



A study on 'open distance learning' learners in higher education institutions

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ABSTRACT

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Open Distance Learning (ODL) is one of the teaching and learning systems that is widely used throughout the globe at present. Though ODL was implemented in some countries two decades ago, this concept has been broadly accepted after the COVID-19 pandemic. This changed the traditional classroom teaching to a hybrid, and ODL also became a part of it. The present study is based on the objective to examine satisfaction and academic achievements of ODL learners in higher education institutions. Quantitative research approach is adopted in this study. 372 ODL learners are selected for this study from two Malaysian universities. A structured questionnaire is used as a tool to collect data. It consists of 20 elements based on two aspects: satisfaction of the ODL learners and academic achievement of the ODL learners. Michael G Moore's theory of transactional distance is adopted in this study. A Likert scale is used to measure all the elements in the questionnaire. The selected respondents responded to all the elements. The findings of the study reveal that ODL learners are satisfied and their academic achievements are commendable. Moreover, the findings expose that 67.02% of respondents have strongly agreed and 23.93% of respondents agreed that they are satisfied with the ODL learning. The study recommends implementing ODL learning in all the higher education institutions in Malaysia. It also suggests conducting comparative studies on ODL and usual classroom teaching and learning.

Contribution/Originality: The study entitled, 'A Study on 'Open Distance Learning' Learners in Higher Education Institutions' is an original contribution carried out by the researchers. It focuses mainly on the Tamil ODL learners. It examines the satisfaction and academic achievements of the ODL learners in higher education institutions of Malaysia. The study offers practical insights for educators, higher education institutions, curriculum developers and ODL learners.

1. INTRODUCTION

Technology brings tremendous change to the modern education system. It reshapes and transforms the teaching and learning environments throughout the globe. One such transformation is Open Distance Learning (ODL). It widens access to several learners who stay away from education and who are located in remote areas. The advancement of digital technologies connects the educators and learners through internet connectivity. Advances in technology are one of the factors that trigger change for higher education institutions. The advances in technology

pave the way to bring rapid growth in implementing Open Distance Learning in many educational institutions, especially in Malaysia. Moreover, classroom education is equipped with modern equipment. Both the educators and learners start to teach and to learn through the modern gadgets introduced with the latest technologies. These technologies develop a new trend in education. The next level of development in education is online education, which is implemented around the world today (Erika, Kamilla, & Patrik, 2021). In the contemporary educational landscape, ODL becomes a vital strategic platform for delivering higher education. Higher education institutions, including public and private colleges and universities, are starting to concentrate on ODL in Malaysia. Open University Malaysia (OUM) is one of the universities in Malaysia that offers distance learning courses. Moreover, Universiti Kebangsaan Malaysia (UKM), University Teknologi Malaysia (UTM), and Multimedia University (MMU) are some of the universities that offer ODL courses. The major advantages are teaching and learning in online modes, flexible time and venue, and adopting digital materials and interactive content. Some other higher education institutions like Universiti Pendidikan Sultan Idris (UPSI), Open University Malaysia, etc., use blended mode, online classes, and regular classes (face-to-face) designed according to the universities' programmes. Mostly, Master's degree learners benefit from this mode of study.

The main objective of the study is to examine satisfaction and academic achievements of ODL learners in higher education institutions. Michael G Moore's theory of transactional distance (Michael, 2013) is adopted in this study. The theory has three components such as instructional dialogue, which is the interaction between the teacher and learner; programme structure, which is course design and flexibility; and the autonomy of the learner, which is the independence of the learner. ODL is based entirely on the concept of learning through the latest technology. Since it is distance learning, there are issues in learning. Several studies have been conducted to identify the issues of ODL learning. Three types of issues faced by ODL learners, such as preparation of assignments and tests, language proficiency, and time management, are identified (Chiam & Aziz, 2012). Moreover, other issues faced by most of the students are the obstacles in internet and technology, lack of interaction between students and lecturers, psychological problems, challenges in examinations, and academic results (Faizuddin & Muhammad, 2024). Within this context, there is a need to study the academic achievements and learners' satisfaction. This study paves the way for relying on ODL courses offered by the universities. Moreover, it provides learners' experiences, perceptions, satisfaction, and engagement. The findings of the study can be utilised by the educators, curriculum developers, and ODL learners. The study is limited to a master's level course for Tamil learners, where most of the learners are working staff in secondary schools of Malaysia under Ministry of Education, Malaysia.

