

EXPLORING STUDENT SATISFACTION WITH HYFLEX LEARNING IN DIGITAL LITERACY COURSES

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ABSTRACT

This research explores student satisfaction with HyFlex Learning in the context of Digital Literacy courses and aims to enhance the effectiveness of HyFlex Learning course management. The study involved 400 undergraduate students at Suan Sunandha Rajabhat University enrolled in general education courses in the digital knowledge equivalence domain. Data were collected through questionnaires and analyzed using statistical methods, including percentages, means, and standard deviations. The findings reveal that students who participated in the study exhibited a high level of satisfaction with HyFlex Learning course management (Mean = 3.75, S.D. = 0.6670). Specifically, students expressed significant satisfaction with the readiness of instructional tools used in online, on-site, and on-demand learning modalities (Mean = 4.12, S.D. = 0.4094), as well as the responsiveness of teaching assistants in addressing course-related issues (Mean = 4.09, S.D. = 0.5610) and the clarity of the HyFlex Learning format (Mean = 4.01, S.D. = 0.3644). This study sheds light on the positive perceptions of students toward HyFlex Learning in Digital Literacy courses and provides valuable insights for improving course management in this innovative instructional model.

Keywords: Student Satisfaction, HyFlex Learning, Digital University

INTRODUCTION

In the dynamic landscape of higher education, the integration of technology has profoundly reshaped pedagogical approaches. HyFlex learning, a hybrid model encompassing online, on-site, and on-demand elements (Kaewrattanapat, N., 2022), has emerged as a promising avenue for fostering student engagement and knowledge acquisition in the digital age (Kaewrattanapat, N., et al., 2021). However, understanding the nuances of student satisfaction within this innovative framework remains crucial for optimizing its effectiveness. This research delves into the experiences of undergraduate students enrolled in a Digital Literacy course delivered through the HyFlex lens (Chaiwchan, P., Puttapithakpon, S., 2021), meticulously examining their behaviors and satisfaction levels with regards to course management practices.

Driven by the dual objectives of (1) gathering and analyzing data on student behaviors and satisfaction concerning HyFlex course management in the Digital Literacy domain and (2) gauging overall student satisfaction with this blended learning approach, this study embarks on a comprehensive exploration. Suan Sunandha Rajabhat University serves as the research setting, where a sample of 400 undergraduate students pursuing their bachelor's degrees across various faculties and colleges were meticulously selected. Spanning from March to August 2023, the research timeframe encompasses a rich tapestry of data collection and analysis activities (Beach, D. M., & Reinhartz, J. 1987). To unveil the intricate tapestry of student perspectives, a qualitative research approach was meticulously employed. Questionnaires served as the primary instruments for data gathering, meticulously crafted to capture insights into student experiences. Divided into two distinct sections, these questionnaires delve into

both general respondent information and, critically, student satisfaction with the online, on-site, and on-demand components of the Digital Literacy course delivered through the HyFlex model. Employing a standardized 5-point Likert scale, each of the ten items in the latter section facilitates nuanced assessments of student sentiment, paving the way for a comprehensive understanding of their satisfaction levels (Fisher, D., & Frey, N. 2008).

By meticulously examining the intricate interplay between student behaviors, satisfaction levels, and HyFlex course management practices within the specific context of Digital Literacy education, this research aspires to illuminate valuable insights for educators and academic institutions. Through rigorous analysis and thoughtful interpretation, the findings aim to contribute to the ongoing discourse surrounding pedagogical innovation in the digital age, ultimately guiding the optimization of HyFlex learning models for enhanced student engagement and satisfaction (Piper, D. W. 1978).

RESEARCH OBJECTIVES

This research study was aimed to

- 1) To collect and analyze data on the behaviors and satisfaction levels of undergraduate students regarding course management in the HyFlex Learning approach within the domain of Digital Literacy courses.
- 2) To examine the satisfaction levels of undergraduate students with course management in the HyFlex Learning approach within the domain of Digital Literacy courses.

