Unveiling Heutagogical Practices in Distance Education: An In-Depth Analysis of University Teachers' Strategies for Exploration and Creation

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Abstract

This study delves into heutagogical practices in distance education, specifically focusing on exploration and creation domains, through an in-depth analysis of strategies employed by university teachers. The objectives include evaluating the implementation of heutagogical activities for exploration, investigating heutagogical approaches fostering creative understanding, and exploring teachers' perceptions of challenges and opportunities in heutagogical implementation. The population comprises faculty members and Med/M.Phil students from Allama Iqbal Open University (AIOU) and Virtual University (VU) in Rawalpindi and Islamabad. Proportional stratified random sampling is employed for participant selection, and a total of 176 faculty members constitute the sample. Research instruments, including a questionnaire and interview questions, undergo validation through expert opinions. The reliability of the questionnaire is confirmed through a pilot study. Descriptive statistics, mean scores, and standard deviations are used for quantitative data analysis, while qualitative data are thematically analyzed. Results indicate high agreement among teachers on heutagogical activities, both in exploration and creation domains. Teachers actively engage in asking questions, planning teaching strategies, and seeking information for tutorials. In the creation domain, they exhibit a strong inclination towards presenting problems in assignments, planning learning activities, and utilizing social media for knowledge sharing. Challenges in distance learning, particularly related to internet connectivity, are identified through qualitative analysis.

Keywords: Heutagogy, Distance education, University teachers, Pedagogical strategies, Online learning

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Introduction

Education has experienced a commendable shift from the conventional methods in the new millennium to the emergence of contemporary approaches. The conventional education systems were based on different philosophies, theoretical frameworks, and practices which generally continued an energetic environment where education expected to transfer knowledge from amateurs to expert. Teaching and learning aspect is considered the basics of this transition. In the light of this rapidly changing world and emphasize on knowledge-based community, the role of teaching and learning is exchanging naturally. In this era, countries are looking for new methods of education. Education from primary stage to higher stage is responsible to impart knowledge and relevant skills to fulfill the needs of society. Universities play a crucial role in society by educating students and developing research activities. Being a crucial stage for the students and scholars, strategies, techniques and methods have become an integral part of instructional ethos at university level. Central to this thesis is the existing heutagogical skills practiced by university students in relation to background variables like gender, location.

Heutagogy is the study of self-learning of students and it is an effort to face up to various thoughts about training and knowledge. Self-determined learning is a goal of heutagogy (Blaschke, 2012). It is the capacity of the student to realize their own learning environment and develop positive relationship between staff and students, and encourage the students to learn effective interpersonal skills to cope up in their learning needs.

Heutagogy, is a self-directed approach to learning, supports higher-level cognitive function, double-loop learning, and a shift from educator centered to learner initiated and driven learning (Nye, 2018). In double-loop learning the learner does not seek out different strategies to fix an error; instead, the learning variables are examined and in this double loop technique student develop such competency to achieve diverse skills to accomplish their educational goals and manage their own plan.

Learning variables of different types which can help the learner to enhance their competency in their own way. This promotes active learning by capturing, creating, curating, evaluating, adapting, and sharing information, while facilitating connection with different resources (Blaschke, 2013; Martindale & Dowdy, 2010).

Different societies have different norms, policies, procedures and processes about the double-loop learning of the students. By engaging in transformative thinking the learner not only have power over their own dynamic learning contexts and lifelong learning path, but also has the ability to challenge the perceptions of others through their learning networks. Heutagogy has been related with e-learning, digital technologies, and distance education (Blaschke, 2012).

Heutagogy goes beyond problem-solving by enabling the learner proactively. Technology can be manipulated to different styles of knowledge and give an opportunity to the learners for lifelong learning. Now a day, it is getting easier to access information and share through multi-dimensional techniques and online system. Multi-dimensional techniques and online system have been created for new pedagogical and andragogical approaches to fulfill the need of learners (Wheeler, 2011).

