

OLDER STUDENTS' PERCEPTION OF ODL STUDIES: CAN IT EXPLAIN THEIR PERFORMANCE? A CASE OF BOTSWANA

Dimpho Kgakgamatso Oganetse ¹

*1 PhD Candidate, University of Zambia, Zambia . P O Box 80284, Gaborone, Botswana
Email: oganetsedk@gmail.com*

<https://doi.org/10.55327/jaash.v9i2.307>

(Received: 30 March 2023; Accepted: 30 April 2022; Published: 30 June 2023)

Keywords

*Open and Distance
Learning; students'
perceptions; course
rigor; students'
performance;
Botswana;*

ABSTRACT

Students' perceptions about course quality and rigor play an important role in determining students' approach and determination when taking a post graduate course through ODL. This study finds that older students at Botswana Open University (BOU) have negative perceptions about the quality and rigor of ODL courses generally and that these perceptions informed their approach to their studies which may have resulted in poor performance and high dropout. These perceptions may also be a result of inadequate knowledge about ODL and the time and resource requirement to succeed in this field. The study recommends that detailed induction for new students is necessary to dispel the myth and misconceptions that students may have about ODL, as far as quality and rigor are concerned. Appropriate instructional design that encourages the use of cooperative learning techniques would also provide the necessary time management skills as well as improve students' morale. Actively

engaging students in collaborative learning would help with feelings of helplessness and overwhelm that sometimes overpower students learning at a distance.

INTRODUCTION

Older students, for whom Open and Distance Learning (ODL) is particularly beneficial, are increasingly skeptical of the quality and rigor of ODL courses (Brown, Thomas, van der Merwe, & van Dyk, 2008; Gulati, 2008). In developing countries, particularly in Botswana, where modern ODL institutions owe their birth to non-formal and correspondence colleges, a perception exists that ODL courses are designed for and admit students who do not meet the minimum requirements for traditional face-to-face courses (Fasokun, 2000; Obasi, 2014). Almost all older students in Botswana enroll in ODL to upgrade the skills that they acquired through traditional schooling. They therefore associate schooling with predetermined courses and restrictive scheduling which is in contrast with the flexibility and asynchronisation of most ODL programs (Chokwe, 2015).

The organization of teaching material, its delivery, as well as the scheduling of teaching and learning in ODL has gone through rapid changes, while traditional face to face schooling has remained relatively unchanged over the years. These changes, spurred by rapid developments in technology, require a self-driven, computer savvy and participative student who can exercise high levels of autonomous study (Rhema & Miliszewska, 2014; Wiid, Cant, & Nell, 2013). Students who have condescending attitudes towards ODL find that contrary to their perceptions, ODL is more challenging than traditional schooling. Although the courses may be asynchronised to enable students to study at their own pace, the demand on their time is substantial and, in most cases, exceeds the recommended weekly hours prescribed in the course outlines. The courses are also designed to be challenging. Students also find that taking studies through ODL is lonely as students must study in complete isolation from the tutors and the rest of the class. Research has shown the value of peer motivation and socialization in traditional schooling (Trindade, Carmo, & Bidarra, 2000; Deb, 2011). ODL students must study without this motivation and in most cases juggling work, family commitments, and studies. For these reasons, there is high students drop-out in ODL than in traditional schooling. The success rate is also low in comparison to traditional schooling (Rhema & Miliszewska, 2014).

According to Bhuasiri, et al., (2012) and Selim (2007) students' perceptions shape their approaches and attitudes towards their studies. Research indicates that in instances when students perceive their studies to have material benefits to their current and future career prospects, their levels of persistence and determination are higher than if there were no material prospects after completion. Attitude-behavior relationships in

general, and as it pertains to students' success in ODL, have received increasing interest in the literature in the last few decades (Siragusa & Dixon, 2008; Gasaymeh, 2009; Mitra, 1998). The current unanimous position is that positive attitudes towards studies lead to success while conversely negative attitudes lead to failure or drop-out.