CONCEPTUAL FRAMEWORK

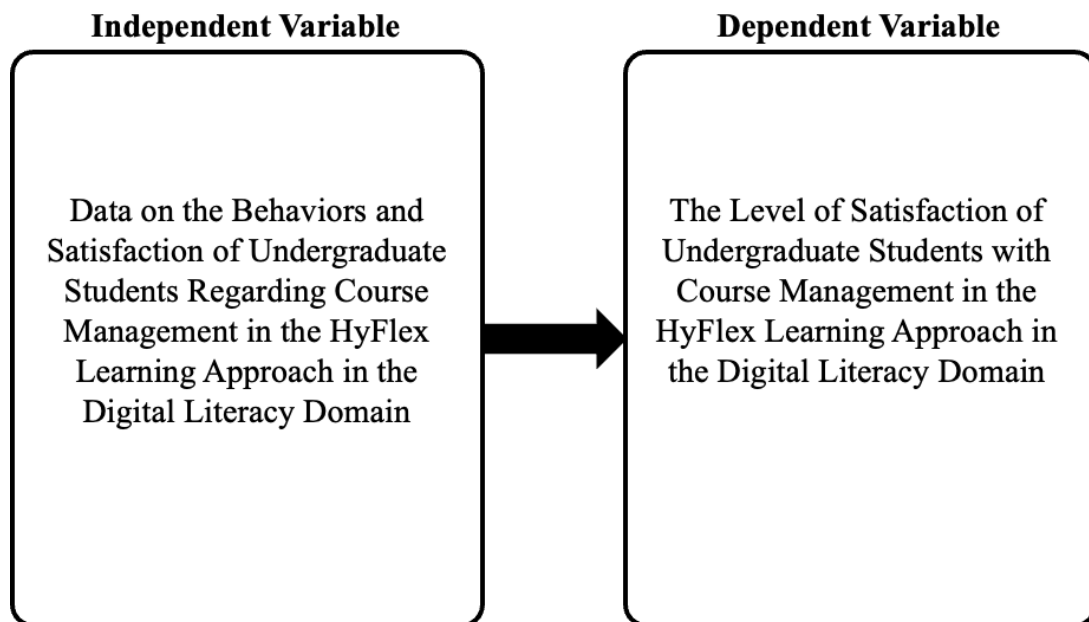


Figure 1. Conceptual Framework for Study

From Figure 1 shows the independent and dependent variables in the HyFlex learning approach. The independent variable is "Data on the Behaviors and Satisfaction of Undergraduate Students Regarding Course Management in the HyFlex Learning Approach in the Digital Literacy Domain." The dependent variable is "The Level of Satisfaction of Undergraduate Students with Course Management in the HyFlex Learning Approach in the Digital Literacy Domain."

The arrows in the figure show the direction of the relationship between the independent and dependent variables. The independent variable is thought to cause changes in the dependent variable. In other words, the way that instructors manage HyFlex courses is thought to affect the level of satisfaction that students have with those courses.

METHODOLOGY

The study population consists of undergraduate students pursuing their bachelor's degrees. Specifically, the research focuses on students enrolled in general education courses within the digital knowledge equivalence domain. The research was conducted at Suan Sunandha Rajabhat University, involving a total of 400 undergraduate students. Data collection and research activities were carried out between March and August 2023.

This study employed a qualitative research approach to explore student satisfaction with course management in the HyFlex Learning format for the "Digital Literacy" course. Data collection involved the use of questionnaires, which were divided into two sections:

Part 1: General Information of Respondents, including gender, academic year, and faculty/college affiliation.

Part 2: Satisfaction with Online, On-site, and On-Demand Course Management for the Digital Literacy course. This section comprised 10 items rated on a 5-point Likert Scale, with the following scale interpretation:

- 5: Very Satisfied
- 4: Satisfied
- 3: Neutral
- 2: Dissatisfied
- 1: Very Dissatisfied

Statistical analyses included the calculation of percentages, means, and standard deviations.

The assessment criteria for the mean scores were as follows, based on John W. Best's standards: Mean Score 4.51 - 5.00: Very High

Mean Score 3.51 - 4.50: High

Mean Score 2.51 - 3.50: Moderate

Mean Score 1.51 - 2.50: Low Mean

Score 1.00 - 1.50: Very Low

This methodology provides a comprehensive understanding of student satisfaction with HyFlex Learning course management in the digital knowledge equivalence domain, utilizing both qualitative and quantitative data.

RESULT

Table 1 presents the number and percentage of respondents' general information – gender.

Gender	Number	Percent age
Male	219	54.75
Female	181	45.25
Total	400	100.00

From Table 1, it can be observed that the respondents who participated in the satisfaction survey regarding the HyFlex Learning course management system for the Digital Literacy course were predominantly male, with a total of 219 individuals (54.75%), while the female respondents numbered 181 individuals (45.25%).

Table 2 displays the number and percentage of general information – academic year.

Academic Year	Number	Percent age
Year 1	231	57.75
Year 2	78	19.50
Year 3	51	12.75
Year 4	40	10.00
Total	400	100.00

From Table 2, it can be observed that the respondents who participated in the satisfaction survey regarding the HyFlex Learning course management system for the Digital Literacy course were primarily Year 1 students, totaling 231 individuals (57.75%). Year 2 students comprised 78 individuals (19.50%), Year 3 students were 51 individuals (12.75%), and Year 4 students were 40 individuals (10.00%).

Table 3 presents the number and percentage of general information – affiliation (faculty/college).

