STUDENTS' SATISFACTION OF ASYNCHRONOUS AND FACE-TO-FACE LEARNING

College of Technology and Allied Sciences
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol

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JULY 2022

STUDENTS' SATISFACTION OF ASYNCHRONOUS
AND FACE-TO-FACE LEARNING

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A Thesis
Presented to the Faculty of the
College of Allied Sciences
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Bilar Campus, Zamora, Bilar, Bohol

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In Partial Fulfillment
of the Requirements for the Degree in
Bachelor of Science in Office Administration

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Katherine Grace C. Gallo
April Mae L. Racines
April Rose M. Silagan

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APPROVAL SHEET

This thesis entitled "**STUDENTS' SATISFACTION OF ASYNCHRONOUS AND FACE-TO-FACE LEARNING**" prepared and submitted by **Katherine Grace C. Gallo, April Mae L. Racines, and April Rose M. Silagan** in partial fulfillment of the requirements for the degree Bachelor of Science in Office Administration has been examined and recommended for acceptance and approval for final oral defense.
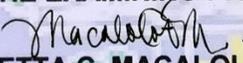
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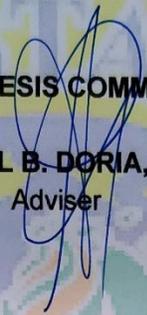
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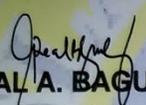
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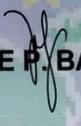
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ABSTRACT

The main thrust of this study is to determine the satisfaction of the students in Bohol Island State University in asynchronous and face-to-face learning. Specifically, it sought to find out the demographic profile of the students; the level of satisfaction in asynchronous and face-to-face learning in terms of social interaction and use of technology; predictor between the respondents' profile and the respondents' satisfaction and the significant difference between the satisfaction of the two learning methods. The subjects of the study were the 160 randomly selected 4th year College students of Bohol Island State University- Bilar Campus. It utilized a descriptive survey method with the use of self-made "Likert scale questionnaire" as data gathering instrument. The questionnaires were validated through pilot test. Results revealed that the descriptive statistics of asynchronous learning of social interaction were high and the use of technology were average. While the descriptive statistics of face-to-face learning of social interaction were high and it was interpreted as very high. It was revealed that the demographic profile of respondents is not a predictor of the student's satisfaction between asynchronous and face-to-face learning; thus, the null hypothesis was accepted. It was also depicting that there was a significant difference between asynchronous and face-to-face learning; hence, the null hypothesis was rejected. Students are most preferred in face-to-face classes to build engagement and motivation with course content and activities. Therefore, the Commission on Higher Education (CHED) must focus on face-to-face learning modalities and develop lesson plans with increased interactivity. Teachers should focus on the social interaction of the students to enhanced their communication skills so they can control their interactions and prompt feedback.

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Chapter 1

THE PROBLEM AND ITS SCOPE

Rationale

The lockdown due to COVID 19 seems to have generally caused a severe impact on the learning of higher education students as they were in the middle of their even semesters and this lockdown imposed on them, led to a shift in their learning methods. These students were not able to learn on a one-on-one basis with their educators, as the pandemic initiated an immediate and complete closedown of all the educational institutions, the shift in learning from traditional classroom learning to computer-based learning became one of the greatest academic changes which the students needed to cope with. (Sharma & Alvi 2021). In the present times, due to the exceptional situation of COVID-19, the education pedagogy and mode of teaching learning methodologies are to be changed overnight (Gupta, 2020). The learning lectures was being altered to online learning.

Students registering in online learning courses have been rising dramatically and this overall multiplying demand for online learning has been accelerated by various reasons which included cost effectiveness, the flexibility of time and place, opportunity to attend classes digitally, space for performing different wide and varied works of day to day lives of adults, a reduced amount of distraction in comparison to face-to-face learning (Hannay & Tracy, 2018). Studies found out that both quantity and quality of student satisfactions are highly correlated with student satisfaction in almost any learning environment.

Despite of rise in the numbers of learners, the online learning has connected with several risks like lack of teacher's presence, lack of interaction with peers in comparison to face-to face learning, poor motivation, unsuccessful management of time schedules, and lack of individual learning abilities (Xu & Jaggars, 2013).

On the other side, studies like the research by (Tratnik, 2017) discovered that students enrolled in traditional courses of study had been in general more satisfied with a few select factors than the online learners. According to other studies, classroom dynamics and social activities which are essential parts of face-to-face regular learning encourage learning engagement that results in successful, productive and meaningful learning with better results (Carini et al., 2006).

