DIMENSIONS OF LEARNERS' SATISFACTION IN THE DELIVERY OF INSTRUCTION IN BLENDED LEARNING PROGRAM IN TEACHER EDUCATION INSTITUTIONS

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Abstract

This study sought to explore the levels of satisfaction of learners and the delivery of instruction in teacher education institutions (TEIs) in the Philippinesas seen in the HELAM Model proposed by Ozkan and Koseler. Descriptive exploratory methods involving the collection of quantitative data through an adopted questionnaire for e-learning and qualitative data through interviews and focused group discussions were used. The questionnaire was administered to 358 respondents to gather data on learners' profileand levels of satisfaction in the delivery of blended learning programs. Statistical analyses revealed no significant difference in the levels of satisfaction and learners' profiles in terms of gender while significant difference was seen when compared with ICT literacy on computer experience. No significant relationship was seen in the various dimensions affecting the level of satisfaction and the delivery of instruction. Qualitative results emphasized availability of fast and reliable connectivity as the primary concern that affects learners' satisfaction. Findings suggest that learners in TEIs are highly satisfied with the use of the blended learning program. These results indicate that blended learning may provide

transformative potentials in the delivery of instruction just as in the traditional face-to-face environment. Likewise, the study also emphasized the importance of carefully re-designed learning environments considering the various dimensions to achieve satisfied learners that may redound into better quality of education.

Keywords

Teacher Education, Blended Learning, Levels of Satisfaction, Dimensions of E-learning, Teaching and Learning Process

1. Introduction

Serving as a catalyst of change in education, globalization challenges higher education institutions to embrace innovative trends with the use of technology through blended learning. Blended learning may be seen as a "mix," an "integration," or a "convergence" of the best elements of traditional face-to-face classroom with online experiences. In the Philippines, innovative technologies are recognized to improve the deteriorating quality of education. Cyber Education Act, expounded by Rep. Alfredo Benitez, recognizes the importance of utilization and integration of various information and communication technology (ICT) in the teaching and learning process. Furthermore, Alontaga (2012) emphasized that delivery of instruction through blended learning enjoyed pedagogical richness, learners' satisfaction, personal and social interaction, and cost effectiveness.

In teacher education, the quality of pre-service teachers determines the quality of teachers the nation will have in the future. By equipping pre-service teachers with innovative emerging technologies like blended learning, they will be acquainted with global trends and a diversity of pedagogies in the delivery of instruction. This in turn may result in the Commission of Higher Education (CHED) vision of an ideal teacher graduate - globally competitive teacher possessing mastery of knowledge and equipped with 21st century skills.

This study tackle learners' satisfaction in the delivery of blended learning in teacher education institutions considering various dimensions as adopted from Ozkan and Koseler's (2009) HELAM Model. The dimensions consider involved learners' perspectives, instructor attitudes, information and content quality, and service and support quality. Furthermore, delivery of blended learning programs covered areas between the continuum of complete online and complete traditional learning as expounded by Watson (2008) provided teacher educational

institutions integrated LMS into their courses. Though extensive foreign studies have described the benefits of blended learning programs, limited literatures verify the effectiveness of blended learning in teacher education in the Philippines (Alontaga, 2012; Aguinaldo, 2013).

The purpose of this study is to examine the blended learning practices of teacher education institutions (TEIs) on the delivery of instruction as it impacts various socio-technical dimensions of learners' satisfaction. From the results of this study, it seeks to develop guidelines in the early adoption and implementation of blended learning in TEIs and HEIs that is adopted for the Philippine context.