2. LITERATURE REVIEW

Several researches are conducted in the areas of ODL and higher education institutions. The relevant previous works are given here.

Law, Tharumaraj, and Si (2025) did research with the objective to investigate student attitudes, learning platforms, effectiveness, and experiences of ODL attitude and motivations of ODL. The study is conducted among university students in Malaysia. Similarly, another study was conducted on ODL by Jabin (2025). The study is based on the impact of ODL, and it focuses on university students in Bangladesh. The objective is to explore the psychological impact of ODL among students. It also focuses on academic stress, social isolation, and self-efficacy. In the first study, the researchers implemented ARCS model, and a total of 123 participants were involved. In the next study, a quantitative research design is adopted and 320 university students are selected as respondents. The data are collected through a structured questionnaire. Moreover, the results show that the students are psychologically affected on a low scale. Also, academic stress, social isolation are average, and self-efficacy is low. Finally, the study concludes that psychological issues, including mental health issues, stress, and isolation, are complex among university students. Whereas, the findings of the first study are that students' attitudes and effectiveness are positively supported by motivational factors. But the learning platforms have less influence, and the study suggests improving

learning platforms with more flexibility. These two studies focus on university students and have positive attitudes and effectiveness on ODL. Even the academic stress, social isolation, and self-efficacy are average. The present study deviates from these two studies; it focuses on university ODL students and examines their satisfaction and academic achievements.

The study by Kumar (2024) presents the emergence of open and distance learning. The study is successfully conducted among the higher education institutions in India. The implementation of the open and distance courses, the benefits, and the emergence of new technologies are discussed. The major strengths of the study lie on the popularity of ODL learners from remote and rural areas of the Indian environment. The researcher provides the information that the University Grants Commission (UGC) started to implement open and distance learning from 2017. Another key point is that the study finds 83 UGC recognised higher education institutions in India which offer and implement open and distance courses in their institutions. However, the study appears to adopt an implicitly favourable stance on open and distance courses under UGC. The study lacks a theoretical framework and proper methodology. Also, the study restricts with limited higher education institutions in India. Furthermore, there are challenges based on access of the internet. Most of the higher education institutions have restrictions for the students to utilise the internet facility in India. The discussions on the implementation of new technologies, virtual and digital texts, and AI-powered tutors are informative. In conclusion, the study offers a broad and informative overview of ODL learners from remote and rural areas of India. However, the present study turns from this study and focuses on ODL learners to examine satisfaction and academic achievements.

Another study by Alghamdi et al. (2022) contributes to the students' experiences of distance learning. The study is particularly valuable in its attempt to assess the preferences of distance learning, its effectiveness, learning satisfaction, and barriers of distance education. The notable strength of the study lies in its use of a quantitative research method with four objectives mentioned above. The use of 328 undergraduate nursing students as samples is another credit to this study. Another strength is that the findings show positive satisfaction and academic achievements in distance education. Students of distance education show interest in learning through distance education. However, there are limitations; the study appears to focus primarily on short-term outcomes and limited samples. Though the findings show positive results, there are barriers too. Technical issues and physical problems are the barriers identified by the researchers. Future studies and recommendations are included. In conclusion, the study provides important findings which is distance education learners are satisfied and have good academic achievements. The present study also uses a quantitative research method but focuses on higher education institutions.

The study by Galon (2024) offers a significant contribution to the impact of distance learning conducted among learners from the higher education institutions of Western Visayas during the pandemic. Western Visayas is a part of the Philippines that consists of several provinces. There are several higher education institutions in Western Visayas, Philippines. The key strength of the study is the use of mixed method of research. It enhances the robustness of the findings by integrating both quantitative and qualitative data. Furthermore, 292 respondents participated in the study as respondents and all of them responded perfectly, which seems to be a positive impact of the study. The highlight is that the respondents are the learners of tourism and hospitality courses of distance learning. Another strength is that the study is based on the objective to identify the academic performance of the distance learners during the pandemic of SARS-CoV-2. However, there are limitations. The study doesn't mention how data are collected and how samples are selected. Although data are collected through field work, the study doesn't outline the data analysis and statistical interpretations. The findings are clearly provided. The study says that the overall academic performance of distance learners is average. Moreover, the study finds that learning skills are moderately low and academic stress is average. The sudden shift from traditional learning to distance learning is the major reason for the average academic performance. To conclude, this study provides the overall academic performance of the distance learners and the reasons are also provided. According to the researcher, the study was conducted during the

SARS-CoV-2 pandemic. But the present study varies from this. The present study was conducted during a normal situation with stress-free conditions. Moreover, the present study focuses on examining satisfaction and academic achievements among ODL learners.

