DETERMINANTS OF SELF AND SOCIAL LEARNING BEHAVIOR AMONG THE EUSL STUDENTS: A COMPARATIVE STUDY AMONG THE FACULTIES OF EASTERN UNIVERSITY, SRI LANKA

LIBRARY
16 MAR 2023
EUSL, SRI LANKA

By:

THURSHANTHINI YOGENDRAN

REG NO: EU/IS/2016/MS/012

INDEX NO: MS 1862

A project report submitted to the Faculty of Commerce and Management, Eastern University, Sri Lanka, as a partial fulfillment of the requirement for the Degree Bachelor of Business Administration (BBA) Specialization.

FCM2733
Project Report
Library - EUSL

DEPARTMENT OF MANAGEMENT

FACULTY OF COMMERCE AND MANAGEMENT

EASTERN UNIVERSITY, SRI LANKA

2021

ABSTRACT

This study investigates the determinants of self and social learning behavior among the EUSL students in a comparative basis. This study eliminates the empirical knowledge gap in Eastern University, Sri Lanka regarding to this topic.

Descriptive research was conducted to study the determinants of self and social learning behavior among EUSL students. Using a structured questionnaire, the primary data were collected from 255 undergraduates of Eastern University, Sri Lanka. And the collected data were analyzed by using descriptive statistics, exploratory factor analysis, and one-way ANOVA.

The findings reveal that e-learning, self-evaluation, learning style, and learning responsibility are the factors that determine the self-learning behavior and learning strategy, performance expectancy, social interactions are the factors that determine the social learning behavior among EUSL students. The analysis stated that there is e-learning, learning style, and learning responsibility have discrepancy/deviation among different faculty students and self-evaluation did not have discrepancy/deviation among different faculty students and learning strategy, performance expectancy, and social interactions have discrepancy/deviation among different faculty students.

Keywords: Self-Learning, Social Learning, E-Learning, Self-Evaluation, Learning Style, Learning Responsibility, Learning Strategy, Performance Expectancy, Social Interactions

TABLE OF CONTENTS

Acknowledgement i

Abstract ii

Table of Contents iii

List of Tables ix

List of Figures xii

List of Equations xiii

List of Abbreviations xiv

Chapter - 1: INTRODUCTION 1

1.1 Background of the Study 1

1.2 Problem Statement 3

1.3 Research Questions 5

1.4 Research Objectives 5

1.5 Significance of the Study 5

1.6 Scope of the Study 6

1.7 Organization of the Chapter 6

1.8 Chapter Summary 7

Chapter - 2: LITERATURE SURVEY 8

2.1 Introduction 8

2.2 Self-Learning Behavior 8

2.2.1 Memory Strategy 9

2.2.2 Goal Setting 9

2.2.3 Self-Evaluation 9

2.2.4 Learning Responsibility 10

2.2.5 Learning Environment 10

2.2.6 E-Learning 10

2.2.7 Learning Style 11
2.3 Social Learning Behavior 11
2.3.1 Skill 11
2.3.2 Motivation 12
2.3.3 Learning Strategy 12
2.3.4 Performance Expectancy 12
2.3.5 Social Interactions 12
2.4 Review of relevant theories 13
2.4.1 Adult Learning Theory 13
2.4.2 Self-Directed Learning Theory 13
2.4.3 Social Learning Theory 13
2.5 Chapter Summary 14
Chapter - 3: CONCEPTUALIZATION AND OPERATIONALIZATION 15
3.1 Introduction 15
3.2 Conceptualization 15
3.2.1 Self-Learning 16
3.2.1.1 E-Learning 16
3.2.1.2 Self-Evaluation 17
3.2.1.3 Learning Style 17
3.2.1.4 Learning Responsibility 17
3.2.2 Social Learning 17
3.2.2.1 Learning Strategy 17
3.2.2.2 Performance Expectancy 18
3.2.2.3 Social Interactions 18
3.3 Operationalization 18
3.4 Chapter Summary 22
Chapter 4: RESEARCH METHODOLOGY 23

