# Issues of Distance Education Tutors in Pakistan: A Study on Print-Based Distance Education

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## Abstract

*The aim of the study was to investigate institutional issues relating to tutors of print-based distance education (DE) institutions working in Pakistan. It was a part of a descriptive study with mixed design. The present quantitative part comprised of 140 B.Ed tutors of Allama Iqbal Open University (AIOU) from all the regions in Sindh. A five-point Likert Scale questionnaire was developed as a research instrument to collect data. Descriptive statistics, in terms of percentages and mean scores, were used. The results revealed non-meritorious & non-criterion based tutor deployment, low remuneration rates, late payments, seldom payment of invigilation remunerations, non-payment of TA, non-professional behaviour & lack of authority of regional centres(RCs), short time for submission of results, inadequate study centres, lack of general & academic facilities at study centres, non-provision of related study materials, lack of monitoring by RCs, unskilful tutors and inadequate university website for tutors. The study recommends criterion-based tutors' deployment on merit, enhanced remuneration rates, timely payments, and invigilation remuneration, establishing model study centres, sufficient time for result submission, proper monitoring by RCs, provision of study material and training to distance tutors (DTs) and provision of necessary information & guidance for tutors on AIOU website.*

**Keywords:** *Distance Education, Distance Tutors, Tutors' Issues*

**JEL Classification**: *I21, I25*

## INTRODUCTION

The Distance Education (DE) is an educational opportunity in which education is conducted through the physical absence of tutor or instructor, partial formal classes, the time factor involved in instruction and communication by various means (Arain, 2017). It is a form of non-conventional education where there is a distance between the teacher and the learner. It is meant to fill space of the education facility due to the shortage of infrastructure and faculty. DE targets to provide education facilities at the doorsteps and is designed especially for the people at home and job or distant from the educational facility. The demand for education is

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increased with rapid growth in population. DE aims to educate distance learners (DLs) at all levels. It has made its roots in society and people consider it as an alternative educational opportunity. DE is a low-cost educational facility which saves money and time (Arain, 2017). It saves not only transportation costs but also the infrastructure expenses (Lenar, 2014) and provides cost-effective education to diversified target groups eliminating the class inequality (Mehmood, 2011). The mode of DE is open for all and the flexibility of time is its main characteristic. One can seek education at any level, time or place (More & Kearsley, 2012) and the time factor does not make hurdle in it. Hence, a large number of people avail the benefit of DE at all levels.

Distance Tutor (DT) may be considered as a basic element in DE. In DE there is a physical separation of the learner and the tutor (Keegan, 1986). This gap is to be filled by DT who gives guidelines and instructions by correspondence, telephone, e-mail, or during the study meetings. Keegan (1998) draws a sharp line describing the two modes of instruction "in traditional education the teacher teaches but in DE the institution teaches". The institution teaches the learner by the material provided, through DT with the help of various technologies like print, audio, video, computers, broadcasting etc. In DE the learner cannot be left alone and communication between the learner and tutor is necessary. The job of organization does not complete after dispatching the distant teaching material unless a successful linking system is provided to him and the goal of this linking is at the centre of the organizational structure (Rao, 2004). The learning in DE is essentially through self-study. The task of the DT is to establish a link between the learner and the learning material. The DT is not proficient to prepare the learning material, but this is the job of experts. The tutor's job is to give guidelines, instruction, counselling and partial teaching wherever necessary. The linking between the learner and the learning material is only possible through two-way communication between the tutor and the learner. This communication helps the learner to know the use of DE material. Moreover, in the presence of his/her communication with the tutor, DL does not feel isolated.

DE is now acceptable in almost all over the world. At degree level, its need is increased due to the limited number of institutions and their limitation to enrol on-campus students. In Pakistan, DE has been providing qualified persons for learning and teaching, and its share has crossed 38% at degree level courses (HEC, 2003-04). Pakistan holds both types of DE: the ICT-based DE at Virtual University of Pakistan (VUP) and print-based DE at Allama Iqbal Open University (AIOU) and other dual-mode universities. VUP has its own permanent employees working as tutors while AIOU hires tutors from the formal education system and appoints them for one semester at a time. AIOU has the largest number of registered-tutors i.e. 70,000 (AIOU, 2015). It appoints more than 31,500 tutors in every semester. AIOU has 7 RCs and 12 (Regional Coordinating Offices) RCOs in Sindh. AIOU uses educationalists and infrastructure of Government of Sindh (GoS). In some cities, GoS has also donated buildings and other facilities.

