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**ASSESSING ACCOUNTING STUDENT
SATISFACTION AND SERVICE QUALITY IN A
BLENDED LEARNING ENVIRONMENT AT
UNIVERSITI UTARA MALAYSIA**



**MASTER OF SCIENCE
(INTERNATIONAL ACCOUNTING)
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**ASSESSING ACCOUNTING STUDENT SATISFACTION AND
SERVICE QUALITY IN A BLENDED LEARNING ENVIRONMENT
AT UNIVERSITI UTARA MALAYSIA**

BY

NURZAWIN NAJAH BINTI AHMAD RAZIF



**Project Paper Submitted to
Tunku Puteri Intan Safinaz School of Accountancy (TISSA-UUM)
In Partial Fulfillment of Requirements for the Master of Science
(International Accounting)**



Kolej Perniagaan
(College of Business)
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Abstract

In recent years, Malaysian higher educational institutions have increasingly adopted blended learning models which combining physical and online learning method as a response to the growing demand for flexible learning options. This is particularly post COVID-19 pandemic. However, there is limited research on students' satisfaction towards the service quality in blended learning environment. Therefore, this study aims to assess accounting students' satisfaction and service quality in a blended learning environment in UUM using HEdPERF model. The study examines variables such as non-academic, academic, reputation, access, programme issues and online learning aspects. The data was collected through an online survey of 130 respondents, and multiple regression analysis was used to analyze the relationships. The Statistical Package for Social Science (SPSS) was employed to analyze the data. The results indicate that academic, reputation, programme issues and online learning aspects had positive significance towards the satisfaction among accounting students in blended learning environment. However, non-academic and access aspects do not significantly affect accounting students' satisfaction in blended learning environment. This study contributes to the existing literature on the assessing accounting students' satisfaction and service quality in blended learning environment and provides valuable insights for policymakers in implementing the future strategic plan in higher educational institution in Malaysia.

Keywords: higher educational institutional, service quality, accounting student satisfaction, HEdPERF model

Abstrak

Dalam beberapa tahun kebelakangan ini, institusi pendidikan tinggi di Malaysia semakin giat mengadaptasi model pembelajaran campuran yang menggabungkan kaedah pembelajaran secara fizikal dan dalam talian sebagai respons terhadap permintaan yang semakin meningkat untuk pilihan pembelajaran yang lebih fleksibel. Perubahan ini terutamanya berlaku selepas pandemik COVID-19. Walau bagaimanapun, terdapat kekurangan kajian yang mendalam mengenai tahap kepuasan pelajar terhadap kualiti perkhidmatan dalam persekitaran pembelajaran campuran. Oleh itu, kajian ini bertujuan untuk menilai kepuasan pelajar perakaunan serta kualiti perkhidmatan dalam persekitaran pembelajaran campuran di Universiti Utara Malaysia (UUM) dengan menggunakan model HEdPERF. Kajian ini memfokuskan kepada pembolehubah-pembolehubah seperti aspek akademik, bukan akademik, reputasi, akses, isu program, dan aspek pembelajaran dalam talian. Data kajian dikumpulkan melalui soal selidik dalam talian yang melibatkan 130 responden, manakala analisis regresi berganda digunakan untuk menganalisis hubungan antara pembolehubah-pembolehubah tersebut. Pakej Statistik untuk Sains Sosial (SPSS) digunakan untuk memproses dan menganalisis data yang diperolehi. Keputusan kajian menunjukkan bahawa aspek akademik, reputasi, isu program, dan pembelajaran dalam talian memberikan impak yang positif dan signifikan terhadap kepuasan pelajar perakaunan dalam persekitaran pembelajaran campuran. Walau bagaimanapun, aspek bukan akademik dan akses tidak memberikan pengaruh yang signifikan terhadap kepuasan pelajar dalam persekitaran tersebut. Kajian ini menyumbang kepada pengembangan literatur sedia ada mengenai penilaian kepuasan pelajar perakaunan dan kualiti perkhidmatan dalam pembelajaran campuran dan memberikan pandangan yang berguna bagi penggubal dasar dalam merancang dan melaksanakan pelan strategik untuk masa depan institusi pendidikan tinggi di Malaysia.

