

## **A COMPARATIVE STUDY OF ATTITUDES TOWARDS DISTANCE EDUCATION BETWEEN GRADUATE AND POST-GRADUATE DISTANCE LEARNERS IN RELATION TO THEIR ACADEMIC SUCCESS**

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### **ABSTRACT**

This study examines learner's characteristics by focusing on attitude towards distance education of distance learners from graduate level to Post-Graduate Level through distance education and their Academic Success. The study was conducted in India five cities of Uttar Pradesh and data was collected from 600 graduate and post graduate distance learners from three Universities viz. IGNOU, UPRTOU and SVSU using stratified sampling method. The findings revealed that the distance learners have above average attitudes towards distance education and statistically significant difference was observed in course, gender and marital status with regard to attitude towards distance education of distance learners. Course wise, the graduate distance learners depict significantly more favorable attitude towards distance education than post-graduate distance learners.

Gender wise, the male distance learners have been found to have significantly more favorable attitude towards distance education than female distance learners. Marital status wise, the married distance learners have been found to have more favorable attitude towards distance education than unmarried distance learners. The study found that good and moderate correlation exists between attitude towards distance education and academic success.

**Keywords:** Distance education, attitudes towards distance education, Graduate distance learner, Post-graduate distance learner, academic success.

### **INTRODUCTION**

In India, The Open learning system was initiated mainly to cater to higher education needs of large number of clientele who could not take advantage in the formal system of education due to different reasons like employment, marital status, family responsibilities, distance, and expenses incurred with traditional education. It provides suitable alternative to educate more number of students for national and international markets. Distance education has many positive factors, such as flexibility and more personalized learning; (Lyle K. G and Robert E. S, 2003) however, student's attitude and academic success play a crucial role in this type of learning. One of the important issues in distance education understands how students react to learning in a class where members are separated by time and space. Distance learning is adult oriented teaching. According to Otto Peter (1998) adult oriented teaching ... 'show the degree of activation, application, and empathy on the part of teachers that is regarded as desirable, and the important part played by the subjectivity, identity, and autonomy of adult students-who after all are the crucial element in the process. If we succeeded in transferring just a hint of this attitude to distance education, we would have achieved something" (P.14).

Attitude toward distance education is an important factor in eventual academic success. Distance learners who prefer independent study should have a more favorable attitude towards distance education for their academic success.

In this study, attitude shows an evaluative personal reaction in a favorable or unfavorable way to different elements of distance education. viz; self-instructional materials, assignment responses, counseling sessions, student support services etc. developed by Kumar (1999).

Gender and marital status is another important factor in understanding and providing the necessary support to distance learners. The difficulties faced by women as a disadvantaged gender as a whole and the socially, economically and educationally backward women is popular. In India, access to education for women has been limited because of social expectations can be further compounded by religious or cultural taboos that make women financially dependent and unable to travel beyond the immediate neighborhood to participate in studies (Kanwar, 1995).

The married distance learners have other substantial time commitment in terms of their job and family with their course work than unmarried distance learners. Students with a family often experience time famine and are likely to have less time to develop friendships and socially interact with other students in their face-to-face classes (Pontes, 2003). Attitude and aptitude play a significant role in the dropout rate of distance learners. The learners do not interact on a daily basis with their teachers; they tend to be de motivated and ultimately discontinue their studies (Barauah, 2011). The attrition rate of female is proportionately higher than male counterparts (Taplin and Poon, 1999).

Advancing knowledge on the understanding of course wise, gender wise and marital status wise distance learner's attitude towards distance education could help advance research and have important practical implication for providing better experience and reduce drop outs in distance education. University Grant Commission of India recommended that the rural, urban and gender disparities must be kept in mind by policy makers in planning and implementing the higher education system (UGC, 2003).

In view of learner's characteristics in the success of system, researcher was inclined to study the learner's characteristics by focusing on attitude towards distance education of distance learners and academic progress from graduate level to post-graduate level through distance education.

## LITERATURE REVIEW

Attitude of distance learners towards distance education has been treated as one of the criteria in success of distance education. A considerable amount of research has been conducted to study the relationship between attitudes towards distance education with background variables. The studies of (Halder, 2012; Udegbe, 2012) revealed that there was no significant difference between attitudes of distance learners with background variables (age, gender, marital status, employment status) where as other studies found that there were significant difference between attitude towards distance education with background variables. (Gogoi and Hazarika 2009; Erkan, 2008; Sahin, 2006; Kumar, 1999).