Almost face-to-face teaching was substituted through online teaching formats. This transition was accompanied by the awareness that the pedagogy needed to be adapted to the new medium in the sense that simply moving pedagogy one medium into another. Students and teachers needed interacting with each other, resulting in newly shaped roles (Henriksen et.al., 2020).

The researchers want to conduct this study to determine the students' satisfaction about the imposed changes in learning methods due to the COVID-19 problem at higher education institutions. Thus, it helps in develop a better understanding of quality learning, improve efficiency and effectiveness to required educational reforms in the pandemic and post-pandemic situations, as education system to be transformed significantly instead of waiting for normalcy.

Literature Background

As part of this research, there are theories used to support this study. These theories stated in different approaches and by different authors, served as benchmark for the researchers.

Behaviorism Theory is a learning that consists of a change in behavior due to the acquisition, reinforcement and application of associations between stimuli from the environment and observable responses of the individual. Behaviorists are interested in measurable changes in behavior (Thorndike, 1974).

According to Skinner (1937), as he proposed his variant of behaviorism called "operant conditioning". Learning is understood as the step-by-step or successive approximation of the intended partial behaviors through the use of reward and punishment. The consequences of a response determine the probability of it being repeated. Through operant conditioning behavior which is reinforced (rewarded), and behavior which is punished will occur less frequently.

Social Constructivism Theory states that language and culture are the frameworks through which human's experience, communicate, and understand reality. Language and culture play essential roles both in human intellectual development and in how humans perceive the world. It emphasizes the collaborative nature of learning under the guidance of a facilitator in collaboration with other students (Vygotsky, 1968).

The study was anchored on the following legal bases:

Republic Act No. 10650 Section 2 Open Distance Learning Act states the policy of the State to expand and further democratize access to quality tertiary education through the promotion and application of open learning as a philosophy of access to educational services, and the use of distance education as an appropriate, efficient and effective system of delivering quality higher and technical educational services in the country.

This Act shall apply to public and private higher education institutions (HEIs) and post-secondary schools in the Philippines which have existing Open Distance Learning (ODL) programs, and to other HEIs and post-secondary schools which shall be authorized as qualified implements of ODL programs. It is a student-centered, guided independent study, making use of well-studied teaching and learning pedagogies to deliver well-designed learning materials in various media.

Furthermore, The Commission on Higher Education (CHED) has directed HEIs to deploy available distance learning, e-learning, and other alternative modes of delivery in lieu of residential learning if they have the resources to do so. HEIs shall continue to exercise their judgment in the deployment of available flexible learning and other alternative modes of in lieu of in-campus learning if they have the resources to do so. Implement extraordinary and swift measures to address the needs of students and exercise flexibility in determining the extent of adjustments in approved academic calendar.

Related Literature

According to (Moore & Kearsley, 1996) her study revealed that interaction should be highlighted and examined in all forms of education, either face-to-face or online. It is a process that allows learners to seek new information and form connections with instructors, other learners, and content in their learning activities.

According to (Topala & Tomozii, 2014) learning satisfaction represents learners' feelings and attitudes toward the learning process or the perceived level of fulfillment attached to one's desire to learn, caused by the learning experiences. In the online context, satisfaction has been found to be one of the most significant considerations influencing the continuity of online learning. Students with a higher level of academic self-efficacy are more likely to take challenges and be persistent in facing multiple academic problems which urges student to engage more in academic activities. Thus, active learning and student engagement is imperative for increased student learning and ultimately retention.

According to Kim (2021) stated that student engagement is a key factor in enhancing students' desirable learning outcomes. In accordance with the previous studies, those students who are engaged in the learning process tend to invest more during their learning, participate more in learning activities, and tend to develop mechanisms to assist them in achieving their academic goals and leading to more satisfaction in both face-to-face and online context learning. Interaction that uses the social aspect must be apply in order to improve student learning.

The following served as the related studies:

There are different learning environments such as face to face learning, distance learning, learning and online learning where the learners can learn. Online learning and e-learning are mostly used interchangeably, but there is a difference in these two terms. E-learning is about accessing the web-based technological tools that might be used in the classroom or outside the class (Maheshwari & Thomas, 2017). Online learning is about describing the learning "wholly online" where the learners learn outside the classroom and is considered similar to distance learning but using online platforms (Oblinger et al., 2005).

