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Editorial

Welcome to Volume 12, Number 2, of the *Malaysian Journal of Distance Education (MJDE)*, the official journal of the School of Distance Education, Universiti Sains Malaysia (USM), Penang. Acknowledging the strength of the *MJDE* which carves out a dedicated academic space for communication, collaborations and research in distance education, this volume brings together eight reviewed articles which continue to reflect the thoughtfulness, scholarly work and practicality we all desire for the excellence of distance education.

The issue opens with a review of multimodal therapy and counselling as a strategy to support open and distance learning (ODL) students. Olugbenga David Ojo from National Open University of Nigeria looks at the subject and noted that the Multimodal Counselling Therapy approach could be adopted to the unique needs of ODL systems.

The next article focuses on the learning of English (JUE 200) via distance education. George Teoh Boon Sai and colleagues studied the situation at the School of Distance Education, Universiti Sains Malaysia (USM) and reveal the difficulties and obstacles amongst the students. It is heartening to find that the sampling students are aware of their own limitations and even suggest ways to improve the teaching-learning process.

Study by Afzaal Ali and colleagues from International Islamic University Islamabad, in the next article, deals with key factors for determining student satisfaction in distance learning courses. The study being conducted on Allama Iqbal Open University (AIOU) students, reveals that majority of the students are very much satisfied with the three factors viz instructor performance, student-instructor interaction and course evaluation; and thus denying the pessimistic perceptions of most people in Pakistan who regard the distance learning system as lacking quality.

In the fourth article, Olugbenga David Ojo addresses the issues and challenges of open and distance learning (ODL) as a strategy for human

capital development. The study describes on the importance of recognising ODL as an avenue in integrating citizens in terms of literacy and skill acquisition.

Fifth article by Allah Nawaz and Ghulam Muhammad Kundi from Gomal University, Pakistan analyses issues and prospects of sustained technical support for e-learning in higher education institutions (HEI). They point out that successful e-learning projects normally have the organisational proper support and maintenance reflected in the institution's system, policy and processes.

Sixth article by Kadir Ulusoy from Adiyaman University, Turkey provides the perspectives of students from the Turkish Open Education Faculty, on learning the course "The Principles of Ataturk and the history of revolution" at a distance. Several findings and implications are attained, but most importantly, majority students did not have difficulties in using the internet to follow the course.

This issue also features an article by Srinivasan Ramasamy from University of Madras, Chennai who proposes some necessary interventions in revamping the distance education in India. He anticipatively recommends the crucial issues of technological relevance, effective designing of distance education format, synergising information and communication technology (ICT) with educational technology, and accommodating the marginalised, disadvantaged and disabled people into the distance mode of education.

Last but not least, Rajarshi Roy and Anjana Paira from National Institute of Technical Teacher's Training and Research, Kolkata explore the impact of experience over professional stress amongst female engineering educators teaching in their off-campus open, distance and contact learning (ODCL) centres in India. They conclude that the span of experience in imparting engineering education via ODCL mode did possess direct bearing with education and teacher effectiveness especially when engaging with the four major components of psychopedagogic status (stress, interest, job satisfaction and individualism-collectivism).

With this overview, I look forward to sharing this issue and to fostering the possibilities for research connections that we, the Editorial Board Members, hope to support with this journal. We look forward to receiving your valuable reviews and research papers describing novel results in all areas of distance education. As always, we owe a great deal of thanks to our authors for their contributions and cooperation with us during the editorial process.

Thank you.

ZURAINI ZAKARIA
Chief Editor
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