

UNIVERSITI TEKNOLOGI MARA
FACULTY OF ADMINISTRATIVE SCIENCE AND POLICY STUDIES



**THE INEFFICIENCY OF ONLINE DISTANCE LEARNING (ODL)
TOWARDS STUDENTS' ACADEMIC PERFORMANCE IN UITM KAMPUS
SAMARAHAN 1**

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ABSTRACT

This research investigates the efficiency of online distance learning (ODL) and its impact on students' academic performance. The study investigates the relationship between ODL involvement and academic outcomes using quantitative methodologies. The study underscores the necessity of employing sophisticated strategies to augment the efficacy of virtual education initiatives. Although the study offers insightful information, it also recognizes its limits and makes recommendations for further research. The urge for more research is emphasized in the conclusion, which suggests adding new variables or conducting in-depth qualitative study to improve our comprehension of the variables affecting students' performance in the context of online distance learning. This study adds to the current conversation about contemporary teaching approaches and lays the groundwork for more investigation into how online learning is developing and how it affects academic performance.

(keywords: Online distance learning, Students' academic performance, UiTM Samarahan, campus 1)

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CHAPTER ONE – INTRODUCTION

1.1 Chapter Review

This chapter focuses on the background of the study which is on students' academic performance through online distance learning (ODL) and physical learning in UiTM Kampus Samarahan 1. This scope of study focuses on the academic performance of students in UiTM Kampus Samarahan 1. Section 1.1 discusses the Chapter Review, Section 1.2 the background of the study, Section 1.3 explains the research objectives, Section 1.4 is the Research Problem and Section 1.5 states the research issue and gaps, Section 1.6 is on the significance of the study. Section 1.7 additionally is about the scope of the research and Section 1.8 explains the research questions. In addition, Section 1.9 states the research hypotheses, Section 1.10 is about the definition of terms and concepts and Section 1.11 is on chapter summary.

2.1 Overview of Online Distance Learning and students' academic performance

Online distance learning has gained significant prominence in recent years as a flexible and accessible mode of education. With advancements in technology, students now have the opportunity to pursue their academic goals remotely, overcoming geographical barriers and time constraints. This section provides an overview of online distance learning and its impact on students' academic performance.

2.1.1 The evolution of Online Distance Learning

Online distance learning is a type of education in which teachers and students collaborate virtually via the use of digital tools and the internet. According to Sadeghi (2019), distance education is the kind of education in which students may not always be physically present at a school. In other words, they study, learn, and pass their chosen subject online without having to visit an examination center, a college campus, or a university building. Students can access and engage in classes and coursework from any location with an internet connection due to the distribution of educational information, interaction, and evaluation through virtual mediums. By enabling flexibility in terms of time and place, it enables people to pursue education without having to physically be present in a typical classroom environment. No doubt, technology plays a significant role here. Referring to Paine (2022), technology able to provide students with access to large amounts of online resources and information. This makes it possible for individuals to do independent research and encourages them to do so. Through various digital tools including discussion boards, video conferencing, email, and instant messaging, students and instructors can communicate and interact during online distance learning. Although certain programmes may still have set deadlines or planned schedules, the learning experience is frequently self-paced, allowing students to move through the curriculum at their own pace.