In comparison with the male students, the female students had expressed more favorable attitude towards it (Saroja, 2014, Sahoo and Bhatt 1987). Attitudes towards distance education scores were significantly unrelated with gender (Simsek, Iskendoroglu and Iskendoroglu, 2010).

Further there was significant difference in the attitude of teachers trained through distance education system and those trained through formal system (Farah, 2002; Singh and Chaturvedi, 1996). However the study of (Villi, 2003) found that open learning system to be a formal system of study, with not much difference vis-A-vis the conventional system.

Many researchers' studies show a positive and favorable attitude towards distance and online learning (Adewole, 2014; Adoye and Salawu, 2010; Gautam R, 1990; Gujjar A, 2007; Hannay and Newvine, 2006; Jung, 2012; Knowles E and Kerman D, 2007; Koul, 2004; Mehraand Omidian, 2011; Miyan A, 2002; Olugbenga, 2006; Osei, 2010; Young, 2011).

Further a positive and favorable attitude towards multimedia approach (Ekran, 2008; Gaba and Sethi, 2010; Pant H, 2005), However the studies of (Oteng, 2011; Ozana, 2007) reveal that distance learners have negative attitude towards distance education.

There is clear empirical support for the connection between attitude and performance. Sarwar (2004) found that there was direct relationship between study attitudes and academic performance of students. Kumar (1999) reveals a low positive and significant relationship ( $r=0.24$ ) existed between academic performance of first-degree distance learners and their attitude towards distance education. However, the study conducted by Cinkara (2013), there was no statistically positive correlation between attitude towards online language learning scores and their course success.

The objectives of the present study were;

- To assess attitude towards distance learning of distance learner and study significant difference in attitude towards distance learning of graduate and post graduate distance learners
- To study significant difference in attitude towards distance learning of male and female distance learners
- To study significant difference in attitude towards distance learning of married and unmarried distance learners
- To study relationship of attitude towards distance learning with academic success of distance learners

## METHODOLOGY

The study was undertaken following survey research in India including five cities of Uttar Pradesh viz. Noida, Baghpat, Ghaziabad, Modinagar, and Meerut. The study sample was comprised of distance learners of graduate and post-graduate level of Indira Gandhi National Open University (IGNOU), Uttar Pradesh Rajarshi Tandon Open University and Swami Vivekanand Subharti University (SVSU). Using stratified sampling, data were collected from 600 graduate and post-graduate distance learners from Indira Gandhi National Open University, Uttar Pradesh Rajarshi Tandon Open University and Swami Vivekanand Subharti University study centers. Bachelor of Business Administration (BBA) and Bachelor of Education (B.Ed) were graduates and Master of Business Administration (MBA) and Master of Education (M.Ed) were post-graduate distance learners.

In all 600 distance learners were divided into 8 groups, i) 2 educational status group X, ii) 2 Gender group X, iii) 2 marital status group.

The investigator was used disproportionate stratified sampling method to selection of data. The data were collected by postal mode (mailed the questionnaire to distance learners) and direct mode (face to face interaction in workshop). Allport (1935) defined

attitude is a "mental and neural state of readiness, organized through experience, exerting a directive influence upon the individual response to all objects and situations with which he/she is related".

In this study, Attitude shows an evaluative personal reaction in a favorable or unfavorable way to different elements of distance education developed by Anil Kumar (1999) was used which consists of 70 statements (30 positive statements and 40 negative) on 8 sub-areas of distance education namely general, admission procedures, self-instructional material, multimedia instruction, assignments, counseling sessions, study centers and evaluation system.

This scale is mainly used for adults who are pursuing their studies through distance education provided by the Open Universities or the Directorates of distance education of conventional universities where a multimedia instruction is prevalent. The validity of the attitude scale measured through consultation with experts from Indira Gandhi National Open University (IGNOU), National Council of Educational Research and Training (NCERT), and National Institute of Educational Planning and Administration (NIEPA). The reliability ( $r=0.91$ ) and validity were established and published.

## RESULTS

The Academic success of subjects has been collected in the form Half-Yearly examination marks. IGNOU and UPRTOU students result was collected through internet by entering their enrollment Numbers.

