Original Article

Impact On Learner's Satisfaction In Blended Learning Carried Out By Mba Students In Business School

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DOI: 10.47750/pnr.2023.14.S02.102

Abstract

This paper focuses on the impact that blended learning has on the level of satisfaction experienced by learners and is carried out by MBA students who are enrolled in classes at a business school. The researcher would like to draw attention to three requirements for the research project, which are as follows: The first factor is the user's own subjective perception of the system; the second a person specific would require no and the third is the driving influences that effectively provide the learners with information. This study demonstrates how the parameters will influence the level of learning satisfaction experienced by students.

Data collection: This study used a sample size of 100 business school students as respondents. There were only 88 non-corrupted data points available to the researcher, and so the hypothesis could only be tested to that extent.

Interpretation: The structural equation modelling technique is emphasized for validation purposes in order to examine the relationship between latent variables. It demonstrates how effortlessly user perception can be manipulated. Learners' efficiency has a positive effect on users' perceptions of effortlessness and the quality of their experience. When students succeed, they feel more satisfied with their learning experience. The study's overarching goal is to establish which factors actually do have an impact on students' levels of contentment.

Keywords: blended learning, free of effort, effectiveness and satisfaction.

1.INTRODUCTION

social networking , sharing sites that encourage collaborative expression and media sharing. These sites have recently been incorporated into online learning strategies. Web 2.0 was first described in O'Reilly's 2005 book of the same name. (Daniels,2009)(Singh et al., 2021)
The term "Web 2.0" (O'Reilly, 2005) refers to a new generation of social networking and sharing sites that encourage collaborative expression and media sharing; these sites have recently been incorporated into online learning strategies in higher education. There has been a recent renaissance of interest in the use of these technologies as new pedagogical affordances, and this pattern is now being seen in online higher education classrooms.(Dziuban et al., 2018) Students might not be more interested just because you add an online module or change the way you teach on a different platform.(Singh et al., 2021) in the classroom to help students improve their is a number of ways. For example, they have been used to encourage the use of writing methods and help students work together to improve their skills. Due to the richness of collaborative learning in meaning negotiation and information exchange. (Long, 1983).(Chen et al., 2022) The goal of this article is to identify the elements that contribute to MBA students' feelings of contentment with their course experience from three different vantage

points: learner motivation, user perception, and the perceived ease with which they can affect change. The viewpoints presented here are those of the student.

2.Literature Review

2.1Blended Learning

Blended learning, as defined by Oxford, is "a method of instruction in which students acquire knowledge and skills using a variety of instructional strategies, including both online and offline resources and traditional, instructor-led classroom instruction.". (Adams et al., 2015) Teaching and learning may be made more flexible through the use of synchronous and asynchronous methods. "blended learning" way teaching and learning uses both in-person and online resources. (Chen et al., 2022) It combines e-learning platform as the medium were students get calibrated with many resources and get the wider ways of knowledge which impact them for the better understanding of subjects(Singh et al., 2021). By encouraging students to take an active role in their education, BL fosters an atmosphere where teachers and students can communicate effectively and work together to achieve positive learning outcomes. So that students don't become disinterested in learning, teachers will develop a new blueprint for instructing that incorporates game-based learning (GBL) into the curriculum.(Adams et al., 2015). This strategy is also extremely beneficial and helpful for adult learners who participate in independent study (Rahman et al., 2015). Blended learning (BL) allows students to interact both in-person and online, making it a great option for those who are unable to regularly attend an educational institution due to personal or financial constraints. The focus of BL is on the individual learner. By acquiring skills and knowledge, students complete the active construction process. Individual control over time, place, and pace of study is given to students.(Albiladi & Alshareef, 2019)

2.2. Perception of Users and Free of Effort

The researcher emphasized in this study how easy it is for students to learn and how little effort is required on the part of the users of this BL. We consider this model's factors to be among the most important. (Singh et al., 2021)For this study, the researcher focused on how learners felt they were able to access this BL with minimal effort and how they felt their experiences were being withheld from them. Critical factors include this model.(Cho, 2017) The researcher emphasized the importance of incorporating cutting-edge IT into the classroom setting. Polling students about how simple it was to use was part of the research. This study emphasized user perception as the driving force behind BL, with no effort required. Therefore, the following hypothesis is advanced by this study:

Hypothesis 1 (H1). A positive impact on Effortless has resulted from user perception.

