



UNIVERSITI TEKNOLOGI MARA

**A SURVEY OF PROBLEMS FACED BY PJJ
AND E-PJJ STUDENTS IN THEIR STUDIES IN
UITM SAMARAHAN CAMPUS**

By

**EVANGELINE JOSEPH WAN
FIONA GEORGE SURANG
MELINDA AMY STEPHEN
NURFERA BAHYAH MOHD. PANDI
SHIRLEY BUNGA NGUMBANG KADIR
SUSAN BENNET**

**DIPLOMA IN PUBLIC ADMINISTRATION
FACULTY OF ADMINISTRATION AND LAW
UNIVERSITY OF TECHNOLOGY MARA
SARAWAK**

MARCH 2004

ABSTRACT

Tertiary education, meaning that education as the second most important needs for nowadays. In order to achieve the objective, there are numbers of effort have been taken in giving education to all peoples not only for youngsters instead giving the education to adults who was working to enable them to achieve a level of education which will help them in their career achievement. Distance education enables learners with the opportunities to learn 'anytime, any place, at any pace'. Therefore, the role of technology contributing the advancement and functions in the distance learning are important in becoming more effective, efficient and flexible. In the other hand, distance learning supports the basic tenets of adult learning by allowing learners to be self-directed and providing instruction that is learner-centred. Thus, it allows learners to overcome time and space issues that may hinder them from attending traditional classes. But, from time to time learners may face many difficulties and problems in their distance learning study. This is because insufficient of distance learning system in fulfil the needs and wants of the learners. In addition, the learners it selves also having lack of motivation and self- esteem to improve themselves.

TABLE OF CONTENTS

Submission Letter	i-ii
Acknowledgement	iii-iv
Abstract	v
Lists of Diagram and Table	vi-vii
Contents	viii-x

Chapter 1: Research Introduction

1.1	Introduction	1-4
1.2	Problem Statement	4-6
1.3	Objectives of the Study	6
1.4	Scope of the Study	6
1.5	Hypothesis	6
1.6	Assumptions	7
1.7	Significance of the Study	8-9
1.8	Limitations of the Study	9-10

Chapter 2: Literature Review

2.1	Introduction	11-14
2.2	Effectiveness of Distance Learning	14-20
2.3	Learning Concept	20-25
2.4	Acceptance	25
2.5	Efficiency of Learning System in Distance Learning	25-28
2.6	Conveying Lecture	28-29
2.7	Characteristics of Lecturer or Teachers	29-31
2.8	Students' Attitude towards Study	32-34
2.9	The useful of 'THIS THAT' help in Teaching	34-36

CHAPTER 1

RESEARCH INTRODUCTION

1.1 INTRODUCTION

Education has no panaceas (universal remedy). Governments have adopted a variety of strategies for responding the supply of teachers, raising their morale, supporting their work and improving their skills. One of these strategies involves using distance-learning education; an educational process in which someone removed in space and/or time from the learner conducts a significant proportion of the teachings. (*Perraton, 1982, p.4*)

Distance education programmes have a variety of methods to overcome the separation between learner and teacher. More recently, radio and television have been brought into play and some of the most imaginative programmes have linked broadcasting with correspondence. In the last few years distance teaching institution in the industrialised world have set up telephone conferences to link students and have taught them trough computer networks.

Distance education has grown in numbers of students and institution and in academic responsibility in the last 30 years. It no embraced in the first years after colonial rule in by many countries seeking to expand their teaching force in response to public demand for more institutions and lecturers.

In mapping the field of an adult and the distance education, terms such as the Distance Learning Education is already hackneyed. Viewed from the lens of the distance learner, question that delve into matters are when they having problems in their studies

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Historically, distance education can be traced back to the 1700s and the beginnings of print-based correspondence study in the U.S. By the 1870s, correspondence courses gained international popularity. In the early 1900s, universities and private schools were offering correspondence courses to elementary, secondary, higher education, and vocationally oriented learners. In the middle of the 20th century, instructional radio and television became popular. The Open University of UK was established in 1969, combining distance education programs using print and non-print resources (Willis, 1993, p. 9-10; Fleischman, 1998, p. 82).

During the 1970s, professionally designed and produced television series introduced adult learners to videotape programs focused on basic skills improvements, English as a second language, and GED preparation. Fleischman (1998) notes, "the major drawback was the lack of a two-way communications channel between teacher and learner" (p. 82). Athabasca University was established in Canada during this same time period to research and provide distance-learning opportunities through the combined use of innovative technology and home study techniques.

As cable TV and video teleconferencing became more widely available in the 1980s, the possibility for some two-way distance learning programs evolved as interactive communications became feasible (Willis, 1993, p. 9-10; Fleischman, 1998, p.