The DTs at AIOU are semester-based deployed. AIOU mostly recruits DTs from public or private sector institutions, retired teachers, specialists or other suitable and qualified persons. Tutors' job is sensitive and the DTs, especially at AIOU in Pakistan, are encountering many difficulties/problems. The disturbance of tutors who are the only representatives of their institution before the students leave an impact on DLs. The problems are increasing, over time. Some studies were made on these problems (Jumani; 2009, Rashid & Rashid; 2011). However,

many problems remain unsolved because these were never taken seriously. The situation has become worse and the dropout rate of DLs is increasing. The DE system is losing the concept of study-meetings; the role of tutors is getting small and losing dignity. Therefore, it is necessary to go through the system and investigate on the ground problems.

### *Aims & Objectives*

The following objectives were formulated to undertake this study:

1. To identify the problems faced by the tutors of print-based DE system of Sindh, Pakistan.
2. To make recommendations for solution of the problems faced by the tutors of print-based distance education system of the province of Sindh, Pakistan.

### *Research Questions*

The above objectives were converted into the following research questions:

- What are the issues faced by tutors of DE in Sindh in performing their duties?
- What are the potential measures to be taken to resolve the issues faced by DTs in the DE system of Sindh?

## LITERATURE REVIEW

DT is the silent teacher and fundamental part of DE. He/she plays a role of contact between subject matter and the student. The tutors generally check the assignments of the students as well as provide guidance and information about the system and the course. The tutor gives motivation to the students and also teaches them how to use the correspondence material because it is different from the formal one and they have to study it themselves. The quality of DE depends on innovative and knowledgeable DTs (Greenberg, 1998). DT must be aware of his work. The tutor of the DE system faces various types of problems. These problems may be concerned with learners or the administration of the organization. However, these problems may affect the efficiency of the tutor.

Metz and Bezuidenhont (2018) in their study found that tutor's work was affected by poor attendance of DLs and dissimilarity in expectations between the DTs and institution. As attendance of DLs in study centres is not compulsory most of the time in the DE program, therefore, reluctance to attend the institution and poor turnover was observed on the student part. The DE system also lacks a working relationship between the tutors and the institutions. They further highlighted the lack of training in DTs to deal with DLs and lack of communication & feedback from lecturers on the work of tutors or performance and coordination support. Amponsah, (2017) in the research concluded that the DTs lacked expertise and way of thinking as DTs. The DTs needed to have DL will and efficiency to deal with DLs. The DTs were found to work in areas not related to their expertise and also inadequately trained for their role. The DTs faced financial problems and the tutorial time was unsuitable for most of the DTs. The late delivery of course material and overburden also affected tutors' job.

Joubert and Snyman (2017) in their study found a lack of commitment of DLs and communication gap between the lecturer and the tutor; leading to a feeling of isolation. They

further concluded that inadequate training was provided to DTs, DLs were found unfamiliar with DTs role and lacked facilities to access technology that affected the work of DTs. Ali and Mahmood, (2016) in their study stated transport facility up to study- centres were not provided to DTs, the DTs lacked training as AIOU does not provide training to DTs. The low remuneration rates, non-payment of advance money for postal charges and poor financial system were the main problems of DTs at RCs of AIOU. They further found poor handwriting of DLs as the problem of DTs at print-based DE system of AIOU. Shah (2016) in his study concluded that DLs seldom attended tutorials; the study centres lacked physical and technical facilities. The tutors were never trained to perform their routine work and dealing with DLs. Nart and Altunsik (2013) highlighted students' attitude as the main problem for DTs. Lack of interest in students' part, coupled with the reluctance of DLs inhibited the work of DTs. The attitude of administrators was found as another critical issue and problem for DTs. Attri (2012) pointed out a lack of support of faculty as DE problem. He recommends that three basic factors: distance, communication and infrastructure can give solution to most of the challenges.

Rashid and Rashid (2011) concluded that the RCs worked in the absence of effective monitoring from a central management system. The central management sometimes left the RCs unattended upon their all-is-well reports. They further pointed out that there may be no, interaction and coordination among central and regional management. Jumani (2009) found that no study material was provided to the DTs and AIOU provides no training to DTs, at all. The RCs sometime did not cooperate with DTs and their queries remained unattended.

