



Determinants of Students' Satisfaction towards Hybrid Distance Learning

KEYWORDS

student satisfaction, hybrid distance learning, DELES

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ABSTRACT *The purpose of this study was to investigate features of hybrid learning environments. Data gathered with Distance Education Learning Environments Survey (DELES) were used to discover the relationship between student satisfaction and the ensuing predictor variables: instructor support, student interaction and collaboration, authentic learning, personal relevance, active learning, and student autonomy. The applicants of this study were 80 students of M.B.A enrolled in distance learning centers of Dayalbagh Educational Institute in Agra city. Results of the correlation analysis reveals that three of the six DELES measures, namely, authentic learning, personal relevance and active learning, shown negligible and positive correlation related to student satisfaction and student autonomy shown slight and positive correlation linked to student satisfaction. This result gives feedback to institutions offering hybrid distance learning sessions and to educators assessing satisfaction of their students.*

INTRODUCTION

In an era of speedy emerging educational technologies, distance education has markedly affected the ways in which we converse and learn. It promotes learning and teaching in a diversity of ways. But some skills can't be imparted entirely from a distance. At times an instructor has to be physically existent in order for pupils to get the most out of a lecture or demonstration. Many distance learning universities understand this and offer hybrid programs which have the potential to enhance the quality of learning. The Hybrid learning background incorporates the advantages of e-learning with some advantageous aspects of the traditional manner, such as face-to-face collaboration. Hybrid learning is defined by Thorne as "a way of meeting the challenges of tailoring learning and development to the needs of individuals by integrating the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning." Hybrid learning provides a flexible platform which helps in addressing the diversity seen in student's learning styles and needs through the integration of interactive online techniques with more traditional teaching strategies.

NEED OF THE STUDY

Universities operating in highly competitive markets need to find cost effective ways of delivering high quality education. The results of this study will provide hybrid learning instructors, administrators, educators, and other concerned entities with data regarding course satisfaction of university students toward hybrid learning. Student satisfaction is important and needs to be continuously assessed to assure quality of hybrid education experiences for students. Student satisfaction in hybrid learning is important because it can impact motivation and, therefore, student success and accomplishment rates. Measurement of satisfaction is also valuable to institutions because it can be used to evaluate courses and programs and, to a certain degree, to predict student attrition rates. The finding of this study will also help to assist the educator in developing strategies that extend the quality assurance framework to support the hybrid learning approach.

REVIEW OF RELATED LITERATURE

Murray.M.&Perez.J.(2013) compares patterns of access to instructional content in online and hybrid courses offered at a regional university in the United States. Naaj M & Nachouki M (2012) developed and validated an instrument that can be used to measure perceived student satisfaction with gender segregated blended learning and explore whether satisfaction differs according to gender. Cascales. R. & Walker S (2011) explains the adaptation and validation of the Distance Education Learning Environments Survey (DELES) for use in exploring the abilities found in distance and hybrid education psycho-social learning surroundings in Spain. Biggs M (2006) study reports the outcomes of a project that examined student opinions of the psychosocial learning environment in a hybrid distance education classroom.

OBJECTIVES

- 1) To study the satisfaction of male and female students towards hybrid distance learning programs with respect to instructor support.
- 2) To study the satisfaction of male and female students towards hybrid distance learning programs with respect to student interaction and collaboration.
- 3) To study the satisfaction of male and female students towards hybrid distance learning programs with respect to personal relevance.
- 4) To study the satisfaction of male and female students towards hybrid distance learning programs with respect to authentic learning.
- 5) To study the satisfaction of male and female students towards hybrid distance learning programs with respect to active learning.
- 6) To study the satisfaction of male and female students towards hybrid distance learning programs with respect to student autonomy.
- 7) To study the overall satisfaction of male and female students towards hybrid distance learning programs.

OPERATIONAL DEFINITION

Student Satisfaction: In the present study student satisfaction means the perception of enjoyment and accomplishment in the hybrid distance learning environment.

Hybrid Distance Learning: In the present study hybrid distance learning programs are those that combine both face to face and e-material learning.

METHODOLOGY

Method

Descriptive survey method was used in this research study.

Delimitation of the study

1. The present study was delimited to post graduates (M.B.A) hybrid distance learning students only.
2. The present study was delimited to distance learning centers of Dayalbagh Educational Institute of Agra city.

Sample

For the present investigation purposive sampling was used. The sample consists of 80 students of M.B.A enrolled in distance learning centers of Dayalbagh Educational Institute at Adanbagh, Ellora and Nehru Nagar of Agra city.

Research Tool

For studying the determinants of student satisfaction towards hybrid distance learning environment, Distance Education Learning Environment Survey (DELES) prepared by Scott Walker was used.

Statistical Techniques

In this study, Descriptive and Inferential Statistics both were used. Descriptive Statistics- Mean and Standard Deviation and Inferential Statistics-Correlation Analysis.

ANALYSIS AND INTERPRETATION OF DATA

The value of Pearson product moment correlation between satisfaction of male and female students of hybrid distance learning with respect to instructor support and student interaction and collaboration were -0.07 and -0.06 respectively at 0.05 level of significance. This indicates negligible and negative correlation. The value of Pearson product moment correlation between satisfaction of male and female students of hybrid distance learning with respect to personal relevance, authentic learning and active learning were 0.18, 0.12 and 0.14 respectively at 0.05 level of significance. This indicates negligible and positive correlation. The value of Pearson product moment correlation between satisfaction of male and female students of hybrid distance learning with respect to student autonomy was 0.23 at 0.01 level of significance. It indicates slight and positive correlation. The value of Pearson product moment correlation for overall satisfaction between male and female students of hybrid distance learning was 0.015 at 0.05 level of significance as observed from Table 1. This indicates negligible and positive correlation.

Table 1- Exhibiting overall satisfaction of male and female students of hybrid distance learning

Variables	Mean	Standard Deviation	Coefficient of Correlation
Overall Satisfaction of male hybrid distance learners	179.55	13.71	0.015*
Overall Satisfaction of female hybrid distance learners	171.82	15.77	

* $p < 0.05$

FINDINGS

It can be said that there exists no significant relationship in satisfaction between male and female students of hybrid distance learning programs with reference to instructor support, student interaction and collaboration, authentic learning, personal relevance and active learning.

It can be said that there exists slightly significant relationship in satisfaction between male and female students of hybrid distance learning programs with respect to student autonomy. It can also be said that there exists no significant relationship in overall satisfaction between male and female students of hybrid distance learning programs.

CONCLUSION

This study reveals that authentic learning, personal relevance, active learning, and student autonomy are key aspects to better support student's learning and increase their satisfaction. Student autonomy is the strongest analyst of student satisfaction. This finding indicates that students who have opportunities to initiate notions, make their own learning choices and locus of control is student oriented tend to be more satisfied with hybrid distance education. The second significant predictor of satisfaction was personal relevance. This finding indicates that students who are able to associate course content with their own experiences likely to be more satisfied in hybrid distance education and involve student's out-of-school knowledge and skills. Active learning is the third strongest determinant in envisaging students' satisfaction. This result recommends that students who are allowed to incorporate their personal learning schemes, problems, and solutions in the class are tend to be more satisfied in hybrid learning settings. Lastly, authentic learning exhibits a significant link with student satisfaction. This finding indicates that students are predictable to be more satisfied in hybrid learning situation if the course involves genuine life examples, actualities, and cases.

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