In Botswana, a substantial portion of ODL students are older students who enroll in ODL for skills upgrades for purposes of career growth. Nearly all of them are self-sponsored. The drop-out in this group is notoriously high and the success low. By large this is a result of older students' perceptions and attitudes towards ODL. To aid towards reversing this trend there is a need to study the perceptions of older students towards ODL and how these perceptions inform their approaches to their studies and therefore directly impact their performance. The study focused on students who are enrolled in post-secondary programs at the Botswana Open University (formerly BOCODOL).

CONTEXT

The government of Botswana has made universal access to quality education a top priority and made education one of the pillars of the National Vision 2036. Education is also prioritized in the National Development Plan (NDP) and is driven by a strong education policy that has attracted increases in funding over the years (28.8% of the national budget in 2016). Government reasons that universal access to education in Botswana is a human right that should be made available to everyone. Education is at the intersection of all other industries and its quality and availability impact health, commerce, natural resources use as well as socio-cultural integrity of the people (Makwinja, 2017).

In Botswana, the education sector is one of the most liberalized and it continues to attract private investors who have made it lucrative and competitive. Increases in investment in the sector has meant that the bar for minimum skills and educational requirement for most employment opportunities is raised, putting pressure on older staff to either wait for their employers to send them for further training or to take the initiative to increase their skills through Open and Distance Learning (ODL).

Relative to other countries in Southern Africa, such as South Africa and Zimbabwe, Botswana has a short history of ODL. Apart from private institutions that have introduced some aspect of ODL in their curriculum in recent years, Botswana Open University remains the only university dedicated exclusively to offering online and distance education in the country. Previously, the institution provided remedial and supplementary education and examination for students who had failed primary and secondary education as well as non-formal education in Botswana. This was done through radio broadcast, tape recordings as well as supplementary pamphlets and booklets that were easy to use individually. Over the years, however, BOCODOL has transformed into a reputable open and distance learning institution that has kept abreast with the latest developments in the field. It has increased the curriculum and offers

various post-secondary programs up to master's level, alongside the traditional primary and secondary school programs. In keeping with the government's commitment to universal access to education, BOU has decentralized its services. There are currently a respectable number of older students enrolled at BOU for post-secondary qualifications ranging from certificate to master's degrees.

In the past, the institution built its reputation on being the cheapest and easiest way to supplement studies for students who had failed in traditional schools or those who had not attended formal education. At its inception BOU operated at the murky intersection of formal and informal education, containing some aspects of both formal and informal education, while not fully fitting into either. Since it offered supplementary studies for students who had failed in schools (and still does) both the students, teachers and the community gave it the reputation of being "open", where open in this case meant everyone, including those who cannot perform well in formal traditional schools, are admitted. The traditionally low admission standards and the simplified curriculum, which were its best qualities during the low literacy years of the country, further built this reputation.

In recent years, however, BOU has gone through rapid transformation. Although it still retains the traditional curriculum, it operates a modern post-secondary branch that is benchmarked by high international standards. The entry-level to this post-secondary branch is very competitive, with an acceptance percentage of only 10% and limited places. The staff profile is also increasingly diverse and highly skilled and the university aspires to be on par with the best in the industry. Having been upgraded from college to university standard, these changes are in line with the institution's aim of being the institution of choice in the country and abroad.

Over the years, and arguably since the inception of the university, the performance of students enrolled at the institution has been low and the drop-out very high (Betts, Zau, & Rice, 2003). Although there is a general tendency for high drop-outs in ODL universally, in developing countries where ODL may be the only opportunity available to disadvantaged communities to acquire industry skills, poor performance and drop-out have far-reaching ramifications for development. As it pertains to ODL courses in general, several reasons have been given to explain the high drop-out and low performance. Research has identified student support (Makwinja, 2017), study material presentation (Traxler, 2018), student-teacher relationships, and learner profile as some of the contributing factors to students' performance, among other reasons. Students' perception towards technology (Kendricks, Nedunuri, & Arment, 2013), their commitment towards their studies (Chokwe, 2015), and access factors have been identified as contributing poor performance (Smeets & Brenner, 2001).

