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**THE INFLUENCE OF TEACHING AND LEARNING APPROACHES  
ON STUDENT PERCEPTIONS: HRM PERSPECTIVES**



**MASTER OF HUMAN RESOURCE MANAGEMENT  
UNIVERSITI UTARA MALAYSIA  
AUGUST 2025**

**THE INFLUENCE OF TEACHING AND LEARNING APPROACHES  
ON STUDENT PERCEPTIONS: HRM PERSPECTIVES**



**Thesis Submitted to  
College of Business  
Universiti Utara Malaysia  
in Partial Fulfillment of the Requirement for the  
Master of Human Resource Management**



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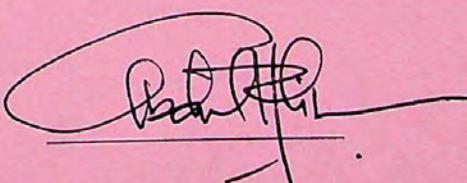
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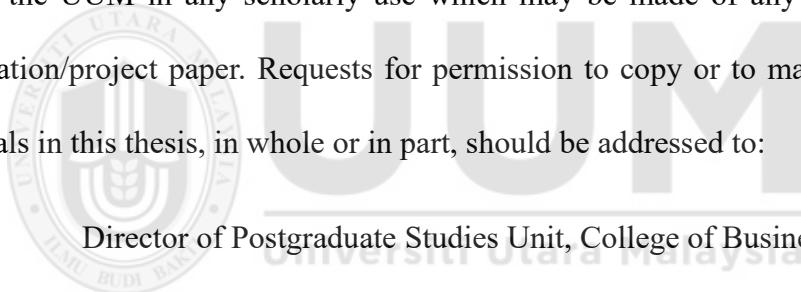
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## ABSTRACT

This study aims to analyze the different learning approaches and the impact on the perception from the tertiary education students which is from the School of Business and Social Science form the private university located in Alor Setar, Kedah. The literature review has shown that the different learning approaches which are the classroom learning, online learning and blended learning are impact to student perceptions, providing different view on the student perception. The research had adopted quantitative approaches with population of the student undergoing their third-level education at private university Alor Setar Kedah. The questionnaire was created and distributed to the third-level education which are the student under their degree level under School of Business and Social Science at private university Alor Setar, Kedah and a total of 152 responses collected. The data collected had been analyze using the SPSS software V29.0 to examine the relationship between different teaching and learning approaches and the impact of each teaching and learning approach towards student perception. The results shows that the diverse teaching and learning approaches had a moderate to high positively impact to the student perception. The Blended teaching and learning approach was showing highest impact towards the student perception while the classroom teaching and learning approach and online teaching and learning approach had moderately impacting the student perception positively. There are also significant differences between different teaching and learning approach to the student perception. These findings believed was contributing to the formation on the future training strategies of the organization when absorbing the new generation to the workplace to ensure innovative outcome, motivate engagement and the efficacy learning approaches implemented.

Universiti Utara Malaysia

**Keywords:** student perception, innovation, student engagement, effectiveness, classroom learning, online learning, blended learning

## ABSTRAK

Kajian ini bertujuan untuk menganalisis pelbagai pendekatan pengajaran dan pembelajaran serta perspektif pelajar pendidikan tinggi dari Sekolah Perniagaan dan Sains Sosial di sebuah universiti swasta yang terletak di Alor Setar, Kedah. Sorotan literatur menunjukkan bahawa pelbagai pendekatan pengajaran dan pembelajaran memberikan kesan terhadap persepsi pelajar, dengan menyediakan pandangan yang berbeza dari segi inovasi, penglibatan pelajar dan keberkesanannya. Perbandingan antara pendekatan pengajaran dan pembelajaran yang berbeza juga telah diketengahkan dalam kajian-kajian lepas. Kajian ini menggunakan pendekatan kuantitatif dengan populasi terdiri daripada pelajar yang sedang mengikuti pengajian peringkat tinggi di universiti swasta di Alor Setar, Kedah. Satu soal selidik telah dibangunkan dan diedarkan kepada pelajar pendidikan tinggi, dan sebanyak 152 maklum balas telah berjaya dikumpulkan. Data yang diperoleh telah dianalisis menggunakan perisian SPSS 29.0 bagi meneliti hubungan antara pendekatan pengajaran dan pembelajaran yang berbeza serta kesan setiap pendekatan terhadap persepsi pelajar. Hasil kajian menunjukkan bahawa pelbagai pendekatan pengajaran dan pembelajaran mempunyai kesan yang sederhana hingga tinggi secara positif terhadap persepsi pelajar. Pendekatan pengajaran dan pembelajaran secara gabungan (blended learning) menunjukkan kesan yang paling tinggi terhadap persepsi pelajar, manakala pendekatan pembelajaran secara bersemuka di dalam kelas dan secara dalam talian memberikan kesan sederhana tetapi positif terhadap persepsi pelajar. Terdapat juga perbezaan yang signifikan antara pendekatan pengajaran dan pembelajaran yang berbeza terhadap persepsi pelajar. Dapatkan kajian ini dipercayai menyumbang kepada pembentukan strategi latihan masa hadapan bagi organisasi dalam menerima kemasukan generasi baharu ke tempat kerja, bagi memastikan hasil yang inovatif, meningkatkan penglibatan serta keberkesanannya pendekatan pembelajaran yang dilaksanakan.

**Kata kunci:**

persepsi pelajar, pembelajaran dalam kelas, pembelajaran dalam talian, pembelajaran secara gabungan

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of Study

The perception is the process where an individual receives the information from the environment, interpreting and react to the environment. Perception can affect by the individual behaviour on certain environment or behaviour and leads to the outcome on certain behaviour on internal and external constraints (Kim, Kim, Han, 2021). The perception can be identified by the individual according to three components which are “what”, “how” and “why” (Wang, Kim, Rafferty & Sanders, 2020). This can be explained by the type or content of the information received, the way the individual interpreting the information and the behaviour towards the information.

This study had carried out to investigate the student perception towards different teaching and learning approaches. The student perception in this research study will include the ways student views and interpret the settings, process and experiences during their educational process. It could be different according to the student’s needs, preferences and skills. (Soffer, Kahan & Nachmias, 2019) The student will react and behave on the different information and learning setting according which also leads to their acceptance or performance in academic. The student perception might be influenced by the information they received, observed and experienced. This including the process of learning which is the knowledge transition process between instructor and learner. This

process includes the identification of problems, forming the target of learning, acquiring educational resources and put them in practices (Munna & Kalam, 2021). The learners will acquire knowledge and information from the educational process.

The student perception is also one of the focus fields in Malaysia, the vision 2024 was developed with the ambitious that emphasis on the collaborative engagement, academic culture, economic integration, talent development and others factors that lead to the education excellent (Mail, 2024). The changing of learning mode also developed when the MQA allows the flexibility on hybrid learning and the 71% student demands the flexible learning mode in Malaysia (Jeevita, 2024). These situation shows that the changing of student perception and demand on the different learning approaches and brought to the needs of consideration of different learning approaches.

The instruction process in the higher education unit can be carried out in different approaches and methods. The common learning approach in the third-level education unit is the traditional classroom learning approach especially before the pandemic Covid-19. The traditional learning approach is the physical person to person setting approach that is mostly carried out as an instructor-led and classroom environment which includes the group discussion and the case study.

The pandemic Covid-19 has spread over world rapidly. This also leads to the situation also that the third-level education when the students are not allowed to attend the physical classroom, instead by online learning that occurs with online meeting or the reading of material shared on the online platform. The research conducted by Amarneh, Alshurideh, Al Kurdi & Obeidat (2021) stated the e-learning implementation had become most safe

way and able to enrich the training method. This situation has become the catalyst of the implementation of online learning as one of the popular training strategies in an organization.

The diffusion of online learning in the third-level education unit that previously implemented the traditional learning had also brought the new approach in education which is the blended education, hybrid learning and mixed mood education. This is a learning with integration of face to face and digital learning mode (Castro, 2019). The blended learning also being known as “new normal” in third-level education practices (Smith & Hill, 2019).

The implementation of different educational approaches has often led to issue that is related to the comparison of the traditional training approaches, online learning and hybrid learning. This comparison includes the effectiveness, cost-effectiveness and other perspectives. Besides that, the preference of the learners is also issue that needs consider when choosing the teaching and learning method. The research done by Yunus and Eid (2023) investigate the preference learning among university students shows physical learning is more preferable since it encourages more focus, concentration and effective communication.

The online learning approaches also become the favourite learning approaches by the specific group of people. The use of technology was claimed to cause more effective e-learning; it can contribute more with the learners’ experiences (Giannakos, Mikalef & Pappas, 2022). The online learning approach is always claimed to be more cost efficient while ignoring the cost of material for physical learning and also more flexible which can

be carried out anywhere and anytime. This perspective always made the organization feel the difficulty in determining the learning approaches that needed to be implemented in the organization.

The consideration of the learning approach is needing survey on several factors. However, one of the factors that influences the decision making on the learning approaches is student perception. According to research carried out by Guan and Frenkel (2019) highlighted that perception during knowledge acquisition process is the important part contributing the connection between the process of learning and the outcome. Through this research, we are able to recognize that the perception is one of the factors that give impact on human resources practices.