Several studies have been undertaken for exploring and comparing student's perceptions regarding e-learning and traditional learning in term of social presence, social interaction, and satisfaction, found that e-learning is perceived as lacking in social interaction, social presence, and effective synchronized communication, it provides several benefits including convenience and ease of time, an easy understanding of critical concepts and subjects and gives opportunities to work while learning (Bali & Liu, 2018).

Authentic assessments and timely feedback are essential components of learning. A very crucial part of online distance learning is the availability of helpful formative assessments and timely feedback to the online learners (Doucet et al., 2020). Online education was considered as an alternative to traditional learning, but the continuation of the pandemic has caused universities to continue with it.

The use of suitable and relevant pedagogy for online education may depend on the expertise and exposure to information and communications technology (ICT) for both educators and the learners. Some of the online platforms used so far include unified communication and collaboration platforms such as Microsoft Teams, Google Classroom, Canvas and Blackboard, which allow the teachers to create educational courses, training and skill development programmed (Petrie, 2020).

Another study discovered that most of the learners prefer learning through online classes, but they feel that these classes are deficient in of co-curricular activities. Since, face-to-face learning opportunities are affected by the pandemic; educational institutions took an alternative and complementary path of web-assisted online classes, providing learning opportunities for students (Jain & Ruby, 2020). It is much like face-to-face learning in which classroom teaching and live interactions between teachers and students take place, when both of them are online at a certain time to communicate directly with each other.

As eloquently stated by Kilgo (2013), the systematic study of student perceptions is important for two reasons. The first is the documented connection between student perceptions of the learning environment and academic outcomes, with perception influencing both how students approach a course and how much they learn. Second, understanding student perspectives helps both administrators and educators make more informed decisions when it comes to course offerings and course design.

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┌─────────────────────────────┐         ┌─────────────────────────────┐
│         THEORIES            │         │       LEGAL BASIS          │
│                             │         │                             │
│  Social Constructivism     │         │                             │
│    by (Vygotsky, 1968)     │         │       RA No. 10650         │
│                             │         │                             │
│      Behaviorism           │         │   Open Distance Learning   │
│   by (Skinner &            │         │                             │
│   Thorndike, 1937-         │         │                             │
│        1974)               │         │                             │
│                             │         │                             │
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                    │      Respondents        │
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  ┌─────────────────────┐                    ┌─────────────────────┐
  │   Asynchronous      │ ◄────────────────► │    Face-to-face     │
  │     Learning        │                    │      Learning       │
  └─────────────────────┘                    └─────────────────────┘


