A comparison study of Libyan and Australian accounting students in their perceptions of empowerment

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ABSTRACT:

The concept of empowerment was introduced into accounting education research by Zraa et al. (2011). The authors' purpose is to compare traditional educational environment in Libya with collaborative education in Australia and how these affect the students' perceptions of empowerment in accounting courses. The research also investigates the relationship of empowerment with classroom instruction. This study involved a survey of 409 students who were studying the first year of a business degree institutions in Libya and Australia. Data were analysed using reliability tests, factor analysis, t-tests and correlations. The results indicate that Australian students are more empowered than Libyan students. The difference may attributed to culture impact and classroom instruction. In addition, the result revealed that classroom instruction methods influence student empowerment.

Keywords: students' empowerment, accounting course perceptions and accounting education

1. INTRODUCTION

Much of the earlier research into variables affecting the empowerment of students has been in areas such as communication studies (Frymier, Shulman & Houser 1996; Houser & Frymier 2009; Mailloux 2006; Sapon-Shevin & Schniedewind 1991; Weber, Martin & Cayanus 2005; Weber & Patterson 2000). However, a rigorous review of the literature did not reveal any research conducted in accounting education to apply the concept of empowerment to student learning. Empowerment is an important factor for students, since empowered students are more motivated to perform classroom tasks, feel more competent, find the required tasks more meaningful, and feel they have an impact on their learning process (Houser & Frymier 2009). In addition, empowered students have more positive perceptions towards the course content, instructors, and perform more activities that reflect learning. Consequently, this research investigates the difference between Libyan and Australian students in terms of empowerment, and the relationships among empowerment, accounting course perceptions, and classroom instruction.

2. BACKGROUND

While technical accounting competencies remain obligatory for the professional accountant, these competencies alone are insufficient in today's workplace. Recent studies by the Australian Learning and Teaching Council (2010), De Lange, Jackling and Gut (2006), Kavanagh and Drennan (2007), Awayiga, Onumah and Tsamenyi (2010) and many others, indicate that development of students' generic skills is required for career success. One of the most important skills required is communication. Communication skills are essential to the success of accountants and are seen as vitally important in satisfying the requirements of the workplace (Kavanagh et al. 2009). Communication skills are concerned with the ability to transfer and receive information easily (Andersen 1989; Awayiga, Onumah & Tsamenyi

2010; Ballantine & Larres 2009; Hancock et al. 2009). In addition, communication skills include listening effectively to gain information, understanding opposing points of view, having the ability to present ideas orally or in writing, and being able to discuss matters with others (Fortin & Legault 2010; Hancock et al. 2009; Jones & Abraham 2008; Rebele 1985). Therefore, the teaching of accounting should enable students to develop the necessary communication and business skills required in the workplace.

3. LITERATURE AND DEVELOPMENT OF RESEARCH QUESTION

Empowerment

Empowerment in learning has been a topic of discussion for the last the two decades. Empowerment was first discussed and conceptualized in the workplace by Thomas and Velthouse (1990). Spreitzer (1995) has developed and validated a multidimensional measure of psychological empowerment in the workplace. Frymier, Shulman and Houser (1996); Tibbles et al (2008); Weber, Martin and Cayanus (2005); Weber and Patterson (2000) all examined the empowerment concept in the instructional context. Frymier, Shulman and Houser (1996) applied the concept of empowerment to the classroom context, and defined learner empowerment as consisting of three dimensions: meaningfulness, competence, and impact. This measure is called the Learner Empowerment Scale (LES) (Frymier, Shulman & Houser 1996). Impact refers to students' perceptions of whether or not they can make a difference in the classroom, such as influencing the instructor and other students or providing information in class discussions. Meaningfulness refers to how valuable students perceive a task according to their personal beliefs and standards. Competence means that a person feels qualified and capable of performing the necessary activities to achieve the goals (Frymier, Shulman & Houser 1996). Their results showed that the empowered learner has positive attitudes toward the course content and the instructor, and participates in more activities.

