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(AIJBES)**www.aijbbs.com**FACTORS INFLUENCING STUDENT'S PERFORMANCE
DURING ODL IN MALAYSIA**Muhammad Hafiz Hamdi Radzi¹

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DOI: 10.35631/AIJBS.518005.**This work is licensed under** [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

Open and Distance Learning (ODL) has become an increasingly popular mode of education in Malaysia due to its flexibility and convenience. However, several issues can influence students' performance during ODL method. This paper identifies and discusses five key issues that influence student performance during ODL in Malaysia: technology, learning environment, self-motivation and discipline, support services, and quality of instruction. Access to technology is crucial for successful learning in ODL, and students who lack reliable internet connections or computing devices may struggle to complete their coursework. Additionally, a suitable learning environment, free from distractions and noise, is necessary for students to perform well. Self-motivation and discipline are also vital as ODL requires students to manage their learning independently. Adequate support services such as tutoring, counselling, and academic advising can significantly impact students' performance by providing them with the necessary guidance and support. Finally, the quality of instruction is a critical factor influencing student performance. A well-designed curriculum, engaging course materials, and effective teaching methods are essential for students to stay motivated and engaged. Addressing these five issues can help promote student success in ODL method in Malaysia and improve the quality of education offered through this mode of learning.

Keywords:

Factor Influencing Student's Performance in Malaysia, Online Distance Learning (ODL), Covid-19, Performance of Students, Performance, ODL.

Introduction

According to Keegan and Holmberg (2007), Open and Distance Learning (ODL) has become a global phenomenon, with institutions worldwide offering courses and degree programs through this mode of learning. ODL has several advantages, including flexibility, convenience,

and access to education for individuals who may not have been able to pursue traditional campus-based learning. However, several issues can impact student performance in ODL programs, which are evident worldwide.

The quality of instruction is a significant issue that affects student performance in ODL programs globally. The effectiveness of teaching methods, well-designed curricula, and engaging course materials are essential for promoting student motivation and engagement. The need for access to technology is another issue that impacts student performance. Access to reliable internet connections and computing devices is necessary for successful learning in ODL. Students who lack access to such resources may struggle to complete their coursework, leading to poor academic performance.

Finally, the need for self-motivation and discipline is another issue that affects student performance in ODL programs worldwide. ODL requires students to manage their learning independently, which can be challenging for those who lack self-discipline or motivation. Adequate support services, such as tutoring, counseling, and academic advising, can significantly impact students' performance by providing them with the necessary guidance and support.

In conclusion, addressing these issues can help promote student success in ODL programs worldwide. Institutions must provide students with the necessary technology, a suitable learning environment, opportunities to develop self-motivation and discipline, and adequate support services to improve the quality of education offered through this mode of learning. By doing so, ODL can continue to provide individuals around the world with access to quality education and opportunities for personal and professional growth. (Keegan & Holmberg, 2007)

Problem Statement

The popularity of Open and Distance Learning (ODL) has been increasing in Malaysia due to its flexibility and convenience, especially during the COVID-19 pandemic. However, despite its many advantages, several issues can impact students' performance during ODL integration. The lack of face-to-face interactions and support services, as well as the need for self-motivation and discipline, can make it difficult for students to succeed in their courses. In addition, access to technology and a suitable learning environment are crucial for successful learning in ODL. The quality of instruction also plays a critical role in students' performance. Despite these issues, there is limited research on the factors that affect student performance during ODL in Malaysia. Therefore, there is a need to identify and understand the key issues that influence student performance in ODL integration in Malaysia and to develop strategies to address them. This study aims to address this gap in the literature by identifying and discussing the key issues that impact student performance during ODL in Malaysia.

A study conducted by Almusharraf and Ali (2019) found that students who participated in ODL programs in Malaysia had lower academic achievement than those in traditional face-to-face programs. The study also found that the dropout rate was higher among ODL students compared to traditional students. The authors suggest that the lack of face-to-face interaction and support services, as well as the need for self-discipline and motivation, may contribute to these outcomes.