              ┌─────────────────────────────────────┐
              │        Satisfaction Level           │
              │                                     │
              │      • Social Interaction          │
              │      • Use of Technology           │
              └─────────────────────────────────────┘
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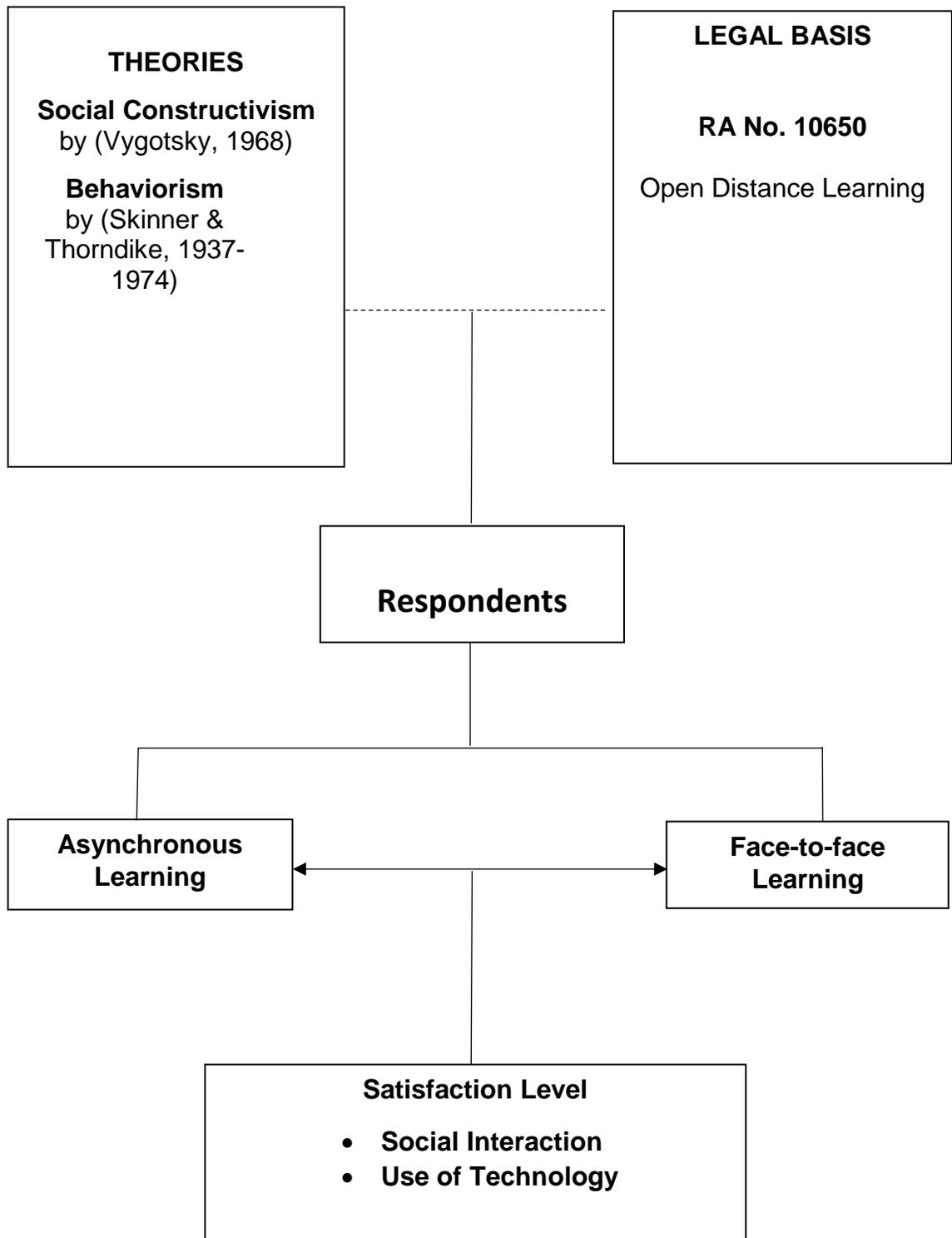
Figure 1. Theoretical and Conceptual Framework of the Study

THE PROBLEM

Statement of the Problem

This study aimed to determine the satisfaction of the students of Bohol Island State University in asynchronous and face-to-face learning.

Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the students by college in terms of:

    1.1 age;

    1.2 sex; and

    1.3 civil status?

2. What is the respondents' level of satisfaction in asynchronous learning in terms of:

    2.1 social interaction; and

    2.2 use of technology?

3. What is the respondents' level of satisfaction in face-to-face learning in terms of:

    3.1 social interaction

    3.2 use of technology?

4. Is there a significant predictor between the respondents' profile and the respondent's satisfaction in terms of:

    4.1 asynchronous; and

    4.2 face-to-face learning?

5. Is there a significant difference between the satisfaction of the respondents in asynchronous learning and face-to-face learning?

Statement of Null Hypothesis

Based on the prior research, the researchers formulated the null hypotheses:

HO_1: Respondent's profile is not a predictor for respondent's satisfaction in asynchronous learning.

HO_2: Respondent's profile is not a predictor for respondent's satisfaction in face-to-face learning.

HO_3: Respondent's satisfaction is not a predictor of difference in asynchronous and face-to-face learning.

Significance of the Study

The study entitled "Students' satisfaction of asynchronous and face-to-face learning was being created to benefit the following:

Students. This study would greatly influence the learning growth and ability of students, especially in terms of the students exposed to face-to-face and online classes. They would know what specific terms need to be improved and determine their weak points in classes and terms.

Teachers. The findings of the researchers would generate information on the student's needs and could be optimistically applied to appropriate methods in the class as one of the tasks of the students. Hopefully, this would help their students and themselves produce better performances in the class.

Future Researchers. Thus, the study would serve as a reflection guide for further related studies. This would help them to expand and would be used as a basis in terms of the students' exposure to face-to-face and online employment in the class.

Administration. The result of the study would serve as a reflection point for planning suitable activities for the teachers they supervise as well as for the students. This would provide a better choice for making decision and regulating policies.

Researchers. The researchers would gain a clearer understanding, leading to purposeful insight relevant to their specialization or profession.

RESEARCH METHODOLOGY

Design

The researchers utilized a descriptive survey through a self-made questionnaire. It is used to address suitably the variables investigated. Quota random sampling is utilized to determine the number of respondents.