2.3. Learners Motivation:

Learners' intrinsic motivation is the internal activity carried by the learners' internal mindset, where the learners will have self-learning ability regardless of any other external factors that distract them because of their age. Success in the learning process, or the motivation to continue engaging in learning behaviours, is the focus of learners. A student's level of intrinsic motivation to learn is a key factor in how well they perform in school. It gives students the self-assurance to keep studying no matter what happens.(Rahman et al., 2015)(Leutner, 2014). Students' intrinsic motivation to learn is crucial to their success in the classroom. Students are encouraged to continue their education until they have achieved their goals. Intrinsically motivated people are more resilient and have longer-lasting motivation to learn when they encounter challenges. Researchers have found that there is more nuance to the positive correlation between teacher input and student learning outcomes than previously thought. Learners' outcomes will be heavily influenced by their learning environments and their habits of behaviour.(Leutner, 2014). Researchers can use this statement to argue that factors like perceived user friendliness and low cognitive load have an impact on student motivation. Therefore, we can state that the hypothesis is as follows:

Hypothesis 2 (H2). The way people think of their own abilities has a significant and positive effect on their desire to learn.

Hypothesis 3 (H3). Perceived simplicity has a stimulating effect on students' desire to study.

2.4. Learning Satisfaction

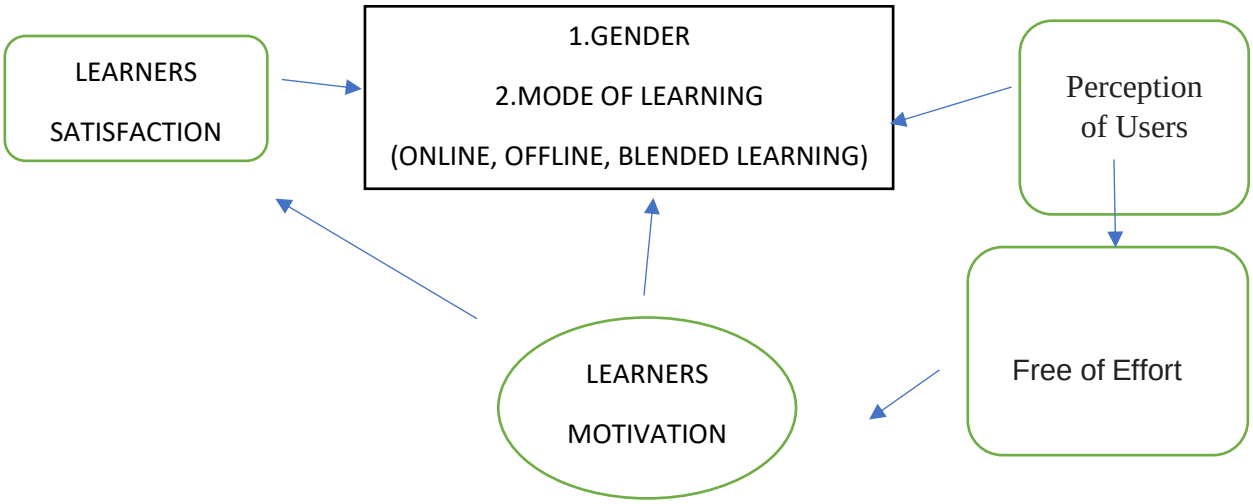
Researchers' happiness is measured by their level of comprehension and their ability to apply what they've learned for improved results. It makes one feel good and satisfied. It emphasizes the learner's subjective experience with the material, methods, and results of instruction. It's how students rate their own progress in class.(Grønlien et al., 2021) What matters most to students is how satisfied they are with their education, and that will continue to shape their academic experiences. If students perform at par or even better than expected, they will feel successful. Flipped classroom instruction is linked to higher levels of student confidence, as shown by experimental studies. According to a recent study (Li et al., 2019), Encouraged by a desire for further education,(Vasileva-Stojanovska et al., 2015), and learning resources improves learning pleasure (Du et al., 2022) . When you enjoy learning more, you're more likely to put in the effort to learn new things. Study findings suggest that there is a strong correlation between students' interest in BL and their level of satisfaction with it.(Li et al., 2019)Therefore

