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Perspective of Learners' in Open Distance Learning Mode: Problems and Prospectives

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ABSTRACT

In recent times, ODL system is providing opportunities to more and more people to pursue higher education. The ODL system is now emerging as the imperative learning need because it bears the potential to supplement educational demands of the fast-changing technological era. ODL system is now rapidly spreading its framework into E-Learning. It became very crucial in the scenario when ODL is going to transform the educational scenario of this technological era to seriously review the perspectives of ODL from the end users. It is very important step to improve the quality of ODL system to dig out the learners' perspectives. This paper reveals the problems faced by the learners' of ODL and the possible solutions for their problems. The survey was conducted with the thematic questions of perspectives, problems and prospective to seek the qualitative data from the learners of ODL system. The prospective of these problems were analyzed accordingly. The participants were the students of ODL university including male and females. The results show that open distance learners have been facing many problems and these problems have the prospective. This study is significant in the way that it may provide the base line to improve the quality of rapid transformation of ODL system.

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1. Introduction

The open and distance learning has gained prominence since the last decade not only in Pakistan but all over the world. Open distance learning can be conceived by different words such as correspondence education, home study, independent study, external studies, continuing education, distance teaching, self-instruction, adult education, technology-based or mediated education, learner-centered education, open learning, open access, flexible learning, and distributed learning. The open and distance learning means learning without physical boundary and constraint. It is globally acknowledged that ODL is providing higher education access to the learners that are unable to continue education due to many reasons such as students with financial responsibilities or the adults who have not favorable circumstances to continue their education in any way and also the learners who do not have the means to continue their education nor have full time to pursue their higher education. Open Distance Learning provide the chance to pursue their studies to such students at full-time contact pace institutes. Now a days, there is rapid permeability of technology in almost every field of life and particularly in educational perspectives. Open distance learning system is basically learning at your own pace system that requires the integration of technologies. In the educational context of Pakistan, there are mainly two prominent ODL institutes namely Allama Iqbal Open University and Virtual University. The main functionality of ODL system is the delivery of education anywhere, in the homes of the learners, in their offices, while even travelling. This can only be possible using modern educational technological tools. However, the function of ODL is not only limited to the mode of delivery, it has several factors that make it as successful ODL system that is imperative to this contemporary era. According to Pityana, 2009 the ODL is 'viable' and 'cost-effective' means of pursuing higher education opportunities with no restrictions of age and marital status away from the home institute. Therefore, distance education is at the center of dynamic social growth and element of social change. Distance learners may be from different cultures having diverse prior learning experiences and having certain learning preferences and priorities. To improve the learning experience of distance learners, it is imperative to address these disparities. In the recent times, distance education is empowered by the emergence of educational technologies e.g. Audio lecture, Video dissemination of lectures, various learning management platforms etc. These technologies can be very effective for distance teachers and distance learners to communicate with each other either in real time (synchronous mode) or in delayed time in the form of asynchronous mode (Ghosh, Nath, Agarwal, & Nath, 2012). However, to avail the effectiveness of these technologies' learners must have some sort of digital sense of downloading and uploading of digital files and same is the case with learning management platforms. Some distance learners find it easy to work on it, but others can find it difficult to upload their assignments and other related tasks on learning management system. Likewise, there might be many other factors that may hinder the quality of open distance learning e.g. quality of study material, delivery of content, feedback from distance teachers, instructional technologies, lack of financial support, students proper counseling, future employment opportunities and many others. Yildiz & Isman, (2016) quoted Zhao and Li that quality assurance system is necessary for improved distance education for higher degrees. These are some factors that can cause problems for open distance learning systems which should be properly addressed that can stake the learning of the distance learners as well. ODL systems with lot of flexibility in which students can complete their course work anywhere with the help of internet and modern educational technologies can be convenient learning way for huge lot of students. ODL being cost-effective and most viable learning mode can save the wastage of time and money used for travelling to classrooms.