Environment and Participants

This study was conducted at BISU-Bilar Campus. BISU-Bilar is the biggest campus in terms of land area with physical roads of 89.53 hectares utilized as follows: 7 hectares' campus grounds and roads, 34 hectares' farm field crops,6.9 hectares' permanent crops and orchards, 33 hectares' backyard and animal pasture, and miscellaneous purposes. This campus is located in Zamora, Bilar, Bohol. The estimated enrollment population in this institution are more than 3,000 students who benefit the free higher education.

This study used Quota Sampling Method. Ten (10) 4th year students in every course in Bohol Island State University-Bilar Campus served as the respondents for this research.

Instrument

The researchers used a self-made "Likert scale questionnaire." It is based on research problems. To validate the questionnaire, the researchers conducted a pilot test. Two sets of questionnaires were used. The first set of questionnaires

was for asynchronous learning and the second set of questionnaires was for face-to-face learning.

The questionnaires were made clear and simple. It was a checklist type, wherein the respondents can easily check the indicators in each item. It was answered by the corresponding options: 5- Strongly Agree, 4- Agree, 3- Neutral, 2- Disagree, 1- Strongly Disagree.

Data Gathering Procedure

After the formal consent, the researchers prepared a letter for the approval to conduct a study at Bohol Island State University-Bilar Campus and it was validated by the Thesis Adviser followed by the Chairperson of the Department of Business Administration (DBOA).

The questionnaires were encoded through Google forms since the questionnaires were sent through emails, messenger, and other social media platforms only to avoid personal contact with the respondents considering the rapid spread of COVID-19 in the province. The respondents conducted a pilot test to validate the questionnaires made. After, it was distributed to the 10 students of 4th year college in every course. The respondents were told that the information gathered would be handled with utmost confidentiality and that the information needed was the sole information collected for them.

Statistical Treatment

To summarize the demographic profile of the respondents, frequency counts and simple percentage were utilized.

Formula:

$$P = \frac{f}{n} \times 100$$

Where:

P= Percentage

F= Frequency

N= Number of Respondents

To determine the student's satisfaction of asynchronous and face-to-face learning, weighted mean was:

$$WM = \frac{5(f_5) + 4(f_4) + 3(f_3) + 2(f_2) + 1(f_1)}{n}$$

WM= Weighted Mean	$f_{(5)}$- frequency of response for SA
F= frequency	$f_{(4)}$- frequency of response for A
N= Number of Respondents	$f_{(3)}$- frequency of response for N
	$f_{(2)}$- frequency of response for D

The legend scale of interpretation was shown in order to determine the students' satisfaction of asynchronous and face-to-face learning.

Numerical Rating	Range	Description	Descriptive Interpretation
5	4:21-5:00	Strongly agree	Manifest very high degree of satisfaction
4	3:41-4:20	Agree	Manifest high degree of satisfaction

3	2:61-3:40	Neutral	Manifest moderate degree of satisfaction
2	1:81-2:60	Disagree	Manifest low degree of satisfaction
1	1:00-1:80	Strongly Disagree	Manifest very low degree of satisfaction

Multiple Regression Correlation was used to make prediction of the demographic profile to the student's satisfaction of asynchronous and face-to-face learning. The researchers consider the demographic profile of the respondents as a predictor.

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5$$

Where:

Y = is the value of the Dependent variable (Y), what is being predicted or explained

a (Alpha) is the constant or intercept

b_1 is the slope (Beta Coefficient) for X_1

X_1 = First independent variable that is explaining the variance in Y

b_2 is the slope (Beta Coefficient) for X_2

X_2 = Second independent variable that is explaining the variance in Y

b_3 is the slope (Beta Coefficient) for X_3

X_3 = Third independent variable that is explaining the variance in Y

b_4 is the slope (Beta Coefficient) for X_4

X_4 = Fourth independent variable that is explaining the variance in Y

b_5 is the slope (Beta Coefficient) for X_5

X_5 = Fifth independent variable that is explaining the variance in Y

s.e. b_1 = standard error of coefficient b_1

s.e. b_2 = standard error of coefficient b_2

s.e. b_3= standard error of coefficient b_3

s.e. b_4= standard error of coefficient b_4

s.e. b_5= standard error of coefficient b_5

T-test was used to determine the significant difference between the respondent's perception of asynchronous and face-to-face learning in terms of its perceptions.

Formula:

$$t = \frac{m - \mu}{s/\sqrt{n}}$$

t=m-µsn

Where:

t = student's perception

m = mean

µ=theoretical value

s = standard deviation

n = variable set size

DEFINITION OF TERMS

This part is intended to assist the understanding commonly used terms in this study.