Table 1.  
Comparison on Attitude towards Distance Education of Graduate and Post-Graduate Level Distance Learners

Domains of Attitude towards Distance learning	Category	Mean	S.D	S.EM	t-value	Result
General	Graduate	37.33	4.22	0.24	5.816	S **
	Post-graduate	35.23	4.65	0.27		
Admission procedure	Graduate	16.88	2.88	0.17	7.125	S **
	Post-graduate	15.12	3.18	0.18		
Self learning material)	Graduate	34.75	4.87	0.28	4.422	S **
	Post-graduate	33.08	4.37	0.25		
Multi media	Graduate	28.99	3.89	0.22	5.308	S **
	Post-graduate	27.33	3.77	0.22		
Assignment	Graduate	33.44	4.76	0.27	9.456	S **
	Post-graduate	29.86	4.51	0.26		
Counseling	Graduate	30.62	4.41	0.25	7.674	S **
	Post-graduate	27.85	4.42	0.26		
Study centre	Graduate	27.00	5.22	0.30	9.864	S **
	Post-graduate	22.79	5.23	0.30		
Evaluation	Graduate	25.93	4.38	0.25	8.050	S **
	Post-graduate	22.98	4.59	0.27		
Attitude towards distance education	Graduate	237.5 1	22.18	1.28	11.051	S **
	Post-graduate	216.9 2	23.44	1.35		

The result of table

\*\* Indicates difference in mean scores significant at 0.01 level

\* Indicates difference in mean scores significant at 0.0

Graduate =300

Post-graduate =300

**Table 2.**  
**Comparison on Attitude Towards**  
**Distance Education of Male and Female Distance Learners**

Domains of Attitude towards Distance learning	Category	Mean	S.D	S.EM	t-value	Result
General	Male	36.96	4.27	0.25	3.694	S **
	Female	35.60	4.73	0.27		
Admission procedure	Male	16.24	3.08	0.18	1.907	NS
	Female	15.75	3.21	0.19		
Self-learning material	Male	34.57	4.57	0.26	3.447	S **
	Female	33.26	4.74	0.27		
Multi media	Male	27.89	3.47	0.20	1.670	NS
	Female	28.43	4.31	0.25		
Assignment	Male	31.90	4.98	0.29	1.200	NS
	Female	31.41	4.96	0.29		
Counseling	Male	28.98	4.88	0.28	1.361	NS
	Female	29.49	4.34	0.25		
Study centre	Male	25.46	5.52	0.32	2.477	S*
	Female	24.33	5.69	0.33		
Evaluation	Male	24.72	4.51	0.26	1.411	NS
	Female	24.18	4.92	0.28		
Overall Attitude towards distance education	Male	229.38	24.32	1.40	2.126	S*
	Female	225.05	25.56	1.48		

\*\* Indicates difference in mean scores significant at 0.01 level

\* Indicates difference in mean scores significant at 0.05 level

Male =300

Female =300

Reveals that means scores on attitude towards distance learning of graduate is 237.51 and post-graduate is 216.92. When compared with the norms range falls in above average attitude towards distance education (211-280). The graduate and post-graduate distance learners differ in attitude towards distance education and its eight domains. In all eight domains and attitude towards distance education, graduate distance learners depicts more favorable attitude towards distance education than post-graduate distance learners. This may be the reason as graduate distance learners get good support system from their University and are satisfied with their course than post-graduate distance learners.

The results of Table.2 reveal that male and female graduates differ significantly in attitude towards distance education and its three domains namely general, self-learning material and study centre. The male distance learners have significantly more favorable attitude towards distance education than female distance learners on the domains of general, self-learning material and study centre. In India, females have less freedom than males because of cultural constrains. In some states of India, social expectations further lead the women being financially dependent and were unable to travel beyond the immediate neighborhood to participate in studies unless accompanied by a male member of the family (kamla, 1995).