Hypothesis 4 (H4): Student satisfaction has increased as a direct result of increased student motivation.

3. METHODOLOGY

3.1 Research Structure and Hypothesis

Learners' perceptions of their own effortlessness, their motivation, and their satisfaction in a blended learning environment are the primary foci of this research. As can be seen in Figure 1, the article's layout is the primary focus of this.



Variables	Answer to these questions	Reference
Perception of Users (Latent variable 1)	PUs1: This approach to education improves classroom interactions. PUs2: This method of instruction has helped me learn a lot. PUs3: This method of instruction provides a learning mechanism that facilitates more natural learning. Getting an education has helped me immensely in terms of comprehension, Pus4: "Studying in the CL is superior to the BL," Pus5 says.	Hwang et al. [47]
Free of effort (Latent variable 2)	For me (F of E1), using the system is simple. F of E 2: I can learn the material with minimal effort. As a result of enhancement three, learning is simplified, and quick completion of objectives is achieved. Failure in Element 4: I modify classroom instruction Grading criteria criterion 5: I am able to apply what I have learned in class with ease.	Hwang et al. [47]
Learners' motivation (Latent variable 3)	Exciting and engaging learning is the result of LM1: LM 2: Education is the key to success. LM3: Please teach me more about BL. For LM4, BL has sufficient value. I think it adds more value to the course overall (LM5).	Hwang et al. [47]
Learners Satisfaction (Latent variable 4)	LSa1: BL meets my needs just fine. LSa2: I'm overjoyed to offer my congratulations to this BL. Learning Strategy 3 (LSa3): A Smart Option In LSa4, I am at ease and content. LSa5: I have a genuine need for this kind of education.	Sun et al. [48]

3.2 Data Collection and Analysis Method:

The possible outcome on this survey's 5-point Likert scale. The author sent these surveys to several universities in Tamil Nadu using Google Forms. There was a total of 100 surveys sent out, but only 88 were completed and returned with accurate responses. Discover and create new models with PLS-SEM3 (partial least squares structural equation modelling). It performs standard connection, more suited to a studies. The good ones have a bonus feature that gives you points for studying. Therefore, the researcher concludes that a sample size of 88 is adequate to conduct the study.

4. Research Results:

In this study, 88 MBA students from both online and traditional classroom settings participated in the distribution analysis. Among the 88 students, there are 57 males and 31 females. Table 3 displays the frequency distribution of the data set. The genders of 0 and 1 are not specified in this model.

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	57	64.8	64.8	64.8
	2	31	35.2	35.2	100.0
	Total	88	100.0	100.0	

SYSTEM (ON.OFFLINE,BL)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	15.9	15.9	15.9
	2	26	29.5	29.5	45.5
	3	31	35.2	35.2	80.7
	4	17	19.3	19.3	100.0
	Total	88	100.0	100.0	

4.1. Reliability And Validity Test

Eighty-eight master's in business administration students from both online and conventional classrooms took part in the study's distribution analysis. Out of a total of 88 students, there are 57 males and 31 females. Table 3 shows the data set's frequency distribution. No assumptions are made about the genders of the numbers 0 and 1.