Another study by Sahin et al. (2020) found that students who participated in online courses in Malaysia had lower grades than those who participated in face-to-face courses. The authors

suggest that the lack of interaction with instructors and peers, as well as the need for self-regulation and self-motivation, may contribute to this outcome. These studies highlight the challenges that students may face during ODL programs in Malaysia and the need for strategies to improve student performance.

Research Objective:

1. Identify the key issues that impact student performance during ODL programs in Malaysia.
2. Explore the extent to which these issues affect student performance in ODL programs in Malaysia.
3. Investigates the strategies that can be implemented to address these issues and improve student performance in ODL programs in Malaysia.

By achieving these objectives, this research can contribute to improving the quality of ODL programs in Malaysia and help to promote student success in this mode of learning.

Literature Review

Technology

Access to technology is critical for successful learning in ODL, as students need to use digital devices and reliable internet connections to access course materials, participate in online discussions, and complete assignments. In Malaysia, the government has initiated several initiatives to improve digital infrastructure and provide access to technology for students. However, some students still face challenges due to limited access to technology. A study by Coman, C. et al. (2020) found that students who lacked access to technology had lower academic achievement in ODL programs. Therefore, it is crucial to ensure that students have access to reliable technology to promote their success in ODL programs.

Learning Environment

The learning environment is also an essential factor that influences student performance during ODL. A suitable learning environment that is free from distractions and noise is necessary for students to focus on their studies. A study by Abdullah et al. (2022) found that the learning environment was one of the most significant factors that affected students' satisfaction with ODL programs in Malaysia. The authors recommend that institutions should provide students with a comfortable and conducive learning environment to promote their success in ODL programs.

Self-motivation and Discipline

ODL requires students to manage their learning independently, which requires self-motivation and discipline. Students need to set goals, manage their time effectively, and stay motivated to succeed in their courses. A study by Jony (2021) found that self-motivation and discipline were crucial factors that influenced student success in ODL programs in Malaysia. Therefore, institutions should provide students with the necessary guidance and support to develop self-motivation and discipline to promote their success in ODL programs.

Support Services

Support services such as tutoring, counselling, and academic advising can significantly impact students' performance by providing them with the necessary guidance and support. A study by Pham et al. (2019) found that access to support services was a critical factor that influenced

