Study of Motivation and Satisfaction of Higher Secondary Level Students Studying in Blended Learning Environments

Mrs. Lalita Verma[1]* | Prof. (Dr.) Ankush Sharma[2]

[1]Research Scholar, Department of Education, Jagan Nath University, Jaipur, Rajasthan, India.
[2]Head, Department of Education, Jagan Nath University, Jaipur, Rajasthan, India.

*Corresponding Author: manishakumawat9981@gmail.com

ABSTRACT

Blended learning, combining traditional face-to-face instruction with online learning components, has emerged as a promising approach to education. This research aims to investigate the motivation, satisfaction, and perception of higher secondary level students in blended learning environments. Through a mixed-methods approach involving surveys and interviews, data were collected from a sample of higher secondary students. The findings suggest that students generally exhibit positive motivation and satisfaction levels in blended learning settings, influenced by factors such as instructional design, technological accessibility, and teacher support. Additionally, students perceive blended learning as beneficial for their learning experience, providing flexibility, interactivity, and opportunities for self-directed learning. These insights contribute to our understanding of the effectiveness of blended learning and inform recommendations for optimizing its implementation in higher secondary education.

Keywords: Blended Learning, Higher Secondary Level, Motivation, Satisfaction, Perception.

Introduction

Blended learning, combining traditional face-to-face instruction with online learning components, has gained traction in educational settings as a means to enhance student engagement and learning outcomes. Higher secondary education, a critical stage in students' academic journey, presents unique challenges and opportunities for implementing blended learning approaches. Understanding the motivation, satisfaction, and perception of higher secondary students in blended learning environments is essential for optimizing educational practices and improving student outcomes.

The education sector is expanding very rapidly all over the world in recent years. Globalization and the digital revolution have created a demand for new and varied disciplines in education. Providing education has gone up manifold due to better teaching methodologies and learning instruments with rising inflation worldwide. The brisk increase in the number of institutions in higher education has led to intense competition. Several new institutions have been established, and enrolment is also rising (Isani & Virk, 2005). Students can get information quickly and instantly due to advancements in technology and globalization.
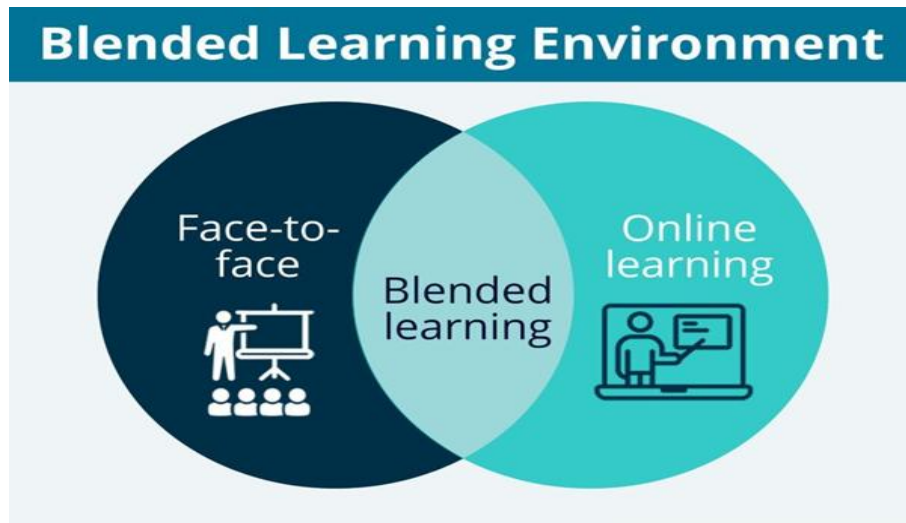
Motivation is the reason for people's actions, willingness, and goals. Motivation is derived from the word "motive," which is a need that requires satisfaction. These needs could also want or desires acquired through the influence of culture, society, lifestyle, etc., or generally innate. Set realistic goals and help students achieve them by encouraging them to set their own reasonable goals. Motivation is an internal process that makes a person move towards a goal. Motivation, like intelligence, cannot be directly observed. Instead, it can only be inferred by noting a person's behavior. Many people perceive science to be something challenging and hostile. Motivation helps improve the image of science, connect it to everyday life, make it fun, and give them opportunities. Motivation has several effects on student's learning and behavior.

Extensive research has been carried out studying the factors which can affect the satisfaction and retention of students. Aldridge and Rowley (1998) articulate that according to students' point of view, good quality education provides better learning opportunities and suggest that the levels of satisfaction or dissatisfaction strongly affect the student's success or failure of learning. Deshields et al. (2005) state that higher education institutions are focusing on identifying and satisfying the needs and expectations of their students. Such factors include student academic achievement, faculty performance, classroom environment, learning facilities, and institution reputation.