Kata kunci: institusi pendidikan tinggi, kualiti perkhidmatan, kepuasan pelajar perakaunan, model HEdPERF

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List of Abbreviations

HEI	Higher Education Institution
LMS	Learning Management Systems
SERVQUAL	Service Quality
HEdPERF	Higher Education Performance
MOOC	Massive Open Online Course
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
TISSA	Tunku Puteri Intan Safinaz School of Accountancy
UUM	Universiti Utara Malaysia



UUM
Universiti Utara Malaysia

CHAPTER ONE

INTRODUCTION

1.1 Research Background

The higher education sector has experienced major shifts in recent years, particularly with the adoption of blended learning environments. Blended learning, which integrates traditional in-person interaction with online educational activities, has emerged as a crucial response to the diverse needs of students and the rapidly evolving technological landscape (Cheung & Wu, 2022). This shift reflects students' growing demand for flexibility and personalized learning experiences. As higher education institutions (HEIs) respond to these demands, the transformation brought about by blended learning is not merely a shift in delivery methods but a fundamental change in the educational paradigm, emphasizing student-centered approaches and collaborative learning environments (Graham, 2019). Evaluating service quality and student satisfaction in mixed-mode learning is becoming increasingly critical as HEIs adapt to this changing educational landscape.

The COVID-19 pandemic of 2020 had changed the academic setting, forcing educational institutions to abruptly close due to social distancing measures. This has risen the option for online learning. This situation prompted a rapid digital migration to ensure that classes could continue (Sharin, 2021). The pandemic acted as a powerful catalyst for this transition, urging educational institutions worldwide to reassess their usual teaching practices. In just weeks after the movement restriction orders were announced, the urgency for effective digital solutions surged, accelerating the adoption of technology that may redefine the educational experience for future generations. The necessity for remote learning forced institutions to pivot rapidly,

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APPENDIX A

QUESTIONNAIRE

SECTION A: DEMOGRAPHIC INFORMATION BAHAGIAN A: MAKLUMAT DEMOGRAFI

Please tick (✓) in the appropriate box.
Sila tandakan (✓) di dalam kotak yang disediakan.

1. Gender/Jantina

	Male/ <i>Lelaki</i>
	Female/ <i>Female</i>

2. Current CGPA range/ Julat CGPA semasa

	3.67 - 4.00
	3.00 - 3.66
	2.00 - 2.99
	<2.00

3. Course/Jurusan

	Bachelor of Accounting (Hons)/ Ijazah Sarjana Muda Perakaunan Dengan Kepujian
	Bachelor of Accounting (Information System) (Hons)/ Ijazah Sarjana Muda Perakauana (Sistem Maklumat) Dengan Kepujian
	Master of Science (International Accounting)/ Sarjana Sains (Perakaunan Antarabangsa)
	Master of Taxation/ Sarjana Percukaian
	Master of Science (Accounting)/ Sarjana Sains (Perakaunan)

4. University entrance qualification/ Taraf Kemasukan ke Universiti

	Foundation (Asasi – UUM)
	Matriculation/ Matrikulasi
	Sijil Tinggi Persekolahan Malaysia/ Sijil Tinggi Persekolahan Malaysia (STPM) (STPM)
	Diploma
	Degree/

5. Citizen/ Warganegara

	Malaysian/ Warganegara
	Non-Malaysian/ Bukan Warganegara

6. Experience in blended learning environment

	Yes/ Ya
	No/ Tidak
	Not Sure/ Tidak Pasti



SECTION B BELOW ARE THE HYPOTHETICAL QUESTIONS FOR EACH INDEPENDENT VARIABLES AND DEPENDENT VARIABLE.

BAHAGIAN B; BERIKUT MERUPAKAN SOALAN HIPOTETIKAL UNTUK SETIAP PEMBOLEHUBAH BEBAS AND PEMBOLEHUBAH BERSANDAR.

Please choose the most suitable answer to indicate the extent to which you agree or disagree with each of the statement given below. **1= Strongly Disagree; 2= Disagree; 3= Neutral; 4=Agree; 5= Strongly Agree**

Sila pilih jawapan yang paling sesuai untuk menunjukkan sejauh mana anda bersetuju atau tidak bersetuju dengan setiap pernyataan yang diberikan di bawah. 1= Sangat Tidak Setuju; 2= Tidak setuju; 3= Neutral; 4=Setuju; 5= Sangat Setuju