**Table 3.**  
**Comparisons on Attitude Towards**  
**Distance Education of Married and Unmarried Distance Learners**

Domains of Attitude towards Distance learning	Category	Mean	S.D	S.EM	t-value	Result
General	Married	36.87	4.84	0.29	2.976	S **
	Unmarried	35.76	4.23	0.24		
Admission procedure	Married	16.45	2.94	0.18	3.355	S **
	Unmarried	15.60	3.28	0.18		
Self-learning material	Married	33.66	4.80	0.29	1.286	NS
	Unmarried	34.15	4.60	0.26		
Multi media	Married	28.42	4.15	0.25	1.513	NS
	Unmarried	27.93	3.68	0.21		
Assignment	Married	31.62	4.81	0.29	0.169	NS
	Unmarried	31.69	5.11	0.29		
Counseling	Married	30.02	4.88	0.29	3.929	S **
	Unmarried	28.54	4.27	0.24		
Study centre	Married	25.80	5.94	0.35	3.705	S **
	Unmarried	24.10	5.21	0.29		
Evaluation	Married	24.70	4.57	0.27	1.229	NS
	Unmarried	24.23	4.85	0.27		
Overall Attitude towards distance education	Married	230.13	24.88	1.48	2.703	S **
	Unmarried	224.63	24.90	1.40		

\*\* Indicates difference in mean scores significant at 0.01 level Married = 282

\* Indicates difference in mean scores significant at 0.05 level Unmarried = 318

**Table 4.**  
**Coefficient Correlation of Academic Success with Attitude towards**  
**Distance Education Academic Success**

	Attitude towards distance dimension	Total (600)	
		r-value	Result
Attitude towards distance learning with Academic Success	General	.265**	S
	Admission procedure	.332**	S
	Self learning material	.299**	S
	Multi media	.253**	S
	Assignment	.323**	S
	Counseling	.287**	S
	Study centre	.245**	S
	Evaluation	.292**	S
	Over all attitude towards distance education	.412**	S

\*\* Indicates significant at 0.01 level \* Indicates significant at 0.05 level



IGNOU student's marks were allotted in grades and the investigator converted grades in to percentage by using A-3 degree equation referred by Ghosh and Garg (2008). The result of SVSU distance learners result was collected from Directorate of DE.

The males can go study centre for counseling, face to face interaction without any dependent, where as female are dependent on their parents or spouse for going to study centre. This may be the reason for male post graduates having more favorable attitude than female post graduates.

The results of Table 3. Reveal that married and unmarried distance learners differ significantly in attitude towards distance education in its four domains. The remaining four domains of self-learning material, multimedia, assignment and evaluation do not differ significantly.

The married distance learners have more favorable attitude towards distance education than unmarried distance learners on domains of general, admission procedure, counseling and study centre.

The obtained  $r$  values for attitude towards distance learning with its domains range from .245 to .412 indicating significant relationship with academic success as calculated ' $r$ ' value is greater than table value i.e. 0.081 at 0.01 and 0.06 at 0.05 level with  $df$  598.

The obtained coefficient correlation for attitude towards distance education. 412, which is significant at 0.01 level. This indicates that good and moderate correlation exists between attitude towards distance education and academic success. The coefficient correlation for domains of general, admission procedure, self-learning material, multimedia, assignment, counseling, study centre, and evaluation range from .24 to .33 indicating low relationship with academic success.

## DISCUSSION

Distance learners belong to heterogeneous background in terms of age, experience, socio-cultural, educational and occupational backgrounds sustaining their motivation to continue with courses until completion. Attitude toward education is an important factor in eventual academic success. This study reveals that graduate and post- graduate are found to be above average attitude towards distance learning. The past researchers (Adewole, 2014; Adoye et.al, 2010; Gautam, 1990; Gujjar, 2007; Hannay et.al 2006; Koul, 2004; Mehra et.al, 2011; Miyan, 2002; Olungbenga et.al 2006; and Osei, 2010) studied attitude of various distance learning programs and found a positive and favorable attitude towards distance learning.

This study reveals that significant difference was observed in graduate group and post-graduate groups. The graduate groups are significantly more favorable attitude towards distance education than post- graduate group. The finding observed by Ugede (2012) reveal that the participants who had higher national diplomas as their first level degrees were perceived distance education graduates more favorably than those who had bachelor's degree. The reason for graduates were more favorable attitude may be graduate distance learners get good supporting system from their University and may be satisfied with their course and then post- graduates distance learners.

Gender wise, significant difference was observed in attitude towards distance education and its three domains. The finding observed (Gogoi et.al, 2009), that there was significant difference between the mean performances in the attitude questionnaire of distance male learners and distance female learners. Contrary the finding observed by Simsek et.al (2010) observed that Attitudes towards distance education scores were significantly unrelated with gender. The male distance learners have been found to have significantly

more favorable attitude towards distance education than female distance learners and its domains of general, self-learning material and study centre. This finding is similar to that reported by Erkan (2008) that male distance learners had more favorable attitude towards distance education than female distance learners.