Although such research abounds elsewhere, in Botswana students' perceptions about ODL courses and the link to performance have received limited research attention. Currently, such a link is only perceived at best. Research on ODL generally, and as it pertains to the use of learner profile to design and develop curriculum specifically, has shown the undeniable link between students' expectations and experience and the attitude they develop towards new experiences of teaching and learning. Since the integration of teaching technologies to teaching and learning is still at developmental stages in Botswana, it is understandable that students' perceptions towards the technology itself and its integration in classroom practice would be decisive in developing attitudes and perceptions that have a bearing on performance.

It is therefore important to study the perceptions of older students enrolled at BOU and the link these perceptions have to performance. Studies have shown that when students have a negative perception of the quality of the education they receive their attitude and self-directedness change and they become emotionally detached from their school work, resulting in poor performance. The unique value of culture in informing the development of attitudes and perceptions towards new learning experiences means that what is confirmed by research to be true in one country may not necessarily be true for the other (Davis & Niederhauser, 2005). Research conducted within local context and culture is likely to provide specific answers and solutions to local situations than the wholesale application of research conducted in other countries. Older students bring with them a wealth of experience derived from past teaching and learning in traditional schools. They are also self-directed and have developed a clear idea of what they want to learn and how they want to learn. Their attitudes to their ODL studies therefore are possibly formed by a mismatch between personal expectations and experience. It is through studying how these perceptions and attitudes impact performance that a detailed remedial strategy can be developed to improve performance and to reduce drop out in Botswana in particular and elsewhere in general.

LITERATURE REVIEW

Distance Learning: a search for meaning

Researchers who are in search of an operational definition of ODL in the literature are instantly entangled by a web of definitions that purport to show points of departure in historic and modern ODL research. The absence of consensus on the definition(s) points to the complexity and fluidity of the understanding of ODL across continents, countries, regions, and cultures and the constant variations in the ways that it is understood by policymakers, managers, students, and other stakeholders (Traxler, 2018). While some researchers would like to make a distinction between open learning and distance learning, such distinctions are not necessary here.

A common and simple binary contrast that is often used in the definition of distance learning is between campus-based learning and distance learning (Traxler, 2018). Although this may seem sufficiently clear, on careful consideration and in seeking to delineate e-learning, virtual learning, and other modalities of learning within distance learning, the issue becomes increasingly blurry. E-learning, virtual learning, digital learning, and online learning are, in most contexts, interchangeably used to define preferred ways by which distance education courses are delivered, although a portion of campus course can (and are) delivered this way too, hence the term blended learning (Graham, 2006).

Historically, distance learning implied that the student and the institution were geographically apart and that one form of correspondence or the other was used to deliver the teaching and assessment material to the student so that he/she learns where she/she is without the need to physically be present in class. New trends in research have however put questions to the concept of distance in seeking to understand what it means (Traxler, 2017). Some researchers argue that it could mean geometric separation, socio-economic and cultural distances, as well as cognitive and physiological distances (Traxler, 2010).

Quality issues in ODL

Although there is a body of literature that proposes to examine and discuss quality issues in open and distance learning (ODL) this literature only manages to bring to the surface the subjectivity of the concept of quality (Trindade, 2000). Quality is a subjective concept that is difficult to measure objectively. Among other ways it can be measured by the satisfaction of consumers, the relevance of technical course content to practical market realities, the strength of learning strategies, and how the course is designed to better utilize available technologies. Despite students' concerns about the quality of ODL courses, Trindade argues that ODL is both convenient and economically viable particularly when compared to its conventional counterpart of face-to-face (F2F) learning and this has resulted in increases in student numbers. On the other hand Venter, van Rensburg, & Davis (2012) contend that there is a shortage of understanding of students' perception of online learning management systems (LMS) and how this impacts the performance of students in ODL. They argue that an understanding of the students' perceptions will enable the designers of LMS in ODL institutions to appreciate the barriers that inhibit full integration of technology into higher education, such as high cost of technology, graduate competencies, and technology satisfaction, among other reasons. Dealing with these students' perceptions is important as a starting point to address the high drop-outs and low pass rates in ODL. While the literature extols the perceived potential benefits of ODL to resource-poor countries such as in Africa and East Asia, very little research has focused on user-perceptions of ODL (Rhema & Miliszewska, 2014). Institutions that are exclusively ODL, or have an ODL component to their courses have only recently started to tentatively offer bachelor and