1: Non-Academic aspect/Aspek bukan akademik

No.	Questions	Strongly Disagree/ Sangat Tidak Setuju	Disagree/ Tidak Setuju	Neutral/ Neutral	Agree/ Setuju	Strongly Agree/ Sangat Setuju
1.	I feel secure and confident in my dealings with this institution. <i>Saya merasa selamat dan yakin dalam urusan saya dengan institusi ini.</i>	1	2	3	4	5
2.	Administrative staff have good knowledge of the systems/procedures. <i>Staf pentadbiran mempunyai pengetahuan yang baik tentang sistem/prosedur.</i>	1	2	3	4	5

3.	<p>Administrative staff communicate well with students.</p> <p><i>Staf pentadbiran berkomunikasi dengan baik dengan pelajar.</i></p>	1	2	3	4	5
4.	<p>Administrative staff show positive work attitude towards students.</p> <p><i>Staf pentadbiran menunjukkan sikap kerja yang positif terhadap pelajar.</i></p>	1	2	3	4	5
5.	<p>When I have a problem, administrative staff show a sincere interest in solving it.</p> <p><i>Apabila saya menghadapi masalah, staf pentadbiran menunjukkan minat yang ikhlas untuk menyelesaikannya</i></p>	1	2	3	4	5

2: Academic aspect /Aspek akademik

No.	Questions	Strongly Disagree/ Sangat Tidak Setuju	Disagree/ Tidak Setuju	Neutral/ Neutral	Agree/ Setuju	Strongly Agree/ Sangat Setuju
1.	Academic staff communicate well in the class. <i>Staf akademik berkomunikasi dengan baik di dalam kelas.</i>	1	2	3	4	5
2.	Academic staff show positive attitude towards students. <i>Staf akademik menunjukkan sikap positif terhadap pelajar.</i>	1	2	3	4	5
3.	When I have a problem, academic staff show a sincere interest in solving it. <i>Apabila saya menghadapi masalah, staf akademik menunjukkan minat yang ikhlas untuk menyelesaikannya.</i>	1	2	3	4	5
4.	Academic staff deal with me in a caring and courteous manner.	1	2	3	4	5

	<i>Staf akademik berurusan dengan saya dengan cara yang prihatin dan sopan.</i>					
5.	Academic staff provide sufficient guidance. <i>Staf akademik memberikan panduan yang mencukupi.</i>	1	2	3	4	5

3: Reputation aspect/ Aspek reputasi

No.	Questions	Strongly Disagree/ Sangat Tidak Setuju	Disagree/ Tidak Setuju	Neutral/ Neutral	Agree/ Setuju	Strongly Agree/ Sangat Setuju
1.	The institution has an excellent campus layout. <i>Institusi ini mempunyai susun atur kampus yang cemerlang.</i>	1	2	3	4	5
2.	Academic facilities are adequate and necessary. <i>Kemudahan akademik adalah mencukupi dan diperlukan.</i>	1	2	3	4	5

3.	<p>The institution is widely recognised for the quality of its academic programmes and faculties.</p> <p><i>Institusi ini diiktiraf secara meluas untuk kualiti program akademik dan fakulti-fakultinya.</i></p>	1	2	3	4	5
4.	<p>The institution has a professional appearance/ image.</p> <p><i>Institusi ini mempunyai penampilan/imej yang profesional.</i></p>	1	2	3	4	5
5.	<p>The institution's reputation has influence in the value of my certificate in the job market.</p> <p><i>Reputasi institusi ini memberi pengaruh terhadap nilai sijil saya di pasaran pekerjaan.</i></p>	1	2	3	4	5

4: Access aspect/Aspek akses

No.	Questions	Strongly Disagree/ Sangat Tidak Setuju	Disagree/ Tidak Setuju	Neutral/ Neutral	Agree/ Setuju	Strongly Agree/ Sangat Setuju
1.	<p>Students can easily access the institution's online platforms for course materials and communications.</p> <p><i>Pelajar boleh mengakses platform dalam talian institusi dengan mudah untuk bahan kursus dan komunikasi.</i></p>	1	2	3	4	5
2.	<p>The institution values feedback from students to improve service performance.</p> <p><i>Institusi ini menghargai maklum balas daripada pelajar untuk meningkatkan prestasi perkhidmatan.</i></p>	1	2	3	4	5
3.	<p>The institution has a standardized and simple service delivery procedures.</p> <p><i>Institusi ini mempunyai prosedur</i></p>	1	2	3	4	5

