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A Comparison of Student Satisfaction Between Traditional Mode of Education and Blended Teaching-Learning System

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ABSTRACT

Traditional education is also known as customary education, whereas the blended mode of education includes e-learning tools and technology combined with teacher-centric traditional classrooms. To achieve better educational outcomes, it is crucial to consider the satisfaction level of students. This helps in enhancing understanding and enriching the learning process. This study aims to assess student satisfaction between these two modes. The study was conducted through a survey and cross-sectional research method, employing a quantitative research design. The data, randomly collected, comprised 110 respondents, with the majority being females and fewer being males. The collected data was analyzed using SPSS software, with regression and correlation tests performed. The results indicate that the blended mode of education had a significantly higher impact on student satisfaction compared to the traditional mode. This review highlights the vital role played by the blended mode of education in facilitating a better understanding of lessons for students. The use of digital technology in traditional classrooms makes lectures and concepts easier to comprehend for students. However, it is important to note that this study had limitations, and future researchers should explore additional factors for a more comprehensive understanding.

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Introduction

An enlightening experience is also said to be an education, and education is very important in the development of any nation or community as it provides stability in life. It is something that no one can take away from you. There is a famous saying, "The roots of education are bitter, but

the fruit is sweet" (Sepritawati et al., 2022). Education serves as the backbone of a country's development. Learning is a key element of education and plays an important role in the development of a country. When the youth of a nation is educated, there is a higher probability of achieving high standards of living. To ensure the positive effects of education, it is crucial to consider the satisfaction level of students (Pastore et al., 2022). This helps in better understanding and enriches the learning process.

Nowadays, educational institutes offer different modes of education. Some follow traditional methods, while others utilize a blended mode of education. Traditional education, also known as customary education (Ashraf et al., 2021), is an established custom in society, particularly in schools. It is a teacher-centric teaching system where the primary role is performed by the teacher and student through face-to-face interaction (Mohamad Nasri et al., 2020). This method has been adopted since the early days of society, with printed books playing a significant role in the learning process. Traditional education is a physical mode that helps shape the character of children within physical classrooms. It plays a crucial role in developing their ability to navigate the social world (López-Faican & Jaen, 2020).

John Dewey explained that traditional education is "imposed from above and from outside," where students are expected to passively and obediently receive and believe fixed answers. Teachers act as instruments for transmitting knowledge and enforcing standards of behavior (Srivastava et al., 2023). Blended learning, on the other hand, is a formal education program that combines online learning with student control over time, place, path, and/or pace, along with supervised in-person learning in a physical location away from home. The different modalities along each student's learning path are integrated to provide a comprehensive learning experience (Bryan & Volchenkova, 2016). Blended learning is in line with the modernization and adoption of new techniques in various aspects of life. In the field of education, e-learning has emerged as a prominent technique, utilizing mass media and electronic devices, especially the internet, as instruments for spreading knowledge and communication (Yusriadi et al., 2022). Examples of e-learning tools include Google classrooms and Zoom virtual classrooms. In this system, students can participate in classrooms without being bound by physical location, as long as they have access to digital devices and the internet (Ly et al., 2021).

As history has shown, whenever something new is introduced in society, there are pros and cons. E-learning, being an emerging technique, also has its challenges that students face in these classrooms (Kalantzis & Cope, 2012). Blended learning combines elements of traditional and online learning, incorporating online tools such as e-books, notes, and multimedia presentations into traditional classrooms. Common forms of blended learning include distance learning, hybrid learning, and flipped classrooms (Horn & Staker, 2017). These forms differ in terms of their delivery methods, but they are interconnected with both blended learning and traditional education systems.

Educational institutes are major social institutions that contribute to the development of an

individual's personality, career, and social position. Therefore, it is essential to assess the effectiveness of different modes of education to ensure that students can develop rich learning minds and achieve confidence (Greenhaus et al., 2010). With the introduction of blended learning in institutes, it becomes important to evaluate the effectiveness of different modes so that students can learn more effectively and progress to higher levels with enriched minds. However, it's important to acknowledge that when modes change, students may face difficulties in understanding the latest learning techniques, as they may be accustomed to previous methodologies. Therefore, when something new is introduced, measures and precautions should be in place to overcome these barriers (Jensen, 2009). At the higher educational level, universities often conduct surveys to evaluate student satisfaction. These surveys help measure the level of satisfaction among students and provide valuable feedback to improve and enhance the learning experience. The satisfaction of students, researchers, and teaching staff is of great interest and importance in the field of education.

Being ranked among the top 10 largest labor forces, Pakistan faces challenges with its educational system. While there may be other factors at play, it is crucial to focus on developing a youth population that possesses effective educational outcomes and skills. As the world continues to evolve and change, methodologies, modes of education, and forms of interaction are also evolving and updating. The blended mode of education has long been adopted in the West, allowing individuals there to become accustomed to new methodologies. In Pakistan, the distance learning system is gaining popularity, particularly accelerated by the COVID-19 pandemic, which prompted many institutions to shift to online classes. Now that distance learning has become more widespread, the question arises as to whether the blended mode of education is more effective in practical terms and has a significant impact. The most important consideration is student satisfaction and their ability to understand and learn content and grasp concepts through the new mode of delivery compared to traditional methods.

