Key Factors For Determining Students’ Rejection Regarding TV And Radio As Sources Of Higher Education Services As Opposed To Face To Face Learning: A Study Of Pakistan’s Higher Education

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Abstract

The present study aimed at examining instructional paradigms and key factors for determining students’ rejection regarding TV and radio as sources of higher education services as opposed to face to face/ traditional learning method. Consistent with this rationale in this paper, the researcher adopted Higher Education Service (HES) quality indicators, proposed by Kwan and Ng (1999), to check the university student’s preference of a developing country i.e. Pakistan. The convenient sampling technique has been utilized, and date has been collected from 518 learners through a five-point (Likert scale) questionnaire. The results after calculating average values revealed that TV and radio are thrown out due to their unidirectional medium of instruction, and secondly, because of their total incapability to deliver few higher education services, which proved to be a major handicap. However, in traditional education, enough interaction takes place between teachers and students, which is deemed to be a vital component for instructional delivery and dissemination of information. Besides this, other portable devices should be checked as they not only reflect resilience but also appear to enhance performance and satisfaction of learners.

Keywords Instructional paradigm, Higher education service (HES) quality indicators, face to face/ traditional learning method, Distance education, Interactive learning environment

1. Introduction

In recent times, tremendous growth and diversity has been observed in distance education especially in developed countries, mainly due to advanced infrastructure and proliferation of technological devices (Rumble and Harry 2018, Jung 2007). Modern technologies are serving as
delivery tools for boosting effective learning, especially for those who have keen interest for learning outside traditional classroom (Uerz, Volman and Kral 2018). However, traditional educational institutions/ face to face learning have still thrown out some technological devices of distance education by creating myriad new alliances with businesses, foreign governments, and international organizations. Developing countries still lack various opportunities due to scarcity of advanced technologies and poorly implemented strategies (Sobaih 2016), which could prove to be a source of useful information dissemination and augmentation of human capital. Although utilization of technology is not new for distance education as TV and radio are the pioneer sources that have been used for more than forty years (Beniger 2009). Now-a-days, one cannot gain the fact that world has been transformed into a borderless educational arena due to satellite and internet; however, many developing countries still have scarce resources in terms of advanced technologies that hampers their capabilities to deliver distance education effectively (Rumble and Harry 2018).

2. Higher education in the world

Conventionally, perception regarding teaching mechanism prevails that encompass transference of subject knowledge and information dissemination in face to face/ traditional class room settings (Brown 2016, Bowers and Kumar 2015). Hussain (2008) defined this as a process of crafting novice minds of learners with an art in order to make them capable of learning life skills. Crafting novice mind of students is not an ordinary task rather a lot of professional skills are deemed to be significant consisting of various instructional paradigms. Multiple strategies, mechanism of instruction, and teaching styles are components of an instructional paradigm (Van Merriënboer and Kirschner 2017, Hussain 2012). Student’s interaction and their urge for learning are being facilitated by this mechanism; also it triggers development of knowledge and reflective practices (Bronak et al. 2008).

Now-a-days, some educational institutions within university setting provide only distance education; whereas, others offer amalgamation of both distance and conventional/ traditional education (Tarus, Gichoya and Muumbo 2015). Institutions that provide services of only distance education are termed as “open universities,” and majority of them are modeled and following United Kingdom’s Open University (Daniel, Mega-universities and knowledge media 2013, Potashnik and Capper 1998). While large open universities are referred as Mega-universities, in which more than 100,000 students are being enrolled per year (Zawacki-Richter and Naidu 2016). For instance, every year more than 100,000 graduates are being produced by China through distance education (Daniel 2017). Moreover, more than half of China’s graduates i.e. 92,000, related to technology and engineering domain completed their degrees through distance education (Potashnik and Capper 1998). Contrary to it, many conventional universities in developing counties are stepping towards offering learning opportunities through distance education, but results are not rewarding due to scarce technology, inadequate infrastructure, and various related issues (Arifin 2016, Carr 2000).
2.1. Significance of traditional learning as oppose to TV and radio in higher education of developing countries