Students will be empowered and their performance enhanced when professional accounting competencies are combined in accounting education. Communication is the most common element between professional accounting competencies and empowerment. Communication skills are one of the most important skills required by accountants. Communication is important in creating a shared vision for the empowerment relationship (Frymier, Shulman & Houser 1996). Feelings of empowerment are thought to be influenced by relational communication variables such as active listening, open communication, constructive feedback, trustworthiness, credibility and immediacy (Block 1987; Houser & Frymier 2009). Moreover, the feelings of empowerment are lessened when individuals lack self-confidence in their skills and feel intimidated by the task or goal (Frymier, Shulman & Houser 1996). Additionally, the ability to communicate and influence others is reflected in Frymier, Shulman and Houser's (1996) definition of impact, as the ability to make a difference. Supported by these definitions and explanations, it is proposed that students need to be empowered to have adequate skills in the contemporary business environment. Therefore, by learning communication skills, students will be empowered to accomplish the objectives in the classrooms.

Accounting Course Perceptions

There are numerous studies in the area of variables affecting accounting course perceptions (Baxter & Kavanagh 2012; Caldwell, Weishar & Glezen 1996; Geiger & Ogilby 2000; Jackling & Calero 2006). Although many researchers have investigated the factors affecting accounting course perceptions, other factors have emerged for example (empowerment).

Prior research supports the need to investigate the relationships between course perceptions, observations of classroom instruction and their effect on student empowerment. Frymier, Shulman and Houser (1996) state that previous studies conclude that instructor behaviour

influenced learner empowerment and that other researchers should explore the concept of learner empowerment in the classroom by investigating other communication behaviours that empower students, along with the impact of empowerment on learning and other classroom behaviours. Weber, Martin and Cayanus (2005) call for future work by using course grades as a criterion to investigate the influence of interest on performance. Schrodt et al (2008) concluded that researchers should consider examining the relationships between observations of classrooms instruction and students' empowerment. Geiger and Ogilby's (2000) work did not assess the effects of individual instructors such as teaching style on changing course perceptions. However, they evaluated the impact of individual instructor characteristics on changing students' course perceptions.

In order to address the gaps identified in the literature, this study explored the concept of empowerment. Also this study compared between accounting students in Libya as sample of traditional education and Australia as sample of collaborative education. The study measures accounting students' perceptions of empowerment using the Learner Empowerment Scale (LES) to investigate and assess the influence of classrooms instruction on students' perceptions of empowerment and accounting course.

The research question in this study is: "What are the relationships between students' perceptions of empowerment, accounting course perceptions and classroom instruction in a first year accounting course at Libyan and Australian business degree institutions". To answer this research question three hypotheses were developed.

H1: There are significant difference between Libyan and Australian students in students' perceptions of empowerment, its dimensions (impact, meaningfulness, and competences), and course perceptions.

H2: Course perceptions positively predict students' perceptions of empowerment, its dimensions and course perceptions among Australian and Libyan students.

H3: Australian students who worked in collaborative classes perceive they have impact in the classroom and are more empowered than Australian students who worked in a traditional classroom at business degree institution.

4. Methodology and Research Design

Participants in the study

Participants for the study were first year Libyan and Australian students at business degree institutions. The value of selecting students from Libya and Australia attribute to, Australian students are educated to somehow use collaborative teaching in primary and secondary schools, however, Libyan accounting student have been taught in very traditional way (Ahmad & Gao 2004). The sample consisted of 247 Libyan students and 162 of Australian students in the sample, overall 409 students. The sample of Australian students consisted of 83 of students were taught using traditional methods and 78 students were taught using collaborative methods at Australian business degree institution. The participants of the study are mixed gender students aged between 18 and 23 years of age and studying accounting.

Data collection:

Quantitative approach was used to collect the data to investigate and assess the influence of classrooms instruction on students' perceptions of empowerment, students' perceptions of the course. Quantitative data were used to measure the relationships among students' empowerment, students' perceptions of the course, and classroom instruction. The survey instrument comprised two scales, for empowerment the Learner Empowerment Scale with 35 items and for students' perceptions of the course 10 items.

Learner Empowerment Scale (LES)

The Learner Empowerment Scale (LES) was developed by Frymier, Shulman and Houser (1996) and comprises 35 Likert scale items. The Learner Empowerment Scale scale assess students' feeling of empowerment across dimensions of *impact* ("I have the power to make a difference''), *meaningfulness* ("the task required of me in this class are valuable to me"), and *competence* ("I feel confident that I can adequately perform my duties"). Responses to all items are made on a scale of never (0) to very Often (4).Previous research has established the validity and reliability of the Learner Empowerment Scale and its dimensions (Frymier, Shulman & Houser 1996; Weber & Patterson 2000). The Learner Empowerment Scale and the three dimensions: impact, meaningfulness and competence have achieved adequate alphas as a measure of internal reliability 0.89, 0.95, 0.94, 0.92 respectively (Frymier, Shulman & Houser 1996). In this study, the Learner Empowerment Scale produced internal reliability with an alpha coefficient of 0.94.