In recent times, ODL system of Allama Iqbal Open University in Pakistan is combining ICT-

based programs that comprises internet based programs along with face-to-face teaching (Bughio, Abro, & Rashdi, 2014) and Learning Management System (LMS) to reach massive quantity of learners and enabling any person to reach education without any discrimination of demographic features with cost-effective way. Allama Iqbal Open University is now hosting its television channel through which learners get their educational experiences and using LMS learners can get access to study material according to his/her own pace and time (Shahzad, 2017) where learners can upload and download his/her assignments with the use of learning management system. LMS is an effective tool for distant learners (Traxler, 2018). It has been proved to be helpful in getting feedback from the teachers as learners are away from the source (Zainuddin, Idrus, & Jamal, 2016) and Suradi, Rani, & Khan, (2013). AIOU employed TV broadcasts, study centers, Radio programs and uses digital learning tools to spread education to outreach students along with study tutorials organized in study centers. Virtual University and Allama Iqbal Open University are the leading institutes in Pakistan for distance education. Virtual university provides education to far enough places without any boundary constraint and ODL is a best solution to continue education for woman that are forced to leave education due to many social pressures (Khatoon, 2010). According to (Bughio, Abro, & Rashdi, 2014) the ODL system particularly Allama Iqbal Open University assumed greater prominence for improving literacy rate, minimizing dropouts due to whatever reasons, and poverty elimination in rural areas of Pakistan by providing education at the doorsteps.

With the fast-growing population size in Pakistan, it is very difficult to cope up with the educational needs of the whole population in formal setup. ODL is among one of the immediate solutions to these emerging phenomena. Allama Iqbal Open University is one of the leading universities of this unique educational system that works with an objective to provide education to the outreach students at their doorsteps. ODL system bears the potential to fulfil the educational needs of the diverse societal classes such as students, working class that did not have time for more study, working and aspirant teachers, society related to technical fields and so on but it is very crucial to dig out the problems of the learners to improve the quality of ODL. The fast integration of technology brings complexity in ODL that needs to be addressed properly to enhance the effectiveness of ODL to the end user. Being apart from the instructor in ODL, there are many other factors such as quality of study material, instructional pedagogy, learners' computer skills, facilitation of the institutes in providing fresh body of knowledge and many more. All these affects rapid acceptance of ODL particularly in Pakistan where huge lot of learners prefer to enroll in conventional educational system which is not possible in a developing country like Pakistan to fulfill educational needs. Therefore, it is the need of the hour to explore and investigate the problems to get timely solutions to enhance the quality of ODL. This study explores the learners' perspective regarding the problems of ODL and suggests some prospects to address these problems to improve the quality of ODL system.

The research was attempted bearing the following objectives which were:

- To find problems and perspectives of learners in open distance learning mode.
- To sought for the prospective about problems faced through distance learning mode.

2. Literature Review

Open and Distance learning has been gaining rapid acceptance worldwide and many universities are in the state of being adopt the open distance learning system likewise the trend in other countries. Distance learning is the widely recognized and well recommended learning method for adult learning. It is best suitable for adult learners because of its availability of maximum

flexibility in the learning structure regarding its control over time and pace of education but however, it is not free from any problems. Distance learning is a student centered but it has least student motivation because it lacks traditional face-to-face contact and the end user is most dependent on the support of technological tools. Therefore, use of technology become one of the factors for successful running of distance education. As the learner is away from the source, he/she is also dependent on the study material that will be available to him. Likewise, there will be several factors involving the successful implementation of distance learning. According to Traxler, (2018) there are many purposes of distance education and one of the important purpose is the services of economies by putting learners into suitable paid employments and provide financial support. It is however considerably problematic.

According to Khatoon, (2010) distance education plays very vital role in the expansion of women education particularly in Pakistan. The findings of this study reported that AIOU is providing barrier free educational facilities for the women and helps in eradicating illiteracy rate among women. AIOU enables the women of Pakistan to uplift their educational status in spite of having many hurdles involving physical, social and emotional barriers. AIOU provides flexible educational opportunities to women that makes easy to get higher education along with their disparate problems and issues. Khatoon, (2010) indicated that AIOU is the Asia's first open and distance university with an aim of making education accessible to the masses which could not bear the expenses to enroll in regular universities and also those who has no permission to get enroll in universities like women. However, ODL in recent times is not free from challenges in terms of assignments, social interaction, study material, and examinations (Maboe, Makoe, & Nkosi, 2013).