This research paper aims to investigate about different learning approaches and how the different learning approaches affecting the student's perceptions. This research paper will carry out that practicing classroom learning , online learning and blended learning. This paper is believed able to contribute to the better planning for the learning strategies for the learners with the student perception that might contributed by the different teaching and learning approaches.

## **1.2 Problem Statement**

This research paper will focus on the different teaching and learning approaches and their influences on the student perception. The approaches that focused in this study are classroom learning, online learning and blended learning. This study will explore the student perception towards these three teaching and learning approaches that are

implemented in their teaching and learning process in the context of innovation, student engagement and effectiveness.

The classroom learning is traditional learning approaches that is commonly implemented in the higher study unit. The implementation of classroom learning or physical learning can be considered to encourage engagement because it is more encouraged to speak (Beinicke & Kyndt, 2019) and feedback from the learners (Chang, Wang, Lin, Cheng & Chiang, 2021). The survey that was carried out by Cozzarin and Percival (2023) that highlights the connection between classroom learning and innovation and the outcomes had shows classroom learning significantly contributes to innovative outcomes.

In the perspective of online learning, there are surveys by Shahriar, Arafat, Islam, Rahman, Khan, & Alam (2023) stating that the E-learning culture encourages the quick adaptation of new norms and sustainable organizational development. The E-learning also helps in providing the flexibility and the convenience during the pandemic Covid-19. The flexibility that is promoted by the online learning process also provides the convenient in knowledge and skill learning in anyplace and anytime (Piwowar-Sulej, 2021). The implementation of online learning has promoted the rapid knowledge adoption through the flexible knowledge delivery method.

The blend always required the mix of two or more varies things (Hrastinski, 2019). The mix of physical classroom learning and online learning has brought the new approaches in teaching and learning approaches which is blended learning. The blended learning is claimed to be able to achieve higher student's concentration, certainty and fulfillment in perceptions compared to the single learning strategies (Ma & Lee, 2021). The blended

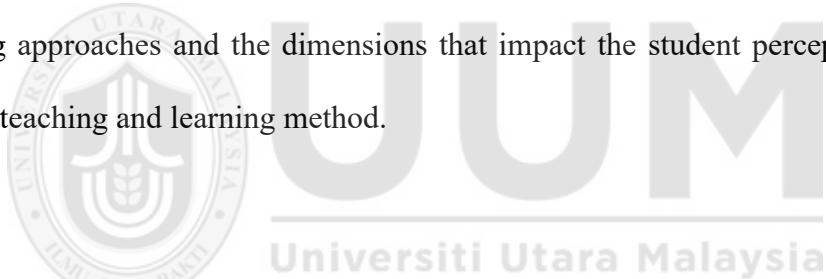
learning also believes to enable the student control on the time, pace or place for learning in the student perceptions (Sahni, 2019).

According to the research (Beinicke & Kyndt, 2019) comparing classroom learning and E-learning, the implementation of learning process for both classroom learning and E-learning are carried out according to the same steps; however the feedback from the E-learning is rarely more than the classroom learning. The outcome of the online learning and classroom learning might be the same when surveyed immediately after the learning program, but the e-learning will be more prevalent after a period of time.

The learner's engagement in the learning program is also one of the important elements in ensuring effectiveness of learning process. The study that was carried out by Chang, Chen, Kao & Sheu (2005) found that physical classroom learning encourages the learners to speak. The founding of this research paper had shown that the physical classroom might lead to more learner's engagement when implementing a learning program. However, online learning is getting a more significant relationship to the learning effectiveness.

The different learning approaches are bringing the impact and advantage to the learning process respectively. The comparison among different teaching and learning processes also contribute to the further figure on the student perception when facing the different teaching and learning approaches. However, these study are lack of the determination of the different learning approaches in the same perspective. (Chang et al., 2005) The available researches are mostly under different variable that might not sufficient in summarized the variable that affecting the teaching and learning process. There are lack in sources as references for higher education unit to determine the different teaching and

learning approaches under same survey. Therefore, this study will focus on the determination under same prospective which is the student perceptions. The research that includes the comparison of two or more learning approaches are more to the survey on the learning outcome. In the organization context, there is a lack of consideration on the student perception on the current teaching and learning approaches that are implemented in the workplace or organizational level. However, the students of the Z-generation are going to the workplace soon. The organization should have the information about their perception toward the workplace teaching and learning method to get prepared for the new generation that is entering the workplace to make the human resources management more effective. Therefore, this research paper will focus on the different teaching and learning approaches and the dimensions that impact the student perception toward the current teaching and learning method.



### **1.3 Research Objective**

This focus of study is the different learning approaches and the student perception. The relationship between classroom learning, online learning and blended learning and student perception will be surveyed in this research paper. This research is aiming to achieve the objectives.

- a) To determine the impact of classroom learning on the student perception.
- b) To evaluate the impact of online learning on the student perception.
- c) To investigate the impact of blended learning on the student perception.

## **1.4 Scope of Study**

The impact of different learning approaches towards the student perception also will be investigated and collected in this research paper. In this research paper, classroom learning, online learning and blended learning will be included as the independent variable. These teaching and learning approaches were common approaches might be implemented in a lot of higher study units.

The dependent variables for this research paper are student perception, hence the study will focus on the student perception and their view about the different learning approaches. This research paper will focus on perception from higher education students.

## **1.5 Significance of Study**

This study contribute their perception on different learning approaches that are implemented in the third-level education unit which is possessing their study after completion of secondary education and the student perception. This research paper is aimed to come out with a clear figure that focuses on the student perception and their preferences on the different teaching and learning approaches. The outcome of the study can contribute to a clarification on students' preferences and future plan for learning at third-level education unit.

This study focusing on the three learning approaches that are commonly implement in the third-level education unit. In the further stage, this study might contribute to the organization in forming approaches that going to implement in the organization with take

in account about the student perception that will undergoing transition to the workplace as the consideration on efficacy of organizational learning and development initiatives.

Besides that, this research focus on investigation of student perception towards different learning approach. Through this research, the organization might have a clear insight on the items that are focused by the students nowadays and come out with the suitable learning and development planning to maintain the human resources and organization sustainability.

This study expect to explore view from student level compared previous research that primary focus on learning process. This research paper is focused on the student view for the organization level and collects the view from the student about their perception towards the different learning approaches. Therefore, this research paper can be considered as one of the keys to explore the view from the new generation towards the learning and development in the current workplace.

## **1.6 Definition of Key Terms**

### **1.6.1 Student Perception**

Student perception is the process of an individual organizing and interpreting the information, the behaviour, their experiences and the environment (Wang, Kim, Rafferty & Sanders, 2020).

### **1.6.2 Classroom Learning**

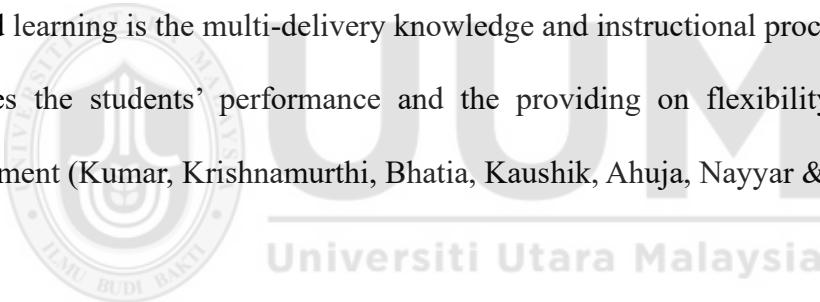
Classroom learning is the teaching and learning approaches that are conducted physically by an instructor in a classroom (Zanchi, Gaiardelli & Powell, 2021).

### **1.6.3 Online Learning**

Online learning defined as the educational process uses web-based technology to facilitate the learning transformation process (Müller & Mildenberger, 2021).

### **1.6.4 Blended Learning**

Blended learning is the multi-delivery knowledge and instructional process that aimed to improves the students' performance and the providing on flexibility in free-barrier environment (Kumar, Krishnamurthi, Bhatia, Kaushik, Ahuja, Nayyar & Masud, 2021).



## **1.7 Chapter Summary**

This chapter had explain background of the research study and highlighted the problem statement that will focus in the study. The objective of the research had been develop to investigate the relationship between different teaching and learning approaches and the student perception. This chapter also designed the scope and defined variables that related to this study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

Extensive study on the literature had been carried out and summarized in this project. The focus of the review were the dependent variable which is the student perception and effectiveness and the different learning approaches which are classroom learning, online learning and blended learning. This chapter will summarize the research about the focused variable and the relationship of learning approaches and student perception.

#### 2.2 Student Perception

The student perception will be the dependent variable that will be studied in this research paper. Perception can be defined as an obviousness element which is built up from stimulus from the environment and receptors, being processed and forming the perception of people towards a certain thing (Goldstein & Brockmole, 2002). The perception also might come with the result of the sensory awareness of experiences, personal experiences and comprehensiveness that lead to a response (McDonald, 2011). The perception also tends to change over a period of time (Apa, Jeronimo, Nascimento, Vallespir, & Travassos, 2020). In the organization perspective, the perception can include the actions that are taken by the management level to influence the impression of audiences towards the organization (Elsbach, 2003).