Students' perceptions of the accounting course

Course perceptions were measured by using the scale, 'Students Perceptions of Accounting Course" (Geiger & Ogilby 2000). Responses to all items were made on a scale of strongly disagree (1) to strongly agree (5).

In relation to confidentiality the researcher promised and ensured anonymity and confidentially of names. Information was used only for the research project and remained between the researcher and students (Drever 1995; Kvale & Brinkmann 2008, 2009). At the beginning, students signed the consent forms in accordance with ethical clearance requirements.

Reliability

Before analysing the data, reliability tests were conducted on the scales. Reliability refers to the "consistency and stability of a score from a measurement scale" (Davis 2005, p. 188). All Cronbach alphas were above the minimum recommended standard of 0.7 (Hair et al. 2006).

In this study the reliability for Learner Empowerment Scale was estimated by calculating Cronbach Alpha. Items 9, 11, 14, 20, 25, 26, 28, 30, 34 were all reversed coded before running the reliability tests. For the purposes of the current study, the Learner Empowerment Scale for both groups Libyan and Australian respondents (409 students) achieved an alpha of 0.94, the three dimensions, impact, meaningfulness, and competence, achieved alphas of 0.83, 0.94, and 0.91 respectively. These measures of reliability compare favourably with those reported by Frymier, Shulman and Houser (1996) and therefore show consistency across studies (See Table 1 and 2).

Also, in the current investigation the reliability for 10 statements of students' perceptions of the accounting course achieved an alpha of 0.90. Thus there is evidence that the instrument is reliable.

(Insert Table 1 and 2)

Factor analysis

The result of the factor analysis, using a Varimax rotation, was a three-factor solution. All three of the learner Empowerment Scale dimensions factored out separately. The first factor accounted for 41% of the variance with 12 items loading on it (impact). Ten items loaded on the meaningfulness and accounted for 13% of the variance. The third factor competence accounted for 5% of the variance with eight items. Similarly, the researcher would expect that

items that loaded on impact, meaningfulness and competence dimensions in Frymier, Shulman and Houser (1996) would do the same in this investigation.

The item total correlation coefficients and factor loading were found above the minimum recommended standards of 0.3 and 0.4 respectively (Pallant 2007). Items 6, 9, 11, 14 and 33 from Learner Empowerment Scale failed to load on the appropriate factors based upon the Frymier, Shulman and Houser (1996) studies. The results from reliability tests and factor analysis tests show 30 items will be used for empowerment (See Table 3).

From the results it would appear that questions number 6, 9, 11, 14 and 33 were misunderstood by the students, this resulted in low loadings. In future studies the researchers will express the questions in different way to avoid any misunderstand.

(Insert Table 3)

Hypothesis testing

In order to answer research question "What are the relationships between students' perceptions of empowerment, accounting course perceptions and classroom instruction in a first year accounting course at Libyan and Australian business degree institutions''?, t-tests and correlations were conducted.

Hypothesis 1 testing using t-test

Hypothesis 1 asserted that there would be a significant difference between Libyan and Australian students in students perceptions of empowerment, its dimensions (impact, meaningfulness and competences) and course perceptions. The total number of responses analysed may vary from the total sample because missing data was excluded. An independent samples t-test was conducted to compare groups. Results using independent t-tests do support this hypothesis. The Levene's test for empowerment, its dimensions (impact,

meaningfulness and competences) and course perceptions were not significant (p=0.589, 0.987, 0.992, 0.185, and 0.111). Therefore, the groups' variances can be regarded as equal. The study found that students who studied at an Australian business degree institution had significantly higher perceptions of empowerment than students who studied at a Libyan business degree institution p (0.05). The mean and Standard Deviation of the Learner Empowerment Scale and its dimensions are displayed in Table 4. Students studying at an Australian business degree institution exhibited much higher means and standard deviations as compared to students involved at Libyan business degree institutions. The institutional setting did influence students' perceptions of empowerment and its dimensions (impact, meaningfulness and competence). The Learner Empowerment Scale and its dimensions contain significant differences at 0.05 level.