Heutagogy is self-determined learning, it is a learner-centered approach which focus on the development of autonomy, capacity, and capability of the learner. This learning

approach is flexible and planned by the learners in negotiation with their teachers who provides resources and guidance to fulfill their community needs. Therefore learners are no longer fully dependent on a teacher and are able to acquire knowledge effectively to complete a course. This approach is challengeable for those university learners who want to cope up obstacles of rapidly changing world (Snowden & Halsall, 2014).

Pedagogy and andragogy help to enhance the skills and competency of the learner while heutagogy is a holistic approach to increase and develop learner's abilities with learning as an active and proactive process (Blaschke, 2012).Pedagogy is often specifically understood in relation to school education. But in a wider sense, it includes all forms of education, both inside and outside schools. In this wide sense, it is concerned with the process of teaching taking place between two parties: teachers and learners. The teacher's goal is to bring about certain experiences in the learner to foster their understanding of the subject matter to be taught. Pedagogy is interested in the forms and methods used to convey this understanding (Murphy, 2003).

Heutagogy developed reflective learners, who prepared themselves with the dynamic qualities which required for the modern workplace, where they need to rapid change, complex problem solvers, and have good communicators. Learners have a choice to use their thinking and intellectual power to explore the entire world with new innovation. Through this approach developed different skills in learner to determine what, how and when to learn(Blaschke & Hase, 2016).

Learning is process that involves acquiring knowledge and skills at every level of education but at university level, its demand is different and educators have high tasks to develop lifelong learners. At this level education not only gives high and inspiring life but also surviving and thrilling role around the globe. Kuit and Fell, (2010), point out that heutagogical approaches at university level aim at developing such learners who possess the ability to creatively and effectively apply competencies and skills to complex and ever changing world.

The use of heutagogy on the scholastic attainment of university students gives clear directionand success is clearly linked to positive performance. As Times Higher Education supplement (2015) has mentioned that Teaching Excellence Framework (TEF) for all universities has five core aims as follow:

1) T
o ensure all students receive an excellent teaching experience.

2) T
o build a culture where teaching has equal status with research, with great teachers enjoying the same professional recognition and opportunities for career and pay progression as great researchers.

3) T
o provide students with the information they need to judge teaching quality.

4) T
o recognize institutions that does the most to welcome students from a range of backgrounds and support their retention and progression.

5) T
o include a clear set of outcome focused criteria and metrics.

According to Bandura and Locke (2013) there are new ways of improving teaching and learning for students at university level. The higher education sector is creating excellence in student experience has been developed through different levels of study within the public and private sectors. University students make the desired target group

for the study as they possess bachelors' degree, requisite maturity in learning and bring along with them varied experiences and abilities in using multi-dimensional technologies. A heutagogical framework will enhance their learning and also help in future assignments and existing skills and take on new challenges to respond to a changing world around us.

Thinkers acquire knowledge successfully only when they have a desire to discover and enhance their knowledge by interacting and gathering information in relation with the area of interest. They are effective in their approach towards learning. Heutagogy learning is unique and novel because it is neither planned nor linear. On the contrary, it is informal and parallel in respect to how people's learning continues still after the class and outside the school setting. Although the teacher does not play a central role in this strategy, they serve more as a coach- a valuable resource. Facilitating facilities in Pakistan are source and general emphasizes on knowledge of acquition and dependence on teachers. Most of the teachers and students feel comfortable in using traditional methods. Heutagogy being a relatively new approach in distance education has not been fully studied especially in Pakistan.

