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# Acceptance of Online Study: A Survey On Teachers and Learners in Malaysia

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## Abstract

Technology is identified as a fragment of tools in society and technology in education is the groundwork for countries to improve learners' academic interests at private institutions. The research is to discover the lecturers' perception of factors Inducing Online Integration in teaching and learning and learners' interest in the lesson. The purpose of this study is to overview the lecturer's discernment on the practices of online integration in teaching and learning and the level of learners' interest in the courses. The enhanced curriculum will be established based on teaching and online. These researches were conducted at private institutions in Negeri Sembilan by using a quantitative research method which is distributing the questionnaire. The total respondent of lecturers of this study is 150 people, who are teaching in private institutions. The survey questionnaire was used as the main tool for data collecting. The findings show a positive impact on the online integration in teaching and learning and learners' interest in the courses.

## Keywords

Distance education, online integration, teaching and learning strategies

## Introduction

What makes a learner successful in an online environment? What creates blockades or challenges? Answers to these questions, among others, gain increasing importance as Internet technologies become more readily available and accessible, in formal and informal contexts (Hofmann, 2002). The Making the Virtual Classroom a Reality (MVCR) online program at the University of Illinois alone had admitted over 1000 individuals from various states and foreign countries by December 2002 (Santovec, 2003). Some of the top institutions in the United States (e.g., MIT, Indiana University, Pennsylvania State University) are offering entire degree programs on line, ranging from business to education, criminal justice to nursing.

In addition to programs and courses, most universities now require access to basic course information on line (Leonard & Guha, 2001). This includes information such as the syllabus, resource lists, and office hours for the instructor. At University of California at Los Angeles (UCLA), for example, all arts and science courses are required to have course Web sites (Noble,

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1998). Even when it is not required, educators are increasingly developing an online presence for their courses via the Internet (Brown, Kirkpatrick, & Wrisley, 2003). The increasing online access to programs, courses, and course information is exciting. Initial research exploring the potential of online learning has provided some overall insights (e.g., Cereijo et al., 1999; Conrad, 2002; Hartley & Bendixen, 2001; Hill, 2002).

Yet, the movement toward online learning is not grounded in compelling empirical evidence that it is effective and/or beneficial for learning (Hannafin, Hill, Oliver, Glazer, & Sharma, 2003). Many of the studies in online learning remain rather ‘‘anecdotal’’ (Hara & Kling, 1999), coming from the point of view of the faculty member teaching the course or the instructional technologist designing a certain course. On the other hand, the overall perspectives and faculty based studies are important for understanding the potential value of online learning, few studies have detailed the learners’ perspectives of online learning (Hara & Kling, 1999). The constant growth of the Web influences and changes how online courses are designed and implemented. This, in turn, may also change the students’ perceptions of their online experience. Understanding the influence of interface and learners’ participation habits on learning outcomes in order to effectively structure online discussions This study aimed to determine how well the practices of online integration in teaching and learning and the level of learners’ interest in the courses.

## Methodology

Research design guides the researchers towards obtaining information and data relating to the topic of the study. This study is based on quantitative descriptive. Throughout this study, the descriptive study provides sample information about the scenario as well as the current situation happens at a particular time. A set of the questionnaire is developed which has 4 points Likert scale approach.
Research design guides the researchers towards obtaining information and data relating to the topic of the study. Throughout this study, descriptive study provides sample information about the scenario as well as the current situation which happened at a particular time. Population studies involving involved private institutions in Negeri Sembilan. The total respondents for this study of is 150 lecturers and learners.

## Findings and Discussion

There are 2 sections of analysis with quantitative data analysis. The statistical analysis of the questionnaires was carried out through SPSS, frequencies and percentages for each item reflecting on the online integration in teaching and learning and learners’ interest in the courses.
The findings show a positive impact on the online integration in teaching and learning and learners’ interest in the courses.

