way the incident is managed lies with the leader; this is often a double edged sword that can – and frequently does – result in resignation

In conclusion, it can be said that leader is a person who has influence over other people’s behaviour, attitude and beliefs. He is a person who initiate, direct, support, advice, guide, compromise, coordinate, persuade, encourage and create a change in performance
of a group in an efficient way. Therefore, leader is a person who has an influence over others when they are willing to carry out his wishes, advice, guidance and direction. Successful leaders are able to influence the behaviour, attitudes and beliefs of their followers. Leader is a person who is able to motivate the people to strive willingly to attain organizational objectives. The function of leader is to guide his followers to have their individual goals and interest set by themselves in such a way that they do not conflict with the organizational objectives.

2.3.2 Role of school leader

In the present study, school leader refers to the ability of primary and secondary school leader in order to direct for achieving the school’s goals. School leader has the responsibilities to process for directing the behaviour of others toward the accomplishment of some common objectives. They influence people to get things done to a standard and in a qualitative way above their norm and doing it willingly. The primary aim of school is to teach or provide instruction. The quality of instruction provided in the school reflects school leader ability in running it. To achieve quality or effective instruction, school’s leaders needed to focus on accomplishing the many tasks associated with it. In the context of rapid growth in science, technology, including information communications technology (ICT), and the world’s population, school leaders face new and greater challenges, both in the increased accountability for learning outcomes and the complex social environment (Portin, B.S., 2006)\(^\text{46}\).

These changes create five key responsibilities for school leaders (Wallace Foundation, 2012)\(^\text{17}\):

- Shaping a vision of academic success for all students, one based on high standards
- Creating a climate hospitable to education in order that safety, cooperative spirit and other foundations of fruitful interaction prevail
- Cultivating leadership in others so that instructors and other adults know their role in realizing the school vision
- Improving instruction to enable instructors to teach at their best and students to learn to their utmost
School leader should have the strengthen knowledge of leadership and change management. They have to improve understanding of leadership theories and effective school leadership and its utilization. They have to engage in critical discussion of a range of practices in the leadership, enable a deeper critical understanding of the organization, and the environment in which school members operate and promote the development of colleagues and organization (Larry Lashway, 2003).48

The National Staff Development Council's Standards (2011)49 states that school leader development should be geared toward the effective school leadership. School leaders should change from being too focused on managerial duties to curriculum, transformation and instruction.

Jenkins, B. (2009)50 warns that if school leaders have to take their role of curriculum leadership, instructional leadership and IT leadership seriously, they must free themselves from bureaucratic administrative tasks and direct their efforts more at improving teaching and learning through proactive in school leadership.

The purpose of this study, therefore, is to highlight and emphasize on three types of effective school leadership i.e. curriculum leadership, instructional leadership and IT leadership using distance learning curriculum.

2.4 SUMMARY

The second chapter on theoretical orientation contains only 37 pages with summary followed by references. It consisted of the theory and knowledge about distance learning (i.e. Definition of distance learning, History of distance learning, Type of distance learning, Benefit and barrier of distance learning, Distance learning curriculum, and Development of distance learning curriculum) and school leader (i.e. definition of leaders and roles of school leaders). The theory and knowledge about both topics (distance learning and school leaders) are equally importance so it cannot be discarded from the thesis. Therefore, the number of pages in the second chapter cannot be easily reduced and deleted.
The second chapter has been discussed about the theory concerning the distance learning curriculum for school leaders. Distance learning is a field of education that focuses on the pedagogy, technology, and instructional systems design to deliver education to learners who are not physically "on site". It means that learning does not require learners to being physically present in the same place as an instructor.

Distance learning is a process or a mode of delivering education and instruction, often on an individual basis, to learners who are not physically present in a traditional setting such as a classroom. It is a type of learning where learners work on their own choice, at home or at the office, thus face-to-face teaching and learning forms a part of the system. Learners in distance learning system are limited on interaction or personal touch with instructors or trainers.

Distance learning fosters learning and teaching in a variety of ways. One of the many advantages of distance education is that it offers instructors and learners a flexible learning setting in terms of time and location. "Distance education is becoming a good way to acquire knowledge separate from the traditional method of attending the classroom" (Schmidt, E. K., & Gallegos, A., 2001).

Distance learning has been thought through several medias such as prepackaged text, electronic and mechanical devices. Electronic and variety of technologies can be used to effect teaching and teaching via telephone line, electronic transmission, regular mail, e-mail, electronic forums, videoconferencing, chat rooms, bulletin boards, and cable satellite television.

The beginning of the new millennium is a very dynamic period in the development of technology. Digital world is not only becoming daily life support, but also it becomes the basic factor in the globalization of the world. Technological advancement and its innovation made by man in the twenty-first century encourage people to start reading books, watching movies and playing games in the internet. The advances in internet have changed in all aspects of society and also have effected many areas of human life, one of those is education. In order to be the effective school leaders, they need to be familiar with the role in leading curricular, instructional processes and IT literacy. To provide school leader with a
clear direction and enhances the focus on areas where more work is needed, the distance learning curriculum is one of a popular method of gathering the importance of these roles in achieving the school’s instructional goals.

Distance learning is an excellent method of reaching the adult learner (like the school leader). Because of the competing priorities of work, home, and educational institutions, school leader desire a high degree of flexibility in improving their knowledge and qualification. The structure of distance learning gives school leaders the greatest possible control over the time, place and pace of education. School leaders can find many features of distance learning i.e. (a) flexibility, (b) convenience, (c) accessibility, (d) participative style, (e) absence of labeling, (f) written communication experience, and (g) experience with technology. The present study is to highlight on distance learning curriculum which emphasize on leadership of leaders and effective school leadership (i.e. curriculum leadership, instructional leadership and IT leadership using distance learning curriculum).

Therefore, in modern society, the pace of economic globalization is quickening. Knowledge has become an important productivity element. Technology involves people’s lives and activities. More and more people use Internet at home. The rapidly evolving information technologies, especially digital technologies, have brought great changes to education. One of the challenges is distance learning with the increasing demands and will be the better way for effective school leaders.
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