With the advent and increased reach of distance education in developing countries along with utilization of new delivery tools, concerns regarding its efficiency and effectiveness will only intensify (Bannier 2016). Although, courses concerning distance education still encounter multiple credibility issues in many developing countries, which enhanced difficulty for students in terms of obtaining recognition for their work (Rumble and Harry 2018, Altbach and Knight 2007, Bates 2005). Even U.K. Open University, referred as highly esteemed institute, experienced credibility issues and trouble in showcasing unequivocal evidence pertaining to their program’s quality (Daniel 2013, Potashnik and Capper 1998). Comparison of these courses was made with courses taught by conventional higher education institutions in the United Kingdom.

For distance education various technologies have been utilized such as TV, radio, desktop, other mobile devices (Potkonjak et al. 2016, Yusuf 2006); however, mainly two devices i.e. TV and radio, are being analyzed and discussed in present study as opposed to face to face learning method. In line with this, television termed as a unidirectional receiver on which visual images along with a sound of objects are being displayed, which contains either live or pre-recorded programmes (Li 2018). Education can be imparted on TV through multiple forms “i.e. educational videos, lectures, documentaries, case study and digital video clips” (Park 2009). Besides this, radio being unidirectional device (Li 2018), delivers educational programmes or lectures through its channels, which are pre-recorded and/or live sound (Hong, et al. 2008).

In developed countries, distance education learning methods have gained popularity; however, this instructional mechanism and mode of education is still in infancy in a developing country i.e. Pakistan (Bannier 2016). Students enrolled in distance education of Virtual University, COMSATS or Allama Iqbal Open University, are encountering a lot of hindrances that need to be addressed and eradicated for augmenting efficiency and effectiveness of distance education programmes (Shah 2017, Ali and Ahmad 2011). Hussain (2007) discussed some physical problems being faced by virtual learners i.e. “blurred vision, headache, giddiness, and drowsiness”. Likewise, a research by Ali and Ahmad (2011) highlighted that in Pakistan, a lot of inadequate infrastructure related problems prevail i.e. “electricity failure and lack of its back-up”. In line with this, another study revealed some major problems concerning posture of students i.e. “backache due to long sitting for using the computer and fingers’ joint pain” (Wasnik and Jeyakumar 2016). Furthermore, multiple researches also highlighted technology related issues that prove to be a major drawback i.e. “technology literacy, bandwidth of the internet, access to the cable network, and submission of assignments” (Farid et al. 2017).

Multiple researches made comparison of traditional/ face to face education with courses taught in distance education through TV and radio (Alsaaty et al. 2016, Hannay and Newvine 2006, Harrington 1999), and preferred implication of traditional method in educational setting of a
developing country i.e. Pakistan. Certainly, traditional education programmes have been, and will continue to be, the dominant delivery mechanism in both the developed and the developing worlds. Conventional learning method is deemed to be cheapest and economical source of education, and even if productive amendments would be done in delivery mechanism of distance education, it would be some time before many developing countries would acquire adequate infrastructure. Hence, students are not only the most significant stakeholders in university education, but also play a significant role in terms of quality assessment of education provided by a higher education institute.

Service Quality Indicators of Higher Education
Literature pertaining to service quality highlights the significance of consumers as a vital component in service quality context (Kessler 1995). Also the concept of service quality is not equivocal in terms of higher education. Multiple researches advocated that in context of higher education, one universally accepted definition does not exist; therefore, general parameters of service quality should be deemed valuable in case of higher education.

Whereas, a well defined set of higher education service quality indicators have been proposed by Kwan and Ng (1999), which have been utilized by multiple studies to investigate the quality of education delivered by universities (Peng et al. 2006, Watson, Saldaña and Harvey 2002). In figure 1, a set of nine factors of HES quality indicators, proposed by Kwan and Ng (1999), have been presented below (see figure 1).
In recent times, instructional mechanism and dissemination of information takes place through two basic modes i.e. traditional learning (face to face) and/or distance education (using TV, radio, desktop, other portable devices). The aim of present research is to investigate key factors for determining students’ rejection regarding TV and radio as sources of higher education services as oppose to face to face/ traditional learning method, as this study is mainly focusing on two mediums of distance education i.e. TV and radio. For this purpose, higher education service (HES) quality indicators proposed by Kwan and Ng (1999), have been utilized to investigate key factors for determining student’s preference in context of higher education of a developing country i.e. Pakistan. In this study, Instruction medium i.e. HES quality indicator number eight, will not be utilized as learning and instructional medium has already been selected in order to examine student’s perception.

