

Relationship between Knowledge with Social Interaction during Online Teaching and Learning among TVET Students in Higher Education Institution

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ABSTRACT: Teaching and learning (T&L) sessions have also changed in today's modern day, with many now taking place online. This main purpose of this study is to define the relationship between knowledge with social interaction during online T&L among TVET students in higher education institution, This questionnaire study included 103 TVET students at Universiti Tun Hussein Onn Malaysia (UTHM) who participated in online teaching and learning sessions. IBM Statistical SPSS version 26 was used to examine the data. Furthermore, during online T&L sessions, the mean score value for students' perceptions of knowledge and students' perceptions of social interactions was quite high. Correlation analysis tests also showed that there was a strong significant relationship between knowledge about online T&L sessions and social interactions during online T&L sessions. The overall outcomes of this study show that TVET students at Universiti Tun Hussein Onn Malaysia's are ready for and adapting to online teaching and learning sessions.

Keywords: *relationship; online ; teaching and learning*

1. INTRODUCTION

It has a major impact on change because of the rapid development of the globe in tandem with the advancement of information technology. The educational system is no exception to technological advancements. The education system is undergoing various adjustments and reforms as a result of the rapid advancement of digital technology. This is due to the fact that the teaching and learning process has grown simpler and more efficient. This is because the teaching and learning process has gotten easier, and it has also brought educational chances to people of all ages from all walks of life. According to [1] the commitment of the Ministry of Education Malaysia to ensure that teachers have skills in the use of computers has been stated in the Malaysian Education Development Plan 2023-2025. Teaching and learning sessions conducted online basically help facilitate the process of knowledge transfer between teachers to students. In addition, this online teaching and learning method is carried out in a whole series of COVID-19 epidemics which have limited the movement between teachers and students. Furthermore, online

learning emphasizes lifelong learning and also as a substitute for traditional teaching modes to deliver teaching and learning interactively [2]. Study from [3], showed that students who received guidance from instructors and continuous feedback from other students had a positive effect on their motivation to continue online teaching and learning sessions until completion. The issue is the technological limitations between teachers and students during the teaching and learning sessions. According to Sinar Harian (2020), many students are unable to attend online teaching and learning sessions due to limited access to communication technology. This is because not all students are able to have good technology to use throughout the online teaching and learning sessions. this study was to obtain an overview and feedback on the perception of online teaching and learning sessions among TVET students in term knowledge and social interaction.

2. METHODOLOGY AND FINDINGS

Researcher uses a quantitative approach of description and inference through a questionnaire form as a research instrument to obtain information. The population for this study was TVET students from Universiti Tun Hussein Onn Malaysia. It involves students from the first year of study to the final year of study who are randomly selected at Universiti Tun Hussein Onn Malaysia. In addition, this study also involved students of various races and genders where the students were among the students who used online teaching and learning sessions. The total number of students involved was 103 students.

Based on Table 1, item 1 which is "the use of technology in online (T&L) sessions encourages me to participate" has the highest mean score value of 4.05 with a standard deviation of 0.772. While item 3 which is "online (T&L) session attracts my interest to learn" is the item with the lowest mean score value of 3.37 with a standard deviation of 1.146.

Item	Mean	Standard Deviation	Level
B1. The use of online in - session (T&L) technology encouraged me to participate.	4.05	0.772	High

B2. Online (T&L) sessions are fun for me.	3.46	0.998	Moderate
B3. The online (T&L) session piqued my interest in learning.	3.37	1.146	Moderate
B4. The online (T&L) session made it easy for me to get additional information.	3.93	0.921	High
B5. Online (T&L) sessions can improve the quality of my daily learning.	3.48	1.110	Moderate
B6. I believe online (T&L) sessions will benefit future generations.	3.67	1.014	Moderate
Total	3.68	0.984	High

Thus, this clearly indicates that the respondents in this study agreed that the knowledge about online teaching and learning sessions is at a high level.

Item	Mean	Standard Deviation	Level
C1. The interaction between the instructor and the students help enhance my understanding during online (T&L) session.	3.81	0.981	High
C2. Instructors provide motivation to encourage students to participate in discussions during sessions (T&L) online.	3.92	0.825	High
C3. Interactions between faculty and students run consistently throughout the semester.	3.67	0.954	Moderate
C4. The instructor encouraged me to participate in every activity during the session (T&L) online.	3.94	0.826	High
C5. I find it easier to join online discussions with other colleagues to complete assignments.	3.44	1.185	Moderate
C6. The instructors provide encouragement when I attend an online (T&L) session.	4.06	0.802	High
Total	3.79	0.917	High

Based on Table 2, item 6 which is "instructors give encouragement when I attend the online (TaL) session" has the highest mean score value of 4.06 with a standard deviation of 0.802. While item 5 which is "I feel it is easier to participate in online discussions with other colleagues to complete assignments" is the item with the lowest mean score value of 3.44 with a standard deviation of 1.185. Thus, this clearly indicates that the respondents in this study agreed that social interaction during online teaching and learning sessions was at a high level.

		Knowledge	Social Interaction
Knowledge	Pearson Correlation	1	.751
	Sig. (2-tailed)		.000
	N	103	103
Social Interaction	Pearson Correlation	.751	1

	Sig. (2-tailed)	.000	
	N	103	103

Table 3 shows the findings of the relationship between knowledge about online (T&L) sessions and social interactions during online (T&L) sessions among these students. There is a strong significant relationship between the level of knowledge and social interaction that is p value <0.001 where it is smaller than 0.05. Thus, there was a significant relationship between knowledge of online (T&L) sessions and social interaction during online (T&L) sessions among such students.

3. CONCLUSION

As a result of the analysis of the study findings, researchers were able to identify students' perceptions of knowledge about online sessions, social interactions during online sessions and the level of students' acceptance of theoretical and practical learning content during online sessions. From the results of the study, it can be concluded that students' perceptions towards online sessions among TVET students of Universiti Tun Hussein Onn Malaysia are at a high level and they are ready to undergo online teaching and learning sessions.

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