The study perception might influences by the quality of communication process and the relationship with the lecture (Pishghadam, Derakhshan, Zhaleh, & Al-Obaydi, 2023). The research by Pérez-Pérez, Serrano-Bedia, and García-Piqueres (2020) also proof communicativeness is one of the a part of consideration factors of student perceived outcomes. Another dimension that being consider by the student when they are building perception on the learning is comes from the physical support and the resources that making them to access the learning effectively (Hasani, Adnan, Sensuse, & Suryono, 2020). The student perception on the learning process also might get influenced by the continue using of the learning method or the knowledge and skills (Syauqi, Munadi, & Triyono, 2020). The investigation on the student perception is critical in the determination of the teaching and learning approaches. This condition was more challenging when the information overload and the technical abilities that might impact on the student's difficulty and satisfaction on the learning process (Conard, Deng, Caron, Shkurska, Skerrett & Sundararajan, 2022). The research carried out by Martin, Stamper, and Flowers (2020) highlighted that the confident of student toward the learning approaches contributes to their online readiness competencies. Besides that, the student perception in consideration on their physical and mental health problem might be the issues in determination of the teaching and learning approaches (Khan & Khan, 2019). This shows that the investigation on the student perception is important in recognizing the learning approaches and take in consideration on the dimension that will influence their interest and also the effect on student perception towards the output of their preferred teaching and learning approaches.

This research focus on the issue on the different learning approaches in third-level education units and the student perception. Innovation for the student is one of the keys of human development and the diffusion of technology nowadays. In the era of industry revolution 4.0, the sustainability of innovation was supported by the improvement of knowledge resources, manufacturing proficiency and organizational capabilities (Ghobakhloo, Iranmanesh, Grybauskas, Vilkas, & Petraitė, 2021).

Innovation Is an output which includes introduction of new products or services (Khan, 2018). The study by Shin, Yuan, and Zhou (2017) determined that the perceived job requirement for innovation is having a positive relationship with the innovative job behaviour. The innovation can be classified by product and process innovation. Product innovation aims at the growth of product to provide better quality of life in the emerging economics (Heredia, Yang, Flores, Rubiños, & Heredia, 2020).

Damanpour (2020) describes process of innovation as a new way in making products or providing the services. Process innovation depends on the ability of the organization to reinforce and extend existing processes which are usually inspired by technological advancement and soft skills (Goni & Van Looy, 2022). Awan, Arnold, and Gölgeci (2021) had stated that the innovation on green products and processes has been a hot issue in the field of innovation management.

The active student involvement is essential in the learning environment to ensure the effectiveness of knowledge and skills acquisition. The lack of student engagement might lead to the difficulty of the task completion and the feeling of belongings to the groups (Cavinato, Hunter, Ott, & Robinson, 2021). According to research by L.-C. Lin, Hung,

Kinshuk, and Chen (2019), the students are needing more engagement to ensure a more frequent and proactive interaction and communication process with the instructor.

Islam, Furuoka, and Idris (2021) had defined the engagement as the individual's active participation in context of physical and cognitive during the transformation process. The student engagement can be divided according to different dimensions including the physical and mental also the interaction and involvement of the individual. (Amerstorfer & Freiin von Münster-Kistner, 2021)

The student engagement can be understood through the manifestation of an Individual's internal states. The student engagement includes the student's behavioral, cognitive and emotional components (Zhoc, Webster, King, Li, & Chung, 2019). It is the meaningful enjoyment of the student in the learning environment. It also contributes to the relationship between the learners and the instructor ((Delfino, 2019). Bond, Buntins, Bedenlier, Zawacki-Richter, and Kerres (2020) claimed that the behavioural was the dimensions that often being identified in examining the student engagement, followed by the affective engagement and cognitive engagement.

In the learning environment, the engagement is including the dual communication between the learners and instructor and ensuring the student voice are heard and communicated (Peters, Zdrakovic, Costa, Celenza, Ghais, Klamen, Mossop, Rieder, Nadarajah, Wangsaturaka, Wohlin & Weggemans, 2019). Besides that, the form of the systematic and dynamic learning process giving an impact in encouraging the student engagement during the learning process (Serrano, Ayuela, Gonzalez-Burgos, Serrano-Gil, & Lalatsa, 2019).

The effectiveness is the degree to which a system delivers what it is supposed to deliver or the capability for a system to be selected and implemented (Richards, Yeoh, Chong, & Popovič, 2019). The effectiveness of teaching and learning are consisting of several dimensions such as the satisfactory support, participation of learners and issue or problem solution (Lathifah, Helmanto, & Maryani, 2020). The research carried out by Gyawali, Ramakrishna, and Dhamoon (2019) had described the effectiveness using two variable which are satisfaction and net benefits. The effectiveness of learning also linked to the characteristic of experience, standard of service and value of information (Kritiskos, Pernici, Plebani, Cappiello, Comuzzi, Benrernou, Brandic, Kertész, Parkin & Carro, 2013).

The effectiveness of learning process also becomes a concern among the perception of the student. According to the research by Castro and Tumibay (2021) that listed the dimensions that support and are important in formulating the strategy to effective learning which are academic support, institutional adoption and course design and achievement of learning objectives. The effectiveness of learning design also depends on the ability from physical and mention and the motivations among the learners and the instructor (Toro-Troconis, Voce, Alexander, Vasant, & Frutos-Perez, 2021).

### **2.3 Classroom Learning**

The first teaching and learning approaches that will be included in this research is the traditional classroom learning. The classroom or physical face-to-face learning is traditional learning approach that had been practices in higher education before

introducing of online learning. Classroom learning approach was defined as traditional teaching and learning approach which involves the formal classroom setting, instructor and learners in this study.

The classroom teaching and learning involves the physical educational process provided by instructors in a classroom, with the session for interaction between instructor and learner such as Q&A session and the distribution of case study and exercise (Romero, Zanchi, Powell, & Gaiardelli, 2022). The classroom learning is emphasize on the instant feedback and the learning process directly from the insturctor to the learners.

The classroom learning can be defined as the learning approaches that encourage the knowledge acquisition and the behaviour changes due to the influence of the leader through the learning process (Seidle, Fernandez, & Perry, 2016). The classroom learning is always related to the space which is important in third-level education and more effort is needed to make the space compatible and supportive for the educational process. (Asino & Pulay, 2019)

## **2.4 Online Learning**

Pandemic Covid-19 had accelerated changes in learning process in higher education. The implementation on full time online class and offering on the course that fully online becoming demand of the new generation. It had become one of the popular learning mode in the higher education study that providing the flexibility on the study mode arrangement and remove the barrier in terms of distance and time.

In learning perspective, the learning using online approach was the new way in providing the learning due to the technological advancement that contributes in the development of

learners' abilities and knowledge (Batalla-Busquets & Martínez-Argüelles, 2014).

According to research done by Demerouti (2023), the practices of learning through the online approach uses online tools to teach the learners.

The online learning implement in synchronous and asynchronous. The synchronous is the online learning method that learners and instructor have learning process and meeting in an online platform. Asynchronous online learning is the online course that is available to the learners to access in a flexible time and place. (Amiti, 2020) The research carried out by Gaete et. Al. (2022) had organized an asynchronous online learning for the participants through the online video, this online learning program had successfully provided to the students including the international learners which need to overcome the language barrier.



## 2.5 Blended Learning

Anthony, Kamaludin, Romli, Raffei, Phon, Abdullah and Ming (2020) described the blended learning approach is learning strategies as on-site educational is integrated with digital mode. The instructor in blended learning will implement physical learning which also extends to the online platforms for further discussion. Rao (2019) described blended learning as the teaching and learning approach that provides effective mixing of traditional and advanced learning approaches. The integrate of the different elements fosters socially support and the meaningful learning experiences (Marie, 2021).

The blended teaching and learning had allowed the Instructor to provide the classroom activities in two different settings. The blended teaching and learning also provide

advantages to the language learners compare to traditional teaching approaches by providing the personalized language support, promoting collaborative teaching and learning and increasing the student interaction and engagement. (Albiladi & Alshareef, 2019)

The blended learning also helping student in motivate interaction with instructor and also classmates, communications skills, self-confidence, self-awareness and leads to the positive experiences reported by the students. (Bouilheres, Le, McDonald, Nkhoma, & Jandug-Montera, 2020) The students had been providing the flexibility in choosing their learning strategies either physical that promote the interaction during the learning and also the online learning that provide the flexibility on learning arrangement in term of time and accessibility.



## **2.6 The Relationship between Classroom Learning and Student Perception**

Classroom learning proven contributes on the improvement in product and process innovation while the probability creative new product is greater than the process innovation. (Cozzarin & Percival, 2023) Besides that, the classroom learning is perceived as able to contribute to an innovative behaviour through information sharing, compensation system and supportive supervision. (Bos-Nehles & Veenendaal, 2019)

The perceived high quality in-class interaction and the teacher's emotional support is also influencing the student perception to be more engaged in the classroom learning. (Havik & Westergård, 2019) The findings at research by Zheng, Bender, and Lyon (2021) illustrate that the traditional based contributes to higher levels of acceptance and improved

the succeed in e-learning. the perceived effectiveness in both physical courses and the online course will impact on student's desire to enrolling in learning process. (Butnaru, Nita, Anichiti & Brinza, 2021)

The classroom learning might impacting the student perception in terms of their innovation during the practical learning and the interaction and sharing thought session between instructor and learners. However, the student might perceived this learning mode as time and cost consuming and the limitation of flexibility provided under the classroom learning mode. The setting of classroom learning approaches might impacting the student perception.