The term "open" in the name of the AIOU lies in the sense that it caters unique kind of educational system that could be accessible without any boundaries. Shahzad, (2017) described the higher education of ODL system in Pakistan and argued that learners like to use internet as well as teachers of ODL. He clearly discussed the role of AIOU and Virtual University of Pakistan in this regard. He exclaimed that information and communication tools are being used along with learning management system in these universities for the delivery of study material, uploading assignments and academic tasks time to time. In Pakistan ODL has a rapid thrust and few other private universities of Pakistan are also starting distance education. Higher Education Commission (HEC) of Pakistan provides a dynamic collaboration with International Council for Open and Distance Education (ICDE) that promotes the flux of new trends in ODL system. Shahzad, (2017) argued that quality assurance and implementation of massive open online courses (MOOCs) can raise the standards of ODL.

Open and distance learning has been widely recognized in spreading formal and informal education (Mahsud, RehanAkram, & Ahmad, 2018) and has been globally found to be very operative to transform the lives of the youth of the world particularly in the South Asian developing countries. This study highlights the role of ODL in the socioeconomic uplift and signifies the contribution of Allama Iqbal Open University in the youth empowerment in Pakistan because this youth is the future asset. According to Mahsud, RehanAkram, & Ahmad, (2018) ODL provides autonomy to decide time and place for learning and saves time, money and resources. ODL is one of the way for developing social communication and thus touches the theories of connectivism through the use of digital technologies. South Asia has been working for well developed ODL system (Baran, Correia, & Thompson, 2011) but ODL system has currently needed to integrate new skills and pedagogies (Guasch, Alvarez, & Espasa, 2010) to improve ODL system.

Soetan, Udoh, & Suleiman, (2015) discussed the problems and prospects of ODL system using Illorin Study centre located in the South West of Nigeria. The main problem was found the unstable electricity and poor internet connection. The analysis of the data showed that there was no significant difference between the problems and the prospects as all the instructional media was available and affiliated with many well reputed higher education learning centres and the suggestions were developed on the basis of the findings accordingly. The developing countries like Pakistan has many internal and external deficiencies yet to be overcome (Khan & Asghar, 2012).

According to Attri, (2012) the problems associated with ODL system was with the lack of ICTs instruction, uncertainties about learning, no prompt feedback and lack of teachers' timely contact, absence of support services, absence of social interaction and feeling of loneliness, lack of students' training resources, low quality learning material, rigid regulations of ODL universities, delusion about the role of ODL system and also the discrimination with the product of ODL system. Attri, (2012) argued that proper planning and integration of ICTs can minimize some of these problems. He concluded that if students are learning through ICTs, they must be trained to use it and there must be resources along with training packs for the students to conveniently use these ICTs based learning resources and the assignments including learning material should provide to the learners' time to time with prompt feedback through using technology should be provided to the learners. Attri, (2012) recommended that mitigating technology problems can be one of the best solution to minimize these problems associated with the effective functionality of the ODL system.

Jumani & Khan, (2009) claimed that with the advances of ICTs there become great importance of ODL system as many countries of the has developed their ODL system and well established it. Jumani & Khan, (2009) argued that many nations like Australia, United Kingdom, America, and Canada has fully established network of ODL universities. Jumani & Khan, (2009) discussed about the opinion of the students of ODL system in Pakistan enrolled in higher education and for this purpose a questionnaire was distributed to view the quality of higher education. It was observed that higher education through ODL was very challenging in Pakistan ODL system. It was concluded that for acquiring higher degree from the ODL system in Pakistan was as hard as from the formal education system and the students must do lot of hard work in ODL and this study concluded that workshops provided ample situation to socialize the learners of ODL and there was not the situation of isolation for the learners.

Rizwan & Masrur, (2018) explained the prevailing status of instructional planning and strategies according to the criteria of comprehension, behavioral change and performance. It was concluded that open distance learning system can provide assistance by introducing capacity development courses on instructional planning and strategies in blended as well as online modes. Bughio, Abro, & Rashdi, (2014) recommended that use of ICTs can positively affect ODL system in Pakistan and Ahmed, Sangi, & Mahmood, (2018) also favors ICTs embedded pedagogy to enhance quality of education in ODL system. However, according to Musingafi, Mapuranga, Chiwanza, & Zebron, (2015) ODL learners are facing difficulties in access and use of ICTs, lack of study material, unproductive feedback and lack of availability of study time. According to Ouma & Nkuyubwatsi, (2019) it was concluded that insufficient counselling of learners and guidance, students' deficiency of ICT skills, scarce library support and limited financial reserve. However, Rajadurai, Alias, Jaaffar, & Hanafi, (2018) concluded that ODL learners' were satisfied in terms of their use of study material, academic facilitations and services provided by universities.