Review of Related Literature

Blended learning positively enhanced the students' learning experience by increasing their academic performance and engagement than traditional teaching method (Tuckman, 2002; Olson, 2003; O'Toole and Absalom, 2003; Lynch and Dembo, 2004; Robinson,2004; Rovai and Jordan, 2004; Bucket and Meryem,2006; Dettori and Prsico, 2007; Hong and Miao, 2009; Vanicharaoenchai and Tosulkaew,2010; Yapici and Akbayin,2012; Tayebinik et al.,2013; Krishnan, 2015; Akgunduz and Akinoglu, 2016; Hung et al.,2016; Kintu and Zhu, 2017; Lalima, 2017; Bouilheres et al., 2020; Gupta,2020) 41 expressed satisfaction with the course (Girelli,2004); positive attitude towards computers (Balarabe, 2006); demonstrate individual characteristics, technology factors and training experience (Wu et al.); Blended learning inextricably bound to contemporary information communication technologies (Dziuban et al,2018).

Students give positive ratings to educational program, research model based on in B.L. and they motived and satisfied in blending learning environment were (Richardson, 2006; Diseth et al. 2006; Yang, 2008; Artino, 2008; Webster & Chang, 2009; Ullah, 2011). Student's learning experiences and study behavior was ascertained by using the CEQ; improvements in their classroom environment were linked to more positive course experiences, which are being taken as indicators of institutional performance, positive relationship between student's perception in B.L. courses and their course achievement, B.L. influence interaction between learner & learner and could decrease negative attitude towards the use of B.L. (Dorman, 2012; Sun & Richardson, 2012; Webster & Min, 2012; Owston et al., 2013; Kuo et al., 2014; Yin et al., 2014; Henrie et al., 2015; Fullwood, 2015; Alruwaih) from the review of literature it is evident that blended learning significantly improves the academic performance.

Research Gap

Most of the studies done earlier were on separate individual variables related to the adolescent's personality, and no study was found on the Study of Motivation and Satisfaction of Higher Secondary Level Students Studying in Blended Learning Environments. So, this study is intended to bridge this gap to a great extent.

Significance of the Study

Understanding the motivation and satisfaction of higher secondary students in blended learning environments has significant implications for educational practice and policy. By identifying factors that influence student engagement and learning outcomes, this research can inform the design and implementation of effective blended learning initiatives tailored to the needs of higher secondary students. Additionally, the study contributes to the growing body of literature on blended learning by providing insights into its impact on student experiences and academic performance at the higher secondary level.

Research Objectives

This research aims to investigate the motivation and satisfaction of higher secondary level students studying in blended learning environments. Specifically, the objectives are to:

- To study the motivation level of 11th and 12th higher secondary students studying in blended learning environment.
- To study the satisfaction level of 11th and 12th higher secondary students studying in blended learning environment.

Hypotheses

- There is no significant difference between the mean scores of motivation level of 11th and 12th higher secondary students studying in blended learning environment.
- There is no significant difference between the mean scores of satisfaction level of 11th and 12th higher secondary students studying in blended learning environment.

Methodology

The study was descriptive survey in nature. A sample of 200 students of 11th & 12th class of jaipur District affiliated to board of secondary education was selected randomly.

- **Tools Used**

Quantitative data will be collected through surveys administered to higher secondary students, assessing their motivation levels, satisfaction with blended learning components, and academic performance.

- **Statistical Techniques Used**

To find out difference between motivation level and satisfaction level of 11th and 12th school students, t test was used.

Results and Discussion

Hypothesis 1: There is no significant difference between the mean scores of motivation level of 11th and 12th higher secondary students studying in a blended learning environment.

Table 1: Mean, S D and t Value based on Motivation of 11th and 12th Students

Group	N	DF	Mean	S.D	t value	probability value a=0.05
11th class students	200	398	42.47	6.80	0.71	0.43
12th class students	200		41.9	6.40		

Table number 1 this is related to the significance of the significant difference in the mean scores of motivation scores of 11th and 12th higher secondary level students studying in a blended learning environment. The mean values of motivation scores of students of 11th and 12th class in blended learning environment respectively.42.47 And41.9 and standard deviation respectively 6.80 and 6.40 Received. After calculating the t value between the motivation scores of 11th and 12th class students 0.71 received. degree of freedom 398 and 0.05 probability value of motivation scores of 11th and 12th class students at significance level 0.43 received. Obtained probability value level of significance 0.05 More than (P>a), which shows that there is no significant difference in the mean scores of motivation scores of 11th and 12th class students.
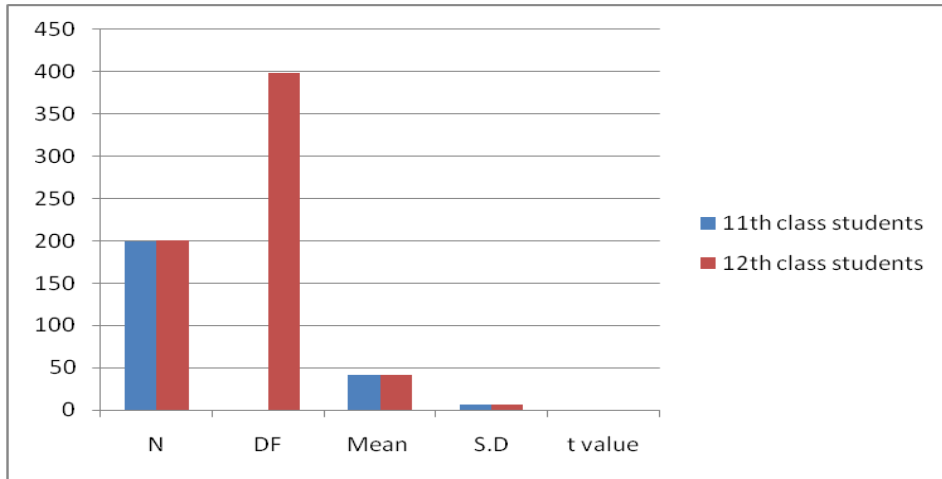
Fig. 1: Comparison of mean values of motivation of 11th and 12th class students