postgraduate courses about distance education and various other fields related to distance education. There is still a shortage of bachelor's and postgraduate degrees on the subject of distance education, such that most practitioners and tutors who teach and supervise students through ODL have been trained in courses that are offered traditionally and are using teaching techniques and processes that were designed for face-to-face learning.

Because older students' perceptions are largely unknown, or at best speculated on in Botswana, methods that are designed to address these perceptions are vague and ineffective. The caliber of students enrolled in ODL has remained identical to those enrolled in traditional schooling. There is therefore on a whole an absence of "the active, participative student who is required for interactive learning and the traditional methods are widely used in teaching and learning [although] student characteristics are regarded as a critical success factor in e-learning in developing countries" (Rhema & Miliszewska, 2014, p.69). In Botswana, improved virtual learning environments that are designed to stimulate students' interest in ODL programs are designed for post-secondary courses, although the country has a long history of offering remedial secondary, and even primary, school syllabus through ODL at Botswana Open University.

Maskal, Dziuban, & Hartman (2013) argue that ODL is considered to be dangerous in that it not only challenges the status quo but that it also encourages the adoption of revolutionary methods of teaching and learning; an uncharted territory for academics and students alike who are familiar, and in some ways hard-wired to, traditional schooling. They argue that the increasing presence of ODL in institutions that are traditionally face-to-face has led to predictions among researchers that this will lead to the demise of the traditional academy and this prediction has sparked the increase in for-profit institutions that seek to take advantage of this boom. Such prediction, they say, overestimates the potential students' population and markets. The authors contend that the rapid increase in ODL has created tension in some sectors of higher education, a positive result of which is the development of new learning environments. This development has led to a revolutionary development in ODL (Trindade, Carmo, & Bidarra, 2000). For instance, the use of social media networking systems has gained popularity in recent years as tutors tap on the huge popularity of these platforms. This has been revolutionary particularly as it changed not just how ODL has been done, but also how much of themselves students and tutors can share. Conventionally, virtual environments that were designed for ODL lacked the spontaneity and companionship typical of face-to-face classrooms. When group discussions were formed they specifically addressed the intended task, and had restrictions on students' behavior. But the use of social media, such as WhatsApp, and Facebook has liberated these learning platforms from the rigidity imposed by content, since in these platforms bits and pieces of the students' lives outside the learning environment invariably filters in,

enabling a balanced atmosphere of friendship even outside the course (Wiid, Cant, & Nell, 2013). As a consequence of the engaging learning environment brought about by the revolution in ODL platforms, researchers have now started to propose a new typology that is specific to ODL to set this field apart from the traditional teaching and learning and to justify its independence and its unique approach. For example, Chokwe (2015) says that instead of giving students feedback ODL tutors should consider that they are giving their students talk back to capture the interactive nature of ODL and its essence of student-led learning. Such seemingly minute typological changes demonstrate the underlying philosophical assumptions of ODL which are to be considered when designing ODL content, and when dealing with students' perceptions on course quality and rigor.

Students' performance

Research on students' performance in ODL indicates that the field has low students' performance and completion than traditional schooling (Graham, 2006). It has also been noted that the field is plagued by high student turnover. Several reasons have been given to account for this. Some studies have identified socio-economic factors as the reason to explain this low performance. It is argued that people from low income and poor families are likely to juggle their studies with other equally demanding commitments and may feel exhausted to study hard. They are also likely to drop out because they are unable to pay for their studies. Apart from these factors, individual and institutional factors may also be looked at to explain students' performance and attrition in ODL (Grounds & Moore, 2017). Institutional factors include factors that are internal to the course itself such as a teaching material, students support, teaching techniques and whether the course is synchronized or not, among other things. Personal factors may include students' attributes such as dedication, determination and time management, which have been identified as important in the study through ODL (Traxler, 2010).

