Factors Influence on the Effectiveness of Open Distance Learning for the Students of G.C.E. Ordinary and Advanced Levels
(Case Study based on the Effectiveness of ODL in Western Province)

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Open and Distance Learning (ODL) became one of the best mode of teaching during the pandemic situation. Approximately 328,464 and 317,651 pupils sit for the local O/L and A.L exams respectively every year. This paper focuses on the factors considered and the effectiveness of ODL practices in measuring the fruitfulness of learning outcomes and it also identifies the challenges that are faced by the students in ODL contexts. The study was conducted in the western province in Sri Lanka. A total of 1100 students were sampled from O/L and A/L exam batches of 2020 through Cluster sample. Degree of effectiveness is concerned as dependent variable and the understandability of the content, accessibility to the session, regular attendance, online assessments, teachers' design, and students' confidence level correlated as independent variables used to testify the effectiveness of ODL in this study. Chi-square test and regression analysis were used from inferential approach. Central tendency, interpretive charts and tables were used from the descriptive approach. The study revealed that understanding ability of a session, teachers' design and online assessments had significant correlation with the effectiveness of ODL. Efficient session model and perceived knowledge, improve teachers' design, commitment and mind set on learning mode transmission would improve the understandability of session and the effectiveness. Involvement of innovation and interaction in the sessions would improve the effectiveness of online learning. Provision of distribution of technology related movements to the irrespective of the urban and rural will improve the learning process at national level.

Keywords: Cluster sample, Effectiveness, Open and distance learning

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