In spite of the growing literature on ODL, several research gaps remain that need to be further investigated. The major gap concerns the lack of ODL studies in Tamil language background. Existing literature primarily focuses on English language learners, nursing students, tourism and hospitality learners, and general course learners. Also, most studies emphasis learners' impact and effectiveness, and contributions. Further exploration on assessments, evaluation practices, and academic achievements among ODL learners are less and inadequate. Challenges based on online class, discipline, online teaching, online assessments, performances, evaluation, results, achievements and many more. Moreover, there is a lack of quantitative methods adopted on the studies of ODL learners. Many studies are conducted with mixed method, which is the combination of quantitative and qualitative methods of research. Researchers have their own limitations on their studies. Finally, the adaptation of theory for the studies on ODL learners is limited. The present study fills these gaps and adopts the 'Theory of Transactional Distance' proposed by Michael (2013). There are three components in this theory, and they are instructional dialogue, programme structure, and the autonomy of the learner. Interaction between the teacher and learner comes under dialogue, course design, and flexibility in programme structure, and independence of the learner is autonomy.

3. METHOD OF THE STUDY

The study adopted the quantitative approach of research. Through this approach, the satisfaction and academic achievements of ODL learners are identified. A structured questionnaire with elements related to satisfaction and academic achievements is utilised. A total of 372 ODL learners are involved in this study. Of these ODL learners, 91 are male, and 281 are female. They are former and existing ODL learners. The study is limited to two different universities. Data are collected with the framed questionnaire. The questionnaire is framed using the main components of the theory of transactional distance. Course content, interaction, self-learning, academic care, assessments, achievements, and results are the components included in the questionnaire.

4. FINDINGS OF THE STUDY

In this section, the findings of the study are presented. All 372 ODL learners responded, and their responses are provided.

4.1. Demographic Profile

Demographic profile or character mentions the features that explain the position of a person, such as gender, age, ethnicity, status, and income (El Refae, Kaba, & Eletter, 2021). The present study involves the classification of gender, age, and employment status. Descriptive statistics are provided here. It is used to summarize the demographic characteristics of the participants (Alrashdi et al., 2024).

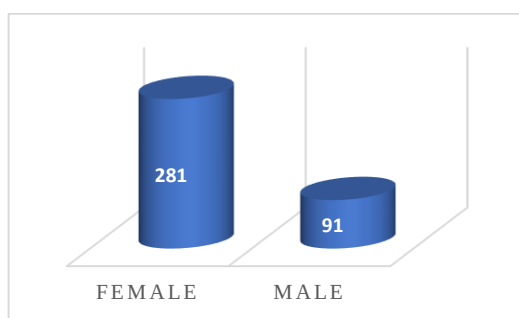


Figure 1. Gender.

Figure 1 shows the gender classification of the total 372 respondents selected for this study. 281 are female, and 91 are male respondents. In the education-based courses in Malaysia, female learners are more when compared to male learners. Moreover, (Voyer & Voyer, 2014) say that females are outnumbered in higher education institutions.