Methodology

A purposive sample of ten older students who are enrolled at BOU in a post-secondary program was selected for this qualitative study. All the students had to meet five criteria; they had to be older than thirty years to be sure that they belong well to the class of older students, they had to be self-sponsored, had to be permanently employed, and had to be enrolled in a post-secondary program whether it was a post-graduate certificate, diploma or masters program. The participants were also required to have attained their prior qualifications through the normal route of face-to-face schooling so that all of them are experiencing ODL as students for the first time. A total of four males and six females participated in the study.

Data collection

An open-ended questionnaire that consists of seven questions and several follow up sub-questions was administered to the participants. Since the study aimed to investigate the subjective perceptions of older students an open-ended questionnaire was an appropriate tool and gave the participants the freedom to express their views and perceptions on ODL while the researcher still maintained control of the exercise through guiding sub-questions. The length of the questionnaire was approximately thirty minutes.

FINDINGS AND DISCUSSION

The data from the questionnaire was organized into broad themes on the first analysis. These themes were further refined and categorized into more compact and specific themes and sub-themes based on the initial analysis. In the end, two broad themes emerged from the analysis; personal and course-based perceptions. The personal perceptions category comprised consisted of perceptions about the personal capacity to perform in the program, abilities, preferences, relevance of course to individual career aspirations, and ability to devote the required time to meet course deadlines. Course-based perceptions included perceptions on the rigor and difficulty of the course, course load, and course organization as well as the cost of ODL. A further discussion of these themes follows.

Perceptions of course quality and rigor

When asked to list the perceptions that they had about ODL when they commenced on their studies and during the beginning of their studies most of the participants indicated that they had perceptions that the program would not be rigorous and that it would not require high standards of performance that are similar to those of traditional schooling. On a follow-up question on how this perception(s) influenced their level of application to the course, and ultimately their performance some participants indicated that they hurriedly complied with their assignments and sent them for marking and their performance on their first assignments was poor and dissatisfactory. Some of the participants commented that; I didn't expect that the courses in my program would be so demanding and challenging. I think I missed out on the opportunities to seek further help because I underestimated the demand on my time and resources that the course would have on me.

I had to readjust my schedule. I never really thought of the amount of effort I would need to put in to be able to match the expectation of the course

I think most people (myself included) didn't quite know how much we would need to work. After the initial disillusion, I started to take my studies seriously

The courses are demanding. I think there is a lot to read. I had to put a lot of effort to be able to improve my performance.

The literature is full of research that supports the correlation between perception and action (Smeets & Brenner, 2001; Braund, 2008; Kendricks, Nedunuri, & Arment, 2013). For example, literature indicates that action is a result of attitude and attitude is a result of perception. If older students perceive ODL to be less rigorous and less challenging they will approach their schoolwork with the attitude that there is no need to exert themselves to their studies. Such an attitude will inform their action (Alf, Keithia, & Simons, 2002). When students perceive the subject matter to have high levels of difficulty they approach it with a serious attitude and they make time for study and take assignments and tests seriously but they act the exact opposite if they perceive the subject matter to be less challenging. It is through the study of these perception-action relationships that an understanding of factors that influence students' performance in general, and older students in ODL specifically can be understood and dealt with to change the status quo of poor performance and high drop-out rate (Grounds & Moore, 2017).

Time requirement and workload

One of the reasons for choosing ODL over traditional schooling is so that the students can continue to work full-time and attend to their social commitments. Often students underestimate the amount of time they would have to devote to their studies and the amount of work that goes into studying at a distance. On their preparedness to pursue ODL all the research participants indicated that they spent substantially more time in their studies than they originally thought they would need to. They also indicated that they believed that there was more school work than they initially thought they would need to do. Some indicated that this demand on their time and the workload have caught them unaware and they had to adjust their schedules, for example, give up some leisure time and club time, to give more time to their studies.