Hypothesis 2: There is no significant difference between the mean scores of satisfaction level of 11th and 12th higher secondary students studying in blended learning environment.

Table 2: Mean, S.D and t Value based on Satisfaction of 11th and 12th Students

Group	N	DF	Mean	S.D	t value	probability value a=0.05
11th class students	200	398	23.7	13.43	2.39	0.01
12th class students	200		21.1	7.47		

Table 2 related to the significance of the difference in the mean scores of satisfaction of 11th and 12th higher secondary level students studying in a blended learning environment. The mean scores of satisfaction of students of 11th and 12th higher secondary level studying in blended learning environment respectively. 105.09 and 106.72 and standard deviation respectively 6.81 and 7.10 Received. After calculating the t value between the satisfaction scores of 11th and 12th higher secondary level students studying in a blended learning environment, 2.71 received. degree of freedom 398 and 0.05 Probability value of satisfaction scores of 11th and 12th higher secondary level students studying in blended learning environment at significance level0.01 received. Obtained probability value level of significance0.05 is less than (P<a), Which shows that there is a significant difference in the mean satisfaction scores of 11th and 12th higher secondary level students studying in a blended learning environment.
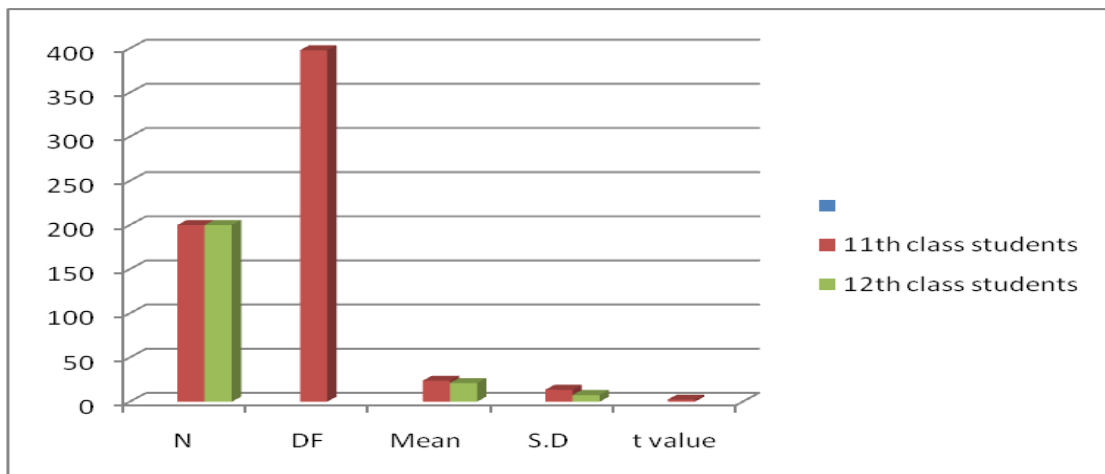

Fig. 2: Comparison of Mean Satisfaction Scores of 11th and 12th Class Students

Implications and Recommendations

- **Implications for Practice**

The findings of this study have implications for educators, highlighting the importance of designing blended learning environments that cater to the diverse needs and preferences of higher secondary students. Providing clear guidelines, scaffolding activities, and fostering a supportive learning community are essential for enhancing student motivation and satisfaction.

- **Recommendations for Educators**

Educators should prioritize professional development in blended learning pedagogy and instructional design to effectively integrate technology into their teaching practices. Additionally, ongoing support and feedback mechanisms are crucial for addressing students' needs and challenges in blended learning environments.

- **Policy Implications**

Policymakers need to invest in infrastructure, professional development, and equitable access to technology to ensure the successful implementation of blended learning initiatives in higher secondary education. Moreover, policies should address digital equity issues and provide support for marginalized student populations.

Future Research Directions

Future research should explore the long-term effects of blended learning on student learning outcomes and examine innovative instructional approaches to optimize student engagement and academic achievement. Additionally, longitudinal studies are needed to assess the sustainability and scalability of blended learning initiatives in higher secondary education.

Conclusion

In conclusion, this study provides insights into the motivation and satisfaction, of higher secondary students studying in blended learning environments. By understanding students' experiences and perspectives, educators and policymakers can optimize the design and implementation of blended learning initiatives to enhance student engagement, satisfaction, and academic performance at the higher secondary level. Continued research in this area is essential for advancing our understanding of blended learning and its impact on student learning outcomes in higher secondary education.

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