Methodology
The study was conducted to investigate the key factors for determining students’ rejection regarding TV and radio as sources of higher education services as oppose to face to face/ traditional learning method in a developing country i.e. Pakistan. In present study, survey approach of descriptive research was adopted for collection of data. Moreover, this study comprised of population of learners mainly related to business programmes i.e. “BBA Hons, BS Applied Management, MBA, MBA Engineering and MBA Executive”. Sample of this research comprised of 2 business schools of Pakistan’s private and public sector universities. To investigate the phenomenon under study, Higher Education Service (HES) quality indicators were utilized, which were proposed by Kwan and Ng (1999). Moreover, convenient sampling technique was adopted and research tool was initially administered on 560 students. However, a total of 518 responses were considered useful due to missing values, normality and skewness issues.

In order to investigate the opinions of students, questionnaire on five points rating (Likert) scale was adopted for data collection. In line with this, research tool was validated through pilot testing from university students. The final data of 518 students was coded and analyzed through Statistical Package for Social Science (SPSS) in terms of descriptive statistics and average values of responses. The assigned scale values were representing as “1” denoting “Strongly Disagree”, and “5” denoting “Strongly Agree”.

Results of the study and discussion

5.1. Student’s Demographics
Demographic profile of students has been shown in table 1, according to which about 59.1% sample comprised of male students, while 40.9% sample demonstrates the number of female participants who took part in this study.
Table 1. Demographics

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Frequency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>• Gender</td>
<td></td>
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</tr>
<tr>
<td>• Male</td>
<td>306</td>
<td>59.1</td>
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<tr>
<td>• Female</td>
<td>212</td>
<td>40.9</td>
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<td>• Age</td>
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<tr>
<td>• 15-20</td>
<td>122</td>
<td>23.6</td>
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<tr>
<td>• 21-25</td>
<td>359</td>
<td>69.3</td>
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<tr>
<td>• 26-30</td>
<td>23</td>
<td>4.40</td>
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<td>• 31-Above</td>
<td>14</td>
<td>2.70</td>
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<tr>
<td>• Education</td>
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<tr>
<td>• BBA</td>
<td>349</td>
<td>67.4</td>
</tr>
<tr>
<td>• MBA</td>
<td>116</td>
<td>22.4</td>
</tr>
<tr>
<td>• EMBA</td>
<td>35</td>
<td>6.80</td>
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<tr>
<td>• MBA. Eng.</td>
<td>18</td>
<td>3.50</td>
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</table>

It has been disclosed from profile of students that out of 518 respondents, 69.3% students were between age brackets of 21-25 years, whereas 23.6% respondents belonged to 15-20 age group. Likewise, 4.40% of sample comprised of respondents between 26-30 years of age, and the lowest category with 2.70% constituted by students of 31 and above years of age.

In table 1, education/academic programs have been divided by researchers into four categories i.e. BBA, MBA, EMBA, and MBA Eng. Table 1 clearly highlights that Bachelors (BBA) programme got highest majority with 67.4%, while the Master (MBA) programme got enrollment of 22.4% of students. In line with this, students with value of 10.3% were enrolled in Professional degree programmes, i.e. Executive MBA and MBA Engineering. From this data, it can be inferred that majority of students belonged to the age bracket of 15-25 having value of 92.9%.