2. Review of Literature

2.1 Blended Learning

Blended learning is a type of e-learning environment that has been interchangeably used with "hybrid learning," "technology-mediated instruction," "computer-assisted learning," and "mixed mode instruction." It involves a "blend" or "mix" of theories, pedagogies, and technologies with the goal of enhancing the quality of learning. As higher education institutions are faced with the complex challenges of increased enrollment within tight budgets and new student expectations, blended learning is embraced as an alternative delivery of instruction with promising transformative potentials (Center for Digital Education, 2012). Various literatures summarize the benefits of blended learning as rich pedagogical approaches, enhanced students-faculty-administrators satisfaction, social interaction or engagement, effectiveness in time and money, and integration of learning with work that translate to effectiveness, efficiency, and access to learning (Alontaga, 2012; Laadem, 2017; Napier, N. P., Dekhane, S., & Smith, S, 2011; Poon, 2012) In teacher education programs in the Philippines, blended learning reported to improve academic performance significantly even within the context of impoverished communities (Aguinaldo, 2013; Robles, 2012)).

2.2 Dimensions Affecting Learners' Satisfaction

Based on Ozkan and Koseler's HELAM Model (2009), a number of social and technical affect e-learning effectiveness which included learner's perspective, instructor attitudes, content quality, system quality, service quality, and other supporting issues. These dimensions proved to be critical in achieving learners' satisfaction in the delivery of instruction.

In a study conducted by Napier et al (2011), learners' experience in using the technology is critical in developing satisfaction in blended learning environments. Similarly, in a comparative analysis between Flemish and Chinese students, the lack of easy access to computers and unfamiliarity with computer usage affected satisfaction in e-learning environments (Zhu, 2012). Findings seen by Laadem (2017) on e-learning, on the other hand, showed that with most students digitized and equipped with online tools, the students were more eager to learn new innovative activities. It is thus reiterated by Duran-Dominguez, Gomez-Pulido, and Pajuelo-Holguera (2018) demonstrated that a good understanding of the strengths and weaknesses of the students allowed for greater success in blended learning. Moreover, the need for self-discipline (Poon, 2013), quality of instructors and course characteristics (Cheung, S. K., Fong, J. S. P., Li, K., & Kwan, R., 2012; Napier, et al, 2011) were also important factors that affected learners' satisfaction. In terms of learners' profiles, gender had various responses. Banerjee (2011)showed that male students had greater preference for learning with technology. On the other hand, Tselios (2011) and Napier, et al (2011) showed that females were more satisfied than males. In contrast, no statistical significant differences between males and females with regard to learners' satisfaction in blended learning in the studies of Chua and Montalbo (2014).

The teacher or instructor remains another major predictor of satisfaction (Naaj, Nachouki, and Ankit, 2012). Duran-Dominguez et al (2018) emphasized the importance of teachers' ability to modify assessments based on the level of students' difficulties in the use of technologies. Furthermore, Naaj et al (2012) showed high correlation with learners' satisfaction and performance of the instructors, particularly in the areas of availability and response time. Teachers' perception that blended learning results in faculty work overload affected the success in the delivery of instruction (Hinkelman and Gruba, 2012; Napier et al, 2011).

Another key determinant in the acceptance of e-learning is the usefulness of course materials (Tselios, et al, 2011). Since blended learning require a great deal of technology, internet bandwidth, firewall and connectivity speed were also important factors to be considered (Naaj, et al, 2012; Poon, 2013; Thang, S M, Mustaffa, R., Wong, F.F., Noor, N.M., Mahmud, N., Latif, H., and Aziz, S.A., 2013). This was also confirmed by Thang et al (2013) where a decrease in student satisfaction was a result of slow internet connection at the Universiti of Kebangsaan Malaysia. Furthermore, Tshubalala, Ndeya-Ndereya, and van der Merwe (2014) identified other

constraining factors in the implementation of blended learning were the absence of policy on blended learning, adequate training for staff, and limited access to the computer laboratory for students.

3. Methodology

3.1 Research Hypothesis

To evaluate the level of satisfaction of learners' in the delivery of instruction in blended learning programs, the following research hypotheses were formulated within the study:

- There is no significant difference in the level of learners' satisfaction when grouped according to learners' profile and ICT literacy;
- There is no significant relationship in the level of satisfaction of learners with the delivery of instruction in terms of the various socio-technical dimensions.

3.2 Respondents

The study was conducted in duly-recognized Commission of Higher Education (CHED) teacher educational institutions in Metro Manila, Philippines with a sample of 358 respondents. With Computer classes and Educational Technology courses offered in the second year of college, the respondents were education major students at least in their second year.