Statement of the problem

The evolving landscape of distance education, fueled by advancing technologies, necessitates an in-depth examination of the heutagogical practices employed by university teachers. As the popularity of online learning grows, there exists a critical gap in our understanding of how heutagogical strategies, specifically within the domains of exploration and creation, influence the experiences of students engaged in distance education. Despite the transformative potential of heutagogy, there is limited empirical exploration into the specific nature and effectiveness of these practices when implemented by university educators. This study aims to address this gap by investigating how teachers utilize heutagogical approaches to foster student exploration and creativity in the context of distance learning. Central questions guiding this research include the methods employed by teachers in facilitating student exploration, the extent to which heutagogical approaches enhance creativity, and the challenges and opportunities perceived by educators in implementing these strategies within the distance education setting. The outcomes of this study are expected to provide valuable insights for educators, institutions, and policymakers seeking to optimize distance education through targeted heutagogical practices.

Objectives of the Study

i) To Evaluate the Implementation of Heutagogical Activities for Exploration in Distance Education.

Ii) To Investigate Heutagogical Approaches Fostering Creative Understanding in Distance Learning.

iii) To Explore Teachers' Perceptions of Challenges and Opportunities in Heutagogical Implementation in Distance Education.

Significance of the Study

This study holds paramount significance in shaping the landscape of distance education. By delving into the implementation of heutagogical practices, it informs and refines teaching strategies, empowering educators to navigate challenges and create engaging online learning environments. The findings contribute to ongoing discussions on professional development, offering tailored insights for teachers. Moreover, the research

enriches the limited body of literature on heutagogy, guiding scholars and researchers. Policymakers can leverage the study to make informed decisions, fostering evidence-based policies for effective distance education. Ultimately, the study strives to enhance student success, well-being, and satisfaction in the evolving landscape of online learning.

Research Design

Mixed method was the research strategy adopted for this research. This method has been broadly defined by Creswell (2007) as investigator collect data to analyze the different methods to draw the finding by both qualitative and quantitative approaches.

Fernando (2018)the use of mixed methods goes to overcome the limits of quantitative and qualitative methodologies, agree to the researcher to get rich information that could not be achieved by both method only (p-137)

Lisle (2011) refers that strength and reliability need be assured through all the practice of guiding a mixed methods research. Most validity issues faced by mixed methods include representation, legitimation and integration. A important number of experiential studies emerged in the last decade in which the challenges and difficulties in the development process of a mixed methods approach are addressed such as (Silva, 2011) revealed thatthe high time required and costs involved in the process of data collection, analysis and interpretation.

Keeping the main objectives of the research, mixed method design was adopted for this study. Mixed method is the blend of quantitative and qualitative methods. Moreover, this study basically descriptive in nature and research method takes a problem with little to no related information and gives it a suitable report using qualitative and quantitative research methods to find a clearer picture of the situation. Descriptive research aims to accurately describe a research problem. Survey approach includes instruments or procedures that ask one or more questions that may or may not be answered.

Population of the study

Population of the study was all the faculty members of AIOU and VU and Med/M.Phil students (semester 2019 and 2020) of Allama Iqbal Open University and Virtual University from Rawalpindi and Islamabad. The detail is given in the table.

Table 1 Population

Fields	Allama Iqbal Open University				Virtual University			
	Students			Faculty Members	Students			Faculty Members
	Spring	Autumn	Total		Spring	Autumn	Total	
Social Sciences and Humanities	181	59	240	85	120	110	230	70
Education	110	21	131	30	150	25	175	20
Total	291	80	371	115	270	135	405	90

Source:Allama Iqbal Open University and Virtual University (2019)

Sample and Sampling Technique

Due to the nature of this study proportional stratified random sampling technique was adopted. Proportional stratified random sampling comprises random samples from stratified groups, in proportion to the population. According to (Hattori 2016) in proportional sample the population is divided into sub-population (strata) and random sample are taken out of each stratum. The strata are formed based on members' shared qualities or characteristics, educational attainment. The researcher first well defined the population and divided the population in groups and drew the sample on the relevant characteristics. Each stratum was mutually exclusive, but they presented the entire population. The size of the sample in each stratum was ideally in proportion to the members of that group within the target population and sampling frame. Random sample from each stratum was calculated using the following formula.