(L1-Perception of Users, L2-Free of Effort, L3-Learner's motivation, L4-Learner's satisfaction)

VARIABLES	CRONBACHS	RHOA	COMPOSITE	AVERAGE VARIABLES
LATENT VARIABLE 1(L1)	0.953	0.970	0.963	0.840
LATENT VARIABLE 2(L2)	0.965	0.965	0.973	0.878
LATENT VARIABLE 3(L3)	0.961	0.961	0.970	0.865
LATENT VARIABLE4(L4)	0.908	0.961	0.930	0.730

4.2. Structural Equation Modelling Analysis

Evaluation of the overall model's viability depends on whether it is viable or not (Huang, 2021). A SRMR value can be anywhere from 0 to 1. When the SRMR is less than 0.08, it is considered that the model fits the data reasonably well. (Huang, 2021). In this case, a value of 0.9 indicates a satisfactory fit of the model. (Huang, 2021) In this case, suggesting that an of just barely appropriate for assessing models of reflective measurement. In spite of the fact that 0.768 is less than 0.9 on the NFI scale, the gap is not statistically significant. The standard deviation of the residuals (SRMR theta) is 0.098, so the model fit in this investigation is relatively good. The results of the model fit and examination of collinearity are displayed in

Table4.

SRMR	SATURATED	ESTIMATED
d-ULS	0.093	0.098
dG	1.386	1.387
NFI	0.769	161.945
RMS Theta	0.215	0.217

The trial analysis helps the researcher confirm the model's assumptions and provide an explanation for them. The value of t is utilized in the trial analysis to ascertain if the hypothesis is correct. When an extremely small value of zero.05 is indicated (*), for instance, (Huang, 2021) H1, H2, H3, and H4 all have p-values of less than.001, and H3 reaches a very high level with a value of.05 The.01 level of significance is used in this study for the hypotheses H1, H2, H3, and H4. Figure 1 depicts the PLS-SEM path analysis model.

Validation of Path Analyses (Figure 1)

Dissecting the Pathway	Statistical measure of the path between two points	P value	Hypothesis
P1U to E/F	0.753	0.000	H*1 valid
E/F to LM	0.177	0.000	H*2 valid
PE to LM	0.888	0.010	H*3 valid
LM to LS	0.708	0.000	H*4 valid