Valentine (2002) found that instructors needed to have fast contacts with the organization. The instructors felt isolated and helpless due to lack of motivation and communication. DT motivates and guides DLs about the learning process. He plays the role of a bridge between the DLs and Distance Learning Institutions (DLIs). The literature was mainly reviewed with respect to print-based DE system. The challenges for DTs that affected their work were a reluctance of DLs to attend study-meetings and practical components. The poor handwriting of DLs also an issue for DTs. The provision of related material to DTs was another issue disturbing their work. The professional cooperation, behaviour, working relationship between the RCs and DTs and communication gaps has also impact on the quality of tutorial work. Inadequate monitoring of SCs and remuneration related issues also diminished the input quality of DL.

## PROCEDURES

The related literature was reviewed to study a wide range of the problems in-depth with main focus on findings and conclusions. The method used to investigate the problem was a case study in descriptive research, combining the characteristics of qualitative and quantitative investigation (Creswell, 2003). The present quantitative part included data collection through the administration of a questionnaire to the tutors of print-based DE system of AIOU. The five-point Likert scale questionnaire consisted of two sections. Section A consisted of 22 closed-form questions and an open question in section B. The questionnaire covered all the tutor related operational aspects of DE system like tutorship, communication with regional and main campuses, study meetings, assignments, remuneration and general information about the DE and tutors problems. The frequencies used in the questionnaire were: strongly agreed (SA), agreed (A), undecided (UD), disagreed (DA) and strongly disagreed (SDA). After gathering the information of total population the sample was drawn. The questionnaire was tried out on

the pilot run and sent to 14 respondents which were 10% of the sample size. The questionnaire was further improved in the light of feedback. The questionnaire was administered by personal visits as well as sent by post with self-addressed envelopes. Most of the questionnaires sent by mail were received back well in time. Descriptive statistics in terms of percentages and mean scores were used to analyze the data, followed by interpretation. Conclusions were drawn up and recommendations made.

## Population & Sample

The population of the study comprised 704 distance tutors appointed by AIOU in 2013 as B.Ed tutors all over Sindh (Research & Evaluation Centre, AIOU: 2013). Twenty per cent of the total population i.e. 140 DTs appointed by AIOU for B.Ed (2013) formed the sample of the research. The sample was drawn using stratified and simple random sampling technique; from all the seven regions of AIOU in Sindh i.e. Dadu, Hyderabad, Karachi, Larkana, Mithi, Sukkur and Thatta.

## Sources of Data

Primary sources included responses from DTs of AIOU and secondary sources comprised annual reports of the concerned institution, research papers, journals, brochures, education policies and official records.

## RESULTS & FINDINGS

*Table 1: Tutor Appointment, Criteria and Favourite Subjects*

| SA | A | UD | DA | SDA | Mean Score |
|---|---|---|---|---|---|
| **The criteria fixed for the appointment of tutors were adequate.** | | | | | |
| 08 | 34 | 01 | 95 | 02 | |
| 5.71% | 24.3% | 0.71% | 67.9% | 1.43% | 3.3 |
| *Tutorship is awarded on merit.* | | | | | |
| 04 | 36 | 00 | 87 | 13 | |
| 2.86% | 25.71% | 00 | 62.14% | 9.28% | 3.4 |
| *Tutors get tutorship of their favourite subjects.* | | | | | |
| 03 | 23 | 03 | 101 | 10 | |
| 2.14% | 16.42% | 2.14% | 72.14% | 7.41% | 3.6 |
| *Tutors working in the public sector are easily allowed by their department to go for distance education workshop* | | | | | |
| 03 | 121 | 04 | 12 | 00 | |
| 2.14% | 86.42% | 2.86% | 8.57% | 00 | 3.9 |

Table 1 shows that the majority of the tutors (69.3 %) regarded criteria for appointment of tutors inadequate and a high majority of tutors (71.4 %) did not consider the appointment of tutors on merit. The high majority of the tutors (79.3 %) were not given the subjects of their choice or expertise. A high majority of the respondents (88.6 %) agreed that tutors working in the public sector were easily allowed by the department to go for distance education workshops. Analysis of the data shows that the criteria for appointment of DTs were inadequate and the merit was disregarded. The DTs were not allotted tutorship of their expertise or favourite

subjects. The GoS extended their cooperation by giving permission to their employees working as tutors to attend the DE workshops related to their tutorship.