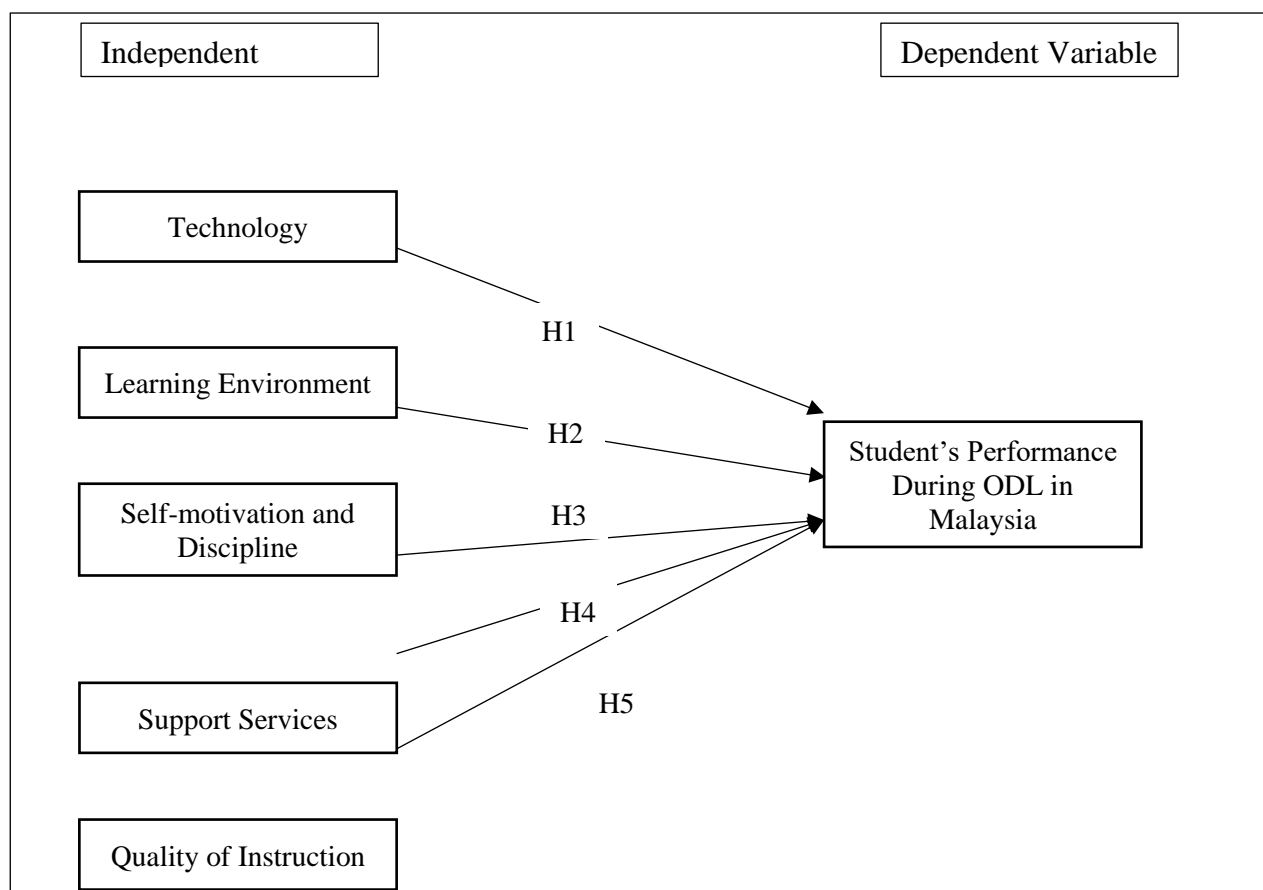
student performance with ODL programs in Malaysia. The authors recommend that institutions should provide students with a range of support services to promote their success in ODL programs.

Quality of Instruction

The quality of instruction is a critical factor that influences student performance in ODL programs. A well-designed curriculum, engaging course materials, and effective teaching methods are essential for students to stay motivated and engaged. A study by Ngole et al. (2021) found that the quality of instruction significantly impacted student performance with ODL programs in Malaysia. The authors recommend that institutions should focus on developing high-quality instructional materials and providing effective teaching methods to promote student success in ODL programs.

Overall, these studies highlight the importance of addressing the five key factors that influence student performance during ODL in Malaysia. Addressing these issues can help promote student success in ODL programs and improve the quality of education offered through this mode of learning.

Conceptual Framework



Conclusion

In conclusion, Open and Distance Learning (ODL) in Malaysia offers flexible and convenient options for learners. However, several issues can impact student performance during ODL programs. This paper identified and discussed five key factors that influence student

performance during ODL in Malaysia: technology, learning environment, self-motivation and discipline, support services, and quality of instruction.

Access to technology and a suitable learning environment are essential for successful learning in ODL. In addition, self-motivation and discipline are vital as ODL requires learners to manage their learning independently. Adequate support services such as tutoring, counseling, and academic advising can significantly impact students' performance by providing them with the necessary guidance and support. Finally, the quality of instruction is a critical factor influencing student performance. A well-designed curriculum, engaging course materials, and effective teaching methods are essential for learners to stay motivated and engaged.

Addressing these five factors can help promote student success in ODL programs in Malaysia and improve the quality of education offered through this mode of learning. Policymakers, educators, and educational institutions must prioritize the development and implementation of strategies that ensure students have access to the necessary technology, learning environment, and support services to succeed in ODL. Moreover, quality instructional design and effective teaching methods are necessary to enhance students' learning outcomes and satisfaction with ODL in Malaysia.

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