Researchers indicate that contrary to the perceptions of people who are not intimately engaged in the field of ODL, success in this field depends on the amount of effort, planning, and time management of students (Wenglinsky, 2002). There are demands on time and resources that are comparable to traditional schooling, although ODL institutions would like to promote the notion that ODL is cheaper and less strenuous than traditional schooling. Such promises of easy sailing through the program with minimal input are misleading to first-time ODL students and may well be the basis for poor performance and attrition in the field (Betts, Zau, & Rice, 2003).

Research indicates that students who embark on their studies armed with realistic expectations and strong determination to persevere in their programs are adequately prepared before their studies to put in the required time and effort to succeed (Marcoulides, Heck, & Papanastasiou, 2005). But this level of preparedness and determination is seldom found in cohorts of students who were attracted to the field by marketing gimmicks

that promised them high-quality individually-tailored diplomas with less work (Betts, Zau, & Rice, 2003).

Cost

The cost of education is arguably one of the most important factors that determine whether an individual can afford to take a post-graduate program or not. This is particularly more so in Southern Africa where high levels of poverty and unemployment make it unlikely that a post-graduate program would have the opportunity to compete for the limited resources with other everyday essentials. The cost of the program was listed by participants as one of the factors that determine their perceptions about the program. Some of the participants said;

I think relevance and affordability are the two most important considerations for me.

Price, to me the price takes priority. I wouldn't want to start a program and quit on the way because it is too expensive for me.

Can I afford it, then relevance to my current of future career plans, the length of time to do the program...

Interestingly, respondents indicated that they associated cost with quality. If the cost of the program was too low, compared to another similar program from elsewhere they almost always believed that it meant the cheaper program is of lower quality. While an expensive program would deter interest, a cheaper program would likewise dampen interest. They said;

I want an average price. It wouldn't be worthwhile if it is too cheap and everybody can get it. I would think that it is of lower quality

Some of these extremely cheap degrees are worthless. The price shouldn't be the only attraction. Yes it is important, but one wants to feel that one sacrificed to acquire the degree

An average price is fine, not too high, and not too low.

Such perceptions of associating price with quality have attracted research interest across the world (Salih & Ahmet, 2013). It has been found, for instance, that poor families who spend a large portion of their monthly income on food would still purchase high-end brands because they associate them with class and quality, while rich people who have no aspirations to move to another class would have no problem with purchasing cheaper brands (Salih & Ahmet, 2013). Since the cost of post-graduate degrees is very low at BOU, by regional and international standards this may contribute to the perceptions that students have about the value of the qualification and eventually to how much they apply themselves to their studies.

CONCLUSION

The role of perception in guiding attitudes and action has been and still is of great interest to researchers who are looking for answers and possible solutions to problem ranging from business performance to students' performance. While the perception-action relationship is not up for debate

it is the nature of this relationship and how best such a relationship can be altered and changed for beneficial purposes that remain a topic of many discussions. In this instance older students' performance in ODL is hinged on their perception about the quality of the courses as well as the rigor of teaching. It is also associated with the value of the program based on its cost. In the case of Botswana the reputation of BOU is still based on notion that it is an institution that provides remedial teaching to students who had failed basic education. Even after it has reinvented itself the university has not been able to rid itself of this reputation.

The study makes two suggestions. First, students who are newly admitted would benefit a lot from a detailed induction program in order to answer specific questions and concerns that they may have. The induction program would also expel the myths about ODL in general, and the quality and rigor of the programs offered by the university specifically. Second, to overcome the feelings of isolation and overwhelm that are typical of students studying at a distance the study recommends the active use of cooperative learning techniques in order to provide a sense of community and companionship among students. Research indicates the value of social interaction in learning and indicates that when students feel that they are in this together they are likely to apply themselves better to their studies (Kendricks, Nedunuri, & Arment, 2013).