Lerra, (2014) explored the distance education system in South Ethiopia to investigate the challenges and dynamics of ODL of private institutes. Through employing descriptive research approach, a sample of tutors and academic program leaders were selected through probability sampling technique and questionnaires, interviews, observations and documentary analysis were used to gather data. It was concluded that the honorarium of the distance education tutors was insufficient and demotivating and learners have complaints about the delivery time of the study material supplied to them. The students also dissatisfied about the number of tutorials provided to them. The learners were not satisfied with the feedback provided to them by their distance teachers. The researcher suggested that it is very important to undertake the needs of the distance learners and effective management will take control over these issues. It was recommended that devising the procedure through which learners can do their assignments on their own can increase the academic performance of the learners and assure the quality of the distance learning.

Oladejo & Gesinde, (2014) discussed the trends and future directions of distance learning in Nigeria and come to the point that ODL is one of the fast growing fields of education as distance education experienced remarkable growth both nationally and internationally. Distance education has been transformed with the advent of internet and other technology. There are many other electronical technologies that provide rapid thrust in the field of distance education. Oladejo & Gesinde, (2014) observed that the distance education can become more effective with the help of new media and computing technologies. It was suggested that the problems and issues regarding distance education can be resolved if the stakeholders are involved and informed about these issues. Beaudoin, (2003) was of the opinion that institutional leaders would be informed and decision makers must understand all the influencing factors for better improvement in ODL system. It was pointed out that Federal Government of Nigeria, in the National Policy of education declared distance education as life-long learning and self-learning. It was suggested that distance education is very helpful in overcoming physical distance, solves study time and scheduling problems, deals with cultural, religious and political considerations.

Research regarding Open Distance learning points out that successful distance learning is hooked over support services, administration and learning material (Biney & Worlanyo, 2015). In other institutes there was more emphasis on course development instead of other factors that leads towards feelings of isolation, immotivated, poor academic performance and even resulted in drop outs due to absence of core support (Hart & Venter, 2013). The distance education is for adults and working class and it is very crucial in designing ODL system to consider all factors that can influence on the learners. The effective establishment of Open Universities are the core need of the time as UNESCO in 2001 revealed that the world has still more than 100 million children out of school that needs teachers and there is a need to raise the teaching skills of the existing 60 million teachers to meet the 2015 target of Education for All which is yet to achieved.

3. Research Methodology

In this study, mixed method research design was employed. The questionnaire was distributed online to the respondents through Google Forms. There were 30 close ended statements and 3 open ended questions in the questionnaire. The five point likert scale was used to rate the close ended statements. Themes were generated for the open ended questions. The questionnaire was developed through employing eclectic approach. The close ended questions included the statements regarding perspectives of the students about problems of the ODL system whereas the open ended questions were used for gathering information to suggest the prospects regarding ODL system. The

data was collected during workshops held in AIU.

3.1 Population and sample

The population consisted of the postgraduate students of the AIU. The convenient sampling technique was employed. Initial consent from students was sought to participate in this research. The students who were willing to fill this questionnaire, served as the sample of the study. Finally the data was collected through 70 students of Allama Iqbal Open University, Islamabad that were willing to participate in this research.

3.2 Instrumentation

The online questionnaire was distributed to the sample participants. The questionnaire contained 30 statements regarding perspectives and problems of the ODL system of Allama Iqbal Open University, Islamabad by the postgraduate students. These statements were ranked on 5 point likert scale starting from strongly disagree to strongly agree. There were three open ended questions regarding the prospects for ODL system. The content and face validity was ensured by scrutinizing the initial drafts of the questionnaire from experts. The statements of the questionnaire were changed and deleted having low reliability constant. Finally there were 33 statements. The questionnaire consisted of 3 sections. The first section was consisted of demographic information. The second section consisted of 30 closed ended statements under three themes regarding problems. These themes were quality of education containing 9 statements, satisfaction of learners' in ODL system containing 14 statements, and use of technology containing 7 statements. The third section of the questionnaire consisted of 3 open ended statements to seek the possible prospects of these problems. The overall reliability of the tool was 0.755 and 30 participants were participated to collect the responses to get the reliability value.

3.3 Data Collection

The study followed mixed method research design. The data collection involved with the distribution of the questionnaire online which was interpreted by 5-point Likert scale on the whole sample whereas responses of open ended questions were coded accordingly.