Contrary to research that was conducted by (Sarora, 2014, Sahoo et.al 1987) revealed that in comparison with the male students, the female students had expressed more favorable attitude towards it.

This study reveals that male distance learners were found to have a more favorable attitude towards distance education than their female counterparts. The reason may be Female students can't easily access support services like study centre, personal contact programs because of cultural constraints. Access to education for women has been limited because of institutional factors within the society and family which have contrived to exclude the majority of women from participating in educational opportunities (Kamla, 1995). It would also keep specific problems of women in mind while drawing up personal contact schedules (Kanwar and Jaganathan 1995). The study of Taplin (2000) reveal that the reason for drop out of women in distance learning were lack of support by employers, lack of appropriate assistance with the course content, of lack of a real need to complete the course or difficulties associated with going to the study centre.

Marital status wise, the married distance learners have been found to have more favorable attitude towards distance education than unmarried distance learners and its domains of general, admission procedure, counseling and study centre. The same finding was observed by (Erkan, 2008; Kumar, 1999) that married distance learners had significantly higher attitude towards distance education than unmarried distance learners.

The study found that good and moderate correlation exists between attitude towards distance education and academic success. A low positive correlation was observed in eight domains of attitude towards distance education and academic success. The finding observed by (Kumar 1999) that there was low and positive relationship between academic performance and attitude towards distance education of first degree distance learners. Contrary the finding observed by (Cinkara, 2013) that no statistically positive correlation between attitude towards online language learning scores and their course success.

## CONCLUSION

The research outcomes show that graduate and post graduate distance learners significantly differ in their attitude towards distance education. Diverse results were observed in gender wise and marital status wise in attitude towards distance education. Graduate and post graduate distance learners depict different attitude towards distance education which also differs by gender.

This study reveals that male distance learners were found to have a more favorable attitude towards distance education than their female counterparts. In India, the female students can't easily access support services like study centre, personal contact programs because of cultural constraints. Hence educational planners should pay attention to alternative support services like email services, telephone contact, fax etc, provided to females which they can easily access at their home and working place. The study also reveals that attitude towards distance education and its domains are good and have direct relationship with academic success.



Thus the distance learning institution should pay more attention to learner's attitude towards distance education by providing more support services like Multimedia, regular contact of tutors, library support, workshop, group discussions is needed to be organized to nurture a more favorable attitude towards the distance education.

### RECOMMENDATIONS

- Study centre should provide distance learners support services like library /digital library, audio/video facility, necessary information about distance learning programs, facility for group discussion, counseling through email, prompt solution of study related problems through email/telephone of tutor, which can help to more positive attitude towards distance education.
- The teachers in distance learning should ensure that thoughtful personalised feedback should be given when marking feedback of assignment so that the students can understand his/her mistake, and it helps in developing their attitude and study plan.
- Good academic Counseling can help distance learners to overcome difficulties faced throughout their study and more positive attitude towards distance education. The academic counselor can counsel the learner in guiding and motivating, informing, advising and counseling about the administrative aspects such as study-related anxiety, time management, examination schedule, etc.
- University authorities should conduct pre-joining discussion and counseling to distance education programs that students to be aware of the demand and limitations of such programs.

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## APPENDIX-1

### Attitude towards Distance Education by Kumar (1999)

Here are some statements pertaining to various aspects of distance education. Each statement is associated with five possibilities of your response viz. Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD). Please go through each statement carefully and give your response by clicking on any one of the five responses given  
SA (Strongly Agree), A (Agree), UD (Undecided), D (Disagree), SD (Strongly Disagree)

#### 1- General

1	Distance education helps in controlling undue rush to the conventional colleges/institutions	SA	A	UD	D	SD
2	Distance education is less expensive mode than of formal education	SA	A	UD	D	SD
3	The degree/diploma obtained through distance education are not valued as those through the formal system	SA	A	UD	D	SD
4	Distance education has a bright future in India	SA	A	UD	D	SD
5	Generally weak students join the courses through distance education	SA	A	UD	D	SD
6	Distance education is more useful for working people to upgrade their qualifications	SA	A	UD	D	SD
7	Quality of learning through distance education is not at all inferior to the learning through regular class room	SA	A	UD	D	SD
8	Distance mode of education is not suitable for professional/technical education	SA	A	UD	D	SD
9	Most of the distance learners are careless in their studies	SA	A	UD	D	SD
10	Distance education provides opportunities to the persons neglected so far, for higher education	SA	A	UD	D	SD

