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## Academic Satisfaction: A Comparative Analysis Between Blended Schedule and Everyday Classroom Instruction Among College Students

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### ABSTRACT

The face of education has been changing over the past couple of decades—from new teaching methodologies to a greater emphasis on student-centered learning. Indeed, research has documented that academic satisfaction is a leading contributor to students' successful and healthy experiences throughout college. Furthermore, this growth in technology has given way to the emergence of blended learning, which merges traditional classroom instruction with online resources and digital tools. However, the relative effect of blended learning in comparison to a traditional classroom setting regarding academic satisfaction remains inadequately explored. This study addresses this gap by comparing the level of academic satisfaction of students involved in blended learning programs (MSA 1 and MSA 2) against those in traditional classroom instructions at the University of Mindanao Digos College. Quantitative data with a descriptive-comparative design were obtained from 350 university students via a standardized questionnaire adapted from the Student Evaluation of Educational Quality (SEEQ). Results showed that students in blended learning environments were more academically satisfied (MSA 1:  $X=3.98$  and  $SD=.000$ ; MSA 2:  $X=3.85$  and  $SD=.268$ ) compared to students in traditional classrooms (Everyday Classroom Instruction:  $X=3.66$  and  $SD=.308$ ). However, the statistical analysis showed no significant differences in satisfaction between the blended and traditional instructional methods, meaning that both approaches can effectively support student engagement and satisfaction. In conclusion, this research provides a valuable insight for investigating the relationship between instructional methods and academic satisfaction. It underscores the importance of adopting blended learning strategies to foster higher levels of student satisfaction, with encouragement of further exploration in how best to optimize teaching approaches for improved educational outcomes within diverse

### INTRODUCTION

Various views are rapidly transforming the educational system, causing discussion on their standing regarding student satisfaction and influence. Technology is changing the age-old traditional method of teaching, in which learning was done through face-to-face classroom studies. This fourth revolution seems a very strange operation regarding its interactions with the student experience in traditional styles of study while hybrids in study or teaching methods. In this contention, viruses are, for the most part, offering services with some explanation. It has been stated that teaching methods, administrative support, or availability of resources have always been the prime elements affecting students' satisfaction. The study conducted in the Albanian public universities revealed that the quality of education was strongly related to the satisfaction of these students (Borici, 2024). In another study, they pointed to library services, classroom environmental conditions, and administrative support as the most significant predictors of secondary students' satisfaction in Pakistan (Haris, 2024). Quality standards of virtual learning systems thus exert an increasingly important role in affecting the student experience. Mirabolghasemi *et al.* (2021) noted that a lack of adequate

technical support in Iran results in frustration and low levels of satisfaction. Furthermore, Riatur and Lestari (2021) also observed that students could not attend classes in Zimbabwe due to lack of technical support. Nunez's study (2022) also reveals the real preferences of students from the Philippines: they occupied physical campuses rather than getting online, for crowded classrooms and teachers detached from the lesson.

Use of virtual learning creates a unique problem in that it forms barriers in communication (Wei, 2024). Furthermore, there are surely negative aspects regarding a traditional aspect: ineffective ways of teaching, lack of student engagement (Dinh *et al.*, 2022), and disruptions in the classroom (Jian *et al.*, 2022) that undermine satisfaction. As Nikolas points out (2024), distractions, discomfort, and environmental factors lessen student engagement. Issues in blended learning are that a general view of Davao del Norte does consist of unreliable internet services, heavy workloads, and lack of support (Rotas *et al.*, 2020).

Hybrid learning, a subgroup of blended learning, struggles with a stable internet connection, time management, and distractions (Carlton, 2020). This study identifies the research gap as factors affecting academic

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satisfaction across different educational settings, with special reference to blended learning. While a majority of study reports underscore service quality and teaching methods, particular elements such as technical support, peer interaction, and instructor involvement in blended contexts need to be examined more closely against traditional ones. Moreover, being restricted to a single institution, our results should be generalized with caution and call for similar research at various academic contexts to increase understanding of student satisfaction across the range of learning concepts.