4. Data Analysis and Interpretation

The data was analyzed in two parts. Quantitative analysis was done for the closed ended questions through SPSS-21 version. Descriptive analysis was employed for closed ended statements whereas qualitative analysis was done for the open ended questions. Themes were generated from the responses of the participants. The data was interpreted in the following ways.

Table 1: The overall mean of Responses

Constructs	Subconstructs	Mean	St.Dev
Quality of Education	Quality of learning material	6.6	2.20
	Mode of content delivery	5.38	2.06
	Learning Environment	7.65	1.90
	Learning facilitations	7.22	2.10
Learners' Satisfaction	Workload	9.485	2.282
	Satisfaction of learners in ODL system	10.30	2.984
	Study Completion time span	8.657	1.153
	Social Interaction	8.385	1.687
	Financial and Career Guidance	9.325	2.971
Use of Technology	Learners' technology skills	10.185	1.920
	Technological Integration	13.685	2.831

Table 1 shows the overall data view regarding the perspectives of the problems of ODL system with respect to the problems of quality of education, learners satisfaction, and the use of technology. The table 1 predicts that minimum mean frequency was of mode of content delivery. The maximum mean frequency was for the technological integration.

Table 2: Percentage of responses for the Quality of Education

Construct	Sub-constructs	N	Mean	St.Dev	Frequency % age				
					SDA	DA	N	A	SA
Quality of Education	Learning Material	70	3.31	1.489	17.2	21.4	-	35.7	25.7
			3.28	1.524	20.0	18.6	-	35.5	25.9
	Content Delivery		2.485	1.236	17.1	54.3	-	20.0	8.6
			2.901	1.395	14.3	40.0	5.7	21.4	18.6
	Learning Environment		4.314	0.909	-	10.0	-	38.6	51.4
			3.342	1.596	17.1	25.7	-	20.0	37.1
	Learning Facilitations		3.000	1.503	22.9	22.3	5.1	28.6	20.0
			2.200	1.222	31.4	45.7	-	17.1	5.7
			2.028	1.227	42.9	34.3	7.7	8.6	7.1

Table 2 shows the perspective of problems regarding quality of education in terms of learning material, content delivery, learning environment and learning facilitations. It was reflected from the percentage of responses that the maximum number of the students were agree that the learning material which was provided to them in ODL system was of better quality than that of lecture notes of conventional system. Table 2 revealed that maximum number of the students responded to disagree about the easy access of lectures. Table 2 explored that maximum percentage of students responded to strongly agree that the multimedia applications were very helpful in creating collaborative learning environment. Table 2 also revealed that maximum percentage of students were responded to strongly agree that the library facilities are satisfactory in ODL system. It was obvious from Table 2 that maximum number of students that was 54.3% were responded to disagree that shows maximum number of students face problems regarding content delivery that falls under the category of quality of education. It was explored from the Table 2 that minimum number of

students responded to strongly agree that shows minimum number of students were agreed that they have learning facilitations.

Table 3: Percentage of responses for the Learners' Satisfaction

Construct	Sub-construct	N	Mean	St.Dev	Frequency %age				
					SDA	DA	N	A	SA
Learners’ Satisfaction	Workload	70	3.600	1.536	11.4	24.3	2.9	15.7	45.7
			2.342	1.165	17.1	61.4	-	12.9	8.6
			3.542	1.421	8.6	20.0	11.4	28.6	31.4
	Satisfaction of learners in ODL		3.542	1.347	8.4	20.2	11.2	28.4	31.6
			3.157	1.528	17.1	27.1	8.6	17.1	30.0
			3.600	1.448	8.6	25.7	2.9	22.9	40.0
	Study completion time span		4.314	0.860	2.9	2.9	-	48.6	45.7
			4.342	0.678	-	-	11.4	42.9	45.7
	Social Interaction		4.328	0.863	-	8.6	-	41.4	50.0
			4.057	1.272	4.3	17.1	-	25.7	52.9
			Financial & Career guidance	2.342	0.961	8.6	68.6	8.6	8.6
	1.985			1.109	38.6	41.4	8.6	5.7	5.7
	2.871			1.473	12.9	50.0	-	11.4	25.7
	2.128			1.075	32.9	40.08	8.6	18.6	-

Table 3 shows the learners' perspective of problems regarding satisfaction of learners. Table 3 reflects that the maximum percentage of for the satisfaction of learners with ODL system regarding students' satisfaction responded to strongly agree with 40.0%. Table 3 shows that the maximum of 45.7% learners responded to strongly agree for the study completion time span regarding the construct of learners' satisfaction. Table 3 shows that the maximum percentage of learners responded to strongly agree with 52.9% for the subconstruct of social interaction regarding the construct of satisfaction of learners. Table 3 also shows that maximum percentage of students responded to disagree with 68.6% for the financial and career guidance regarding satisfaction of learners.