significant at p < 0.05; *** significant at p < 0.001

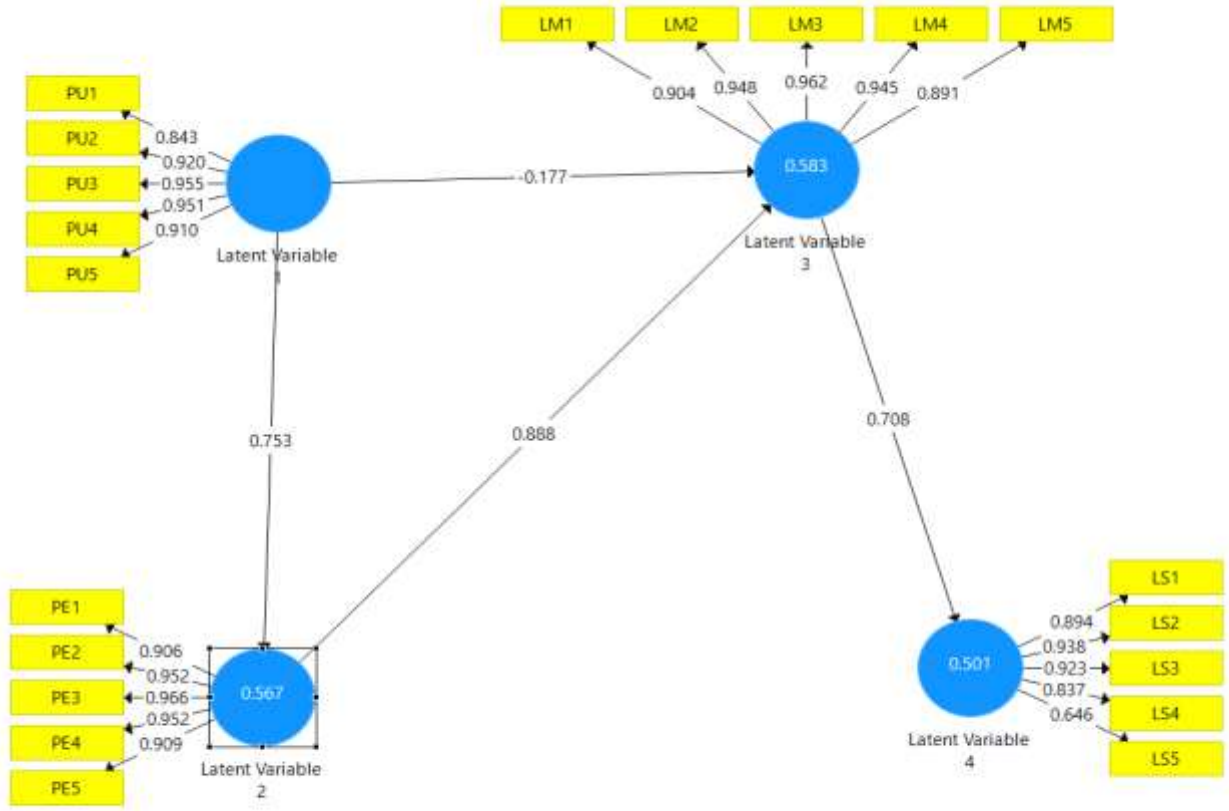


FIGURE 2. DESCRIPTION OF THE PLS-SEM MODEL FOR PATH ANALYSIS.

Values 0.567 for latent value 1, 0.543 for latent value 2, and 0.501 for latent value 3 produce a model with a very clear degree of value of 0.56.

variables	R value	F value
L1	0.567	1.311
L2	0.543	0.818
L3	0.501	1.003

In which case, latent variable 1 has an F-value of 1.311, latent variable 2 has an F-value of 0.818, and latent variable 3 has a latent value of 1.003. The f2 of PU to LM is only 0.177, while the f2 of PEOU to LM is 0.888, indicating only a slight change in the ability score. For the intermediary effect to be established, both quantity to the intermediate experimental quantity need to sizable. In second place, route coefficient from intermediate to the variable quantity needs to be determined. still matter a great deal. The variable quantity influences the variable quantity in a roundabout way. variables via variables If the impact of the intermediate variable is greater than that of the variable itself, it is considered an experimental variable of the variable. This variable is somewhat influential but not crucial.

5.DISCUSSION

This study examines the relationship between free-effort perception, learners' motivation, and satisfaction. The researcher suggests two factors affect learning motivation. First, when comparing background factors to research parameters, male students outperform female students in perceived utility, learning motivation, and learning pleasure. The perceived ease of use is similar (Grnlien et al., 2021). Second, simplicity of use affects usefulness, according to this study (H1). Thus, the researcher concluded that students find blended learning simple and effective for learning quickly and clearly, which greatly benefits their learning. Third, user and ease of use perceptions motivate learners (H2, H3). User perception outweighs ease of use. Fourth, learning motivation boosts student enjoyment (H4). Learners must generate in order to comprehend. Finally, user perception, mediated by perceived ease of use, boosts learners' motivation. Utility motivates learning more than simplicity. Students trust in Educational content matters most.

6.CONCLUSIONS

This is so because students in such a system have a better grasp of the material, and they are more likely to get along well with both their mentor and their peers. As a result, the students' overall satisfaction improves dramatically, and if their teachers are able to keep them enthusiastic about the material, they will be well-prepared to succeed in any setting. Blended learning, when done well, can be seen as very helpful by students in terms of learning new material.

7.LIMITATION

This study's sample size is made up of 88 MBA students. There needs to be a larger sample size in any future studies of this nature. The findings of this study about the motivation and satisfaction of business school students should not be extrapolated to other contexts without further research. Future studies of student motivation and contentment should make use of qualitative research methods. Further, it will investigate how to better prepare and react to teachers who adopt blended learning strategies.

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