1. In the first stage (98) faculty members were selected randomly from two categories, Social Sciences and humanities and Education department of AIOU and (78) Faculty members from same departments of Virtual University
2. In the Second stage (280) M.Phil students were selected randomly from AIOU.
3. In the third stage (320) M.Phil students were selected randomly from Virtual University. Complete detail is given in the following table. The distribution of sample is given in the 3.2 table.

Table 2Sampling distribution

S #	Universities	Faculty Members	%age	Students	%age
1	A I O U	98 /115	85.21%	280/371	75.47%
2	Virtual University	78/90	86.66%	320 /405	69.13%
	Total	176 /205	85.85%	600 /776	77.31%

To equate the number of faculty members from AIOU and VU is 85.21% and 86.66% taking for teachers sample and the number of students from AIOU and VU is 75.47% and 69.13% for taking students sample.

Sub Sample for interview

Random sampling technique was assumed for deliberate selection of 10 teachers for interviews with the probability that significant information could be obtained from subjects involved. Teachers with 5 years or more teaching experience were selected to get responses from them. The number of interviewees was based on the data saturation where new information seemed to stop and comparison among strata of population. Therefore quota sampling was adopted to get ten universities teachers from both targeted universities.

Through the consent letter researchers sought the permission for time and place were decided to prior interview. First teachers were interviewed and then students.

Validity of Research Instruments

Validity is the extent to which an instrument accurately measures what it is supposed to measure. Robson (2011) considers validity as the capability of any tool designed and used of the measurement of any testing. Research instruments, used in this study, were

validated through the expert opinions and observations in the following manner.
Five points with Lickert scale questionnaire based on determine of the study for the teachers constructed with the statements shared with 10 experts for validation.
For qualitative data ten interview questions were formulated for the teachers and these questions were also validated with the consultation of experts. Many changes were made by dropping five ambiguous items. Many items carried the same meaning and sense they were either modified or removed.

Reliability

When we ask about reliability, we are asking about what the test measures instead, how accuracy it measures whatever it measures. What is the precision of the resulting score? How accurately will the score be produced if we measure the individual again?
Pilot study keeps the researcher on right track because it might give advance threatening and caution about any inadequacies and faults in data collection instruments and other research protocols. In the word of Junyon (2017) pilot study has a particular strategy feature; it is conducted on a smaller scale than the main or full-scale study. Thus, the pilot study is important for development of the quality and efficiency of the main study. The reliability of the questionnaire for the teachers was found .729.

Results

The demographic data of the respondent are presented in Table 4.1 involving age, academic qualification, and professional qualification, teaching experience, designation and marital status along with the number of respondents from Allama Iqbal Open University Islamabad and Virtual University Lahore. There were 176 (AIOU=98, Virtual=78) teachers participating in this study.

Table 3
Descriptive analysis of Demographic data of the teachers

Item	AIOU Respondents (N=98)			Virtual Respondents (N=78)	
Gender		**F**	Percentage	**f**	Percentage
	Male	**50**	**51%**	**48**	**61.28%**
	Female	**48**	**49 %**	**30**	**38 .72%**
Age	Groups				
1	25-30	**09**	**9.18%**	**14**	**17.96%**
2	31-35	**16**	**16.35%**	**08**	**10.25%**
3	36-40	**21**	**21.45%**	**31**	**29.29%**
4	41-45	**25**	**24.56%**	**17**	**21.75%**
5	46 and above	**29**	**29.54%**	**08**	**10.25%**
Academic Qualification	Master	**20**	**11.36 %**	**10**	**12.9%**
	M.Phil.	**42**	**55.27 %**	**50**	**61.15%**
	Ph.D.	**36**	**47.37 %**	**18**	**23.07%**
Marital status	Married	**88**	**89.9%**	**63**	**80.76%**
	Un-married	**10**	**10.1%**	**15**	**19.24%**