(Insert Table 4)

Hypothesis 1 is supported. Australian students perceive that they are more empowered than Libyan students. This indicates that culture background and classroom setting of students (weather, they were taught traditional or collaboratively) influence students' perceptions of empowerment. It is obvious from the mean scores that Libyan students are less empowered than Australian students.

Hypothesis 2 using correlations

Hypothesis 2 asserted that there would be significant and positive relationships among Australian and Libyan students on students' perceptions of , its dimensions and course perceptions. Results using Pearson Correlations analysis support this hypothesis (see Table 5). The course perceptions achieved significant and positive correlations with the Learner Empowerment Scale scores {r=.780, p<.01), impact (r=.274, p<.01), meaningfulness

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(r=.855, p<.01) and competence (r=.731, p<.01) (see Table 5). The three dimensions of empowerment were positively correlated with course perceptions. Meaningfulness had the highest correlation with course perceptions. Therefore, meaningfulness and course perception measure similar value systems. Consequently, we can use meaningfulness to measure course perceptions rather than assessing both as different variables.

(Insert Table 5)

As the results of hypothesis 1 showed that there are differences between groups of Libyan and Australian students in empowerment hypothesis 2 was tested again the relationships between empowerment and course perceptions for each group separately. The result indicated that there are relationships between empowerment and course perceptions for each group.

Hypothesis 2 is supported. There are relationships between Learner Empowerment Scale, its dimensions and the course perceptions. These results indicate that learner empowerment influences accounting course perceptions. When students feel empowered they have positive perceptions of the course.

Hypothesis 3 testing using t-test

Hypothesis 3 asserted that Australian students who worked in collaborative classes perceive they have impact in the classroom and are more empowered than Australian students who worked in a traditional classroom at business degree institution. The study found that students who worked in groups collaboratively in the Australian classroom had significant higher perceptions of impact than Australian students who worked in traditional classes. The mean and Standard Deviation of the impact which refers to ''students' perceptions of whether or not they can make a difference in the classroom, such as influencing the instructor and other students or providing information in class discussions'' was (22.08±8.083) which shows

higher mean values as compared to students involved in traditional classes in Australian classroom which were (24.61 $\pm$ 6.751) (df =154), p= 0.036. Therefore, type of classroom instruction influences students' perceptions of empowerment and the impact of learning as empowerment dimension (see Table 6). Only the impact as empowerment dimension contains significant differences at 0.05 level. Nevertheless, there is little significant difference in Learner Empowerment Scale at 0.10 level. While the other empowerment dimensions (meaningfulness and competence) did not have any difference between traditional and collaborative classes. This result attributed to the fact that the Australian students are exposed to collaborative leaning during their primary and secondary school years therefore their level of empowerment is not affected even if they study in a traditional environment at business degree institution.

(Insert Table 6)

4. DISCUSSION

The goal of the present research was to gain a clearer understanding of the relationships among learner empowerment, accounting course perceptions and classroom instruction. Based on the conceptualizations of learner empowerment by Frymier, Shulman and House (1996) and situational interest, three hypotheses were formulated.

Hypothesis 1 proposed that there are significant differences between Libyan and Australian students' in students perceptions of empowerment, its dimensions (impact, meaningfulness, and competences) and course perceptions. The results from t-test indicated that there are significant differences between Libyan and Australian students. Australian students are more empowered than Libyan students and the difference is attributed to cultural aspects and teaching methods used. Australian business degree institutions use different teaching styles. This happens even in secondary and primary schools. However, Libyan students are educated

in a very traditional method where teachers have all the rights and students have to stay quietly in the classroom.

Hypothesis 2 proposed strong and positive relationships between the students' perceptions of empowerment, its dimensions and course perceptions among Australian and Libyan students. This hypothesis is supported in two ways. The first support came from the strong positive correlation's achieved between the course perceptions Scale and the Learner Empowerment Scale (0.780) and its dimensions (impact=0.274 meaningfulness=0.855, and competence=0.731). The second method for testing the relationship between learner empowerment and course perceptions was through finding the correlations for each group separately (Libyan and Australian). Still there are strong-positive correlations achieved among the course perceptions Scale and the Learner Empowerment Scale and its dimensions: impact, meaningfulness and competence. Therefore for both Australian and Libyan students, course perceptions are strongly influenced by whether students feel empowered in terms of impact, meaningfulness, and competence.