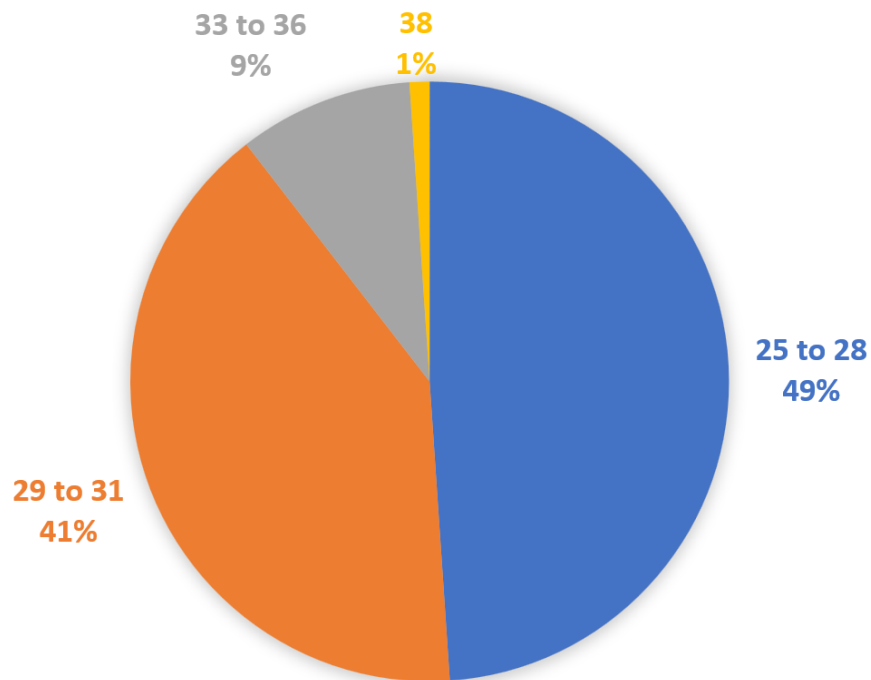


Figure 2. Age.

Figure 2 displays the grouping according to the age of the respondents. Of the total 372 respondents, 182 respondents belong to the age group from 25 to 28, which is 49%, 151 from 29 to 31, with 41%, 35 from 33 to 36, with 9%, and 4 respondents are of the age 38, with 1%.



Figure 3. Employment status.

In Figure 3, the employment status of the respondents is displayed. 182 respondents are employed, and 190 are unemployed. When the 182 respondents were asked, some responded that they are waiting for the appointment order, and others replied they are waiting for the job interview.

4.2. Results

To achieve the objective of the study, to examine satisfaction and academic achievements of ODL learners in higher education institutions, the researchers utilised a questionnaire to collect data. There are 20 elements in the questionnaire based on two concepts such as ODL learners' satisfaction and ODL learners' academic achievement. A Likert scale is used to measure all the elements in the questionnaire. A Likert scale is a five-point scale ranging from 'Strongly Agree' to 'Strongly Disagree,' and this is used to ask the respondents' agreement to a series of statements (Koo & Yang, 2025). And this scale is adopted as a measurement tool in social sciences research (Tanujaya, Prahmana, & Mumu, 2022). The responses of the questionnaire should be coded numerically and analysed statistically (Cohen, Manion, & Morrison, 2000). The calculated numbers from the responses do not deliver a complete picture of the information gathered for the study. Hence, for reliability and consistency, there is a need for measures or calculations with standard deviation, mean, range, variance, average, etc. for the quantitative data (Rakrak, 2025). Moreover, this helps the researchers to understand and interpret the data and avoid misleading and confusing. Whitley and Ball (2001) say the standard deviation is a measure to which individual observations in a dataset. Whereas the mean is the average value of the data, and the variance is the measure of variability. Further, the t-test value is another statistical test with two or more groups (Kim, 2015). In this study, the Likert scale measures are statistically tested. All 20 elements of the questionnaire are analysed with statistical information and provided in table 1. It includes the elements of the questionnaire, the number of responses on the level of agreement or disagreement, standard deviation, mean $\bar{x}$, variance s^2 and t-value.

Table 1. Analysis of the elements.