Table 3 shows that 51% (N=50) from AIOU and 61.28 %(N=78) Virtual university were

selected for this study. Group wise age of the Male respondents are (9.18% N=9), (16.35% N=16), (21.45%N=21), (24.56% N=25) and (29.54% N=29) are for groups 1, 2,3,4,5 respectively. Similarly the table indicates group wise percentage of female respondents i.e. (17.96% N=14), (10.25% N=08), (29.29% N-31), (21.75% N=17), and (10.25% N=08) for groups 1.2.3.4.5 respectively. Regarding the academic qualification of the respondents, the table shows that 11.36 %(Male), N=20 and 12.9% (Female) N-10 were Master degree holders, 55.27 %(Male), N=42 and 61.15 %(Female) N=50 were M.Phil degree holders while the remaining were PhDs, i.e. 47.37 % (Male) N=36 and 23.07 (Female) N=18.Table, 4.1 also justifies that 89% N=88 Male and 80.76%N=63 female were married while 10.1% N=10 and 19.24% N=15 male and female were unmarried respectively.

Analysis of Heutagogical activities practiced by the university teachers for the domain of exploration and analyzed by using mean scores and standard deviations through SPSS-22.

Table 4

Heutagogical activities by teachers' possibilities of asking questions

S.No	Statement	Level	F	%age	Mean	SD
01	It is possible to ask questions from students throughout the distance learning process for scholastic attainment	**S.A**	**87**	**49.65%**	**4.4557**	**0.4422**
		A	**79**	**44.85%**		
		N.S	**10**	**5.60%**		
		D.A	**00**			
		S.D.A	**00**			

Table 4 indicates that 49.45 % respondents strongly agreed while 44.85% agreed with the statement that it was possible to ask questions from students during distance learning process. The mean score of 4.4557 and standard deviation 0.4422 shows very little variation from the mean.

Table 5

To plan different teaching strategies to understand a topic

S.No	Statement	Level	F	%age	Mean	SD
02	I use to plan different teaching strategies to understand a topic	**S.A**	**90**	**51.31%**	**4.3087**	**0.43557**
		A	**79**	**44.85%**		
		N.S	**07**	**4.64%**		
		D.A	**00**			
		S.D.A	**00**			

Table 5 shows that 51.31 % and 44.85% respondents strongly agreed and agreed respectively to plan different teaching strategies to understand a topic. The meanscores 4.3087 means that majority of the respondents agreed. Standard deviation of 0.43557 indicates less variation from mean score. This shows that teachers concentration on planning to seek more information on the topic to teach in class.

Table 6

To find solution to solve problem given in assignments

S.No	Statement	Level	F	%age	Mean	SD
03	I know how to find solution to solve	**S.A**	**92**	**52.27%**	**4-**	**0.4354**

	problem given in assignments.				**3882**	
		A	**78**	**44.34%**		
		N.S	**06**	**3.39%**		
		D.A	**00**			
		S.D.A	**00**			

Table 6 indicates that 52.27 % and 44.34respondents are strongly agreed and agreed respectively. The mean scores 4.3882 means that majority of therespondent teachers agreed. And standard deviation 0.4364 indicates very little variation from the mean score. This means that teachers had knowledge to solve the problems given in assignments.

Table 7

Use various media for discussion to improve teaching learning process

S.No	Statement	Level	F	%age	Mean	SD
04	I use various media for discussions with the student to improve teaching learning process in distance education.	**S.A**	**91**	**52.17%**	**4.3882**	**0.4354**
		A	**78**	**44.34%**		
		N.S	**07**	**3.69%**		
		D.A	**00**			
		S.D.A	**00**			

Table 7 shows that 52.17 % and 44.34% respondents strongly agreed and agreed respectively about theuse of various media for discussions with student to improve teaching learning process in distance education The mean 4.3882 means thatmajority of the respondents agreed. Standard deviation 0.4364 indicates minor variation from the mean score.

