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Youngmi MOON
Associate professor,
Department of Social Welfare,
Baekseok Arts University,
South Korea.

Correspondence:
Youngmi MOON
Associate professor,
Department of Social Welfare,
Baekseok Arts University,
South Korea.

Satisfaction with Blended Learning Classes in College Students majoring in Human Services

Youngmi MOON

Abstract

This study conducted very basic research, examining the overall satisfaction with blended classes and investigating the impacts of sociodemographic factors on satisfaction with blended classes. Therefore, this study is the primary research for developing a model of the most desirable blended learning class based on the competencies of junior college students and aims to provide the baseline data for future research. This study was conducted in a junior college located in Seoul with 76 college students majoring in human services. As for the content of the survey, frequency analysis and correlation analysis were conducted, and regression analysis was conducted to examine the impacts among the factors. As a result of the study, no statistically significant results were obtained. Thus, subsequent studies should design a blended class model appropriate for the eye level of junior college students.

Keywords: blended learning, class satisfaction

Introduction

1. Problem Posing

With the development of information and communication technology, e-learning is actively utilized in college lectures to meet the demands of college students who want changes and the autonomy of time and space utilization.

At colleges, e-learning is teaching/learning activities in which everyone can be provided with education information services anywhere and at any time, utilizing the Internet and advanced electronic media (Korea Education and Research Information Service, 2004). However, in contrast, they point out several disadvantages of e-learning. In other words, educational institutions should have expensive devices and employ additional staff members who can deal with them. Also, the instructor should have considerable skills for content development, which requires a lot of time and effort. In addition, there is a limitation that students cannot be provided with the personal aspects of the instructor they can feel in face-to-face classes or the implicit knowledge that can be delivered by writing or speaking. Nevertheless, as the cyber areas expand in communities, and the COVID-19 situation takes place, it is judged that colleges' e-learning would be a must, not a choice.

Therefore, the world should prepare for a future with COVID-19, and as part of the preparation, blended learning is introduced, which combines the advantages of face-to-face class and e-learning. Interest in it is very high.

However, there are still few studies of satisfaction with blended learning classes, and there are various results of the studies. Thus, it is necessary to conduct more multifaceted research. Especially, since there are almost no studies of teaching methods considering junior colleges' educational goals and educational environments and taking into account the differences among the students, this study conducted very basic research, examining the overall satisfaction with blended classes and investigating the impacts of sociodemographic factors on satisfaction with blended classes. Therefore, this study is the primary research for developing a model of the most desirable blended learning class based on the competencies of junior college students and aims to provide the baseline data for future research.

2. Literature Study

1) Concept of blended learning

Early blended learning combined e-learning activities along with traditional classroom instruction (Singh, 2003; Ward & LaBrauche, 2003). However, recently, it has been interpreted as something with more diverse and broader meanings.

For example, Smith (2001) defines it as a “method of distance education that uses the technology combined with traditional education (technology). However, Fox (2002) defines it as “the ability to combine the elements of classroom education, real-time and self-initiated e-learning, and advanced supportive learning services as a method for providing the best learning solutions to identified management problems.” Meanwhile, Driscoll (2002) explained that users use the meanings of blended learning in various dimensions, though using the same concept of blended learning.

To sum up these definitions, blended learning can be defined as a teaching-learning method that utilizes various teaching strategies, combining on-line and off-line learning (classroom instruction) to maximize the learning effect.

2 Satisfaction with blended learning classes

Since the history of the introduction of blended learning is not long, domestic and overseas preceding studies have not been conducted actively yet. Even some studies that have been conducted too are those conducted for corporate job training or at special graduate schools, so there is a limitation in applying classes in the regular curricula of general universities. The preceding studies of blended learning conducted until now usually show positive reactions in satisfaction with classes; however, since the result is not consistent, e.g. There is no statistically significant result, it is difficult to generalize this yet.

In a lot of the preceding studies, satisfaction was higher

with blended classes than with fully on-line classes or face-to-face classes (Baker, 2004; DeLacey & Leonard, 2002; Inkyung Oh, 2004). However, in a domestic study conducted with educational psychology students at S. Women’s University (Bona Kim, 2006), satisfaction with face-to-face classes was high. The place, a college as expected by students, is a place of higher education, but it is also a place where they share the romance of youth and pursue free relationships as grownups. Thus, it is judged that the result was different from the purpose of learning in general companies.

A lot of research has been done on the variables that affect academic achievement. However, class satisfaction. There are few studies on the influencing variables. In addition, research on variables affecting academic achievement. Most of the composition is done in traditional face-to-face classes, and is performed in blended learning or e-learning. Since only a few studies have been conducted, it is difficult to generalize the results. (Bandura, A., 1997: McGrew, 1997:-Hyung Lee, 2003). In the future, research on blended classes will be a very important academic field, so it is judged that basic research data should be accumulated. Therefore, in this study, the study was conducted focusing on the socio-demographic variables that affect the blended class satisfaction.