Prior to COVID-19, the University of Mindanao was mainly a face-to-face learning institution, meaning the students got to learn and share experiences with their instructors and fellow students on a daily basis. However, this practice ceased to exist when the advent of COVID-19 forced universities to hastily transition to online instructions for safety reasons.

To counter situations during and after the pandemic, the University implemented MSA1 and MSA2 programs. The introduction of these programs would split the week up into MSA1 (Monday, Tuesday, and Wednesday) and MSA2 (Thursday, Friday, and Saturday) schedules in order to have less cluster of students on the campus at any given time which allows for greater distancing and adheres to health regulations.

Flexibility in instruction allows students to have options for learning, so their return to school and transition to in-person classes is safe while upholding quality education. Many students, however, faced struggles in adjusting, since they had now been used to the MSA1 and MSA2 schedules during the pandemic. For students with evening classes or work engagement, managing time became harder; yet, creating some MSA1 and MSA2 schedules helped them greatly with time management. The two years of adjustments allowed the University to revert back to face-to-face in full, with both safety and quality of academic instruction in mind.

The primary goal of this quantitative research is to compare the levels of academic satisfaction between undergraduates enrolled in MSA 1 and MSA 2 programs and those receiving regular classroom instruction at UM Digos City.

Specially, this study aims:

1. To determine the level of academic satisfaction of the students enrolled in:
  - a. MSA 1;
  - b. MSA 2;
  - c. and Everyday Classroom Instruction
2. To see whether there is a significant difference in satisfaction between blended and traditional classroom environments.

## MATERIALS AND METHODS

### Research Respondents

Table 1 presents the demographic profile of the study's respondents, consisting exclusively of second, third, and fourth-year university students from the Mindanao Region of the Philippines. The researchers employed

stratified random sampling to ensure representation across these subgroups. This method divides the population into homogenous strata based on shared characteristic, enhancing precision and reducing sampling bias (Hayes, 2024). The study consists a total of 350 college students, with the largest group being second-year students (n=144, 41.1%), followed by third-year students (n=108, 30.9%) and fourth-year students (n=98, 28.0%). Among the respondents, 194 are male and 156 are female.

**Table 1:** Demographic Profile of the respondents (n=350)

Profile Variables	f	%
<b>Sex</b>		
Male	194	55.4
Female	156	44.6
<b>Year Level</b>		
2nd	144	41.1
3rd	108	30.9
4th	98	28.0

### Research Instruments

The study utilized questionnaires adapted from the Student Evaluation of Education Quality (SEEQ) developed by Vernadakis *et al.* (2012), which consists of 12 items. Previous studies have established the reliability of this questionnaire, reporting a Cronbach's alpha of .90, with subsequent studies yielding alphas of (a=.88) and (a=.86). Furthermore, pilot test was conducted to assess the questionnaire's validity and reliability within the Philippine context at the University of Mindanao Digos College, yielding an overall Cronbach's alpha of 0.816. Pearson's Correlation Coefficient was used to evaluate all SEEQ items, demonstrating good reliability.

### Design and Procedure

This study utilized a quantitative descriptive-comparative design. Initially, the researchers reviewed relevant literature to establish a theoretical foundation and utilized validated questionnaires from Vernadakis (2012) on student satisfaction without modifications.

Printed questionnaires were distributed through traditional methods after securing permissions from the adviser and Dean of the Professional School. To maintain ethical standards, consent letters were provided to participants. Data were collated and analyzed using appropriate statistical techniques with IBM SPSS version 25, aligning with the study's main objectives.

### Statistical Treatment

The Kolmogorov-Smirnov Test assessed data normality to determine whether to reject the null hypothesis. Continuous variables rejected the null hypothesis under this test (D= .484, p= .001), indicating non-normal distribution. Kolmogorov-Smirnov is used for testing whether your data are normally distributed (Glen, 2016).