	<i>penyampaian perkhidmatan yang standard dan mudah.</i>					
4.	The institution values ideas from students to overcome issues. <i>Institusi ini menghargai idea daripada pelajar untuk mengatasi masalah.</i>	1	2	3	4	5
5.	The institution ensures that students with diverse needs have equal access to all programs and services. <i>Institusi ini memastikan bahawa pelajar dengan pelbagai keperluan mempunyai akses yang sama kepada semua program dan perkhidmatan.</i>	1	2	3	4	5

5: Programme issue aspect/Aspek isu program

No.	Questions	Strongly Disagree/ Sangat Tidak Setuju	Disagree/ Tidak Setuju	Neutral/ Neutral	Agree/ Setuju	Strongly Agree/ Sangat Setuju
1.	The institution offers programmes with flexible structure.	1	2	3	4	5

	<i>Institusi ini menawarkan program dengan struktur yang fleksibel.</i>					
2.	<p>The institution offers a wide range programmes with various specializations.</p> <p><i>Institusi ini menawarkan pelbagai program dengan pelbagai pengkhususan perkhidmatan.</i></p>	1	2	3	4	5
3.	<p>The institution allow students to customise their learning path through elective courses.</p> <p><i>Institusi ini membenarkan pelajar untuk menyesuaikan laluan pembelajaran mereka melalui kursus elektif.</i></p>	1	2	3	4	5
4.	<p>The institution ensures programmes are regularly updated to meet the evolving demand of job market and industry trends.</p> <p><i>Institusi ini</i></p>	1	2	3	4	5

	<i>memastikan program-program dikemas kini secara berkala untuk memenuhi permintaan yang berkembang di pasaran pekerjaan dan trend industri.</i>					
5.	The institution provides support services to help student choose their programme. <i>Institusi ini menyediakan perkhidmatan sokongan untuk membantu pelajar memilih program mereka.</i>	1	2	3	4	5

6: Online learning aspect/Aspek pembelajaran online

No.	Questions	Strongly Disagree/ Sangat Tidak Setuju	Disagree/ Tidak Setuju	Neutral/ Neutral	Agree/ Setuju	Strongly Agree/ Sangat Setuju
1.	My lectures cannot be replaced by technology tools. <i>Kuliah saya tidak boleh digantikan oleh alat teknologi.</i>	1	2	3	4	5

2.	<p>There is less student–teacher interaction in online learning environments.</p> <p><i>Terdapat kurang interaksi antara pelajar dan pensyarah dalam persekitaran pembelajaran dalam talian.</i></p>	1	2	3	4	5
3.	<p>Student discussions in online education courses will seem impersonal.</p> <p><i>Perbincangan pelajar dalam kursus pendidikan dalam talian akan kelihatan kurang peribadi.</i></p>	1	2	3	4	5
4.	<p>Online learning has less impact on my personal growth.</p> <p><i>Pembelajaran dalam talian mempunyai impak yang kurang terhadap perkembangan peribadi saya.</i></p>	1	2	3	4	5

5.	There is lack of engagement and motivation in online learning. <i>Terdapat kekurangan penglibatan dan motivasi dalam pembelajaran dalam talian.</i>	1	2	3	4	5
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7: Student satisfaction aspect/Aspek kepuasan pelajar

No.	Questions	Strongly Disagree/ Sangat Tidak Setuju	Disagree/ Tidak Setuju	Neutral/ Neutral	Agree/ Setuju	Strongly Agree/ Sangat Setuju
1.	My choice to choose this university was a wise one. <i>Pilihan saya untuk memilih universiti ini adalah satu keputusan yang bijak.</i>	1	2	3	4	5
2.	I am satisfied with my decision to register at this university. <i>Saya berpuas hati dengan keputusan saya untuk mendaftar di universiti ini.</i>	1	2	3	4	5

3.	<p>I feel that my experience with this university has been enjoyable.</p> <p><i>Saya merasakan bahawa pengalaman saya dengan universiti ini telah menjadi pengalaman yang menyeronokkan.</i></p>	1	2	3	4	5
4.	<p>So far, my course has met all of my expectations.</p> <p><i>Setakat ini, kursus saya telah memenuhi semua jangkaan saya.</i></p>	1	2	3	4	5
5.	<p>Overall, I am satisfied with this university.</p> <p><i>Secara keseluruhan, saya berpuas hati dengan universiti ini.</i></p>	1	2	3	4	5

Thank you very much in answering the questionnaire.

Terima kasih atas menjawab soal selidik dengan jayanya.