Table 8

Searching of additional teaching material

S.No	Statement	level	F	%age	Mean	SD
05	I search for additional teaching material	**S.A**	**78**	**38.84%**	**4.4882**	**0.4454**
		A	**89**	**53.14%**		
		N.S	**09**	**9.12%**		
		D.A	**0**			
		S.D.A	**0**			

Table 8 indicates that 38.84% and 53.14% respondents strongly agreed and agreed. The mean score4.4882 means that majority of the respondents agreed with that teachers were searching additional material for teaching. And standard deviation 0.4454 showsvery little variation from mean score.

Table 9

Information on the topic to be taught in tutorials for scholastic attainment

S.No	Statement	level	F	%age	Mean	SD
06	I seek more information on the topic to be taught in tutorials for scholastic attainment	**S.A**	**91**	**51.14%**	4.7277	**0.4427**
		A	**81**	**46.02%**		

	N.S	**04**	**3.84%**	
	D.A	**00**		
	S.D.A	**00**		

Table 9 shows that 51.14% and 46.02 % respondents strongly agreed and agreed that they sought more information on the topic to be taught in tutorials. The mean scores of 4.7277 means that majority of the respondents strongly agreed with the statement. Standard deviation 0.4427 shows less variation from mean score.

Table 3 to 9 justifies that the mean scores of all items (4.7554, 4.3087, 4.388, 4.6648, 4.03928, and 4.7277) are very high and almost of the same standard deviations. Therefore, on the bases of these mean scores, it was established that of Heutagogical activities practiced among the university students for the domain of Exploration up to maximum level that is exceeding the level of strongly average. The domain of exploration inspires and boosts students to ask questions freely for their scholastic attainment. And this is more practiced activity done by the university students throughout the learning process (M= 4.7554 and St.D = 0.4417) and planning seek more information on the topic to teach in class for scholastic attainment. This will encourage and persuade the self-directed learning and help them to seek out new opportunity and resources in their learning. This indicates that university students is actively participate in the teaching and learning process by having involvement and finding solution of the problem during learning. All the items are of significant at the level of 0.05.

Analysis of Heutagogical activities practiced by the university teachers for the domain of Creation.

Identification of important aspects of heutagogical activity of the teachers related creative domain of this study are analyzed in this section by using mean scores and standard deviations.

Table 10

Enhance creative understanding of students

S.No	Statement	level	F	%age	Mean	SD
07	I present problem in assignments to increase the creative understanding of students	**S.A**	**91**	**52.11%**	4.4477	**0.4447**
		A	**80**	**46.02%**		
		N.S	**05**	**1.87%**		
		D.A	**00**			
		S.D.A	**00**			

Table 10 shows that 52.11% and 49.02 % respondents strongly agreed and agreed respectively. The mean score of 4.4477 means that majority of the respondents strongly agreed. And standard deviation 0.4447 shows very little variation from the mean score. This shows the authenticity that teachers present problem in assignment to increase the creative understanding of the students.

Table 11

Teaching activities to enhance capacities through distance education

S.No	Statement	Level	F	%age	Mean	SD
08	It is not possible to plan the learning activities to enhance my capacities	**S.A**	**00**	**00%**	**4.4554**	**0.4211**

through distance education.				
	A	**00**	**00%**	
	N.S	**00**		
	D.A	**81**	**48.8%**	
	S.D.A	**95**	**51.2%**	

Table 11 Indicates that 48.8% and 51.2% respondents disagreed and strongly disagreed. The mean scores 4.4554 means that majority of the respondents strongly agreed. And standard deviation 0.4211 proves less variation from mean score. This shows that teachers plan the learning activities to enhance their capacities through distance education

Table 12

Involvement of friends developing plan for teaching

S.No	Statement	Level	F	%age	Mean	SD
09	I involve friends in developing plan for teaching	**S.A**	**100**	**58.2%**	**4.7554**	**0.4441**
		A	**76**	**41.8%**		
		N.S	**00**			
		D.A	**0**			
		S.D.A	**00**			

Table 12 Indicates 58.2 **%** and 41.8% respondents strongly agreed and agreed on the involvement friends in developing plan for learning. The mean scores 4.7554 means that majority of the respondents strongly agreed. And standard deviation 0.4441 proves less variation less variation from mean score. This explains that teachers involve friends in developing plan for teaching through distance education.