REFERENCES

- ALF, L., KEITHIA, W., & SIMONS, R. (2002). University Students' Perceptions of the Learning Environment and Academic Outcomes: implications for theory and practice. *Studies in Higher Education* Volume 27, No. 1, , 27-52.
- Betts, J. R., Zau, A. C., & Rice, L. A. (2003). *Determinants of student achievement: New evidence from San Diego*. San Francisco: Public Policy Institute of California.
- Braund, M. J. (2008). *The Structures of Perception: An Ecological Perspective* . KRITIKE VOLUME TWO NUMBER ONE , 123-144 .
- Chokwe, J. M. (2015). Students' and tutors' perceptions of feedback on academic essays in an open and distance learning context. *Open Praxis*, vol. 7 issue 1 , 39-56.
- Davis, N., & Niederhauser, D. S. (2005). *Socio-Cultural Analysis of Two Cases of Distance Learning in Secondary Educatio*. *Education and Information Technologies* 10:3 , 249-262.
- Graham, C. (2006). In *Handbook of Blended Learning: Global Perspectives, Local Designs*. San Francisco: Pfeiffer Publishing.
- Grounds, P. E., & Moore, C. (2017). Online study: postgraduate student perceptions of core skills development. In n. K. Borthwick, L. Bradley, & S. T. (Eds), *CALL in a climate of change: adapting to turbulent global conditions* (pp. 140-145). New York: EUROCALL 2017.
- Kendricks, K. D., Nedunuri, K. V., & Arment, A. R. (2013). Minority Student Perceptions of the Impact of Mentoring to Enhance Academic Performance in STEM Disciplines. *Journal of STEM Education* Volume 14, Issue 2 , 38-46.

- Makwinja, V. M. (2017). Rethinking Education In Botswana: A Need To Overhaul The Botswana Education System. *Journal of International Education Research* Volume 13, Number 2 , 45-58.
- Marcoulides, G. A., Heck, R. H., & Papanastasiou, C. (2005). Student perceptions of school culture and achievement: Testing the invariance of a model. *International Journal of Educational Management*, 19(2) , 140–152.
- Maskal, P., Dziuban, C., & Hartman, J. (2013). Blended Learning: A dangerous Idea? *Internet and Higher Education* 18 , 15-23.
- Rhema, A., & Miliszewska, I. (2014). Analysis of Student Attitudes towards E-learning: The Case of Engineering Students in Libya. *Issues in Informing Science and Information Technology*, vo. 11 , 169-190.
- Salih, K., & Ahmet, Y. (2013). Customer perceptions of price and quality. *Procedia - Social and Behavioral Sciences* 81 .
- Smeets, J. B., & Brenner, E. (2001). Perception and Action Are Inseparable. *ECOLOGICAL PSYCHOLOGY*, 13(2) , 163–166.
- Traxler, J. (2010). Distance education and mobile learning: Catching up, taking stock. *Distance Education* , 129-138.
- Traxler, J. (2017). Learning with Mobiles in Developing Countries-Technology, Language and Literacy. *International Journal of Mobile and Blended Learning* , 1-15.
- Traxler, J. (2018). Distance Learning—Predictions and Possibilities. *Education Sciences* , 1-13.
- Trindade, R. A., Carmo, H., & Bidarra, J. (2000). Current Developments and Best Practices in Open and Distance Learning. *International Review of Research in Open and Distance Learning*, Vol. 1 Number 1 , 1-25.
- Venter, P., van Rensburg, M. J., & Davis, A. (2012). Drivers of learning management systems use in a South African open and distance learning institution. *Australasian Journal of Educational Technologies* 28(2) , 183-198.
- Wenglinsky, H. (2002). How schools matter: The link between teacher classroom practices and student academic performance. *Education Policy Analysis Archives*, 10(12) .
- Wiid, J., Cant, M. C., & Nell, C. (2013). Open Distance Learning Students' Perception Of The Use Of Social Media Networking Systems As An Educational Too. *International Business & Economics Research Journal*, vol. 12 , 867-882.