3.3 Instrument

The survey employed two phases: (1) A quantitative phase using a survey questionnaire adopted from Ozkan and Koseler (2009); (2) A qualitative phase employing unstructured interviews, focus group discussions, and classroom observations among selected respondents to expound results derived from Phase 1.

The questionnaire included two major components: (a) learners' profileand (b) dimensions of learners' satisfaction. Learners' profile included gender, ICT literacy, and type of delivery of instruction while the dimensions of learners' satisfaction were grouped into four categories: learners' perspectives; instructors' attitudes; information content and quality; and service and support quality, as adopted from the HELAM Model of Ozkan and Koseler.The Likert Scale, a 5-point scale, with descriptive references from *not satisfactory to very highly satisfactory*, was used to analyze quantitative data.

4. Results

To evaluate the data gathered, statistical methods have been employed. For the quantitative analyses, frequency, percentages, and mode were used to determine distribution of

respondents' profiles and level of satisfaction. In addition, Chi-square and Kruskal-Wallis were employed using Excel and Mega Statsoftwares to determine relationships. For the qualitative data, responses were ranked accordingly.

Descriptive statistics involving the four dimensions are shown in Table 2 to summarize data results.

4.1 Learners' Profiles

Table 1 shows the demographic profile of respondents:

Table 1: *Demographic Profile of Respondents*

Profiles	*Frequency*	*Percentage*
Gender		
Male	71	27.1
Female	261	72.0
ICT Literacy: Computer Experience		
Less than 1 year	13	3.6
Between 1-3 years	67	18.7
Between 4-6 years	78	21.8
More than 6 years	191	53.4
No response	9	2.5
Delivery of Instruction		
80-100 online with select days in classroom	187	52.2
50-50 with all days in classroom	61	17.0
all classroom instruction with significant online components	75	20.9
all classroom instruction with limited online integration	28	7.8
no response	7	2.0
TOTAL	358	100

Based on the data presented, there were more females than males enrolled in the teacher education courses. Furthermore, the ICT literacy levels showed highest in the *more than 6 years* with 53.4% and only 3.6% having *less than 1-year*computer experience. This could be attributed to the respondents mostly coming from private schools in Metro Manila. In terms of the delivery of instruction, a highest percentage of respondents implemented an 80-100% online instruction

with select days only in the classroom at 52.2%. A small number of respondents, 7 were uncertain to the type of delivery of instruction their teachers were implementing, and thus, left the question blank.

4.2 Dimensions of Learners' Satisfaction

The levels of learners' satisfaction as seen in the table revealed highly satisfactory ratings in all the dimensions which included learners' perspectives, instructor's attitude, information and content quality, and lastly, service and support quality. The results of the study imply that students were highly satisfied in the use of blended learning as an alternative delivery of instruction in all the socio-technical dimensions.

Table 2: *Dimensions on Levels of Learners' Satisfaction*

Descriptors	Percentage	Mode	Verbal Interpretation
Learners' Perspectives	**37.7**	**4**	**Highly satisfactory**
Instructors' Attitudes	**42.7**	**4**	**Highly satisfactory**
Information and Content Quality	**41.5**	**4**	**Highly satisfactory**
Service and Support Quality	**37.7**	**4**	**Highly satisfactory**

4.3 Differences in the Level of Learners' Satisfaction with Learners' Profiles

No significant difference was observed in the level of learners' satisfaction in relation to gender. The computed p-value was 0.752, which was higher than 0.05, the alpha level of significance. Thus, gender does not affect the level of satisfaction in the delivery of instruction in blended learning programs. However, when evaluating the level of learners' satisfaction in terms of ICT literacy, specifically, computer experience, data showed that there is a significant difference in the level of satisfaction and ICT literacy. The p-value of 0.004, was less than 0.05. Therefore, the decision was to reject the null hypothesis revealing that the level of learners' satisfaction is affected by the computer experience. This indicates that the more experienced and computer literate the learner is the more satisfied he or she will be in blended learning.

