BLENDED LEARNING AMONG IUKL LECTURERS FROM THE PERSPECTIVE OF THEORY OF PLANNED BEHAVIOR (TPB)

BY

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Many Higher Educational Institutions (HEIs) recently adopted 'Blended Learning' approach of enabling an effective teaching and learning experience environment. This approach integrates technology into teaching and learning courses. Although blended learning offers various advantages to lecturers, some negative perceptions held by lecturers may affect its acceptance. Due to its importance, the degree of lecturers' acceptance towards blended learning has been addressed in this study. Briefly, this study was conducted to investigate acceptance of blended learning among lecturers, particularly at Infrastructure University Kuala Lumpur (IUKL) through the application of Theory of Planned Behavior (TPB). The theory was purposely used to assess the relationship between attitude, subjective norm, and perceived behavioral control in accordance with acceptance of blended learning among lecturers. A questionnaire was distributed to all lecturers from each faculty at IUKL, by including 32-items of TPB dimensions which mainly modified from Acar (2013), Knabe (2012), and Lamb (2011) while 10-items was mainly modified from Rosli et al. (2016) and Mohd Salleh (2016) for lecturers survey towards blended learning acceptance. A total of 129 lecturers participated in this study. A Pearson correlation analysis was conducted to test the hypotheses. The results of the study indicated that all of the hypotheses were accepted. Specifically, the study showed all the dimensions of TPB (attitude, subjective norm, and

perceived behavioral control) were significant and correlated to the acceptance of lecturers towards blended learning at IUKL. Data gathered pointed to address attitude, subjective norm, and perceived behavioral control of lecturers from acceptance of blended learning. Amongst these were acceptance pertaining to availability of resources as well as skills and knowledge of lecturers. These aspects influence decision of lecturers before they can fully accept blended learning. It is hoped that lessons learnt will make a contribution to the Higher Education Institutions (HEIs) and that developing universities will also get benefit from the study.

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APPROVAL

This Project paper was submitted to the Senate of Infrastructure University Kuala Lumpur (IUKL) and has been accepted as partial fulfilment of the requirement for the degree of Master in Communication. The members of the project paper Examination Committee were as follows:

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DECLARATION

I hereby declare that the thesis is my original work, and has not been taken from other sources except where such work has been cited and acknowledged within the text. I also declare that it has not been previously, and is not concurrently submitted for any other degree at Infrastructure University Kuala Lumpur (IUKL) or any other institution. The completion of this thesis was under supervision and guidance of Professor Dr Faridah Ibrahim at IUKL.

Meutia Lana Tasri

30 May 2017

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LIST OF ABBREVIATIONS

IUKL------- Infrastructure University Kuala Lumpur

USM ------- University Science Malaysia

OUM------- Open University of Malaysia

HEI -------- Higher Education Institution

LMS ------- Learning Management System

TPB ------- Theory of Planned Behavior

AAct------- Attitude towards the Act

SN --------- Subjective Norm

PBC ------- Perceived Behavioral Control

BI ---------- Behavioral intention

TRA ------- Theory of Reasoned Action

BL --------- Blended Learning

ICT -------- Information and Computer Technology

ESL -------- English for Second Language

WCDs ----- Wireless Communication Devices

ICU -------- Intensive Care Unit

SNWs ----- Social Networking Websites

UiTM ----- University Technology Mara

OHP ------- Overhead Projector

HOD ------ Head of Department

SPSS ------ Statistical Package for the Social Scienc

CHAPTER 1

INTRODUCTION

1.1   Context of the Study

In today's academic environment, both local and global universities attempt to increase an effective teaching and learning mode. This concern is shared by the Higher Education Institutions (HEIs) in Malaysia, particularly through the use of blended learning. Blended learning refers to the use of technology in teaching and learning methods in addition to the existing traditional-based learning (Khan, Qayyum, Shaik, Ali, & Bebi, 2012). Wade's study (as cited in Wong, Tatnall, & Burgess, 2014), found that Information and Communication Technologies (ICT) such as the Internet are increasingly used by universities and many have adopted a blended learning approach to deliver course content.

Examples of Universities in Malaysia that applied blended learning mode include University Science Malaysia and Open University of Malaysia (Lim, Ping, Wang, & Libing, 2016) and (Azizan, 2010). At University Science Malaysia for example, every school uses Learning Management System (LMS) such as Moodle for e-learning environment purposes. The Moodle LMS known as eLearn@USM as shown in figure 1.1 below. The LMS provides on-line forums, video conferencing, iTutorials, iWeblets, and iRadio. Besides that, LMS also provides authoring tools such as Articulate Studio Suite and Lecture Maker to build course materials.

Figure 1.1: eLearn@USM portal and single sign-on

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