*Table 2: Remuneration Rates, Timely Payments & TA*

| SA | A | UD | DA | SDA | Mean Score |
|---|---|---|---|---|---|
| **You are satisfied with the remuneration being given to you.** | | | | | |
| 01 | 21 | 08 | 98 | 12 | 3.7 |
| 0.71% | 15% | 5.71% | 70% | 8.57% | |
| *Remuneration to the tutors is given well in time* | | | | | |
| 01 | 06 | 03 | 119 | 11 | 3.9 |
| 0.71% | 4.28% | 2.14% | 85% | 7.85% | |
| *Travelling allowance (TA) given to tutors at the time of their visit to regional/main campus is sufficient.* | | | | | |
| 01 | 00 | 17 | 113 | 19 | 4.0 |
| 0.71% | 00 | 12.74% | 73.57% | 0.13% | |
| *You are paid remuneration when you work as an invigilator or any other capacity.* | | | | | |
| 02 | 46 | 02 | 61 | 29 | 3.1 |
| 1.43% | 32.9% | 1.43% | 43.6% | 20.71% | |

Table 2 shows that high majority of the tutors (78.6 %) seemed unsatisfied with the rates of remuneration paid to them and a very high proportion of the tutors (92.9 %) were dissatisfied with the payment of remuneration well in time. A very high proportion (94.2%) reported that they were given no TA when they visited main/regional office and a fair majority of the tutors (64.3%) told that no payment of remuneration was given to them on invigilation. Analysis of the data shows that the rates of remuneration were not satisfactory for the tutors and the payments of tutorship were made late. AIOU does not pay TA to tutors during their official visits to RCs/main campus. It is noticeable that during the examinations the tutors were appointed as invigilators but, remuneration was seldom paid to them by onsite management, although AIOU pays invigilators' remuneration. Incentives have the main place to stimulate workers in any organization, hence these are critical problems.

*Table 3: Cooperation of Regional Campuses*

| SA | A | UD | DA | SDA | Mean Score |
|---|---|---|---|---|---|
| **The cooperation of regional campuses with the tutors is proper.** | | | | | |
| 02 | 41 | 02 | 95 | 00 | 3.0 |
| 1.43% | 29.3% | 1.43% | 67.9% | 00 | |
| *The regional campus addressed your quarries through postal service/ telephone/e-mail.* | | | | | |
| 03 | 33 | 06 | 16 | 82 | 3.8 |
| 2.14% | 23.6% | 4.29% | 11.42% | 58.6% | |
| *Regional campuses are authorized to solve your problems of remuneration.* | | | | | |
| 01 | 35 | 05 | 96 | 03 | 3.2 |
| 0.71% | 25% | 3.57% | 68.57% | 2.14% | |

Table 3 shows that the majority of the tutors (67.9 %) found unfavourable cooperation of the regional centres. A high majority of the tutors (70 %) found that regional centres did not

address their problems through any communication mode. The high majority of the tutors (70.7 %) considered that regional campuses were not authorised to solve the problems of tutors related to remuneration. The data shows a lack of professionalism on the part of regional campuses while dealing with tutors. The RCs ignored the complaints, or queries through any communication mode. The centralization of powers was also reported at a higher level.

*Table 4: Study Centre, Meetings, and Study Material for Tutors*

| **The study centre has the facility of library.** | | | | | |
|---|---|---|---|---|---|
| **SA** | **A** | **UD** | **DA** | **MDA** | **Mean Score** |
| 00 | 29 | 00 | 13 | 98 | |
| 00 | 20.71% | 00 | 9.28% | 70% | 4.1 |
| *The study centre has the facilities of internet and TV.* | | | | | |
| 00 | 16 | 14 | 87 | 23 | |
| 00 | 11.42% | 10% | 62.14% | 16.42% | 3.9 |
| *The study centre is located in a proper building.* | | | | | |
| 02 | 38 | 02 | 20 | 78 | 3.7 |
| 1.4 3% | 27.14% | 1.43% | 14.3% | 55.71% | |
| *The duration of the study meetings is adequate.* | | | | | |
| 03 | 132 | 01 | 04 | 01 | |
| 2.1% | 94.2% | 0.71% | 2.8% | .71% | 3.7 |
| *The tutors are provided course books and study aids.* | | | | | |
| 00 | 05 | 03 | 57 | 75 | |
| 00 | 3.5% | 2.1% | 40.7% | 53.5% | 4.4 |

- *Please give suggestions for the improvement of DE programs in Sindh. (Please attach a separate sheet if necessary)*

*17.64 % of the respondents suggested, establishing model study centres, all over Sindh. No more suggestion was given by the respondents.*

