

Factors Influencing Perceived Students' Satisfaction on the Implementation of Blended Learning Modality in the Basic Education Departments of the University of the East

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Abstract

The University of the East (UE) responded to the call to provide effective and equitable education through the implementation of FUEL, Flexible UE Learning, a new educational paradigm that adopts alternative modes of learning and instruction. The blended learning modality is part of FUEL which offers in-person classroom meetings with directed learning opportunities using synchronous and asynchronous instructions. This study investigated the factors influencing students' satisfaction on the implementation of blended learning modality in the Basic Education Departments of the University of the East. A quantitative research method was used and an adopted survey-questionnaire was deployed in-person. Weighted mean, Spearman's rho, Mann-Whitney U and Kruskal Wallis were utilized in analyzing the results of the study. Results show that the instructors' performance highly influenced the perceived satisfaction of the respondents. Between the two campuses, Basic Education Department – Manila had the higher level of perceived overall satisfaction in the implementation of blended learning, and had the higher satisfaction in areas such as learners' e-learning self-efficacy (ELSE) and perceived ease of use (PEOU) compared to the Basic Education Department – Caloocan. The students' grade level influences the confidence of students in using the e-learning tools and how they interact with teachers in the classroom discussions. The academic achievement of the student does not significantly affect their satisfaction in most areas of blended learning, except on the perceived ease of use. The result of the study can be used to assist UE in examining and evaluating the implementation of blended learning especially for its effectiveness, and identifying important factors that contribute to its success. The study recommended the enhancement of the implementation of blended learning in the Basic Education Department – Caloocan by improving students' e-learning self-efficacy and the ease of using the blended learning platforms. Hence, UE needs to tailor its blended learning policy and strategy appropriate to the grade level of the students.

Keywords: Blended learning modality, flexible learning, academic achievement, E-learning self-efficacy, perceived satisfaction