5.2. Preference of students in context of TV and Radio vs. face to face against HES Quality Indicators

Higher education service quality indicators, proposed by Kwan and Ng (1999), have been used in present study to assess preference of university students in context of TV and Radio as opposed to face to face/traditional learning. For this purpose a 5-point likert scale has been utilized across following HES indicators to analyze inclination of students towards face to face interaction or other e-learning devices i.e “Course content, Facilities, Lecturer’s Concern for Students, Social Activities, Communication with University, Assessment, Counselling Services & People”. In order to compare preferences of students pertaining to TV, radio and face to face interaction, the collected data was analyzed in terms of average responses against HES quality indicators (see table 2).
After looking at results of respondent’s average responses in table 2, it is evident that majority of students opted for face to face interaction against TV and radio across higher education service quality indicators; hence, Traditional/face to face learning approach has been highly preferred as discussed in following text.

**Course Content:** In order to successfully achieve objectives of the course, course content along with its format and style of presentation are deemed to be imperative while imparting education. For this HES quality indicator, the highest preferred approach is face to face method with an average of 3.76. Whereas, TV is the second preferred approach with an average of 2.02, and radio is the least preferred device, having an average of 1.59. It is evident from results that inclination of students in terms of course content is face to face method, since they perceive attainment of clear understanding can be through appropriate learning activities and direct interactions with their teachers.

**Facilities:** The second quality indicator of HES i.e. facilities, encompasses the concept of all academic and recreational facilities provided by university like library, cafeteria, sports, computer and other recreational activities. Majority of students was of the view that face to face/live setting facilities appeared to boost inductive reasoning and cognitive abilities of students, having an average of 3.74. While TV and radio, with an average of 1.98 and 1.66, were certainly rejected by students because of their unidirectional feature that failed to fascinate students towards these devices. Hence, results imply that for better understanding and comprehension, face to face or conventional facilities are perceived to be more outcomes oriented as compared to devices.

**Lecturer’s Concern for Students:** Lecturer’s concern for students is the third higher education service quality indicator which talks about personal affection and concern of teachers towards learners. Teachers are deemed to be key aspects of education sector for developing and promoting intellectual as well as emotional capabilities of students, and influencing their understanding regarding experiences for learning. Face to face method is the first preference of students for this
HES quality indicator with an average of 4.05. TV is the second preference of respondents, with an average of 1.81, which makes radio as the least preferred device, having an average of 1.49. Existence of high gap amongst averages is logical because students tend to find face to face interaction convenient to discuss their hardships and experiences not only regarding learning but also pertaining to their experiences of personal spheres.

**Social Activities:** While coming towards next HES quality indicator i.e. social activities, which are one of the basic components of a higher education sector since through these activities students get multiple opportunities to interact with others i.e. job fairs, academic & recreational competitions, club or social networking platforms through technology. A majority of the respondents with an average of 2.90 affirmed that their first preference for this indicator is face to face interaction. However, TV and radio are the second and third rated preference, having an average of 2.16 and 1.81. Though social activities provide opportunities for learning by performing in reality; thus, enhance the capabilities of learners to evaluate and analyze their personal experiences. Moreover, plenty of behavioral problems are expected to elevate from social interactions with teachers and other fellows.

**Communication with University:** There were questions asked from students regarding this HES quality indicator i.e. communication with university, which encompasses the preferred mechanism of communication with university management. A prominent majority of respondents asserted that face to face interaction ranked as the first preference with the average of 3.66. TV and radio ranked as second and third preferred devices with respective averages of 1.82 and 1.60 respectively. Since mechanism of communication and information dissemination is deemed to be a significant component of instructional paradigm of education; therefore, university students tend to feel face to face or in person interaction convenient rather than communicating through devices.

**Assessment:** Certainly, student’s involvement in teaching learning process not only enhances effective learning but also make them capable of critically analyzing the phenomenon under study. Likewise, assessment, the sixth HES quality indicator, is related to student’s evaluation scheme i.e. exams, quizzes, and assignments. Table 2 indicates that inclination of students for assessment is towards face to face method, having an average of 3.53. The value of TV is the second preference with an average of 1.59. Besides this, a small cohort of students preferred radio, having an average of 1.43. It can be inferred from results that Purpose of conducting diverse learning activities and their assessments is to enable students for transforming their information into knowledge; hence, ultimately leading towards competencies. Therefore, students tend to find traditional learning method convenient, rather than through devices.

