



**MODERATION EFFECTS OF CULTURAL ORIENTATIONS ON
RELATIONSHIPS BETWEEN INTERPERSONAL AND
INTRAPERSONAL INTERACTIONS IN CRITICAL THINKING
DISPOSITION OF LEARNERS IN BLENDED LEARNING
ENVIRONMENT**

By

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**Thesis Submitted to the School of Graduate Studies, Universiti Putra
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Philosophy**

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DEDICATION

Specially dedicated to my dearest teachers in my life

My parents: Hasan Jafarian and Batul Aminian

My mother in law: Soghra Sabagh Zadeh

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy.

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IN BLENDED LEARNING ENVIRONMENT**

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The increased usage of blended learning mode (combination of traditional classrooms and online learning environments) in distance higher education has led to many challenges to educators, one of which is to ensure critical thinking disposition among students. This study investigates the relationships between quality of interpersonal interaction, intrapersonal interaction, quantity of interpersonal interaction and critical thinking disposition among students in a blended learning environment. Also, it seeks to examine the extent to which the relationships of the above variables are moderated by individualistic-collectivistic cultural orientation at individual level in a blended learning environment in Malaysia.

A quantitative correlational design was used to collect data using survey instrument. The sample comprised 270 undergraduate students from *Pusat*

Pendidikan Luar (PPL) of Universiti Putra Malaysia. The data were analyzed using Statistical Package for Social Sciences (SPSS) and Analysis of Moment Structure (AMOS) softwares. The findings of this study suggest that quality of interpersonal interaction and intrapersonal interaction significantly influence the critical thinking disposition among students in the blended learning environment. The findings further indicate that characteristics of collectivistic cultural orientation at the individual level significantly moderated the relationship between quality of interpersonal interaction, intrapersonal interaction and critical thinking disposition in the blended learning environment. Therefore it can be concluded that interpersonal and intrapersonal interactions and collectivistic cultural orientation are important factors in increasing learner's critical thinking disposition in distance higher education context, particularly in the blended learning environment.

The results of this study contributed to the advancement of the conceptual framework of inter and intra personal interactions and the influence of cultural differences on critical thinking disposition in a context of blended learning environment in Malaysia. The results of this study are useful for providers and practitioners in the distance higher education context as well as workplace learning contexts in order to design and conduct interactive blended learning programs that can promote students' critical thinking disposition by considering students' cultural differences within a society. Further studies were suggested to expand this research to other learning contexts such as other distance learning providers in Malaysia as well as to e-training or blended training in workplace environment.

Abstrak tesis yang dikemukakan kepada Senate Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah.

**KESAN MODERASI ORIENTASI BUDAYA KE ATAS HUBUNGAN
ANTARA INTERPERSEORANGAN DAN INTRAPERSEORANGAN
TERHADAP KECENDERONGAN BERFIKIRAN KRITIS PELAJAR
DALAM PERSEKITARAN PEMBELAJARAN CAMPURAN**

Oleh

SEDIGHEH JAFARIAN

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Pengerusi: Professor Maimunah Ismail, PhD

Fakulti : Pengajian Pendidikan

Peningkatan penggunaan pembelajaran bercampuran (gabungan antara pembelajaran tradisi dalam kuliah dengan pembelajaran atas talian) dalam pendidikan tinggi secara jarak jauh telah membawa pelbagai cabaran kepada pendidik. Antarabaru cabaran tersebut ialah sejauh mana dapat dipastikan kaedah pembelajaran tersebut menghasilkan pelajar yang berkecenderongan terhadap pemikiran kritis. Kajian ini mengkaji perkaitan antara kualiti interaksi interperseorangan dan intraperseorangan, dan juga kuantiti interaksi interperseorangan dengan berkecenderongan pelajar terhadap pemikiran kritis dalam situasi pembelajaran bercampuran. Kajian ini juga bertujuan untuk mengenal pasti sejauh mana hubungan variabel tersebut dimoderasikan oleh orientasi budaya individualistik-kolektivistik pada tahap individu dalam satu konteks pembelajaran bercampuran di Malaysia.

Reka bentuk kajian ialah kuantitatif hubungan dengan menggunakan data yang dikumpul menggunakan instrumen survei. Sampel kajian terdiri daripada 270 orang pelajar bachelar dari Pusat Pendidikan Luar (PPL), Universiti Putra Malaysia. Data dianalisis menggunakan perisian SPSS dan AMOS. Hasil kajian mendapati bahawa kualiti interaksi interperseorangan dan intraperseorangan mempengaruhi secara signifikan kecenderongan pelajar terhadap pemikiran kritis dalam situasi pembelajaran bercampuran. Hasil kajian seterusnya menunjukkan ciri orientasi budaya kolektivistik pada peringkat individu memoderasi secara signifikan hubungan antara kualiti interaksi interperseorangan, interaksi intrapersonorangan dan kecenderongan pelajar terhadap pemikiran kritis dalam situasi pembelajaran bercampuran tersebut. Sebagai rumusan interaksi interperseorangan dan intraperseorangan serta orientasi budaya kolektivistik adalah faktor penting dalam meningkatkan kecenderongan berpemikiran kritis dalam konteks pendidikan tinggi jarak jauh, khususnya dalam suasana pembelajaran campuran.

Sumbangan kajian ialah ia dapat membantu mengukuhkan kerangka konsep tentang hubungan antara interaksi interperseorangan dan intraperseorangan dan pengaruh perbezaan budaya ke atas kecenderongan berpemikiran kritis khususnya dalam satu konteks pembelajaran jarak jauh di Malaysia. Hasil kajian memberi manfaat kepada pengamal dan institusi pembelajaran jarak jauh tersebut dalam mereka bentuk dan melaksanakan program pembelajaran interaktif bercampuran yang mampu menyediakan pelajar berpemikiran kritis dengan mengambil kira perbezaan budaya pelajar dalam masyarakat. Kajian akan datang dicadangkan untuk mereplikasi kajian kepada institusi pendidikan jarak jauh lain di Malaysia serta institusi yang menjalankan e-latihan atau latihan bercampuran di tempat kerja.