#### 2- Admission Procedure

11	In distance education mode, information regarding starting of course is not made available in advance	SA	A	UD	D	SD
12	Admission to distance education courses are free from regional/state bias	SA	A	UD	D	SD
13	Out of those admitted to distance education courses a very limited number of learners complete the courses	SA	A	UD	D	SD
14	Previous achievements how so ever low, do not come into the way of pursuing the studies through distance mode	SA	A	UD	D	SD
15	Due to lack of sophistication of admission procedure in distance education, many students pursue two courses at a time	SA	A	UD	D	SD

### 3- Self Instructional Material (Print)

16	The self instructional materials provided in distance mode are very easy to understand	SA	A	UD	D	SD
17	Generally the study materials are not made available in time to the distance learners.	SA	A	UD	D	SD
18	The activities included in the self instructional materials promote habit of independent study	SA	A	UD	D	SD
19	The course materials provided are too bulky and burdensome	SA	A	UD	D	SD
20	The language used in the self instructional materials is quite comprehensible	SA	A	UD	D	SD
21	The self instructional materials are effective enough to replace the teacher	SA	A	UD	D	SD
22	The self instructional materials are not adequate enough to prepare for examination	SA	A	UD	D	SD
23	The supplementary materials supplied do not encourage further reading	SA	A	UD	D	SD
24	The self instructional materials supplied are generally stereo typed and outdated	SA	A	UD	D	SD
25	The self instructional materials of distance education do really help in self learning	SA	A	UD	D	SD

### 4-Multi Media Instruction

26	Generally the audio /video materials used in distance education are of very poor quality	SA	A	UD	D	SD
27	The timings of the television broadcasts is generally suitable to the distance learners	SA	A	UD	D	SD
28	Normally television broadcast is not watched by most of the distance learners	SA	A	UD	D	SD
29	The audio/video materials and television broadcasting help in clarifying some of the concepts in the print material	SA	A	UD	D	SD
30	Generally schedules of television broadcasting are not make available in time to the distance learners	SA	A	UD	D	SD
31	It is the multi media instruction which has a far reaching effect on the learning of distance learners	SA	A	UD	D	SD
32	Generally various media employed in distance education lack coordination	SA	A	UD	D	SD
33	Unless the frequency of television broadcasting is increased distance learning may not be effective	SA	A	UD	D	SD
34	The facility of issuance of audio-video cassettes is not properly extended to learners	SA	A	UD	D	SD



### 5- Assignment

35	There are too many assignments required to be sent by the learners	SA	A	UD	D	SD
36	The compulsion of sending required number of assignments helps the learner to go through the study materials carefully	SA	A	UD	D	SD
37	There is not proper time gap between two assignments to be sent	SA	A	UD	D	SD
38	In general grading of assignment is not done properly	SA	A	UD	D	SD
39	Generally assignments are not returned back before the turn end examination	SA	A	UD	D	SD
40	Responding to the assignment is a rewarding experience	SA	A	UD	D	SD
41	The remarks made by the counselor on assignments are not educative	SA	A	UD	D	SD
42	Sincere attempting on assignments helps in getting good grade in the finalexamination	SA	A	UD	D	SD
43	Writing assignment is really a very boring task	SA	A	UD	D	SD
44	The system of sending required number of assignments as a compulsory for appearing examination should b abolished	SA	A	UD	D	SD

### 6- Counseling Sessions

45	The counseling sessions are generally hopeless	SA	A	UD	D	SD
46	The interaction with the counselors help in developing new insights	SA	A	UD	D	SD
47	Generally counseling sessions are starved of necessary facilities and equipments	SA	A	UD	D	SD
48	Counseling sessions help in remove isolation in studies	SA	A	UD	D	SD
49	Generally the dates of organizing counseling sessions are not communicated in advance	SA	A	UD	D	SD
50	The number of counseling sessions are too less to make any impact	SA	A	UD	D	SD
51	Two way communication between the counselor and the learners help to arouse interest in studies	SA	A	UD	D	SD
52	Generally counselors are in experienced persons in the field of distance teaching	SA	A	UD	D	SD
53	For distance learners attending counseling classes should be made optional	SA	A	UD	D	SD