Table 4 shows that a high majority of tutors (79.3 %) reported non-availability of library facility and a high majority of tutors (78.6 %) experienced insufficient facilities of internet & TV at the study-centres. A very high proportion of the tutors (94.3 %) were not provided with the course books and study-aids. Almost all of the tutors (95.7 %) admitted that the duration of the meeting was adequate. The high majority of the tutors (70 %) did not consider the location of study-centres in proper buildings. In an open question, 17.64 % of the respondents replied and suggested establishing a model study-centres all over Sindh. No more suggestion was received. It is obvious from the data that the study-centres lacked academic facilities and the study-centres were not suitable for most of the tutors. However, nearly all of the tutors were satisfied with meeting duration. The unsuitable buildings made this problem all the more serious. The lack of academic facilities hindered in producing study environment. Moreover, the university did not provide any relevant course books to the tutors: hence they faced difficulties and borrowed from students.

*Table 5: Assignments Checking and Results*

| SA | A | UD | DA | MDA | Mean Score |
|---|---|---|---|---|---|
| **You have sufficient time to check and submit the results of the assignments** | | | | | |
| 00 | 45 | 00 | 86 | 09 | 3.0 |
| 00 | 32.1% | 00 | 61.4% | 6.43% | |
| *The local students always submit assignments through hand delivery.* | | | | | |
| 07 | 82 | 06 | 40 | 05 | 3.0 |
| 0.71% | 57.14% | 8.57% | 21.42% | 3.57% | |

Table 5 shows that a fair majority of tutors (67.9 %) maintained that they had insufficient time to check and return the assignments. A fair majority of the tutors (63.6 %) reported that students submitted the assignments through hand delivery. Analysis of the data shows that RCs gave a short time to the tutors to check the assignments and submit results. The tutors were to submit results after each assignment and sometimes the DLs submitted all the assignments together. The tutors also agreed that mostly students submitted assignments through hand delivery. Late submission of assignments formed a crucial point.

*Table 6: Checking of Work of Tutors during Workshops*

| SA | A | UD | DA | MDA | Mean Score |
|---|---|---|---|---|---|
| **The regional office checks the work of tutors during workshops or study-meetings.** | | | | | |
| 03 | 40 | 05 | 85 | 07 | 3.1 |
| 2.14% | 28.6% | 3.57% | 60.7% | 05% | |
| *The vigilant staff regularly checks the work of tutors/exam organizers.* | | | | | |
| 00 | 36 | 12 | 88 | 04 | 3.2 |
| 00 | 25.71% | 8.57% | 62.85% | 2.85% | |

Table 6 shows that a fair majority of tutors (65.7 %) maintained that regional office did not check their work during workshops or study-meetings and a fair majority of tutors (65.7 %) did not find the vigilant staff to check the work on sites. Analysis of the data shows an unfavourable condition. Monitoring is the duty of RC but the RCs seldom visited study-centres, examination centres and workshops.

*Table 7: Website of AIOU*

| SA | A | UD | DA | SDA | Mean Score |
|---|---|---|---|---|---|
| *The information available at the website of the university is sufficient for tutors.* | | | | | |
| 01 | 23 | 01 | 113 | 02 | 3.6 |
| 0.71% | 16.42% | 0.71% | 80.71% | 1.42% | |
| *One of the hurdles in the development of distance education is the inefficiency of tutors.* | | | | | |
| 00 | 125 | 02 | 13 | 00 | 3.9 |
| 00 | 89.3% | 1.43% | 9.29% | 00 | |

Table 7 shows that the majority of tutors (82.13%) stated that the webpage of AIOU had insufficient information for tutors. A high majority of tutors (89.3 %) admitted that inefficiency of tutors was also one of the hurdles in the development of distance education. Analysis of the data shows that the AIOU website did not possess relevant information for tutors. The DTs

admitted that some inefficient tutors were a hurdle in the growth of distance education that shows the presences of inefficient tutors.