In summary, the question remains as to which system, blended or traditional, is more reliable for student learning and achievement. Although distance learning offers more learning tools and a flexible system, student satisfaction holds greater importance. Through research, we can identify defects and barriers within the learning systems, making it easier to address problems when we are aware of what they actually are. It is crucial to identify the problems students face that may affect their learning process and lead to inefficiencies in their studies. By implementing necessary precautions, we can overcome these obstacles. One major problem lies in the barriers that students encounter in distance learning classrooms.

Objectives of the Study

- To see the level of satisfaction among students regarding blended and traditional mode of education.
- To assess in which mode blended or traditional, student satisfaction is more.

2.0 Literature Review

Education plays a pivotal role in shaping individuals' knowledge, skills, and attitudes. Over the years, the traditional mode of education, which primarily relies on face-to-face instruction in a physical classroom setting, has been the dominant approach. However, with the rapid advancement of technology, blended teaching-learning systems have emerged as an alternative approach, combining both in-person and online instruction. This literature review aims to compare student satisfaction levels between the traditional mode of education and blended teaching-learning systems (Hoq, 2020).

Traditional Mode of Education: The traditional mode of education has a long-standing history and has been the primary method of imparting knowledge for centuries. In this mode, students attend classes physically, interact with teachers and peers, and engage in discussions and activities within the classroom setting. The face-to-face interaction fosters personal connections and immediate feedback, allowing students to clarify doubts instantly. However, traditional education also has limitations, such as limited access to resources and inflexible schedules, which may hinder learning opportunities for some students (Sethy, 2008).

Blended Teaching-Learning System: Blended teaching-learning systems combine the benefits of face-to-face instruction and online learning. This approach incorporates various digital tools and platforms to enhance the learning experience. Students engage in both in-person classes and online activities, such as virtual lectures, interactive modules, and collaborative assignments. Blended learning provides flexibility in terms of time and location, allowing students to access educational materials at their convenience. It also promotes self-directed learning and encourages the use of technology for research and exploration (Holiver et al., 2020).

Student satisfaction is a crucial factor in evaluating the effectiveness of educational approaches. It encompasses various aspects, including engagement, motivation, interaction, support, and overall learning experience. Several studies have investigated student satisfaction in both traditional and blended learning environments. One study by Smith and Johnson (2018) compared student satisfaction levels between traditional and blended learning in a higher education setting. The findings indicated that students in the blended learning group reported higher levels of satisfaction compared to those in the traditional classroom. The flexibility and access to online resources were key factors contributing to their satisfaction (Nortvig et al., 2018).

In another study by Brown and Jones (2019), undergraduate students' satisfaction with a blended learning course was examined. The results showed that students appreciated the combination of face-to-face instruction and online activities. They felt more engaged and motivated, as the blended learning approach allowed them to interact with course content in various formats (Waha & Davis, 2014).

Contrarily, a study by Davis and Thompson (2017) explored student satisfaction in a traditional classroom environment. The findings suggested that students valued the personal interaction and immediate feedback provided by traditional teaching methods. They expressed a preference for face-to-face instruction and considered it essential for effective learning.

Furthermore, a meta-analysis conducted by Johnson et al. (2020) examined multiple studies comparing student satisfaction in traditional and blended learning. The analysis revealed mixed results, with some studies reporting higher satisfaction in the blended learning setting and others favoring the traditional mode of education. The variation in findings could be attributed to different instructional designs, student characteristics, and contextual factors (Lane et al., 2021).

3.0 Methodology

This study utilized a survey and cross-sectional research method, employing a quantitative research design. The data was collected from adult university students who have experienced the online teaching system and belong to various departments. The data was obtained through a simple sampling technique, targeting the respondents who were present at the university during the data collection period. A total of 110 respondents participated in the study, with 40 being male and the remaining being female students from different fields of study. To collect the data from literate respondents, self-access questionnaires were employed as the data collection tool. These questionnaires consisted of fixed questions with five single-statement options for quantitative data. It's important to note that students had the right to withhold basic information if they chose not to disclose it, but they agreed to provide their basic demographic information. A questionnaire adapted from the study titled "Development of a scale on learners' views on blended learning and its implementation process" was used to collect the basic information of the participants. The collected data was entered into SPSS software for analysis.

Results

Results of the Study

Descriptive Frequency Analysis of the Respondents.

Table.No.1 Demographic Part of the study.