Hypothesis 3 proposed that Australian students who worked in collaborative classes perceive they have impact in the classroom and are more empowered than Australian students who worked in a traditional classroom at the business degree institution. The quantitative data showed that the student who worked collaboratively in classroom had higher perceptions of impact in learning than students who studied in traditional classes. The relationship seems to come from the degree of impact in learning that the student perceives they have on the class discussion when they work collaborative. There was no similar significance with the Learner Empowerment Scale and other two dimensions of meaningfulness and competency. This result attributed to the fact that the Australian students are exposed to collaborative leaning during their primary and secondary school years therefore their level of empowerment is not affected even if they study in a traditional environment at business degree institution.

Quantitative data show that students perceive they have an impact when they participate collaboratively in groups in classroom activities more than in traditional classrooms where students work individually. The impact as empowerment dimension was significantly related to the classroom setting.

5. CONCLUSION

This exploratory study compares students' perceptions of empowerment when studying accounting courses at Libyan and Australian business degree institutions. The findings of this research are very interesting for a number of reasons. Firstly, the educational environment and the student's cultural origins impact upon the degree to which they feel empowered in the classroom. Secondly, there is a relationship between the student's level of empowerment and their perceptions of a course. That means the more empowered students' feel, the better perceptions of the course they have. Finally, within the same cultural group, students' levels of empowerment were impacted by the method which they were being taught. Therefore this research indicates that it is not only the content of a course but the method by which it is delivered that may impact on the students' level of empowerment and subsequently their satisfaction with the learning experience.

Future research will involve a larger data collection using an experimental design to allow comparisons between traditional and co-operative teaching methods in accounting course.

Table 1: the Reliability of the Learner Empowerment Scale

Table 1:

Libyan and Australian (409)respondents

Empowerment	Impact	Meaningfulness	Competence
0.94	**0.83**	**0.94**	**0.91**

Table 1:

Libyan's (247) respondents

Empowerment	Impact	Meaningfulness	Competence
0.91	**0.86**	**0.89**	**0.82**

Table 1:

Australia's (162) respondents

Empowerment	Impact	Meaningfulness	Competence
0.93	**0.91**	**0.89**	**0.82**

Table 2: the Reliability of the Course perceptions' scale

	Libyan and Australian (409) respondents	Libyan's (247) respondents	Australia's (162) respondents
Course perceptions 10 Statements	**0.90**	**0.81**	**0.75**

Table 3: empowerment factor analysis for Libyan and Australian responds

Items		Component		
		Impact	*Meaningfulness*	*Competence*
Impact				
1	I have the power to make a difference in how things are done in my class.	**.768**	.060	.083
2	I have a choice in the methods I can use to perform my work.	**.367**	.369	.484
3	My participation is important to the success of the class	**.436**	.434	.385
4	I have freedom to choose among options in this class.	**.530**	.411	.343
5	I can make an impact on the way things are run in my class.	**.799**	.086	.060
6	Alternative approaches to learning are encouraged in this class	**-.052**	.012	.020
7	I have the opportunity to contribute to the learning of others in this class.	**.500**	.498	.347
8	I have the opportunity to make important decisions in this class.	**.722**	.218	.068
9	I cannot influence what happens in this class.	**.295**	-.018	.507
10	I have the power to create a supportive learning environment in this class.	**.577**	.330	.356
11	My contribution to this class makes no difference.	**.274**	.266	.688
12	I can determine how tasks can be performed.	**.709**	.090	.215
13	I make a difference in the learning that goes on in this class.	**.813**	.031	.062
14	I have no freedom to choose in this class.	**.244**	.244	.628
15	I can influence the instructor.	**.612**	-.299	-.208
Meaningfulness				
16	I feel appreciated in this class	.378	**.664**	.225
17	The tasks required in my class are personally meaningful.	.442	**.560**	-.070
18	I look forward to going to my class.	.046	**.842**	.063
19	This class is exciting.	.179	**.845**	-.080
20	This class is boring.	.005	**.749**	.206
21	This class is interesting.	.076	**.869**	.130
22	The tasks required in my class are valuable to me.	-.021	**.802**	.359
23	The information in this class is useful.	-.064	**.820**	.413
24	This course will help me to achieve my future goals.	-.020	**.746**	.383
25	The tasks required in my class are a waste of my time.	-.097	**.679**	.527
26	This class is not important to me.	-.186	**.693**	.534
Competence				
27	I feel confident that I can adequately perform my duties.	.164	.719	**.360**
28	I feel intimidated by what is required of me in my class.	-.157	.197	**.496**
29	I possess the necessary skills to perform successfully in class.	.190	.666	**.309**
30	I feel unable to do the work in this class.	-.055	.516	**.664**
31	I believe that I am capable of achieving my goals in this class.	.054	.727	**.500**
32	I have faith in my ability to do well in this class.	.035	.715	**.489**
33	I have the qualifications to succeed in this class.	.091	.307	**.128**
34	I lack confidence in my ability to perform the tasks in this class.	-.072	.324	**.702**
35	I feel very competent in this course.	.195	.565	**.333**