**Lecturers’ Online Integration In Teaching And Learning**

| Items | SD (%) | D (%) | A (%) | SA (%) | Mean | S.D |
|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1.** | Lecturers' should conduct their lessons through online. | 0 (0) | 0 (0) | 50 (33.3) | 100 (66.7) | 3.67 | .47 |
| **2.** | Online lesson can conduct through video discussion. | 0 (0) | 0 (0) | 100 (66.7) | 50 (33.3) | 3.33 | .47 |
| **3.** | Lecturers' should create online discussion forum, blogs to help students in complete in lesson. | 0 (0) | 0 (0) | 50 (33.3) | 100 (66.7) | 3.67 | .47 |
| **4.** | Lecturers' should encourage students to get use with online activity. | 0 (0) | 0 (0) | 50 (33.3) | 100 (66.7) | 3.67 | .47 |
| **5.** | Lecturers' should give online quizzes after the lesson. | 0 (0) | 0 (0) | 150 (100.0) | 0 (0) | 3.00 | .00 |
| **6.** | Lecturers' should be trained in online skills for better teaching purposes. | 0 (0) | 0 (0) | 50 (33.3) | 100 (66.7) | 3.67 | .47 |
| **7.** | Use applications to prepare online slides for the lessons. | 0 (0) | 0 (0) | 100 (66.7) | 50 (33.3) | 3.33 | .47 |
| 8. | Lecturers' should post online activity in the system. | 0 (0) | 0 (0) | 100 (66.7) | 50 (33.3) | 3.33 | .47 |
| 9. | Lecturers' should provide feedback once students completed their online assessments. | 0 (0) | 0 (0) | 100 (66.7) | 50 (33.3) | 3.33 | .47 |
| 10. | Evaluate digital learning resources in the subject(s) you teach. | 0 (0) | 0 (0) | 81 (54.0) | 69 (46.0) | 3.46 | .47 |

*1=Strongly Disagree , 2=Disagree,3=Agree,4=Strongly Agree*

The data analysis shows the importance of online integration in teaching and learning in teaching and learning From table 1, it shows that most lecturers' are agreed that lessons Lecturers' should conduct their lessons through online, lecturers' should create online discussion forum, blogs to help students in complete in lesson, Lecturers' should encourage students to get use with online activity and lecturers' should be trained in online skills for better teaching purposes. The mean shows 3.67 with .47 of standard deviation.the lowest mean score shows, Lecturers' should give online quizzes after the lesson. The mean score is 3.00 with .47 of standard deviation.

**Students Online Integration In Teaching And Learning**

| Items | | SD (%) | D (%) | A (%) | SA (%) | Mean | S.D |
|---|---|---|---|---|---|---|---|
| **1** | Students are familiar with the online systems. | 0 (0) | 0 (0) | 50 (33.3) | 100 (66.7) | 3.67 | .47 |
| **2** | Students can obtain all the information through online | 0 (0) | 0 (0) | 50 (33.3) | 100 (66.7) | 3.67 | .47 |
| **3** | Students are awake when a lecturer conducted lesson through online. | 0 (0) | 0 (0) | 50 (33.3) | 100 (66.7) | 3.67 | .47 |
| **4** | Students able to focus lesson through online. | 0 (0) | 0 (0) | 100 (66.7) | 50 (33.3) | 3.33 | .47 |
| **5** | Students can understand better and easily when conducted through online. | 0 (0) | 0 (0) | 50 (33.3) | 100 (66.7) | 3.67 | .47 |
| **6** | Students hate lecturers who poorly conducted lesson through online. | 0 (0) | 6 (4.0) | 50 (33.3) | 94 (62.7) | 1.41 | .57 |
| **7** | Students feels motivated to learn and adapt with online systems. | 0 (0) | 0 (0) | 77 (51.3) | 73 (48.7) | 3.49 | .50 |

*1=Strongly Disagree , 2=Disagree,3=Agree,4=Strongly Agree*

Table 2 indicates that 66.7% of respondents agreed strongly with item 1, item 2, item 3, item 5, while the others agreed with item 4 and item 7, which is 33.3%. The data for item 6 reveals that students would not dislike lecturers if lessons were badly performed online, (6.0 %.). The data generally suggest that online inclusion of students in teaching and learning has had a positive effect.

## Conclusion

The higher education students' preferences for online learning environments based on them individ ual characteristics are based on the findings of those studies. Various learning environments provide learners with different learning resources with which they can engage with learning. In a learning environment, there may also be multiple learning resources (video, text, formative tests, etc.) with different features. However, most lecturers in this study accept that teaching lessons online helps improve management of the classroom as the students are well-behaved and more concentrated. For example, a student who prefers taking notes in a lecture may apply various

learning strategies, such as highlighting a text while studying with a course book (Brown & Liedholm, 2004). The techniques employed by self-regulated learners are known to influence learning outcomes significantly (Broadbent, 2017; Richhardson et al., 2012). In addition, this study proved that students are learning more effectively using technology as lesson built is more engaging and interesting.

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