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**Title of Proposal**

The perception of students towards blended learning in private institutions.

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**Semester 6**

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## Chapter 1

### 1.1 Introduction

The advent of Information and Communication Technology (ICT) led to the creation of new industries and the emergence of new products and services that have steadily become more readily available to a greater number of people around the globe. Over the last decades the world has witnessed a rapid rise in the use of ICTs in most human fields of activity, which has led to important social changes.

And ICTs have had a particularly strong impact on one specific area, that of training and education with the development of distance learning courses in which computers, fiber-optic cables and electronic networks play a central role (Rosenberg, 2001; Friedman, 2007). By combining all of these technologies, electronic learning (e-learning) has been able to flourish in the corporate training market because it offers customers more flexible training solutions (Mackay & Stockport, 2006). However, it was blended learning (b-learning) that gained the most popularity where combining face-to-face instruction with online sessions has proved to have a stronger impact on individuals' performance and motivation, than e-learning alone (Bersin, 2004).

Although the importance of e-learning and b-learning continues to grow in the current global market, there is still a need to develop more quality distance courses in order to contribute to business success (Rosenberg, 2008). Both distance training solutions require new ways of teaching and learning that enable the technology to mediate the learning process and the development and acquisition of competencies (EI-Deghaid & Nouby, 2007).

In a European country such as Portugal the quality and good practices related to corporate training, in both face-to-face and distance training are recognized by the Governmental Labour Office (DGERT), which formally certifies the organizations that

## 2.1 Literature Review

### **2.1.1 Introduction**

With the use of computers becoming nearly universal over the last several years, college course delivery was almost certain to be affected. At universities across the nation, there has been a proliferation of distance education courses, with a total enrolment estimated at 3 million students (Fisher, 2003). With increasing numbers of non-traditional students desiring to increase their knowledge base, skills, and marketability, a number of schools have offered programs that are entirely online. The convenience of such programs may mean the difference for some between furthering and foregoing the additional education because of the high opportunity cost of doing so. Undoubtedly, classes that meet once or more every week for 15 to 16 weeks makes the opportunity costs prohibitive for some students.

As is the case with any new offering, the growth in online education is not without growing pains. Crow et al. (2003) summarize a number of factors that others have reported as impediments to further growth. Included in these factors is that instructors find the administration of online courses to be time-consuming. Students are often frustrated, citing problems with the technology and lack of communication. Importantly, some programs experience high dropout rates as a result (Bennett, 2000).

Courses incorporating online learning range from those that are completely online, with no class meetings, to those that provide for a few meetings in a classroom during the semester. An example of the latter is one in which the Web is the primary instruction mode, but there are a limited number of other face-to-face meetings at various points in the semester. This "blended learning" approach may be appealing to many students because it offers the convenience of a primarily-online course, but allows for at least a few meetings with the instructor in person. This approach affords the opportunity to see the instructor face-to-face and avoid a completely impersonal course experience, thereby creating a learning community without an overly-burdensome meeting schedule.

## Chapter 3

### 3.0 Research Method

#### 3.1 Research Design

For the purpose of this study, the research design will be cross-sectional survey. It was to find the perceptions of students towards blended learning at a given time point. The research demands for information from the various private institutions such as ICATS College. Type of approaches is by a questionnaire survey. Through this approach, the researchers will be easy to get useful responses and it was very cost effective ways.

#### 3.2 Unit of analysis

As this study will discuss about the perceptions of student's towards blended learning in private institutions, therefore the unit of analysis will be the students of private institutions, such as from International College of Advanced Technology Sarawak (ICATS)

#### 3.3 Sample of size

The sample size for the purpose of this study is 100 which are among the students of International College of Advanced Technology Sarawak (ICATS).

The researcher gives the priority to students from Plantation Management, Course of Nursing, and Environmental tourism Management, Marketing, and Electrical Engineering to answer all of the questions given.