Table 13

Find out solution to solve problems and difficulties in assignments

S.No	Statement	level	F	%age	Mean	SD
10	I find out solution to solve problems and difficulties in assignments.	**S.A**	**90**	**50.11%**	4.4347	**0.4331**
		A	**81**	**49.02%**		
		N.S	**05**	**1.87%**		
		D.A	**00**			
		S.D.A	**00**			

Table 13 indicates that 51.11 % and 49.02 % respondents strongly agreed and agreed respectively. The mean score of4.4377 means that majority of the respondents strongly agreed. And standard deviation 0.4331 proves less variation from mean score. This shows the authenticity that teachers find out solution to solve problems and difficulties in assignments.

Table 14

Whatsapps group for discussion on different topics

S.No	Statement	level	F	%age	Mean	SD
11	I set up learning platform such as Whatsapps group for discussion on different topics.	**S.A**	**86**	**48.60%**	4.4347	**0.4331**
		A	**78**	**42.33%**		

	N.S	**12**	**9.07%**	
	D.A	**00**		
	S.D.A	**00**		

Table 14 indicates that 48.60 % and 42.33 % respondents strongly agreed and agreed respectively. The mean scores of 4.347 means that majority of the respondents strongly agreed. And standard deviation 0.4331 proves less variation from mean score. This shows the authenticity that teachers set up learning platform such as Whatsapps group for discussion on different topics.

Table 15

Use social media **to share my acquired knowledge with students**

S.No	Statement	level	F	%age	Mean	SD
12	I use social media to share my acquired knowledge with students	**S.A**	**86**	**48.60%**	4.4347	**0.4331**
		A	**78**	**43.33%**		
		N.S	**12**	**8.07%**		
		D.A	**00**			
		S.D.A	**00**			

Table 15 indicates that 48.60% and 43.33 % respondents strongly agreed and agreed respectively, that teachers use social media to share my acquired knowledge with students. The mean scores of 4.2700 means that majority of the respondents strongly agreed. Standard deviation 0.4531 proves less variation from mean score.

Table.10 to 15 clarifies that the mean scores of all items (4.4867, 4.5217, 4.5217 4.5100, and 4.2700) are very high and almost of the same standard deviations, i.e. .50357, 49995, .49995, 53577 and .53577. Therefore, on the bases of these mean scores, it was established that of Heutagogical activities practiced among the university students for the domain of creation up to maximum level that is exceeding to the level of strongly average. This Domain of creation allows the student to become creative with variety of learning approach that they can create. However, from the minimum and maximum scores (Mini=1 and Max=5) along with standard deviation (St.D. = .73577) shows that the students are not interested in having extra effort to use social media to share my acquired knowledge with students. All the items are of significant at the level of 0.05.

Qualitative data Analysis

Theme 1: Dynamic Teaching Activities

University teachers highlighted the dynamic nature of teaching activities within their institutions, attributing this dynamism to daily responsibilities and the integration of online teaching. They emphasized the motivating role of diverse responsibilities, considering knowledge and education as foundational elements for student motivation. Teachers were seen as key figures in simplifying theoretical concepts and fostering professional connections, underscoring the significance of responsibility in the workplace.

Theme 2: Heutagogy's Impact on Skill Development

Teachers expressed a strong belief in heutagogy's capacity to cultivate unique and unteachable skills among students. Factors influencing heutagogy included the absence of group discussions due to students' remote locations, inadequately trained teachers, and a lack of essential facilities. Heutagogy was viewed as instrumental in addressing these challenges and enhancing the skills of university students, positioning them as valuable assets to the community.