3. Results and implications of the study

This study was conducted in a junior college located in Seoul with 76 college students majoring in human services. For the final analysis, 70 copies of the questionnaire were used, excluding 26 copies of the questionnaire with unreliable responses. As for the content of the survey, frequency analysis and correlation analysis were conducted, and regression analysis was conducted to examine the impacts among the factors. Specific results are as follows:

Table 1: frequency analysis.

division		Frequency	Percentage (%)
Gender	Male	30	42.9
	Female	40	57.1
grade	1grade	30	42.9
	2grade	40	57.1
Age	Under 29	64	91.4
	30-49	0	0
	40-69	6	8.6
	Over 70	0	0
computer level	upper	2	2.9
	middle	39	55.7
	lower	29	41.4
Contribution of blended learning	Very much	11	15.7
	Mostly	25	35.7
	Moderately	26	37.1
	Mostly not	6	8.6
	Not at all	2	2.9
Useful class types	lecture	45	64.3
	task	9	12.8
	debate	3	4.3
	Q&A	3	4.3
	related video	9	12.8
	etc	1	1.5
Appropriate class rate	3time online	12	17.1
	1time face-to-face +2time online	17	24.3
	2face-to-face time +1time online	27	38.5

	3time face-to-face	12	17.1
class satisfaction	Very much	29	41.4
	Mostly	18	25.7
	Moderately	19	27.1
	Mostly not	1	1.5
	Not at all	3	4.3
class satisfaction of blended learning	Very much	16	22.9
	Mostly	27	38.5
	Moderately	21	30
	Mostly not	3	4.3
	Not at all	3	4.3
The most helpful class	blended(face-to-face+pre-recording)	19	27.1
	blended(face-to-face+Real-time)	5	7.2
	face-to-face	32	45.7
	Similar	14	20
desirable class method	blended(face-to-face+pre-recording)	15	21.4
	blended(face-to-face+Real-time)	12	17.1
	online(pre-recording)	20	28.6
	online(Real-time)	3	4.3
	face-to-face	20	28.6
total		70	100

A total of 70 students participated in the survey, and there were more female students and more sophomores. As for a peculiar result, the most helpful teaching method was face-to-face class; however, as for the teaching method they wanted for the future, face-to-face class and pre-recorded

class appeared to be in the same ratio. It is explained that overall, the students were satisfied with the blended; however, they wanted the class to progress in a simple class style, either on-line class or face-to-face class.

Table 2: Correlation analysis

	Gender	Age	grade	computer level
Gender	1			
Age	0.162045	1		
grade	0.125	-0.14731	1	
computer level	0.083651	0.064527	-0.02281	1

There was no correlation between each factor. The results are contradictory to the results that showed a high correlation between grade level and age in previous studies. This is considered to be

due to the characteristics of the study target school and major. There are older students in the Human Services major, which I think is a special part different from other majors

Table 3: Factors Affecting Satisfaction with Blended Classes

Regression analysis statistics	
Multiple correlation coefficient	0.670434
Coefficient of determination	0.449482
Adjusted coefficient of determination	0.415604
Standard error	1.065323
The number of observations	70
Analysis of variance	

Analysis of variance					
	Degree of freedom	Sum of squares	Root mean square	F ratio	Significant F
Regression	4	60.23062	15.05765	13.26767	5.87E-08
Residual	65	73.76938	1.134914		
Total	69	134			

	Coefficient	Standard error	t statistics	P-value	Bottom 95%	Top 95%	Bottom 95.0%	Top 95.0%
Gender	0.02874	0.264	0.108865	0.913645	-0.4985	0.555985	-0.4985	0.555985
Age	0.715876	0.473107	1.513135	0.135093	-0.22899	1.660737	-0.22899	1.660737
Grade	0.178435	0.264262	0.67522	0.501931	-0.34933	0.706202	-0.34933	0.706202
Computer skills	1.902212	0.281553	6.756137	4.67E-09	1.339911	2.464512	1.339911	2.464512

*: p<0.05

Factors affecting the satisfaction of the respondents with the class did not show significant results at a significance level of 0.05. Thus, in this study, not all hypotheses were statistically adopted. This is very opposite to the results of the existing study, and it is judged that self-evaluation of computer skills is very subjective and that they are human

services majors that include people studying late, who are not familiar with computers, unlike other majors. However, judging from the differences by year, it is noted that there is a difference in the classification of classes between students who have blended class experience and those who experience that for the first time.

Thus, subsequent studies should design a blended class model appropriate for the eye level of junior college students. To do so, first, it would be necessary to understand students' computer skills and utilize a manual or tutoring that can support the entry into the class. Recently, because of the shortage of personnel in colleges, as the opportunity of admission has been opened to students with low learning ability as well, some students cannot even enter the on-line classroom environment. Since it is judged that this problem would become severer, it would be necessary to establish a support system. Second, as shown in the result of the study, since students feel burdened with complicated teaching methods, it is necessary to compose the teaching method more simply. Especially, students are confused since each instructor uses a different on-line platform, and face-to-face classes and on-line classes are mixed by week.

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