**H1:** There is significant relationship between classroom learning and student perception.

## **2.7 The Relationship between Online Learning and Student Perception**

Student perception and acceptance had played an important part in determining the innovation brought by e-learning. The student satisfaction and the abilities to utilize e-learning are proof able to generate innovative learning compared to the traditional classroom instructional process. (Stecula & Wolniak, 2022) The online learning is also proof of the innovation dimensions when the online learning contributes in decision making process and generates a quality idea with the innovative idea generation process. (Jones-Chick & Kelloway & Birdi, 2021)

The online learning approach, synchronous and asynchronous approaches are encouraging and empowering the student engagement and interactive, leading to the satisfied instruction and expected outcome. (Rehman & Fatima, 2021) The online learning

contributed to the student perception on the effectiveness in terms of engagement especially on the student-content strategies. (Abou-Khalil, Helou, Khalifé, Chen, Majumdar & Ogata, 2021)

Findings in research done by Beiniecke and Kyndt (2020) show that the actions taken in preparation of e-learning and classroom learning and the learning effectiveness almost same, the feedback for e-learning is rarely. E-learning is also rarely used for dynamic and complex skills learning. This finding supporting previous study that showing learning outcome is similar but online learning is more effective for declarative knowledge. (Beiniecke & Bipp, 2018)

**H2:** There is significant relationship between online learning and student perception.

**2.8 The Relationship between Blended Learning and Student Perception**

Blended learning is effectively and positively relate student's development in innovation and entrepreneurship soft skills. (Pisoni, 2019) The implementation of the blended learning also prompts instructors to concentrate on the innovation that would positively impact on the student learning. (Anthony, 2019) Another research done by Anthony (2019) implemented the blended learning into innovation adoption process and also proof effectiveness of the blended learning in promoting the innovation among student.

Blended learning approach also proves effectiveness in motivating the student engagement in learning process which able to encourage students to enjoy learning and making their learning time better. (Fisher, Perényi & Birdthistle, 2018) The blended teaching and learning approach is proof of achieving the higher level student engagement

compare to traditional classroom setting learning environment (Lima, Lautert & Gomes, 2021). In term of comparison for blended learning and the virtual learning approach, the research carried out by Grønlien, Christoffersen, Andreassen and Lugo (2021) indicates that the students believe that the blended instruction mode resulting small to medium size effects, the students are more prefer on the digital online resources that having perceived usefulness to support their learning outcome achievement process (Kulal & Nayak, 2020).

The finding of previous study had illustrated that all learning approaches are giving different impacts in the learning process. Through the investigation on the previous research, the researcher found that the classroom learning, online learning and blended learning are giving influences in forming the student perception due to several issues. This study investigate impact of these teaching and learning approaches on the student perception.

**H3:** There is significant relationship between blended learning and student perception.

## **2.9 Chapter Summary**

This chapter had gathered literature related to the variables related to this study. All the variables were well defined. The foundation of literature showed that the three independent variables are giving different impacts on the teaching and learning that might influence the different learning approaches and student perception. Therefore, the hypothesis also proposed stating the independent variable are having relationship with the student perception. The relationships will be tested and described further at the further part of this study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter will be describing on research methodology, research design, population, sample size, sampling design and data collection method will be described in this chapter. Besides that, the questionnaire and the rating scale will also develop according to the research purpose which is investigation of difference learning approaches and student perception. The method used in the data analysis will also be described.

#### **3.2 Research Design**

Research design is the strategies on the data collection including the person to collect, data to collect, time to collect and analyze the collected data. The research design is important for a researcher because it is able to provide guidelines to the researcher in different areas including analyzing data and observation data. (Myers, Well & Lorch, 2013)

The research design is able to provide the explanation on the issues of problem analysis, solution design, implementation and test of solution and the result of solution implementation to the problem.

This research will examine the diverse learning strategies and the connection to student perceptions. The different educational approaches had become the concerns of the educators and the students in third-level education. The research will focus on the third-

level education level student from a private university located at Alor Setar, Kedah. This study will be carried out under quantitative analysis. The quantitative approach focuses on the large-scale survey (Murtagh & Frost, 2023) and is related to a large amount of data collection (Strijker, Bosworth, & Bouter, 2020). This study is also choosing cross-sectional survey design which means this research will require one time data collection from the respondents. A one-time questionnaire had been distributed with participants and requiring them to answer all questions.

### 3.3 Research Framework

The study aims to identify the impact of learning approaches and the student perception. The theoretical framework shows that the dependent variable is student perception. The independent variables are three teaching and learning approaches selected in this research on the classroom learning, online learning and blended learning.

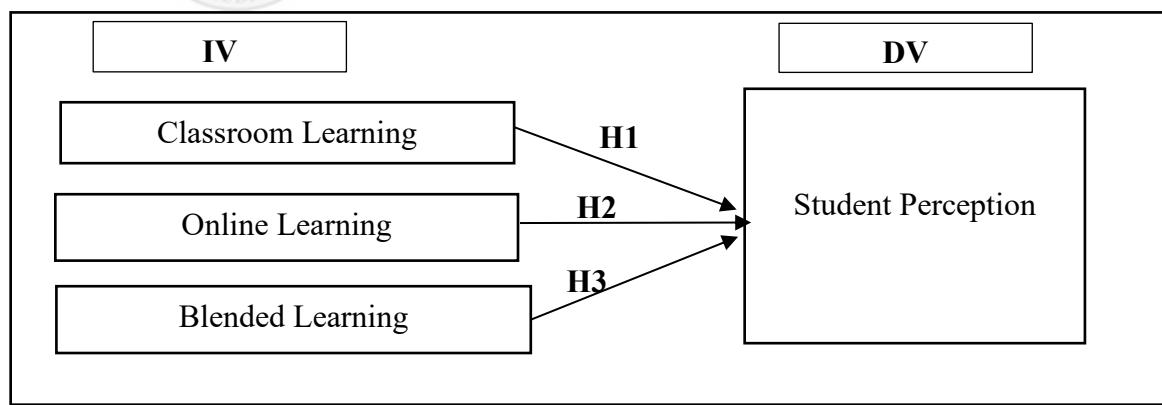


Figure 3.1  
Research Framework

### **3.4 Population, Sample Size and Unit of Analysis**

The population is set of people with same characteristics such as the demographic, clinical and temporal. The population is the group of people that partitioned into a certain group that will give data to the survey. (Alarcón-Bustamante, Martín, & González, 2021) The population in this study will consist of 250 students of School of Business and Social Science from the private university at Alor Setar, Kedah. The sample size in the research had been determine by the Krejcie and Morgan table. The sample size in this study are 152 respondents according to the Krejcie and Morgan Table.

In this research, the relationship between the different teaching and learning approaches and the student perception will be examined. Therefore, the selection of sample size will be focused on the students that are currently in their third-level education level at the private university at Alor Setar, Kedah. The population was exposed to information of classroom learning, online learning and blended learning. The major fields for the student in third-level education level were mainly from the school of business and social science which included the student enrolling in the business administration, human resources management, marketing, social development, finance and political and international relations.

### **3.5 Sampling Design**

Sampling design is the method or strategies used in a survey to choose the samle size from the population. The determination of sampling design needs considertion from several factors related to the research and degree of confidence desired for study along with

generalization ability (Berndt, 2020). The sample size of the research had been determined using the non-probability sampling design. The sample size was selected from the higher education students from School of Business and Science under private university at Alor Setar, Kedah using a non-random ways which means not all people have the chances to responses to the survey.

### **3.6 Questionnaire Preparation & Scale Type Used**

The research instrument can refer to the tools of collecting, measure and analyze data in research. According to Wa-Mbaleka (2020) the questionnaire holds the most popular place in quantitative research. The questionnaire also will be implemented as the tools of collecting data in this survey. There are four sections in the survey form to collect the data of respondents and their replies to the related issue.

The sections in the questionnaire will be:

- A. Demographic Information
- B. Student Perception
- C. Classroom Learning Approach
- D. Online Learning Approach
- E. Blended Learning Approach

The first section in the questionnaire will collect information about the respondent's demographic. This helps to analyze the responses better with the demographic

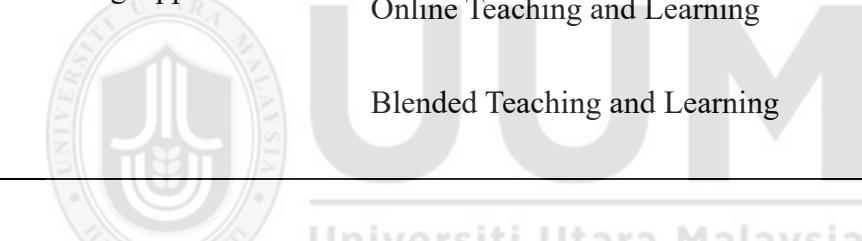
information. The questions in this section are including the gender, age, current semester, course and their preferred teaching and learning approach. The details of section A are stated in table 3.1.