## Discussion

DE system requires strong organization, devoted professionals and diligent workers. Violation of procedures and reluctance of tutor causes anxiety, feelings of isolation and finally drop out of DL. When tutor is not a permanent employee once disturbed, would refrain to become the part of such organization or lose interest in his professional work. The treatment of RCs counts much for the tutors. The temporary tutors feel affection for the organization; want to be its part repeatedly. The present study reveals many problems faced by tutors. First, the appointment of tutors by RCs is not on merit and criterion-based. The tutors having close contacts with the RCs are frequently appointed while comparatively more suitable ones ignored. These DTs were found inefficient and affect the quality of DE. The DTs may be unskilful in the result of inadequate selection (Akhtar, 2015, Attri, 2012, Joubert, 2017). Tutorship is taken as a part-time earning chance by the authorities and tutorship is awarded without caring for their interests and specialization. The RCs lack a sense of duty and curricular needs. Second, AIOU pays inadequate remuneration, which does not attract experienced and capable tutors. Moreover, payments are seldom paid for invigilation. Incentives are the main stimuli in any organization to create interest to work in employees. Late payments cause tutors disinterested and reluctant to routine work. There is no concept of travelling allowance (TA) for tutors at AIOU. In rural areas where the RCs are distant the tutor who is paid a limited amount, spends his pocket for visits to the RCs, even for official visits. Third, the RCs lack professional behaviour. DE is expected to provide educational facilities to the DLs at doorsteps as well as resolving their genuine issues. DE is also expected to resolve tutors' problems and their appointment through correspondence. The issues of tutors make them irresponsible and also contribute to their irresponsible behaviour. Fourth, the tutors have serious concerns with the study centres. RCs lack general and academic facilities (Arain, 2017).

AIOU hires Govt. schools as study-centres, which do not cater to the needs of study-centre. They lack basic facilities and services. DL looks towards study centre as an academic hub. The tutor also needs such facilities for academic nourishment. DLs have equal rights to use the library like formal students (Jacobson, 1994), non-availability of library facilities, internet and relevant facilities, can't make every building as a study centre. Fifth, AIOU does not provide relevant books or study material to DTs. The provision of study material to DTs may make the tutoring more effective (Jumani, Khan & Hussain, 2009). It is difficult for a tutor to check and mark the assignments without referring to concerned books. He/she can check the assignments and give remarks only when he/she has relevant materials available. Sixth, the RCs give a short time to the tutors to check and present the results. DLs often submit assignments through hand delivery in study meetings which may be late and face problems of absence afterwards. The hand delivery of assignments may be discrete. The incumbent submission of assignments through courier services would make them responsible and minimize problems. Seventh, the regional centres seldom monitor the study centres and examination centres which amount to decrease the quality of the education process. The strong monitoring of the DTs and other elements of DE is necessary to save evasion (De Souza, 2017). Eighth, website is the information reservoir in today's modern age. The tutors need guidelines and information on the website. The guidelines to check assignments, practical work, claiming remuneration

bills, courses available for tutorship, availability of tutors and fresh online registration of tutors would make the university webpage useful for the tutors.

## CONCLUSION

AIOU extends DE through the largest team of registered tutors and mostly uses employees of provincial Government of Sindh (GoS), as tutors. GoS extends infrastructure and professional cooperation to AIOU. The study shows that a majority of tutors admitted that GoS easily allowed its employees to work as tutors and attend workshops. The tutors seemed satisfied with the duration of study meetings. However, the study found nonmeritorious appointments of tutors, inadequate criteria of tutors' selection and irrelevant subjects' allotment by RCs. The DTs were relatively paid low and late. The invigilators and other examination staff were seldom paid their remuneration and no TA was allowed to tutors on official visits to the RCs. DTs experienced non-provision of books or study material for their subjects, hand delivery of assignments and had insufficient time to assess and return assignments. RCs lacked authority, professional behaviour and inadequately monitored the examination and study-centres. The study-centres were established in irrelevant buildings and lacked general and academic facilities. The university website was found impractical for the tutors. The tutors were also found unskilful. To address the above genuine problems, the study recommends the appointment of registered, experienced tutors on merit and rotation and allot the subjects of their interest and expertise. The enhanced remuneration rates, timely payments and facility of TA on an official visit to RCs may increase satisfaction among DTs. Payments to the invigilators and other examination staff may be made directly by RCs. Model study-centres may be established all over Sindh with basic facilities duly equipped with resource materials. DTs may be provided with relevant books, reasonable time to prepare results and discourage the by hand delivery of assignments. RCs staff may be given DE training for dealing with DTs and DLs. RCs may be active in the whole process and monitor the study and examination centres. The university webpage may be made useful for tutors with relevant guidelines, information and payment details.

Incorporation of these recommendations will result in the appointment of meritorious, skilful, experienced and devoted DTs. The solution of financial problems, provision of concerned books, extending online information, facilities and training to DTs will enhance their interest at work and satisfaction, training to RCs would produce pleasant relations with DTs as well as DLs. Overall, the efficiency and interest of DTs and DLs and RCs will be increased and result in a better concept about DE will develop among masses.

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