Table 4: Percentage of responses for the use of technology

Construct	Sub-Construct	N	Mean	St.Dev	Frequency %age				
					SDA	DA	N	A	SA
Use of technology	Technology skills of the learners	70	3.671	1.348	12.9	11.4	-	47.1	28.6
			2.414	1.356	35.7	27.1	-	34.3	2.90
			4.100	1.143	-	20.0	-	30.0	50.0
	Technological Integration		4.157	1.085	2.9	8.6	8.6	30.0	50.0
			3.385	1.332	5.7	30.0	12.9	22.9	28.6
			4.228	0.980	-	12.9	-	38.6	48.6
			1.90	0.880	31.4	57.1	-	11.4	-

Table 4 shows that maximum percentage of students responded to strongly agree with frequency percentage of 50% about their technology skills regarding the construct of use of technology. Table 4 shows that maximum frequency percentage of 57.1% students responded to

disagree with the technology integration regarding the construct of the use of technology.

Table 5: Overview of the themes generated from the responses. Regarding Prospects

Problems	Prospects	%age of frequencies
Quality of education	Improve the mode of content delivery by using podcast.	38.6
	Improve the quality of digital tools	
	Improve the quantity of ICTs tool.	
	Provide support for languages	
Learners' Satisfaction	Improve social interaction by webinars.	26.1
	Introduce internships.	
	Provide support for startups.	
	Make the procedure easy for financial aid.	
	Equal acceptance in society	
Use of technology	Provide initial training	35.3
	Integrate virtual technology tools	
	Use different learning platforms	
	Frequent use of technology tools.	

Through the qualitative analysis of the open ended questions, it was found that these problems have several prospects. Table 5 showed that 38.6% ODL students suggested that quality of education can be improved by enhancing quality and quantity ICTs tools, by providing support for different languages and use of podcasts to improve content delivery mode. It was clear from table 5 that 26.1% ODL students suggested to improve learners' satisfaction by introducing internships, providing support for startups, making procedure easy for getting financial aid, improving social interaction through webinars and giving equal acceptance to ODL learners in society. Table 5 showed that 35.3% ODL learners suggested that technology usage can be improved by providing initial trainings to students, integrating virtual technology tools in teaching, by use of disparate variety of learning platforms and frequent use of technology tools in teaching-learning process.

5. Discussion

Open and distance learning imparts a vital role in the empowerment of society through providing education to outreach, geographically far away students and even working society. The ODL system needs to redress its challenges in order to provide quality education. Although emerging technologies has the scope to positively impact the problems but technology integration has been a problem. It was found that quality of education, learners satisfaction and use of technology were the problems for ODL learners. It was clear from the above interpretation of the data that most of the students were facing the problem of content delivery and financial and career guidance. It was also found that technological integration was an issue for majority of the ODL system learners. This study supports Musingafi, Mapuranga, Chiwanza, & Zebron (2015), Ouma Nkuyubwatsi (2019), and

Maboe, Makoe, & Nkosi, (2013). The study contrasted with the findings of Rajadurai, Alias, Jaaffar, & Hanafi, (2018) that may be due to sociocultural differences or may have many other factors.

6. Conclusion

It was concluded from the above findings that quality of education, learners' satisfaction and use of technology were the major problems of the students of ODL system. The quality of the education in regards to the content delivery was the main problem that students were faced which can be minimized by improving the mode of content delivery by using podcast, improve the quality of digital tools, improve the quantity of ICTs tools and providing support for languages. It was concluded that most of the learners were dissatisfied with the financial and career guidance. It can be minimized by introducing internships, providing support for startups, making the procedure easy for financial aid, and by giving equal acceptance in society for the ODL learners. It was concluded that most of the students were facing problems with the technology integration that can be minimized by providing some initial training for the use of digital tools, integrating virtual technology tools, using different learning platforms for the ease of learners, and providing resources for the frequent use of technology tools.

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