**Counselling Services:** The seventh higher education quality indicator is counseling services, which are deemed to be useful for keeping students in study circles; augmenting their retention and lessening program dropout through providing mentoring in their academic and personal lives. As mentioned above, majority of people, having an average of 4.22, vehemently perceive face to face interaction to be more useful as one cannot gainsay the significance of direct counseling from
teachers. This makes TV as the second preferred and radio as the third preferred devices with an averages of 1.90 and 1.68 respectively. Hence, direct counseling services from university management or teachers proved to be a motivational force inspiring students to perform well in all spheres of life.

**People:** People, the last Higher education service quality indicator, is related to the university arranged opportunities for students to interact with academia and fellows of diverse intellectual and profile. The results of table 2 revealed that face to face/ traditional method interaction proved to be the first preference for this HES quality indicator, having an average of 4.40. However, TV got the second rank with an average of 1.97, which exhibits a major gap between averages of aforementioned interaction methods. While radio, being third preferred device, followed with an average of 1.76. It can be inferred from results by considering above mentioned discussion that students considered face to face interaction to be essential to develop quest for learning and to enhance their social circle by personally meeting fellow learners. Having said that, interactive environment not only successfully boost learning but also augment enthusiasm for achieving academic highness among fellow students.

Results from statistical averages of 518 respondents clearly indicate in table 2 that face to face learning method has thrown out TV and radio on specially three higher education service (HES) quality indicators 3, 7 & 8 i.e. Lecturer’s concern for students, Counselling services and people. In these indicators, high inclination of students can be observed towards traditional learning method as they want lecturer’s concern face to face. Likewise, strong preference exists for direct interaction when it comes to counseling services from university management and teachers, and also in terms of interaction with people. The reason is logical because both of these devices i.e.TV and radio are unidirectional as recorded lectures are broadcasted on TV, and lectures are provided through a channel on radio which hampers students from asking questions. Therefore, HES quality indicators 3, 7 & 8 got rejected on devices with high margins due to their technical incapability of direct communication through TV and radio.

Moreover, HES quality indicator 1 i.e. Course Content, can be presented on TV and radio as Virtual University of Pakistan is sharing their course content through broadcasting a channel. Here device is capable to deliver that’s why less difference exist; however, dissatisfaction of students exist ultimately leading towards preference for face to face learning method. Furthermore, HES quality indicator 2 i.e. Facilities provided by university can be discussed on devices; whereas, physical interaction is deemed to be an essential component in this regard. Likewise, face to face interaction method has been preferred for HES indicator 4 i.e. social activities; however, small gaps exist in average values of this indicator. Further adding to this, with very little gap students preferred face to face method rather than devices for HES quality indicator 5 and 6 i.e. Communication with University and Assessment. It can be inferred from results that student’s preference should be checked on some other device rather than TV and radio i.e. desktop/computer, tablet, laptop or any portable device.
Conclusions and implications

This study investigated key factors for determining students’ rejection regarding TV and radio as sources of higher education services as oppose to face to face/ traditional learning method. The distance learning in present study refers to the use of TV and radio as a medium of instruction as well as a source of information. Students from two higher education institutes of Pakistan were chosen as respondents i.e. as the sample for this study. Based on overall average results, it can be inferred that majority of students completely rejected TV and radio because of two prominent following reasons. Firstly, due of its incapability of being bi-directional, and secondly, its total incapability to deliver few higher education services such as counseling services, assessment, lecturer’s concern for students, which is the major troublesome factor for it. Hence, face to face/ traditional learning method has been strongly proposed for aforementioned services.

The results of this study further highlighted that for service whose scores are below 3 or not up to 4, we would vehemently recommend that students should be given choice of other devices i.e. desktop/ computer, tablet, laptop, mobile or any other portable device, to check if they would show keen interest towards switching to some other instructional medium. This also revealed that in education, mechanism of instructional delivery and dissemination of information are deemed to be the vital component of instructional paradigm as Virtual University and Allama Iqbal Open University are failed due to their unidirectional transfer medium.

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