Table 3.1

*Demographic Information*

<b>Term</b>	<b>Description</b>
Gender	Male
	Female
Age	18 years and below
	19 – 21 years
	22 – 24 years
	25 years and above
Semester	Semester 1 – 2
	Semester 3 – 4
	Semester 5 – 6
	Semester 7 and above
Course	Bachelor of Business Administration
	Bachelor of Business Administration (Honours)
	(Marketing)

Bachelor of Business Administration (Honours) (Human Resources Management)
Bachelor of Social Development (Honours)
Bachelor of Economics (Honours)
Bachelor of Finance with Islamic Finance (Honours)
Bachelor of Political and International Relations (Hons)
Preferred Teaching and Classroom Teaching and Learning
Learning Approach
Online Teaching and Learning
Blended Teaching and Learning



The following sections will investigate student perception and different learning approaches. Each section will include the question about learning approach and student perception. The rating scale using in this survey is the 5-point point scale, which the respondents will rate the statement in the questionnaire as following:

Table 3.2

*5 Point Rating Scale*

<b>Rating</b>	<b>Description</b>
1	Strongly disagree

2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

---

The questions will prepare for the respondents to examine their perception towards each teaching and learning approach. The Section B will be involving the questionnaire to examine the student perception. Section C, D and E will investigate the learning approaches which are the classroom learning approach, online learning approach and blended learning approach.

Table 3.3

*Questionnaire for Section B Student Perception*

---

1. The using of tools is important for teaching/learning process. (Martin et al., 2020)
2. The implementation of technologies effecting the teaching/learning process.
3. The connection and interaction are (Fine & Read, 2020; important during the teaching/learning process. Martin et al., 2020)
4. The assessment to the lecturer/classmates contributes on my teaching/learning process.

5. I emphasize on the participation in the teaching/learning process.
6. The cost effective is important for (Cole, Lennon, & Weber, 2021; Fine & Read, 2020; Martin et al., 2020)
7. I like to be capable to follow the teaching/learning process in various format.
8. I am preferring on the teaching/learning approach that encourage me on the high-order thinking skills.
9. I am preferring on the teaching/learning approach that enable me to manage my learning goals.
10. I like the teaching/learning approach that encourage me to include my own experiences.

---

Table 3.4

*Questionnaire for Section C Classroom Learning Approach*

---

1. Classroom learning held in face-to-face. (Kumar et al., 2021)
2. Classroom learning need the learners and instructor to physical presence in classroom mandatory.
3. The learning material in classroom learning provided by the instructor.
4. The learning process in classroom learning was assisted by the instructor.
5. Material in classroom learning provided in hard copy and soft copy.
6. The use of online support and online technology tools in classroom learning is not mandatory.
7. Classroom learning provide fully interactive sessions.

---

Table 3.5

*Questionnaire for Section D Online Learning Approach*

---

1. The online learning will hold online. (Kumar et al., 2021)
2. The online learning can be held anywhere.
3. The material of online learning will be provided in soft copy.
4. The material of online learning provided through synchronous and asynchronous.
5. The lecture delivery and assignment submission will be performed online.
6. The use of online technology and tools is mandatory for online learning.
7. The online learning provides the partially interactive with students.

---

Table 3.6

*Questionnaire for Section E Blended Learning Approach*

---

1. Blended learning is held with balance (Kumar et al., 2021) between face-to-face and online.

---

---

2. Blended learning can be held in flexible time and place.
3. The material of blended learning provided in both hard copy and soft copy.
4. Blended learning use online technology and tools.
5. Blended learning supports the assignment, lecture delivery, group discussions and exam conduction in face-to-face and online platform.
6. The students are flexible to choose fully interactive in face-to-face or partially interactive in online form.

---

### **3.7 Data Collection Method**

The data collection is the technique and procedures to gather information for research purposes. In this survey, the data collected is more focused on the primary data. The data will be collected through surveys. The questionnaire with title “The Different Teaching and Learning Approaches and Student Perception” was designed and distributed to the respondents using the Google form link.

The permission for carry out survey had been applied to the third-level education unit that implemented different teaching and learning approaches especially having the classroom learning, online learning and the blended learning. After that, the link was distributed to the sample size that had been chosen from the population with the permission of the third-level education unit. There are cover letters attached with the link to explain about the simple information of the survey and also the instructions to the respondents.

### **3.8 Reliability Test**

Schmidt, Viswesvaran, and Ones (2000) defined reliability as the consistency of the measurement or the instrument of measurement. This means that the same measurement will lead to the same conclusion or results and avoid that no error occurs under the same condition when research instruments are applied repeatedly. (Du, 2010) The reliability test implements to ensure consistency and value of the research.

The reliability test used is Pilot Test. The Pilot Test is the test on small amount of sample size. In this study, there are 30 students from the third-level education level being chosen from the sample size to carry out the Pilot Test before distribution of the questionnaire to the larger sample size. According to Table 3.7, the results of the reliability test conducted for the pilot test shows that the Cronbach alpha for all variables exceeded 0.700 which means the questionnaire was considered reliable.

Table 3.7

*Result for Pilot Test*

	Items	Cronbach Alpha
Classroom Learning Approach	7	0.900
Online Learning Approach	7	0.956
Blended Learning Approach	6	0.942
Student Perception	10	0.970

On the other hand, the data collected analyzed using the IBM Statistical Package for the Social Science (SPSS) Software 29.0. The actual data collected from the sample size during the main study will be input into the software, being analyzed and summarized through the IBM SPSS Software.

### **3.9 Statistical Methods**

The survey will be conducted through the distribution of questionnaires to the sample size who are the tertiary education level students from the private university at Alor Setar, Kedah. After that, the data collected analyze using the SPSS Software 29.0. The statistical methods collected through the questionnaire will be analyzed using descriptive analysis, normality test, inferential, pearson correlation and multiple regression.

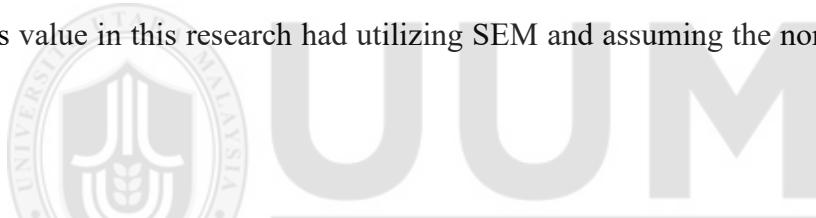
#### **3.9.1 Descriptive Analysis**

Descriptive analysis is method used in survey summarize information from the collected data. The descriptive analysis had been used as a tool to present the data as communicated

by the respondents (Byrne, 2022). The descriptive analysis includes the frequency, mean, standard deviation and percentage. In this study, the descriptive analysis is implemented as the methods to analyze the demographic information of respondents gender, age, semester and course.

### **3.9.2 Normality Test**

The data collected had been conducted Normality Test to ensure the sample size was normally selected from the population. The normality of data will determine by the Skeweness value which is from a range of -2 to +2 will assume as normal distributed. The Kurtosis value in this research had utilizing SEM and assuming the normal range of -10 to +10.



### **3.9.3 Pearson Correlation Coefficient**

Pearson Correlation Coefficient is the analysis method to measure the relationship between two variables. The Pearson Correlation Coefficient is also an important tool to measure the reliability and accuracy of the evidence. (Deng, Deng, & Cheong, 2021) In this study, the Pearson Correlation Coefficient is implemented to examine the relationship between the different teaching and learning approaches and student perception. The relationship will be examined according to the Pearson Correlation Coefficient value shown at table below:

Table 3.8

*Pearson Correlation Coefficient Analysis*

Correlation Coefficient	Relationship
0.00 – 0.19	Insignificant relationship
0.21 – 0.39	Low relationship
0.40 – 0.59	Moderate relationship
0.60 – 0.79	High relationship
0.80 – 1.00	Significant relationship

### **3.9.4 Multiple Regression Analysis**

The multiple regression is analysis method to estimate changes of the dependent variable when the independent variable changes. In this study, the multiple regression analysis is used to determine the relationship between the different teaching and learning approaches and student perception according to the data collected from the sample size.

### **3.10 Chapter Summary**

This chapter encompasses research methodology implemented to investigate different learning approaches and student perception. This chapter had described and outlined the selected population, sampling technique, identification of targeted respondent and procedure for data collection. This chapter also described the instrument to analyze the data collected from respondents.

## CHAPTER FOUR

### DATA ANALYSIS

#### 4.1 Introduction

This chapter will summarize, examine and analyze the data collected from the respondents using the SPSS software 29.0. Firstly, the analysis on primary data of respondents was carried out which included the demographic details related to the respondents. Besides that, the variation in student perception across different learning approach were investigated. The relationship between the interdependent variables which are the classroom learning approach, online learning approach and blended learning approaches and the student perception is determined using the Pearson Correlation Coefficient and multiple regression analysis.