Sl. No	Elements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Standard deviation	Mean	Variance	t-value
1.	ODL Tamil subject matter is explained clearly	290	82	-	-	-	147.07	186	21632	1.7885
2	Instructions are provided in the initial session	287	69	-	16	-	143.63	124	20629	2.9907
3.	ODL Tamil lessons are taught according to the ProForma	351	21	-	-	-	233.35	186	54450	1.1273
4.	ODL learning atmosphere is excellent	-	138	11	176	47	76.93	93	5918	7.2535
5.	ODL Tamil lectures are interesting	320	52	-	-	-	189.50	186	35912	1.3881
6.	Concepts are explained in Tamil with examples	199	173	-	-	-	18.38	186	338	14.3077
7.	High discipline is maintained during the class	-	85	-	206	81	71.04	124	5047	6.0464
8.	Educator accepts feedback from learners	281	82	-	9	-	140.78	124	19819	3.0512
9.	Educator encourages peer interaction	347	25	-	-	-	227.69	186	51842	1.1553
10.	Motivation is provided to participate in activities	168	184	-	20	-	90.42	124	8176	4.7505
11.	Group work is encouraged	311	61	-	-	-	176.78	186	31250	1.4880
12.	Doubts are clarified promptly	188	95	-	89	-	55.51	124	3081	7.7387
13.	Educators provide care during academic difficulties	204	160	-	8	-	102.84	124	10576	4.1769
14.	Assessments are provided with instructions	369	3	-	-	-	258.80	186	66978	1.0164
15.	Group and individual assignments are provided	372	-	-	-	-	263.04	186	69192	1.0000
16.	Assessments help to know the weak and strength	331	29	-	12	-	179.47	124	32209	2.3934
17.	Assessments are based on ODL classroom teaching	294	78	-	-	-	152.74	186	23328	1.7222
18.	ODL learning improves academic performance	189	183	-	-	-	4.24	186	18	62.0000
19.	ODL class motivates to achieve good results	291	81	-	-	-	148.49	186	22050	1.7714
20.	Academic achievement is commendable	194	178	-	-	-	11.31	186	128	23.2500

Table 1 contains 20 elements and the responses of the respondents. Mixed responses can be seen for all the elements. The respondents have selected *strongly agree* for most of the elements. For element 1 (ODL Tamil subject matter is explained clearly), there are 290 responses for the scale *strongly agree* and 82 for *agree*, with a calculated score of 147.07 for standard deviation, 186 for mean, and 21632 for variance. The t-test value for this element is 1.7885. The element 2 (Instructions are provided in the initial session) has 287 responses for *strongly agree* and 69 for *agree* with the calculations of 143.63 standard deviation, 124 mean, and 20629 variances. The t-value is 2.9907. For this element, more responses are received as *strongly agree*. Moreover, for element 3 (ODL Tamil lessons are taught according to the ProForma), the responses are 351 *strongly agree*, and 21 *agree* with the calculations 233.35 standard deviation, 186 mean, and 54450 variances. The t-value is calculated as 1.1273. Further, for element 4 (ODL learning atmosphere is excellent), 138 *agree*, 11 *neutral*, 176 *disagree*, and 47 *strongly disagree* responses are received with the calculations 76.93 standard deviation, 93 mean, and 5918 variances. The t-value for element 4 is calculated as 7.2535. Also, for element 5 (ODL Tamil lectures are interesting), 320 *strongly agree*, and 52 *agree* with 189.50 standard deviation, 186 mean and 35912 variances are calculated. And the t-value is 1.3881. Most of the respondents responded for *strongly agreed with* this element. For element 6 (Concepts are explained in Tamil with examples), 199 *strongly agree* and 173 *agree* with 18.38 standard deviation, 186 mean, and 338 variances are recorded. The t-value is calculated as 14.3077. Also, for element 7 (High discipline is maintained during the class), 85 *agree*, 206 *disagree*, and 81 *strongly disagree* with 71.04 standard deviation, 124 mean, and 5047 variances are found. The t-value is 6.0464, and this element has the greatest number of responses of *disagree*. This is because most of the learners disobey opening the camera, refusing to reply using the mic, leaving the class early, and many more. Further, for the element 8 (Educator accepts feedback from learners), the responses are 281 *strongly agree*, 82 *agree*, and 9 for *disagree* with 140.78 standard deviation, 124 mean, and 19819 variance calculation. The t-value for elements8 is calculated as 3.0512. Moreover, for element 9 (Educator encourages peer interaction), 347 *strongly agree*, and 25 *agree* with 227.69 standard deviation, 186 mean, and 51842 variances are recorded. The t-value is calculated as 1.1553. Here too, *strongly agree* has the highest number. The element 10 (Motivation is provided to participate in activities) is calculated as 168 *strongly agree*, 184 for *agree*, and 20 *disagree*, with 90.42 standard deviation, 124 mean, and 8176 variances. The t-value is 4.7505. For another element 11 (Group work is encouraged), 311 *strongly agree*, and 61 *agree* with 176.78 standard deviation, 186 mean, and 31250 variances are recorded. The t-value is 1.4880, and this element has a greater number of responses of *strongly agree*. Moreover, for the element 12 (Doubts are clarified promptly), 188 *strongly agree*, 95 *agree*, and 89 *disagree* with 55.51 standard deviation, 124 mean, and 3081 variances are recorded. The t-value is 7.7387. Further, the element 13 (Educators provide care during academic difficulties) is calculated with 204 *strongly agree*, 160 *agree* and 8 *disagree* with 102.84 standard deviation, 124 mean and 10576 variances. The t-value is calculated as 4.1769. Also, for element 14 (Assessments are provided with instructions), 369 *strongly agree*, and 3 *agree* with 258.80 standard deviation, 186 mean, and 66978 variances are calculated. The t-value is 1.0164, and this element also has the extreme number of responses of *strongly agree*. All the 372 respondents responded *strongly agree* for element 15 (Group and individual assignments are provided), with 263.04 standard deviation, 186 mean and 69192 variances. The t-value is 1.000. The element 16 (Assessments help to know weak and strong) is calculated with 331 *strongly agree*, 29 *agree*, and 12 *disagree* with 179.47 standard deviation, 124 mean, and 32209 variances. The t-value for this element is calculated as 2.3934. Moreover, the element 17 (Assessments are based on ODL classroom teaching) received 294 *strongly agree* and 78 *agree* responses with a 152.74 standard deviation, 186 mean, and 23328 variances. The t-value is 1.7222. The responses of element 18 (ODL learning improves academic performance) are 189 *strongly agree*, and 183 *agree*, with 4.24 standard deviation, 186 mean, and 18 variances. The t-value is 62.0000, and this element has almost similar mixed responses of both *strongly agree* and *agree*. Also, for the element 19 (ODL class motivates to achieve good results), 291 *strongly agree*, and 81 *agree* with 148.49 standard deviation, 186 mean, and 22050 variances are calculated. And the t-value is 1.7714. Finally, for the last element 20 (Academic achievement is commendable), the responses are 194 *strongly agree*, and 178 *agree*, with the calculation of 11.31 standard deviation, 186 mean, and 128 variances. Since most of the responses are