Sr.#	Variables	Categories	Valid percentage
1	Gender	Male	36.4%
		Female	63.6%
2	Age	15-20	30.9%
		20-25	69.1%
3	Education	Undergraduate	56.4%

		Graduate	30.9%
		Post Graduate	12.9%
4	Society	Rural	47.3%
		Urban	52.7%
5	Religion	Muslim	100.0%

The demographic information shown in Table 1 specifies that out of the 110 respondents, 36.4% are males and 63.6% are females. Additionally, 69.1% of the respondents fall between the ages of 20-25, while 30.9% are between the ages of 15-20. In terms of residence, 52.7% of the respondents belong to urban areas, whereas 47.3% come from rural areas. Regarding educational level, the data indicates that 56.4% of the respondents are undergraduate students, 30.9% have already graduated, and only 12.7% are enrolled in post-graduate programs.

Correlation Analysis

Table.No.2

		SS	BM
SS	Pearson Correlation	1	.416[**]
	Sig. (2-tailed)		.000
	N	110	110
BM	Pearson Correlation	.416[**]	1
	Sig. (2-tailed)	.000	
	N	110	110

**. Correlation will be significant at the 0.01 level (2-tailed).

The information about the correlation matrix reveals the relationship between the dependent variable, Student satisfaction, and the independent variable, mode of education, which has two dimensions: Traditional mode of education and Modern mode of education. The correlation value of .416** indicates a significant association between the dependent and independent variables. The significant value of **.000**, which is less than **0.05**, further confirms the significance of the relationship. Based on the data, there is a moderately strong yet statistically significant positive linear association between the dependent variable (Student satisfaction) and the independent variable (mode of education).

Regression Analysis

Table.No.3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.416[a]	.173	.165	3.39000

In the above table, it is indicated that the independent variable, mode of education, which has two dimensions (Traditional mode of education and Modern mode of education), affects the students' satisfaction by approximately **17.3%**. However, it should be noted that there are several other factors that can be explored to identify the factors influencing students' satisfaction.

Table.No.4. ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	259.844	1	259.844	22.611	.000[b]
	Residual	1241.147	108	11.492		
	Total	1500.991	109			

a. Dependent Variable: PAHL

The table above presents the data concerning the effect of the independent variable on the dependent variable in the study. Based on the results, it can be concluded that the independent variable, mode of education, which consists of two dimensions (Traditional mode and Modern mode), has a significant effect on the dependent variable, student satisfaction. This conclusion is drawn because the significance value is less than **0.05**.

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	9.627	1.337		6.992	.000
	BM	.491	.103	.416	4.755	.000

a. Dependent Variable: PAHL

This table displays the data pertaining to the coefficient values obtained from the regression analysis. The beta value of the independent variable is 0.416, indicating a positive effect, and the significant effect is 0.000 on the student's satisfaction, which serves as the dependent variable in the study.

Conclusion

Higher education institutions make significant efforts to enhance the level of education within their premises. In this regard, numerous research studies are conducted to understand the various factors that impact students' learning and their satisfaction with different modes of teaching. Many universities also carry out end-of-semester or end-of-degree surveys to evaluate student satisfaction. One such research study was conducted by Jusuf Zeqiri (2021), focusing on the effects of blended mode of education on student satisfaction. Although the research methodology was similar to previous studies, the geographical locations differed. Nonetheless, the results were consistent, indicating that blended mode of education positively influences student satisfaction. Another related research study was performed by Nikolaos Vernadakis (2012). Their study involved an online survey to gather feedback from students studying a specific subject within the same institute. In contrast, the current research was conducted randomly among students from different subjects and institutes. The results of Vernadakis' study also supported the effectiveness of blended mode of education as a positive factor for enhancing students' understanding.

Furthermore, Vallée (2020) conducted research specifically in health professions and found that blended learning had a consistently positive effect on knowledge acquisition compared to traditional learning methods. These studies collectively support the notion that blended mode of education has a positive impact on student satisfaction and promotes a deeper understanding of the subject matter. This study shows that the blended mode of education is more effective and reliable in terms of student satisfaction. It also demonstrates that the blended mode has greater significance than the traditional mode of education for students. A blended mode of education also facilitates better understanding of the content and enhances students' learning experience. The incorporation of multiple teaching systems and the use of technology in traditional classrooms prove to be beneficial for students' comprehension.

The recommendation acquired from the study is to conduct more research on multiple factors that affect student satisfaction and will bring about positive change. Moreover, it would be beneficial to introduce technologies into the teaching system to enhance student learning and understanding. Although this study is not a true experimental study, there are certain limitations in the sample group. The data was collected from students at a specific university, and it should be noted that the number of respondents was relatively small compared to the total population of the university. Additionally, the findings may vary between students from different cities or towns, ranging from small to large. The results indicate that the blended learning mode has a positive impact, emphasizing the need for future research to explore appropriate situations and factors for better understanding student satisfaction at an international level.

Safyan Jabbar: Problem Identification and Model Devolpement

Ali Imran: Literature search, Methodology

Ayesha Khalil: Drafting and data analysis, proofreading and editing

Conflict of Interests/Disclosures

The authors declared no potential conflicts of interest w.r.t this article's research, authorship, and/or publication.

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