#### 4.2 Descriptive Analysis

##### 4.2.1 Demographic Background of Respondents

Table 4.1 illustrated demographic background including the gender, age, semester and course of the respondents. There are a total of 152 responses collected from the administration industry. Out of 152 respondents, there are 57 (37.5%) male respondents and 95 (62.5%) of female respondents. In terms of age, the majority of respondents are between 22 – 24 years old, followed by 19-21 years old which included 46 (30.3%) and there are 9 (5.9%) respondents aged 25 years and above. The respondents are educated under the bachelor education level, there are 9 (5.9%) respondents under semester 1 – 2,

68 (44.7%) respondents from semester 3 – 4, 43 (28.3%) respondents from semester 5 – 6 and 32 (21.1%) respondents are semester 7 and above.

The responses are mainly collected from the students enrolling in business and social science related fields. The students under Bachelor of Business Administration with Honours (Human Resource Management) occupied the majority of respondents which are 40 (26.3%) out of 152 respondents followed by 34 (22.4%) respondents from Bachelor of Business Administration. The respondents from Bachelor of Economics occupied 28 (18.4%) and the respondents from Bachelor of Business Administration (Marketing) occupied 23 (15.1%) out of 152 respondents. There are 8 (5.3%) out of 152 under Bachelor Finance with Islamic Finance. The respondents from social science background occupied a total of 19 respondents out of 152 which are 14 (9.2%) from Bachelor of Political and International Relations and 5 (3.3%) from Bachelor of Social Development.

Table 4.1

*Demographic Background of Respondents (N=152)*

Demographic Characteristic	Frequency	Percentage (%)
<b>Gender</b>		
Male	57	37.5
Female	95	62.5
Total	152	
<b>Age</b>		
19-21 years	46	30.3

22-24 years	97	63.8
25 years and above	9	5.9
Total	152	
<hr/>		
Semester		
Semester 1 – 2	9	5.9
Semester 3 – 4	68	44.7
Semester 5 – 6	43	28.3
Semester 7 and above	32	21.1
Table	152	
<hr/>		
Course		
Bachelor of Business	34	22.4
Administration	40	26.3
Bachelor of Business		
Administration (Honours) (Human	23	15.1
Resource Management)		
Bachelor of Business	28	18.4
Administration (Honours)	8	5.3
(Marketing)	14	9.2
Bachelor of Economics (Honours)		
Bachelor of Finance with Islamic	5	3.3
Finance (Honours)	152	
Bachelor of Political and		
International Relations (Honours)		

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Bachelor of Social Development
(Honours)
Total

---

#### 4.2.2 Normality Test

The normality test was necessary to ensure sample size normally selected. In order to examine the normal distribution of this study, the Skewness and Kurtosis value was calculated and examined. The data will be considered as normal distributed when the Skewness and Kurtosis value is  $\pm 2$ . All the independent variables and the dependent variable in this study were investigated in terms of normality. According to Table 4.2, the Skewness value for all variables are in normal range. The kurtosis value is considered in normal range between -10 to +10 for all variables.

Table 4.2

*Normality Test for Variable*

---

	N	Min	Max	Mean	Skewness			Kurtosis		
					Std. Deviation	Statisti c	Std. Erro r	Statisti c	Std. Erro r	
SP	152	9.10	45.50	38.6875	6.3196					.391
CL	152	5.17	25.83	21.7829	3.7972					.391
OL	152	6.14	30.71	25.9323	4.5782					.391
BL	152	5.17	25.83	21.3191	4.0203					.391

---

Valid	
N	152

---

### 4.3 Reliability Test

The reliability analysis was carried out on dependent variable and independent variable.

According to the result of reliability analysis, all of independent variables are reliable with the dependent variable. This can be proved by the Cronbach's alpha that exceeds 0.700.

The result of the reliability analysis was shown as Table 4.3.

Table 4.3

*Reliability Analysis*

	Items	Cronbach Alpha
Student Perception	10	0.912
Classroom Learning Approach	7	0.797
Online Learning Approach	7	0.867
Blended Learning Approach	6	0.867

According to the result of reliability analysis, all independent variables are reliable with the dependent variable. The Cronbach's Alpha of the 10 items of dependent variable which is the student perception is 0.912. The 7 items for classroom teaching and learning approach with Cronbach's Alpha 0.797. The second variable shows Cronbach's Alpha value 0.921 with 25 items. The last variable is the online training showing Cronbach's Alpha 0.726 for the 7 items. These results prove that the variables were reliable when their Cronbach's alpha exceeded 0.7.

#### 4.4 ANOVA Test

ANOVA analysis implemented to analyse differences of mean for student perception according to the respondents' preferences on learning approach. In this study, the researcher assumed that there will be differences between different teaching and learning approaches and the student perception.

Table 4.4

*Table of ANOVA*

SP	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	248.826	2	124.413	3.206	0.043
Within Groups	5871.760	149	38.804		
Total	6030.586	152			

Table 4.5

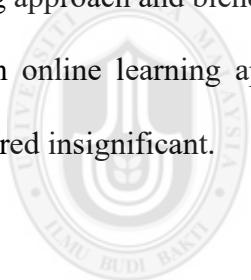
*Table of Multiple Comparison*

(I) Preferred Teaching and Learning Approach	(J) Preferred Teaching and Learning Approach	Mean Difference (I-J)	95% Confidence Interval			
			Std. Error	Sig.	Lower Bound	Upper Bound
CL	OL	4.57073	1.92532	.057	-.0911	9.2325
	BL	1.50004	1.06876	.488	-1.0878	4.0878
OL	CL	-4.57073	1.92532	.057	-9.2325	.0911
	BL	-3.07069	1.97552	.367	-7.8540	1.7127

BL	CL	-1.50004	1.06876	.488	-4.0878	1.0878
	OL	3.07069	1.97552	.367	-1.7127	7.8540

---

According to Table 4.4, the significant result ( $p=0.043$ ,  $<\alpha 0.05$ ) shows the respondents' preferred teaching and learning approaches. This means that the student perception is differ among the different teaching and learning approaches. Hence, the hypothesis H1 was supported. Based on the post-hoc comparison analysis, there are no significant differences among the three groups. The difference between classroom learning approaches and online learning approaches ( $p=0.057$ ) getting the most significant value compared to another group. There are no significant difference between classroom learning approach and blended learning approach ( $p=0.488$ ) and no significant difference between online learning approach and blended learning approach ( $p=0.367$ ) are also considered insignificant.



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#### **4.5 Pearson Correlation Coefficient Analysis**

This research utilizes correlation analysis to assess the degree of association between the independent variable which are the classroom teaching and learning approach, online teaching and learning approach and blended teaching and learning approach and the dependent variable student perception from the perspective of innovation, student engagement, and effectiveness. Table 4.5 had shown the results of Pearson Correlation Coefficient value among the different teaching and learning approaches and the student perception

Table 4.6

*Pearson Correlation Coefficient Analysis*

		SP	CL	OL	BL
SP	Pearson Correlation	1	.542**	.593**	.599*
	Sig. (2-tailed)		<.001	<.001	<.001
	N	152	152	152	152
CL	Pearson Correlation	.542**	1	.633**	.453**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	152	152	152	152
OL	Pearson Correlation	.593**	.633**	1	.666**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	152	152	152	152
	Pearson Correlation	.599**	.453**	.666**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	152	152	152	152

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Classroom learning approach and student perception is showing a significant relationship ( $r=0.542$ ,  $p<0.001$ ) Besides that, the relationship between the online learning and student perception is showing a significant relationship ( $r=0.593$ ,  $p<0.001$ ). This finding also proves that the classroom teaching and learning approach and online teaching and learning approach are impacting the student perception. Hence, H1 and H2 were supported.

The relationship between blended teaching and learning approach and the student perception ( $r=0.599$ ,  $p<0.001$ ) showing the significant relationship among the variables.

The correlation coefficient value of this relationship also falls within the moderate

relationship and near to the high relationship with the range 0.60 – 0.79. Hence, the blended teaching and learning approach also impacts on the student perception which supports the H3.

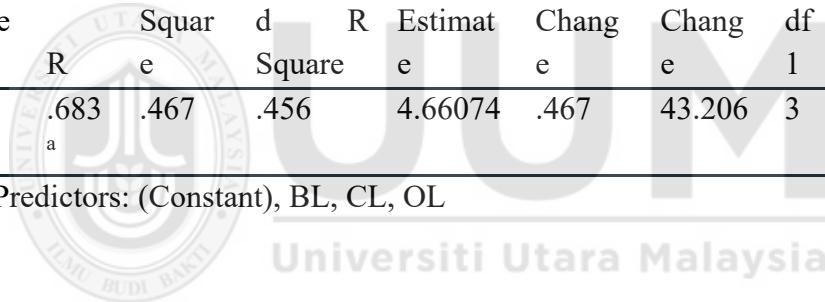
#### 4.6 Multiple Regression Analysis

Table 4.7

*Model Summary for Regression Analysis*

Mode	R	R Square	Adjusted R Square	Estimate	Change Statistics				Sig. Change	F
					Std. Error of the Estimate	R Square	F	df		
					Change	Change	Change	df2		
1	R	e	Adjusted R Square	Estimate	Std. Error	R Square	F	df	Sig. Change	F
1	.683	.467	.456	4.66074	.467	43.206	3	14	<.001	
	a							8		

a. Predictors: (Constant), BL, CL, OL



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Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2815.658	3	938.553	43.206	<.001 <sup>b</sup>
Residual	3214.929	148	21.722		
Total	6030.586	152			

a. Dependent Variable: SP

b. Predictors: (Constant), CL, OL, BL

Table 4.8

*Coefficients Table*

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	10.521	2.528		4.162	<.001
CL	.432	.129	.259	3.341	.001
OL	.268	.128	.194	2.095	.038
BL	.554	.127	.352	4.372	<.001

a. Dependent Variable: EP

The regression analysis study relationship between explanatory variable and response variable (Ye & Liu, 2022). Multiple Linear Regression was implemented to asses extent on specifics variables predict educational approaches and the student perceptions. The results of the regression analysis are shown in the table above.