Table 4: Summary of t-test for H1 for Libyan and Australian responds

Empowerment	Levene's Test		t-test for Equality of Means		
	F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**
Equal variances assumed	.292	.589	17.421	352	**.000**
Students group	**N**	**Mean**		**Std. Deviation**	
Australian students	157	72.27		15.899	
Libyan students	197	43.12		15.439	
Impact	**Levene's Test**		**t-test for Equality of Means**		
	F	**Sig.**	**t**	**f**	**Sig. (2-tailed)**
Equal variances assumed	.001	.981	2.713	369	**.007**
Students group	**N**	**Mean**		**Std. Deviation**	
Australian students	155	23.20		6.283	
Libyan students	216	21.39		6.355	
Meaningfulness	**Levene's Test**		**t-test for Equality of Means**		
	F	**Sig.**	**t**	**f**	**Sig. (2-tailed)**
Equal variances assumed	.067	.795	22.312	370	**.000**
Students group	**N**	**Mean**		**Std. Deviation**	
Australian students	161	27.93		6.706	
Libyan students	211	12.27		6.701	
Competence	**Levene's Test**		**t-test for Equality of Means**		
	F	**Sig.**	**t**	**f**	**sig(2-tailed)**
Equal variances assumed	1.760	.185	19.520	377	**.000**
Students group	**N**	**Mean**		**Std. Deviation**	
Australian students	161	18.82		4.539	
Libyan students	218	9.29		4.809	
Course perceptions	**Levene's Test**		**t-test for Equality of Means**		
	F	**Sig.**	**t**	**f**	**sig(2-tailed)**
Equal variances assumed	2.558	.111	23.262	386	**.000**
Students group	**N**	**Mean**		**Std. Deviation**	
Australian students	159	36.43		5.222	
Libyan students	229	23.00		5.837	

(Table 5): The correlations between students' perceptions of empowerment and perceptions of the course Libyan and Australian responds

	Empowerment	Impact	Meaningfulness	Competence	Course perceptions
Empowerment	1	.685**	.899**	.876**	.780**
Impact	.685**	1	.357**	.414**	.274**
meaning	.899**	.357**	1	.778**	.855**
competence	.876**	.414**	.778**	1	.731**
Course's perceptions	.780**	.274**	.855**	.731**	1

** Correlation is significant at the 0.01 level (1-tailed).

Table 6: Summary of t-test for H3 for Australian responds

Empowerment	Levene's Test		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	.000	.994	-1.733	154	.085
students group	**N**	**Mean**		**Std. Deviation**	
Australian Traditional classes	81	70.04		15.557	
Australian Collaborative classes	75	74.41		15.979	
Impact	Levene's Test		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	1.116	.292	-2.116	154	**.036**
students group	**N**	**Mean**		**Std. Deviation**	
Australian Traditional classes	80	22.08		8.083	
Australian Collaborative classes	76	24.61		6.751	
Meaningfulness	Levene's Test		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	.782	.378	-1.061	158	**.290**
students group	**N**	**Mean**		**Std. Deviation**	
Australian Traditional classes	83	29.69		6.954	
Australian Collaborative classes	77	30.92		7.771	
competence	Levene's Test		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	.001	.976	-.883	158	.406
students group	**N**	**Mean**		**Std. Deviation**	
Australian Traditional classes	83	18.49		4.607	
Australian Collaborative classes	77	19.09		4.446	
Course perceptions	Levene's Test		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	1.426	.234	-1.426	156	.156
students group	**N**	**Mean**		**Std. Deviation**	
Australian Traditional classes	82	35.84		5.341	
Australian Collaborative classes	76	37.03		5.081	

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