



LEARNING ENVIRONMENT FACTORS AND THE LEVEL OF SATISFACTION WITH DISTANCE EDUCATION AMONG SELECTED UNDERGRADUATE STUDENTS OF LYCEUM OF THE PHILIPPINES UNIVERSITY CAVITE

SAMANTHA FELICIA L. ALVAREZ¹, EAZL ANN P. VARGAS²

<https://orcid.org/0000-0002-2297-63091>, <https://orcid.org/0000-0003-2707-93642>

samfelalvarez@gmail.com¹, vargaseazlann@gmail.com²

Lyceum of the Philippines University Cavite
Governor's Dr, General Trias, Cavite, Philippines

ABSTRACT

With the shift to distance education because of the pandemic, this study aims to measure the satisfaction level of students towards distance education. Similar to a study done by Sahin (2007). Specifically, it also aims to assess the relationship between learning environment factors (instructor support, student interaction and collaboration, authentic learning, active learning, and student autonomy) and student satisfaction. A survey questionnaire that is answerable by Very Satisfied, Satisfied, Dissatisfied, or Very Dissatisfied was distributed to selected undergraduate students under the College of Arts and Sciences of Lyceum of the Philippines University Cavite. 53 students answered the survey. The data gathered underwent several statistical treatments. First, the Mean of each learning environment factor was computed. This showed that the participants are very satisfied in terms of student autonomy and active learning. Next, using Stepwise Regression, it showed that the learning environment factors are key factors in students' level of satisfaction. Finally, through Correlation Analysis, it showed that all correlations between the learning environment factors and the level of satisfaction are statistically significant and positive. Based on these, it can be concluded that the learning environment factors affect the level of satisfaction, and there is a high level of satisfaction among this group of students.

Keywords: distance education, student satisfaction, learning environment, quantitative correlational, Philippines