According to the Model Summary Table, the R-square with the value of 0.467 represents that there is only 46.7 % of variance in employee perception. This means that the study model is strong and valuable.

Based on the table, the F value 43.206 and the significant value is lower than the alpha value (<0.001). This indicates that there is the linear relationship between the different teaching and learning approaches and the student perception.

The Coefficients table shows that the classroom learning approach (p=.001), online learning approach (p=.038) and blended teaching and learning approach (p<.001) are showing significant relationship with the student perception. The largest beta coefficient

based on the result is in blended teaching and learning approach ( $\beta=0.352$ ) followed by classroom teaching and learning approach ( $\beta=0.259$ ) and the least for online teaching and learning approach ( $\beta=0.194$ ) which showing blended teaching and learning approaches giving the largest impact to the student perception.

Based on the findings and the analysis of the data, the results has shows the significant relationship between the different learning approaches and the student perception. The result on the hypothesis tested had shown in table below.

Table 4.9

*Hypothesis Table*

H1	There is significant relationship between classroom learning and student perception.	Accepted
H2	There is significant relationship between classroom learning and student perception.	Accepted
H3	There is significant relationship between classroom learning and student perception.	Accepted

#### **4.7 Chapter Summary**

This chapter had provided an overview on the findings from the survey. Based on the data analyzed, the researcher has concluded that there are differences between the teaching and learning approaches and the student perception, however the difference between preferred teaching and learning approaches are not showing significant difference. Besides that, the researcher also concludes that the three independent variables are all showing impact to the student perception, which supports the H1, H2 and H3.

## **CHAPTER FIVE**

### **DISCUSSION AND CONCLUSION**

#### **5.1 Introduction**

The last chapter of research provided overview on the research objectives, hypothesis and findings on the research. Previous chapters had introduced the hypothesis of study, research methodology and findings from the respondents. This chapter discuss the findings of research and relate it with the research objectives. Besides that, the implication brought by the research findings was also discussed. The researcher also discussed the limits on this research paper that would become the direction for future research.

#### **5.2 Recapitulation of Research Findings**

This research had explored the impact of different Training and Learning Approach and the student perception. There are three independent variables included in this study which are physical learning approach, online learning approach and blended learning . The impact of these teaching and learning approaches on student perception were investigated. The objectives in this research is to explore the relationship of learning approach and the student perception.

The survey by questionnaire had been designed for of the study. The questionnaire was provided to the students from the School of Business and Social Science from a private university from Alor Setar, Kedah. The population of study was 250 students and there were 152 respondents collected. According to the findings, the learning approach included

showing significant impact on the student perception. This proof that H1, H2 and H3 was supported.

### **5.3 Discussion of Findings**

#### **5.3.1 The Relationship between Classroom Learning and Student Perception**

**H1:** There is significant relationship between classroom learning and student perception.

The first learning approach determined is classroom teaching and learning approach. There are 7 instruments related to classroom learning with 0.797 Cronbach alpha in reliability test. The Pearson Correlation Coefficient Analysis the relationship between classroom learning approach and student perception is showing significant relationship ( $r = 0.542$ ,  $p < 0.001$ ). This is consistent with the H1 in the research which stated that there is significant relationship between classroom learning and student perception.

This finding is in line with the previous research stating that classroom learning encourages the interaction and engagement of students during the teaching and learning process. (Rehman & Fatima, 2021) The setting and environment of classroom teaching and learning approach impacting student perceived engagement in learning. The distance and the interaction mode between the instructor and student is closer IN classroom learning environment which impacts a higher level of student engagement.

The classroom teaching and learning approach might impact innovation with the setting that enables involved physically and earns practical experiences. The employees might have the opportunity to handle the certain training content or the case on the sport and generate the new solution to the certain issue during the classroom training. Besides that,

the classroom training might be conducted in a variance form that includes the experience sharing and the discussion between the instructor and the classmate and having a brainstorming program for innovative idea generation.

According to the previous research, classroom learning is still the most common strategy in employee development for the learners that value social interaction and protected time out of routine work. (Chen, Chia & Bi, 2021) In the context of human resources which relate to these study findings, the classroom teaching and learning approach might impact the employee's perception by providing the interaction and feedback immediately. Besides that, the employees are able to be involved in the training and development program without utilizing the time out of their working time.

However, the classroom learning might related to student perception the accessibility of the training material and getting updates on the training content. The training material provided in hard copy during the training session and hard to be accessed by the learners after the training. This might limit the impact of the classroom teaching and learning approach in continuously giving impact to the learners when the training was completed.

### **5.3.2 The Relationship between Online Learning and Student Perception**

**H2:** There is significant relationship between online learning and student perception.

There are 7 instruments used in investigate the dimensions of online learning results on 0.867 Cronbach Alpha in Reliability test. The Pearson Correlation Coefficient Analysis has shown the significant relationship ( $r=0.593$ ,  $p<0.001$ ) which means that the online learning approach and student perception have significant relationship. Hence, the H2 was supported.

The finding that online learning approach was impacting the student perception was consistent with the previous research by (Jones, Kelloway & Birdi, 2019) online learning approach encourages innovation on decision making and the idea generating process. The online learning approaches use technology tools during the educational process that enable creative problem solution. In the human resources context, the employees might explore creative and innovative ways in performing their task and gaining knowledge using technology tools.

Online learning had encouraged student engagement through the variety medium either through online meeting or access learning material online. The online teaching and learning approach could be conducted in the ICT Education system, e-learning and electronic based education and training had access to enhancing quality of training and development (Paudel, 2021). This is also able to impact on learner continuously engaging in learning process from time to time.

The findings that online learning impacting the student perception on the effectiveness was contrary to previous study that mentioned that the online learning difficult to identify perceived effectiveness. The interaction of instructor and learners was limited and the feedback on educational programme was lacking. This impacting on the outcome of learning process because it might unable to change according to the learners' needs and feedback.

The online learning approach requires the mandatory technology and tools. This might be one of the issues to implementing the online learning for the learners. Students agree that the online learning will require significant financial resources and the quality e-learning

platform even if they believe that the online teaching and learning approaches are able to contribute to their learning effectiveness (Maatuk, Elerkawi, Aljawarneh, Rashaideh & Alharbi, 2021). These considerations might be the source of impact for the online teaching and learning approach on the student perception.

### **5.3.3 The Relationship between Blended Learning and Student Perception**

**H3:** There is significant relationship between classroom learning and student perception.

The last objective in this study is that the blended teaching and learning approach is impacting the student perception. There are 6 instruments in examining the dimensions of blended learning in this study and the reliability was proof with 0.867 Cronbach Alpha. The blended teaching and learning approach are showing the significant impact on student perception with significant relationships ( $r=0.599$ ,  $p<0.001$ ).

The blended learning approach also showed most significant relationship ( $\beta=0.352$ ) on student perception in the Multiple Linear Regression Analysis compared to classroom learning and the online learning. The finding on relationship of blended learning and student perception also supported the H3 that the blended teaching and learning approach is impacting the student perception.

This finding had supported the previous research that the impact of blended teaching and learning approach on student perception shown on their innovation adoption and innovation development through teaching and learning approach. (Pisoni, 2019; Anthony et al, 2019) The blended teaching and learning approach provided the hybrid learning strategy that enabled the learners to learn in their preferred methods. It had included the

strength of both teaching and learning approach which contributes to the innovation development and critical thinking of the learners

The student perception on their engagement on blended learning also higher due to the enjoyment in the blended teaching and learning classroom setting. Blended learning enables the learners to choose the learning approaches between the classroom training and online training that encourage their engagement during the teaching and learning program. The learners will engage with the communication with instructor and classmate during the classroom learning environment. Besides that, learners able to access the learning material online in flexible time and place making them keep engaged in the learning content.

On the other hand, the forming of organizational culture by providing the blended environment enables the employee to work and learn between face to face and online conditions will supports employee-workplace fit perceptions and enable the intelligence conversation and knowledge sharing (Appel-Meulenbroek, Kemperman, Water, Weijs-Perree & Varhaegh, 2022). This will increase the learners perceived learning effectiveness which can encourage intelligent thinking and the involvement of self-experience through the learning process.