Asynchronous Learning. It refers to a student-centered teaching method widely used in online-learning. Allows you to learn on your own schedule, within a certain timeframe.

Face-to-face Learning. It refers to an instructional method where course content and learning material are taught in person to a group of students.

Learning outcome. It refers to statements of the knowledge, skills and abilities individual students should possess and can demonstrate upon completion of a learning experience or sequence of learning experiences.

Online Learning. It refers to education that takes place over the Internet. It is often referred to as "e- learning" and distance learning.

Pandemic. It is an epidemic of an infectious disease that has spread across a large region, for instance multiple contents or worldwide.

Student's Perception. It refers to the student's thoughts, beliefs, and feelings about persons, situations, and events.

Studying. It refers to the activity or process of learning about something by reading, memorizing facts, attending school, etc.

Chapter 2

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter covers the analysis, and interpretation of the gathered data on this students' satisfaction of asynchronous and face-to-face learning.

Table 1 depicts the personal information of the respondents classified on the basis of their age, sex and marital status. It is revealed from the aforementioned table that out of the 159 respondents, the majority of them belong to the 21-22 age group and got the highest score of 22 (52.8%), while those 20 years old got the lowest of 1 (0.6%). As such, the majority of them were female, 82 (51.6%). Generally, all the respondents were single 159 (100%).

Table 1
Demographic Profile of the Respondents
N=159

Age	Frequency	Percentage
20	1	0.6
21	53	33.3
22	84	52.8
23	12	7.5
24	3	1.9
25	4	2.5
26	62	1.3
TOTAL	**159**	**100**
Sex	**Frequency**	**Percentage**
Male	77	48.4
Female	82	51.6
TOTAL	**159**	**100**
Civil Status	**Frequency**	**Percentage**
Single	159	100
Married	0	0
TOTAL	**159**	**100**

Table 2 shows the descriptive statistics of asynchronous learning, compromising social interaction and use of technology. Based on the findings, it was found that social interaction was agreed with a composite mean of 3.43, which means high, while use of technology was neutral and had a composite mean of 3.37, which means average. The 3.59 were assigned to the grand mean overall satisfaction of asynchronous learning, which means the results were high.

Online learning was particularly reliant on the quality of the learning materials. As contact with the instructor may not have been as readily available for explanations as in face-to-face modes the materials and resources needed to be more complete in their instructions and explanatory sections. Holmberg (2009) stated that guided didactic conversation between the student and teacher was fostered by "well developed self-instructional material and two-way communication.

This denotes that the dimensionality of satisfaction with the online environment has been identified in studies. Student-faculty contact, active learning, time on task, and cooperation among students are four underlying elements. Interestingly, these elements closely correspond to those identified by emphasizing the principle that engaged students are satisfied students. (Chickering, Erhmann & Kuh 2008). Instructors can make connections with students by providing constructive feedback that affirms how they are performing well and details ways to improve. By offering a variety of topics that are relevant to current issues and allowing the learners become more invested in their course.

Table 2

Satisfaction of Asynchronous Learning

Asynchronous Learning	WM	DI	RANK
A. Social Interaction			
1. I can communicate with my classmates and teachers consistently.	3.50	Agree	1
2. The teachers can give immediate feedbacks towards student's work.	3.43	Agree	3
3. I can freely share my thoughts, ideas, and feelings towards my classmates and teachers.	3.31	Neutral	4
4. I have a meaningful learning experience based on the teacher's strategies during face-to-face class.	3.45	Agree	2.5
5. I am motivated to participate and collaborate with my classmates through group interaction.	3.45	Agree	2.5
Average Weighted Mean	3.43	High	
B. Use of Technology			
1. I would be a better learner if I knew how to use technology properly.	4.15	Agree	1
2. I am very confident when it comes to working with technology in class.	3.60	Agree	3
3. I can maximize the use of technology for information presentation and personal productivity.	3.46	Agree	4
4. The use technology interferes with my capacity to perform my required classwork.	3.44	Agree	5
5. I realize that technology can help me learn many new things.	4.07	Agree	2
Average Weighted Mean	3.37	Average	
OVERALL WEIGHTED MEAN	3.59	High	

Legend:

Range:	Descriptive Interpretation
4.21-5.00	Manifest very high degree of satisfaction
3.41-4.20	Manifest high degree of satisfaction
2.61-3.40	Manifest moderate degree of satisfaction
1.81-2.60	Manifest low degree of satisfaction
1.00-1.80	Manifest very low degree of satisfaction

Table 3 shows the descriptive statistics of **face-to-face** learning, compromising social interaction and use of technology. Based on the findings, it was found that face-to-face social interaction was agreed with a composite mean of 4.18, which means high; face-to-face use of technology had a composite mean of 4.23 was strongly agreed, which means very high; and the overall satisfaction of face-to-face learning had a grand mean of 4.21, which means the results were very high. The data revealed that all of the students strongly agree with the face-to-face mode of learning.