Theme 3: Challenges in Distance Learning
Teachers unanimously identified issues related to internet connectivity as the most challenging aspect of distance learning. Challenges included a shortage of study time, difficulties in accessing and utilizing ICT, ineffective responses, and a scarcity of study materials. Teachers acknowledged that learners in online distance learning encounter various complications, including challenges in adaptability, technical issues, distractions, and deficiencies in ICT literacy.

Findings

Table 3: Descriptive Analysis of Demographic Data of Teachers
The demographic distribution of teachers across gender, age groups, academic qualifications, and marital status is presented.
The majority of teachers are married, hold M.Phil. or Ph.D. degrees, and fall within the age group of 36-40.

Table 4: Heutagogical Activities - Asking Questions
Teachers strongly agree (49.65%) and agree (44.85%) that it's possible to ask questions from students during distance learning.
The mean score of 4.4557 indicates a high level of agreement among respondents.

Table 5: Heutagogical Activities - Planning Teaching Strategies
A majority of teachers (51.31%) strongly agree to planning different teaching strategies to understand a topic.
The mean score of 4.3087 suggests a high level of agreement among teachers.

Table 6: Heutagogical Activities - Problem-Solving in Assignments
Teachers show a strong agreement (52.27%) that they know how to find solutions to problems given in assignments.
The mean score of 4.3882 indicates a high level of agreement.

Table 7: Heutagogical Activities - Use of Various Media for Discussion
A significant number of teachers (52.17%) strongly agree that they use various media for discussions to improve the teaching-learning process.
The mean score of 4.3882 suggests a high level of agreement.

Table 8: Heutagogical Activities - Searching for Additional Teaching Material
Teachers express agreement (53.14%) in searching for additional teaching material.
The mean score of 4.4882 indicates a high level of agreement.

Table 9: Heutagogical Activities - Seeking Information for Tutorials
Teachers strongly agree (51.14%) and agree (46.02%) that they seek more information on the topic to be taught in tutorials.
The mean score of 4.7277 indicates a high level of agreement.

Table 10 to 15: Heutagogical Activities for the Domain of Creation
Teachers strongly agree on activities like presenting problems in assignments, planning learning activities to enhance capacities, involving friends in developing teaching plans, finding solutions to problems in assignments, setting up learning platforms like WhatsApp groups, and using social media to share knowledge.
Mean scores ranging from 4.4347 to 4.7554 indicate a high level of agreement for these creative domain activities.
These findings collectively highlight a strong inclination and practice of heutagogical activities among university teachers, both for exploration and creation domains. The overall agreement suggests a positive engagement in self-directed learning strategies.

Qualitative findings

Teachers unanimously pointed to internet connectivity issues as the most challenging aspect of distance learning. Challenges included a lack of study time, difficulties in accessing and using ICT, ineffective responses, and a scarcity of study materials. Learners in online distance learning faced various complications, including adaptability issues, technical challenges, distractions, and ICT literacy gaps.

Recommendations

1. Heutagogical Training Programs

Develop targeted training sessions focusing on specific heutagogical activities, addressing identified needs like seeking information for tutorials or searching for additional teaching material.

2. Tech Integration Workshops

Conduct workshops to enhance teachers' proficiency in leveraging digital tools, emphasizing responsible use of social media, and encouraging the creation of online learning communities.

3. **Peer Collaboration Platforms**

Establish forums for teachers to collaborate, share best practices, and jointly develop teaching plans. Foster a supportive environment that encourages knowledge sharing.

4. Continuous Feedback Mechanism

Implement regular assessments and feedback loops to monitor the effectiveness of heutagogical practices. Gather insights from teachers, students, and administrators for ongoing improvements.

5. **Customized Professional Development**

Tailor professional development programs to cater to the diverse proficiency levels of teachers in heutagogical activities, ensuring personalized support for skill enhancement.

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