## **5.4 Implication of Findings**

### **5.4.1 Theoretical Implication**

According to the model summary table of Multiple Regression Analysis, this model was proved strong and valuable with an R-square value of 0.467, which represents 46.7% of

variance in student perceptions. This model is valuable and able to contribute to the study related to the learning that implicate the student perception from innovation, student engagement and effectiveness. On the other perspective, the same model might contribute in the field that investigates the training and development of human resources which are references for the employer when they wish to plan for the training and development strategies in the organization especially for the Z generation that will enter the workplace. This study also implicates the investigation on the learning theory. This study showed the importance in selection of learning approach include design of teaching and learning setting, communication medium during teaching and learning process and content on different teaching and learning approaches.

Employer might learn about the importance of the employee perception on the training approaches that might be implemented in the organization. The employee also might learn through different approaches which include classroom training, online training, blended training and on-the-job training. The employer needs to know about the importance of the employee perception on different training approaches and determine the elements that are able to contribute to the active learning among the employees during the training and development program.

#### **5.4.2 Practical Implication**

The study seek to evaluating various teaching methods and their corresponding impact on student perceptions. According to the findings, the different teaching and learning approach is impacting on the student perception. This finding has highlighted the

importance in selecting the suitable teaching and learning approaches that contribute differently in the student perceived innovation, student engagement and the effectiveness. This finding also implicated on the human resources management context in the training and development fields. The employer that wishes to plan for the organization training and development strategies need to identify the training approaches and their potential impact on the employees' perception. In this context, the organization needs to investigate the organization needs, the employees needs, the content of training and the trend of training and development strategies.

The employers also need to construct an active training environment that encourages the employees' innovative generation, their engagement in training and ensures the effectiveness of training. This includes the training setting either in a physical or online platform, the training material either provided in hard copy or provided the material in an online platform and the interaction between the instructor and the employees. According to the findings of the study that blended teaching and learning is impacting more on student perceived innovation, engagement and effectiveness, the employer might plan their training and development strategies in the blended approaches which balance on the physical and online training that might contributes to the active training process for the employees and the effective training and development strategies.

## **5.5 Limitations and Suggestion for Future Directions**

This research was focused on students from third-level education level who are students from the School of Business and Social Science of a private university at Alor Setar. This population might not represent all the population from the same education level and

studying in a different field of study which might be different from the teaching and learning mode. This study is also facing limitations on time that might not sufficient for different time of data and responses collection that might contribute to a more accurate and reliable research.

Besides that, this study is more focused on the student level. The survey that was distributed is considered learning method that was experience by the student. The teaching and learning method in the industrial level might be more varied according to the job scope and the organization culture and structure. Therefore, the industrial level might need to consider more aspects when determining the learning approach that going to implement in organization.

The future study could consider enriching the population of the survey and the method in collecting data. This study is focused on high education level students from business and social science. The same research might be carried out for the student that is studying under the field that relates more to practical work such as engineering, computer and other related fields due to the difference in the knowledge acquiring method.

The study also faces the issue of the time limitation which is not sufficient for planning an actual examination to implement the different learning and collect student responses after experiencing the different learning approach. The future research might carry out the practical survey to investigate the different learning approach and the student perception. The findings might be more accurate and valuable when the data is collected after the student was experiencing the different teaching and learning approaches in different contexts.

Besides that, the study might be carried out at different levels which focus on employees from different industries who have more experience in industry. The respondents from different demographic backgrounds might also contribute to the different perception of the learning process. Respondents from industrial levels might also have different needs and goals that wish to achieve through the learning process which is impacting their perception on the innovation, engagement and the effectiveness of learning process. Respondent's perception also might investigate different aspects other than the innovation, engagement and effectiveness that focused in this study. The respondents might have different considerations when choosing the learning approach such as cost, time consuming, resources and other dimensions. These also become the important elements to determine the type of learning that was preferred and suitable to the respondents, a group of people and an organization in ensure achievement and effectiveness of learning process.

## **5.6 Conclusion**

This research has determined difference between learning approach and student perception, proving that each learning approach impacting on student perception. This study had provided guideline to the instructor, the industrial training and development about current trend of learning approach among the learners which enable smoother planning in the teaching and learning program. Besides that, this study has raised awareness about the importance of learning settings that impact the learner's perceptions. The implementation of suitable learning approach according to learner's perception is

believed to encourage the innovation and engagement of learners and maximize the effectiveness of the teaching and learning program.



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## APPENDIX A

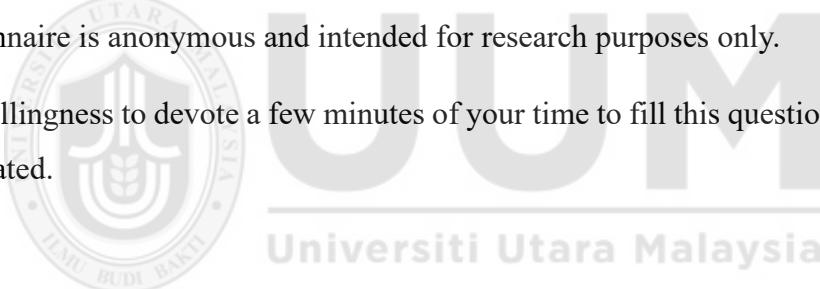
### Survey Questionnaire

Dear respondents,

I am Tan Jia Lee, student of the Master of Human Resources Management at Universiti Utara Malaysia. Currently, I am doing a survey on “The Different Teaching and Learning Approaches and Student Perception.” This survey aims to identify the differences and impacts of the different teaching and learning approaches, which is the classroom learning, online learning and blended learning and the student perceptions in the dimensions of innovation, student engagement, and effectiveness.

This survey consists of five sections. Please answer the questions in each section. This questionnaire is anonymous and intended for research purposes only.

Your willingness to devote a few minutes of your time to fill this questionnaire was much appreciated.



## SECTION A: DEMOGRAPHIC INFORMATION

Please tick (✓) for appropriate box.

### Gender

	Male
	Female

### Age

	18 years and below
	19 – 21 years
	22 – 24 years
	25 years and above

### Semester

	Semester 1 – 2
	Semester 3 – 4
	Semester 5 – 6
	Semester 7 and above

### Course

	Bachelor of Business Administration
	Bachelor of Business Administration (Honours) (Marketing)
	Bachelor of Business Administration (Honours) (Human Resources Management)
	Bachelor of Social Development (Honours)
	Bachelor of Economics (Honours)
	Bachelor of Finance with Islamic Finance (Honours)
	Bachelor of Political and International Relations (Hons)

### Preferred Teaching and Learning Approach (select 1 (ONE) only)

	Classroom Learning Approach
	Online Learning Approach
	Blended Learning Approach

## SECTION B: STUDENT PERCEPTION

**Instruction: Please rate 1 – 5 for each statement.**

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

	Dimensions	Rate (1 – 5)
1.	The using of tools is important for teaching/learning process.	
2.	The implementation of technologies effecting the teaching/learning process.	
3.	The connection and interaction are important during the teaching/learning process.	
4.	The assessment to the lecturer/classmates contributes on my teaching/learning process.	
5.	I emphasize on the participation in the teaching/learning process.	
6.	The cost effective is important for teaching/learning process.	
7.	I like to be capable to follow the teaching/learning process in various format.	
8.	I am preferring on the teaching/learning approach that encourage me on the high-order thinking skills.	
9.	I am preferring on the teaching/learning approach that enable me to manage my learning goals.	
10.	I like the teaching/learning approach that encourage me to include my own experiences	

## SECTION C: CLASSROOM LEARNING APPROACH

**Instruction: Please rate 1 – 5 for each statement.**

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

	Dimensions	Rate (1 – 5)
1.	Classroom learning held in face-to-face.	
2.	Classroom learning need the learners and instructor to physical presence in classroom mandatory.	
3.	The learning material in classroom learning provided by the instructor.	
4.	The learning process in classroom learning was assisted by the instructor.	
5.	Material in classroom learning provided in hard copy and soft copy.	
6.	The use of online support and online technology tools in classroom learning is not mandatory.	
7.	Classroom learning provide fully interactive sessions.	

## SECTION D: ONLINE LEARNING APPROACH

**Instruction: Please rate 1 – 5 for each statement.**

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

	Dimensions	Rate (1 – 5)
1.	The online learning will hold online.	
2.	The online learning can be held anywhere.	
3.	The material of online learning will be provided in soft copy.	

4.	The material of online learning provided through synchronous and asynchronous.	
5.	The lecture delivery and assignment submission will be performed online.	
6.	The use of online technology and tools is mandatory for online learning.	
7.	The online learning provides the partially interactive with students.	

## SECTION E: BLENDED LEARNING APPROACH

**Instruction: Please rate 1 – 5 for each statement.**

1	2	3	4	5
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

	<b>Dimensions</b>	<b>Rate (1 – 5)</b>
1.	Blended learning is held with balance between face-to-face and online.	
2.	Blended learning can be held in flexible time and place.	
3.	The material of blended learning provided in both hard copy and soft copy.	
4.	Blended learning use online technology and tools.	
5.	Blended learning supports the assignment, lecture delivery, group discussions and exam conduction in face-to-face and online platform.	
6.	The students are flexible to choose fully interactive in face-to-face or partially interactive in online form.	