strongly agree and *agree*, the t-value is 23.2500. This shows that respondents responded differently for all the elements in the questionnaire, and more responses were received on *strongly agree*.

Table 2. Total responses of satisfaction and academic achievements.

Scale	Responses of 20 elements	Percentage %
Strongly agree	4986	67.02
Agree	1779	23.92
Neutral	11	0.14
Disagree	536	7.20
Strongly disagree	128	1.72

Table 2 shows the total responses of the 20 elements in the questionnaire regarding 'Satisfaction and academic achievements of ODL learners in higher education institutions.' Of these total 7440 responses (20 elements x 372 respondents), 4986 respondents responded *strongly agree*, which is 67.02% percentage, 1779 responses for *agree* with 23.92%, 11 responses for *neutral* with 0.14%, 536 responses for *disagree* with 7.20%, and 128 responses for *strongly disagree* with 1.72% are calculated. It is to be noted that more responses are recorded for *strongly agree* (67.02%). The standard deviation for the five-point scale (Likert scale) of the 7440 responses is 2077.14, mean is 1488, Variance is 4314529.5, and the t-value is 6.4074.

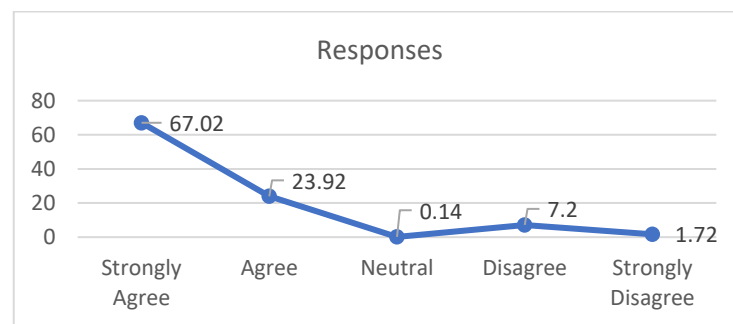


Figure 4. Responses.

In Figure 4, the responses of the respondents are displayed. 67.02% respondents selected *strongly agree* and 23.92% *agree*, 0.14% *neutral*, 7.2% *disagree*, and 1.72% selected *strongly disagree* for the satisfaction and academic achievements of the ODL learners.