Researchers summarized academic satisfaction levels using means and standard deviations (SDs). The mean is an average value summarizing the responses, while the standard deviation indicates the average deviation of data points from the mean (Dummies, 2021). Additionally, a non-parametric Kruskal-Wallis test analyzed differences in academic satisfaction among two independent groups: Blended Schedule (MSA 1 and MSA 2) and Everyday Classroom Instruction. Kruskal-Wallis is utilized to access whether there are meaningful differences among three or more independent groups concerning a continuous or ordinal variable (Statistic Solution, 2024).

To measure the level of academic satisfaction in MSA 1, MSA 2, Everyday Classroom instruction, the mean score interpretation table (Table 2) is referred

**Table 2:**

Range of Means	Description	Qualitative Description
1.00 – 1.80	Very Low	The students' academic satisfaction is very low
1.81 – 2.60	Low	The students' academic satisfaction is low
2.61 – 3.20	Medium	The students' academic satisfaction is medium
3.21 – 4.20	High	The students' academic satisfaction is high
4.21 – 5.00	Very High	The students' academic satisfaction is very high

Source: Moidummy (2009)

### Ethical Consideration

This study maintains strict ethical standards. Participation is voluntary, and individuals can withdraw at any time, ensuring their freedom and comfort. The participants' data is confidentiality protected. Before participating, individuals are fully briefed on the study's objectives any potential risks. While there are no direct benefits, the research aims to enhance student engagement and satisfaction, potentially improving teaching strategies and curriculum. Sources are accurately cited, data is not fabricated, and conflicts of interest are disclosed. Ethical guidelines are followed during data collection, with honesty and transparency. Necessary institutional approvals were obtained before data collection began.

## RESULTS AND DISCUSSION

### The Level of Academic Satisfaction of College Students in MSA 1, MSA 2, and Everyday Classroom Instruction

**Table 3:** Level of Academic Satisfaction among Participants in MSA 1, MSA 2, and Everyday Classroom Instruction

Indicator	X	SD
MSA 1	3.98	.000
MSA 2	3.85	.268
Everyday Classroom Instruction	3.66	.308

The level of academic satisfaction among participants in MSA 1 is high, with a ( $X=3.98, SD=0.00$ ), indicating that students at the University of Mindanao Digos College experience significant satisfaction. This aligns with Li (2022), who found that blended learning communities enhance both satisfaction and academic performance compared to traditional methods. Supporting this, Shashidhar *et al.* (2019) noted improved assessment performance in blended environments, correlating with higher satisfaction levels. Ali (2019) also reported greater satisfaction in blended settings versus face-to-face formats, suggesting that blended learning fosters better outcomes and engagement. Duran-Guerrero *et al.* (2019) emphasized that blended learning optimizes instructional time, contributing to improved student satisfaction through effective content exposure the appropriate exposure to content. The result would therefore indicate a mean of ( $X= 3.85, SD= .268$ ) for the academic satisfaction among the respondents in MSA 2 translated as high academic satisfaction. This means that college students from the University of Mindanao Digos College have shown a Center of Academic Satisfaction-High standard in MSA 2. The results reveal a total of ( $X=3.66, SD=.308$ ) for the level of academic satisfaction among the respondents in Everyday Classroom Instruction, interpreted as 'high'. This implies that college students at the University of Mindanao Digos College exhibit a high level of academic satisfaction with Everyday Classroom Instruction. Supporting the findings Hoffman *et al.* (2022) found that students significantly higher level of satisfaction in traditional in person classes. Silva (2023), further corroborated this by noting that students in traditional learning environments have high level of academic satisfaction. According to Silva, students enjoy a more satisfying and fascinating educational experience in the traditional classroom due to regulated curriculum, in-person interactions, and teaching methods. The social dynamics present in traditional learning contexts have a substantial impact on academic satisfaction. Traditional institutions frequently allow for more strong relationship between peers and professors, which can increase students' feelings of belonging and support. Malik (2023) highlights students who participate in collaborative learning experiences tend to report higher satisfaction, since these interactions can develop a sense of community and shared purpose. The presence of supporting relationship inside the educational framework can reduce feelings of isolation and improve overall academic experiences. Supporting this finding, Amawleh (2020) found that students were generally satisfied with blended programs. The provision of blended learning facilitates different learning styles and times for students, allowing students access to course material at their own pace, considerably increasing student academic satisfaction (Fauzan *et al.*, 2023). Gaber *et al.* (2022) also reported that students achieve high levels of academic satisfaction in blended learning, which bodes well for this teaching practice. Similarly, Noh and Kim (2019) discovered that

nursing students who participated in a blended coaching program expressed higher level of satisfaction because of the self-reflective character of the learning process.