It agrees with the findings of the study by Kemp and Grieve (2014) that the classroom setting provides more motivation, encouragement, and direction. Even if a student wants to quit during the first few weeks of class, he/she may be discouraged by the instructor and fellow students. With face-to-face learning, instructors may be able to adjust the structure and teaching style of the class to improve student retention. Course structure, instructor feedback, self-motivation, learning style, interaction and instructor facilitation significantly impacted student satisfaction. However, they concluded that only instructor feedback and learning style significantly affected perceived outcomes.

Moore (2009) demonstrated that interaction is the most important components of teaching and learning experiences. Interaction is the most important thing when it comes to face-to-face learning or even in online learning. Inevitably, interaction that uses the social aspect must be apply in learning in order to improve student learning by enhancing student knowledge.

Table 3

Satisfaction of Face-to-Face Learning

Fae-to-face Learning	WM	DI	RANK
A. Social Interaction			
1. I can communicate with my classmates and teachers consistently.	4.14	Agree	5
2. The teachers can give immediate feedbacks towards student's work.	4.15	Agree	4
3. I can freely share my thoughts, ideas, and feelings towards my classmates and teachers.	4.17	Agree	3
4. I have a meaningful learning experience based on the teacher's strategies during face-to-face class.	4.24	Strongly Agree	1
5. I am motivated to participate and collaborate with my classmates through group interaction.	4.20	Strongly Agree	2
Average Weighted Mean	4.18	High	
B. Use of Technology			
1. I would be a better learner if I knew how to use technology properly.	4.33	Strongly Agree	2.5
2. I am very confident when it comes to working with technology in class.	4.10	Agree	3
3. I can maximize the use of technology for information presentation and personal productivity.	4.04	Agree	4
4. The use technology interferes with my capacity to perform my required classwork.	4.33	Strongly Agree	2.5
5. I realize that technology can help me learn many new things.	4.37	Strongly Agree	1
Average Weighted Mean	4.23	Very High	
OVERALL WEIGHTED MEAN	4.21	Very High	

Legend:

Range:	Descriptive Interpretation
4.21-5.00	Manifest very high degree of satisfaction
3.41-4.20	Manifest high degree of satisfaction
2.61-3.40	Manifest moderate degree of satisfaction
1.81-2.60	Manifest low degree of satisfaction
1.00-1.80	Manifest very low degree of satisfaction

Table 4 illustrates the results of the regression analysis of the student's satisfaction of asynchronous learning with the demographic profile as a predictor, comprising sex and age. The p-values of .659, and .584 for sex and age of asynchronous learning, were greater than the significance level at 0.05, which states that the demographic profile mentioned was not a predictor of satisfaction of asynchronous learning.

As contested by (Tratnik et., al 2019) motivation and self-regulation also played a role in successful online learning. Online students, as compared to traditional face-to-face students, were more predisposed to self-study, self-discipline, and time management. Online learning has been promoted as being more cost effective and convenient than traditional educational environments as well as providing opportunities for more learners to continue their educations.

Table 4.1

Profile as Predictors of Students' Satisfaction in Asynchronous Learning

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	T	P-value
	B	Std. Error	Beta		
(Constant)	2.995	1.086		2.759	0.006
Age	0.022	0.049	0.035	0.442	0.659
Sex	0.053	0.096	0.045	0.548	0.584

Dependent Variable: Overall Satisfaction Asynchronous Learning

Table 4.2 illustrates the results of the regression analysis of the student's satisfaction of face-to-face learning with the demographic profile as a predictor, comprising sex and age. The p-values of .127 and .698 for sex and age of face-to-face learning, were greater than the significance level at 0.05, which states that the demographic profile mentioned was not a predictor of satisfaction of the student. Thus, the null hypothesis was accepted.

It agrees with the findings of the study (Favor & Kulp et al. 2015) that several studies found that online students dislike group work much more than face-to-face students. However, this result refutes the study of Rodriguez (2010) that significant factors that enhance student learning and satisfaction are instructor's prompt responses, clarity of expectations, and accessibility of content. The significance of social presence is to increase the communication both in traditional and technology-based classrooms.