5. DISCUSSIONS

The findings of the study reveal that ODL learners in higher education institutions are satisfied, and their academic achievements are commendable. Moreover, it exposes 100% (strongly agree & agree) of the ODL learners are favourable for ODL learning because it motivates them to achieve good results, and it improves academic performance. This finding is supported by another study conducted by Jegathesan, Noryati, Amar Hisham, and Wan Nordiana (2018), where they stated that undergraduate ODL learners are satisfied with the usage of learning resources, assessment administration, academic facilitation, and other services provided to the ODL learners. One more study (Zamri, Omar, Anwar, & Fatzel, 2021) also supports the findings of the present study. The study has stated that the ODL learners had better academic performance during their higher education studies. Though their samples are fewer when compared to the present study, the findings reveal that the ODL learners perceived better performance and had a positive influence over ODL. But a study done by Galon (2024) makes a reverse claim that, overall, the academic performance of distance learners is average. The reason may be that the study is conducted during the COVID-19 pandemic. Another study conducted in Nigeria by Ojo and Olakulehin (2006) exposed the positive responses of the ODL learners regarding satisfaction and positive attitude in pursuing ODL studies. The

main attractions of their satisfaction are the opportunity of flexible learning, provision of online learning materials, use of multimedia, and educators. Due to these, the academic achievements are remarkable. Further, the study of Francis, Rashid, Muktar, Taasim, and Hassan (2025) reveals that online education performance is extraordinary and unpredictable.

Moreover, the finding regarding interaction is remarkable. Out of the 372 responses, 347 respondents *strongly agreed with* having interaction with the educators. Similarly, Dzakiria (2012) in her study on ODL programs and learners, has mentioned that the level of interactivity within students, student to educator, and student to interface has a major impact. Hence, interaction is the connection or link between the learners and the educators, and it is compulsory in an ODL learning situation. Various other research studies on interaction also show that learners need to make academic relations with their educators, peers, and others to make the learning process easier.

Another key point to be discussed is assessments and achievements. The present study reveals that 369 responses were received for the positive agreement on assessments and achievements. Alghamdi et al. (2022) in their study also reveal similar results. The study shows positive satisfaction and academic achievements in ODL. Also, the students of ODL show interest in learning through distance education, and they never fall sick while learning through ODL.

Next is regarding care for academic difficulties. The findings of present study expose that educators provide care during academic difficulties, which is backed by 364 responses (strongly agree and agree). Academic difficulties are common, but remedial support is provided for the students who fail in their examination (Sayer, Chaput De Saintonge, Evans, & Wood, 2002). Mudau and Van Wyk (2021) in their study have a similar opinion to the present study. They argue that many students received academic support during their academic difficulties. The ODL students observed the academic support for the successful completion of the studies or course.

6. CONCLUSION AND RECOMMENDATIONS

Higher education institutions, including public and private institutions, colleges, and universities, are concentrating on ODL at present, especially among the ASEAN countries, including Malaysia. There are various merits and demerits in ODL learning. The present study focused on the satisfaction and academic achievements of the ODL learners in higher education institutions. A Likert scale is used to measure the elements. The findings of the study are that ODL learners are highly satisfied with the ODL learning environment. The results show that 90.95% of the respondents have positively agreed that they are satisfied with the ODL learning. Moreover, the study reveals that 100% (including strongly agree and agree) of the ODL learners responded that they have commendable academic achievements through ODL learning. Jalaludeen, Marimuthu, and Joe (2021), in their study, say that most of the respondents are highly satisfied with the ODL system of learning. Similar findings are revealed in other studies conducted by Jegathesan et al. (2018); Zamri et al. (2021); Ojo and Olakulehin (2006), and Francis et al. (2025). The study concludes that the ODL learning process is recommended to implement all higher education institutions in Malaysia. Future studies can be conducted to compare the ODL learners and real classroom learners.

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Institutional Review Board Statement: The study involved minimal risk and followed ethical guidelines for education fieldwork. Formal approval from an Institutional Review Board was not required from Sultan Idris Education University, Malaysia.

Informed Consent Statement: Verbal informed consent was obtained from all participants prior to participation. All data were anonymized to protect participant confidentiality.

Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

Disclosure of AI Use: The authors utilized OpenAI's ChatGPT to shape the words and AI sites are utilised for calculation (SD, Mean, Variance and t-value).

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