4.1 Introduction 23
4.2 Research Philosophy 23
4.3 Research Approach 23
4.4 Research Strategy 23
4.5 Time Horizons 23
4.6 Unit of analysis 24
4.7 Research Design 24
4.8 Population and Sample 24
4.8.1 Population 24
4.8.2 Sample and Sampling Method 24
4.9 Methods of data collection 25
4.9.1 Personal Information 25
4.9.2 General Information 26
4.10 Research Instrument 26
4.11 The Pilot Study 26
4.12 Validity and Reliability of Instrument 27
4.12.1 Face Validity 27
4.12.2 Content Validity 28
4.12.2.1 Factor Analysis 28
4.12.2.2 Convergent Validity 28
4.12.2.3 Discriminant Validity 30
4.12.3 Reliability 33
4.12.3.1 Composite Reliability 33
4.13 Data Presentation, Analysis and Evaluation 34
4.13.1 Data Presentation 34
4.13.2 Data Analysis and Evaluation 34
4.13.2.1 Factor Analysis 35

4.13.2.2 Reliability Analysis 35
4.13.2.2 Validity Test 36
4.13.2.4 One-way ANOVA 37
4.14 Chapter Summary 37
Chapter - 5: DATA PRESENTATION AND ANALYSIS 38
5.1 Introduction 38
5.2 Response Rate 38
5.3 Personal Information of Respondents 38
5.3.1 Distribution of Age 39
5.3.2 Distribution of Gender 39
5.3.3 Distribution of Ethnic Group 40
5.3.4 Distribution of Year of Study 40
5.3.5 Distribution of Faculty 41
5.4 Research Information 41
5.4.1 Factor Analysis 41
5.4.1.1 Factor Analysis for Self-Learning Behavior 42
5.4.1.2 Composite Reliability After Removing the Problematic Items 49
5.4.1.3 Convergent Validity 49
5.4.1.4 Discriminant Validity 50
5.4.2 Factor Analysis 50
5.4.2.1 Factor Analysis for Social Learning Behavior 50
5.4.2.2 Composite Reliability After Removing the Problematic Items 59
5.4.2.3 Convergent Validity 59
5.4.2.4 Discriminant Validity 59
5.4.3 One-way Analysis of Variance (One-way ANOVA) 60
5.4.3.1 One-way ANOVA for Determinants of Self-Learning Behavior 60
5.4.3.2 One-way ANOVA for Determinants of Social Learning Behavior 69

5.5 Chapter Summary 75

Chapter - 6: FINDINGS AND DISCUSSIONS 76

6.1 Introduction 76

6.2 Personal Information 76

6.2.1 Age of the Respondents 76

6.2.2 Gender of the Respondents 76

6.2.3 Ethnic Group of the Respondents 77

6.2.4 Year of Study of the Respondents 77

6.2.5 Faculty of the Respondents 77

6.3 Discussion of Research Information 77

6.3.1 Discussion – Objective 1 77

6.3.2 Discussion – Objective 2 79

6.3.3 Discussion – Objective 3 81

6.3.3.1 Determinants of Self-Learning Behavior 81

6.3.3.2 Determinants of Social Learning Behavior 82

6.4 Chapter Summary 82

Chapter - 7: CONCLUSIONS AND RECOMMENDATIONS 83

7.1 Introduction 83

7.2 Conclusion 83

7.2.1 Conclusion – Objective 1 83

7.2.2 Conclusion – Objective 2 84

7.2.3 Conclusion – Objective 3 85

7.2.3.1 Determinants of Self-Learning Behavior 85

7.2.3.2 Determinants of Social Learning Behavior 85

7.3 Implications of the study 85

7.3.1 Theoretical Implication 85

7.3.2 Practical Implication 86

7.4 Recommendations 86

7.5 Limitations of the study 87

7.6 Direction for Future Studies 88

List of References 89

Appendix - 1: Questionnaire 98