Table 3: *Differences in Levels of Learners' Satisfaction when Grouped by Learners' Profile*

Profile	p-values	Interpretation
Gender	**12.59159**	**Not significant**
ICT Literacy: Computer Experience	**0.004**	**Significant**

In table 5.3, the level of learners' satisfaction in all the dimensions showed no significant relationship with the delivery of instruction in blended learning. Using the Kruskal-Wallis test for relationship, the p-value was 0.9999, which was higher than alpha value of 0.05. Therefore, the null hypothesis was accepted. Findings indicate that learners are generally satisfied in blended learning program in all the dimensions of blended learning as described by Ozkan and Koseler.

Table 4: *Relationship in the Levels of Satisfaction of Learners with the Delivery of Instruction in Blended Learning Programs*

count	r^2/n	H-Stat	H-Ties	df	p-values	alpha	Interpretation
141	**720546.8**	**5.853062**	**5.854185**	**46**	**0.9999**	**0.05**	**Not significant**

4.4 Issues and Concerns

Based on the results of the qualitative data analysis conducted through interviews, classroom observations, and focus-group discussions, the availability of fast and reliable internet or wifi connectivity was regarded as the primary concern that affects satisfaction in blended learning programs. Other issues that were of concern involved the lack of information, communication, media, and technology literacy skills and assessment strategies. Since blended learning or e-learning was regarded by learners as a relevant 21st pedagogical strategy, learners believe that teachers should be equipped with knowledge, understanding, and digital skills to be able to effectively harness the use of this practice in their future teaching practice.

5. Conclusions and Recommendations

Based on the findings of the study, the following conclusions were drawn:

It could be deduced from the study that there is no significant difference in the levels of satisfaction in the delivery of blended learning instruction in TEIs in the areas of gender. The results of this study confirm the findings made in previous studies that showed no significant difference in the level of satisfaction and gender (Chua and Montalbo,2014). However, learners' prior experience or ICT literacy had a significant effect on their levels of satisfaction (Cheung, S. K. et al, 2012; Napier et al, 2011)

Moreover, it can be inferred from the study that the delivery of instruction in blended learning does not follow a "one size fits all." Higher education institutions, specifically TEIs as used in this study, must redesign their learning environments given various factors prevailing in their respective institutions. Although there may be some constraining social and technological factors in the implementation, a careful evaluation of learners' profiles may greatly impact learners' satisfaction and thereby improve learners' outcomes as it has been shown in literatures to possess "transformative potentials."

In redesigning learning environments, the implications presented from the researcher's study merits the following considerations in the different dimensions of learners' satisfaction:

5.1 Dimension on Learners

To address the concern of learners, teacher education institutions should conduct initial assessments of learners' attitudes and ICT literacies before undertaking blended learning; provide tutorials and online support to improve digital literacy; provide encouragement and motivation to learners during the early stages of implementation or until confidence in using the technology has been achieved; and allow students to actively participate in the feedback and evaluation process.

5.2 Dimension on Instructors

Since instructors and teachers play a crucial role in the implementation of blended learning programs, the following should be considered: identify key users of the technology; develop pilot programs that would serve as models for early adopters and implementers; develop professional development programs to share insights in the learning strategies and the use of technology; and enhance instructors' communication and computer skills.

5.3 Dimension on Information and Content

Information and content, based on the study results should be evaluated prior to implementing blended learning what will be taught online and face-to-face. Furthermore, higher

education institutions should conduct graded assessments in the face-to-face mode and supplemental assessments in the online component; provide a diversity of learning resources online; and redesign the learning environment based on the availability of human and technology-related resources.

5.4 Dimension of Service and Support

Considering the quality of service and support provided by teacher education institutions, the need to evaluate the learning management system to be used based on institutional factors; provide technical support and help desks for students and instructors' needs; and evaluate service and support in terms of ease of use, availability, access, and organization periodically are some of the important findings.