Affiliation	Number	Percentage
Faculty of Education	21	5.25
Faculty of Science and Technology	84	21.00
Faculty of Humanities and Social Sciences	34	8.50
Faculty of Management Science	18	4.50
Faculty of Industrial Technology	22	5.50
Faculty of Fine Arts	14	3.50
College of Innovation and Management	106	26.50
College of Nursing and Health	11	2.75
College of Allied Health Sciences	8	2.00
College of Logistics and Supply Chain	35	8.75
College of Architecture	15	3.75
College of Industrial Service	7	1.75
College of Communication Arts	16	4.00
College of Politics and Governance	9	2.25
Total	400	100.00

From Table 3, it can be observed that the respondents who participated in the satisfaction survey regarding the HyFlex Learning course management system for the Digital Literacy course belonged to various faculties and colleges, totaling 400 individuals, distributed across 14 different units. The distribution of respondents among the units is as follows: Faculty of Education (5.25%), Faculty of Science and Technology (21.00%), Faculty of Humanities and Social Sciences (8.50%), Faculty of Management Science (4.50%), Faculty of Industrial Technology (5.50%), Faculty of Fine Arts (3.50%), College of Innovation and Management (26.50%), College of Nursing and Health (2.75%), College of Allied Health Sciences (2.00%), College of Logistics and Supply Chain (8.75%), College of Architecture (3.75%), College of Industrial Service (1.75%), College of Communication Arts (4.00%), and College of Politics and Governance (2.25%).

Table 4 Mean and Standard Deviation of satisfaction levels towards the HyFlex Learning course management system for the Digital Literacy course.

Satisfaction with Online, On-site, and On-Demand Course Management System for Digital Literacy Course	Mean	S.D.	Interpretation
Preparation of Information and Schedule Details	4.00	0.64	High
Details of Grading and Examination	3.53	0.81	High
Details of HyFlex Learning Modes (Online, On-site, and On-Demand)	4.01	0.36	High
Contact Information for the General Education Office	3.59	0.81	High
Details of Schedule Changes or Exam Date Changes	3.56	0.81	High
Course Management for Digital Literacy Course			
Readiness of Course Management	3.61	0.80	High
Readiness of Tools Used in Course Management (Online, On-site, and On-Demand)	4.12	0.40	High
Teaching Assistant (TA) Responsiveness to Student Queries	3.49	0.62	Moderate
TA's Resolution of Course Management-Related Issues	4.09	0.56	High
Communication with Course Instructors via Teaching Assistants (TAs)	3.51	0.81	High
Total	3.75	0.66	High

From Table 4, it can be observed that the overall satisfaction level with the HyFlex Learning course management system for the Digital Literacy course is high (Mean = 3.75, S.D. = 0.6670). Most students expressed high satisfaction levels, particularly regarding the readiness of tools used in course management (HyFlex: Online, On-site, and On-Demand) (Mean = 4.12, S.D. = 0.4094), resolution of course management-related issues by teaching assistants (Mean = 4.09, S.D. = 0.5610), and details of the learning modes (Online, On-site, and On-Demand) (Mean = 4.01, S.D. = 0.3644).

CONCLUSION

In conclusion, the study on student satisfaction with HyFlex Learning for the Digital Literacy revealed that respondents consisted of 219 male students (54.75%) and 181 female students (42.25%). The distribution across academic years showed that 231 were Year 1 students (57.75%), 78

were Year 2 students (19.50%), 51 were Year 3 students (12.75%), and 40 were Year 4 students (10.00%). These students came from 14 different faculties/colleges, including the Faculty of Education (5.25%), Faculty of Science and Technology (21.00%), Faculty of Humanities and Social Sciences (8.50%), Faculty of Management Science (4.50%), Faculty of Industrial Technology (5.50%), Faculty of Fine Arts (3.50%), College of Innovation and Management (26.50%), College of Nursing and Health (2.75%), College of Allied Health Sciences (2.00%), College of Logistics and Supply Chain (8.75%), College of Architecture (3.75%), College of Industrial Service (1.75%), College of Communication Arts (4.00%), and College of Politics and Governance (2.25%).

In conclusion, the study's findings indicate that overall student satisfaction with the course management in the HyFlex Learning Approach of the Digital Literacy course is at a high level (Mean = 3.75, S.D. = 0.6670). The analysis revealed that students are generally satisfied with various aspects of course management, with a strong emphasis on their satisfaction regarding the readiness of equipment used for HyFlex learning (Mean = 4.12, S.D. = 0.4094), the ability to address specific issues with Teaching Assistants (TAs) related to course management (Mean = 4.09, S.D. = 0.5610), and the details of the HyFlex Learning (Online, On-site, and On-Demand) (Mean = 4.01, S.D. = 0.3644).

These positive satisfaction levels signify the effectiveness of the course management strategies implemented in the different learning modes and reflect the students' contentment with the digital readiness of the educational resources. It highlights the success of the course design and the support provided by TAs, contributing to a favorable learning experience for students in the Digital Literacy course.

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