**To Find If There is a Significant Difference in Satisfaction between Blended and Traditional Classroom Environment**

**Table 4:** Kruskal-Wallis H Test

Null Hypothesis	P-Value	Decision
The distribution of students' satisfaction is the same across categories of schedule	.794	Failed to reject the null hypothesis

The study reports that the distribution of scores on academic satisfaction in each schedule presented no statistically significant difference. According to Taliaferro and Harger (2021), there is no statistically significant difference in examination results between students in the blended format and traditional classrooms; this suggests that student satisfaction and perceived learning may be equal across modes of instruction. Along these same lines, Gomez-Baya *et al.* (2021) found out that it is less about the characteristics of the instructional schedule and more about the way students interact with their teachers and their learning environment.

In online learning, course content, instructor support, and the larger learning environment increasingly matter in relation to student satisfaction and often overpower the importance of the schedule itself (Putri *et al.* 2021). Similarly, Li *et al.* (2023) offer that the quality of services offered by schools and the faculties' skills are more signals to formulate student satisfaction than the physical school environment or its schedule per se. This shows that the satisfaction level for the students is more connected with the efficiency of the educational support services and not with the particulars of the method used in instruction.

**CONCLUSION**

A study investigated the academic satisfaction levels in a hybrid format (MSA 1 and MSA 2) and a conventional classroom context for college students at the University of Mindanao Digos College. According to the Shapiro-Wilk test, none of the variables follow a normal distribution pattern. By Mean and Standard Deviation, high satisfaction levels were found both in the blended mode, that is, MSA 1 (X=3.98 and SD=.000) and MSA 2 (X=3.85 and SD=.268) and in traditional settings (Everyday Classroom Instruction: X=2.66 and SD=.308). The results of the Kruskal-Wallis H Test found no significant difference in satisfaction levels among these differing learning modes, again suggesting that the two engaged students well. This further backs up what Lee *et al.* (2020) observed—that there was no significant difference between student satisfaction levels in fully online, blended, and face-to-face courses. This implies that while there are variabilities in curricular, they are less

likely to have a similar effect on student satisfaction. Prior to COVID-19, the University of Mindanao was mainly a face-to-face learning institution, meaning the students got to learn and share experiences with their instructors and fellow students on a daily basis. However, this practice ceased to exist when the advent of COVID-19 forced universities to hastily transition to online instructions for safety reasons. To counter situations during and after the pandemic, the University implemented MSA1 and MSA2 programs. The introduction of these programs would split the week up into MSA1 (Monday, Tuesday, and Wednesday) and MSA2 (Thursday, Friday, and Saturday) schedules in order to have less cluster of students on the campus at any given time which allows for greater distancing and adheres to health regulations. Flexibility in instruction allows students to have options for learning, so their return to school and transition to in-person classes is safe while upholding quality education. Many students, however, faced struggles in adjusting, since they had now been used to the MSA1 and MSA2 schedules during the pandemic. For students with evening classes or work engagement, managing time became harder; yet, creating some MSA1 and MSA2 schedules helped them greatly with time management. The two years of adjustments allowed the University to revert back to face-to-face in full, with both safety and quality of academic instruction in mind. As educational sectors keep developing, integrating elements from both approaches may improve general academic satisfaction, which ultimately leads to improved student outcomes and success. Findings may serve to ground future research, teaching practices, and educational policies aimed at improving student engagement and success. Those topics that future research should elaborate on include the factors influencing the satisfaction with higher education and consideration of different educational settings to hone understanding and improve learning results.

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