In addition, higher education institutions that seek to adopt and implement blended learning may greatly benefit in undertaking the following considerations: develop a clear vision within the institution in the adoption of new technologies and learning; choose appropriate methods and strategies in the implementation that is drawn from the institutions' status and culture; provide time, support, and initiatives to early adopters and implementers to encourage greater participation; conduct periodic assessment and feedback in the improvement of the implementation of the program; and provide adequate technology infrastructure like computers, Internet and wifi access, and trainings.

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7. Appendices

7.1 Research Instrument

QUESTIONNAIRE

Learners' Profile

1. Gender
   - Male
   - Female
2. Enrollment
   - Regular
   - Irregular
3. Delivery of Instruction
   - 80-100 online with select days in classroom
   - 50-50 with all days in classroom
   - All classroom instruction with significant online components
   - All classroom instruction with limited online integration

ICT Literacy

Computer Experience				
Number of years of using computers at school/home	Less than 1 year	Between 1-3 years	Between 4-6 years	More than 6 years
For how many years have you been using computers				

To answer the following questions, please use the following legend:

VHS = very highly satisfactory
HS = highly satisfactory
MS = moderately satisfactory
LS = less satisfactory
NS = not satisfactory

Learners' perspectives	VHS	HS	MS	LS	NS
	5	4	3	2	1
Face-to-face is better than blended learning in learning process.					
I can manage "study time" effectively and easily complete assignments on time using blended learning.					

I enjoy attending blended learning courses.					
Blended learning improves my success in the course.					
I find all my educational needs met in the blended learning course.					
Blended learning makes the communication easier with instructor and other classmates for me.					
In my studies, I am self-disciplined and find it easy to set aside reading and homework time.					
I believe that blended learning is a very efficient educational tool.					
Blended learning helped me to become more familiar with the course.					
I have previous experience with blended learning.					

Instructor Attitudes	VHS	HS	MS	LS	NS
	5	4	3	2	1
Instructor clearly informs the students about grading policy using blended learning.					
The instructor returns e-mails/posts within 24 hours through course site.					
The instructor follows up student problems and tries to find out solution through course site.					
Instructor frequently updates lecture notes and fixes all the errors and mistakes in the documents in the course site.					
The instructor responds promptly to questions and concerns through the course site.					
The instructor is proficient with all the contents used in the course.					

The instructor created an environment conducive and enjoyable for learning through the course site.					
The instructor is good at communication with students using the course site.					
I think communicating with the instructor through the course site is important and valuable.					
I find it easy to communicate with instructors through the course site.					
Exam and assignment results are announced on time through the course site.					
The instructor encourages us to interact with other students by using the course site.					

Information/Content Quality	VHS	HS	MS	LS	NS
	5	**4**	**3**	**2**	**1**
Lecture notes are the core learning materials on the course site.					
Course content and presentation gain attention.					
Course content and presentation are long enough to cover all content.					
The course content is covered to an appropriate degree of breadth.					
The content is up-to-date.					
I find it easy to understand and follow the content in lecture notes.					
Lecture notes are supported by multimedia tools (flash animations, simulations, videos, audios, etc.)					

The lecture notes are interactive.					
Course contents on the course site are integral.					
Abstract concepts (principles, formulas, rules, etc.) are illustrated with concrete, specific examples.					
Lecture notes provided to me through the course site are very enjoyable.					
Exams questions and assignments are explained clearly.					
Supporting materials, web-links and given examples are up-to-date, real-life examples, they improve my learning.					
Vocabulary and terminology used are appropriate for the learners.					
The learning objectives of the modules are stated clearly on the course site.					

Service and Support Quality	VHS	HS	MS	LS	NS
	5	4	3	2	1
Instructor's attitudes are good to learners.					
Instructor is knowledgeable enough about content.					
The service supported by the college/university is good enough.					
I am informed about all the course announcements through the course site.					
I can contact with the instructor through phone, messaging, or mail.					
I do not encounter any problems during communicating with university administrators and help desk (technical support).					

I do not experience any problems during registrations (sign-ups and log-ins).					
Navigation is very easy on the course site.					
Course site is easily accessible through the Internet/wifi.					
Course site is available 7 days 24h.					