Table 4.2

Profile as Predictors of Students' Satisfaction in Face-to-Face Learning

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	P-value
	B	Std. Error	Beta		
(Constant)	5.921	1.210		4.895	.000
Age	0.085	0.056	-.122	-1.536	0.127
Sex	0.042	0.006	0.031	0.388	0.698

Dependent Variable: Overall Satisfaction Face-to-face Learning

Table 5 shows the results of the T-test to identify the mean difference in students' satisfaction of asynchronous and face-to-face learning. The data illustrates that the p-value of 0.00**, which is less than 0.05, states that there was a significant difference between the satisfaction of the respondents in asynchronous and face-to-face learning. Thus, the null hypothesis was rejected.

TABLE 5

Difference of the Satisfaction of Students' in Asynchronous and

Face-to-Face Learning

Source of Difference	WM	t	P-Value	Interpretation	Decision
Asynchronous Learning	3.59	-10.1	0.00**	Significant	Reject Ho
Face- to- Face Learning	4.21				

Chapter 3

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusion of the study based on the analysis and interpretation of data. Further, recommendations were also provided for the benefit of future researchers to serve as their reference for parallel study.

Summary of Findings

After a thorough and keen analysis of the study, the researchers came up with the following findings:

It was discovered that females made up the majority of the respondents. The majority of the respondents were single, and the majority of them were between the ages of 21 and 22. The descriptive statistics of asynchronous learning of social interaction obtained a weighted mean of 3.43 and were interpreted as "high." The use of technology obtained a weighted mean score of 3.37 and was interpreted as "average". The overall mean perception of the student's result was "high." The descriptive statistics of face-to-face learning had a weighted mean of 4.18 and were interpreted as "high." The use of technology obtained a weighted mean score of 4.23 and was interpreted as "very high". The grand mean overall perception of the student's result was "very high." The study shows the demographic profile of respondents, which are age, and sex, are not a predictor of the student's difference between asynchronous learning and face-to-face learning. Thus, the null hypothesis was rejected.

Conclusions

The following conclusions were drawn after a thorough analysis of the findings:

The study found that the respondents had a "high" overall satisfaction of asynchronous learning and an overall "very high" with face-to-face learning. Both involves social activities that enhance communication and the creation of different learning modalities that encourage learning in the students, which results in successful, productive, and meaningful learning with better results. A majority of students strongly agreed that face-to-face learning is the most efficient way to learn knowledge and skills, as it often combines different ways of learning compared to asynchronous learning. The learning modality in face-to-face learning provides more motivation, encouragement, and direction to the students' perceptions.

The study revealed that in the two ways of learning, face-to-face learning was more effective than asynchronous learning. The p-value on the weighted mean also confirmed this, indicating that there was a significant difference between the respondent's satisfaction of asynchronous and face-to-face learning. Thus, the null hypothesis was rejected.

Recommendations

The following recommendations were drawn based on the findings:

- The Commission on Higher Education (CHED) must focus on face-to-face learning modalities and develop lessons plans with increased interactivity.

- Students are most preferred in face-to-face classes to build engagement and motivation with course content and activities.

- Teachers should focus on the social interaction of the students to enhanced their communication skills so they can control their interactions and prompt feedback.

- Future researchers can utilize this study as a basis for reference for further investigation of similar studies to validate the findings.

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November 8, 2021

ARLEN B. GUDMALIN, PhD
DEAN, CTAS
BISU-Bilar Campus
Zamora, Bilar, Bohol

Ma'am:

Good day!

We, the students of Bachelor of Science in Office Administration of Bohol Island State University-Bilar Campus are currently undertaking a research study for our thesis entitled **"STUDENTS PERCEPTION'S OF ASYNCHRONOUS LEARNING IN NEW NORMAL AND FACE-TO-FACE LEARNING"** in partial fulfilment of our subject **OAPE10-** Research 2.

In this connection, we would like to ask permission to gather data and information needed for the study. Rest assured that utmost courtesy and confidentiality of the data will be observed during the conduct.

Thank you and God bless.

Respectfully yours,

(Sgd) KATHERINE GRACE C. GALLO
(Sgd) APRIL MAE L. RACINES
(Sgd) APRIL ROSE M. SILAGAN

Recommending Approval:

(Sgd) WENDELL B. DORIA, MSBA   **(Sgd) ARLEN B. GUDMALIN, Ph.D.**
        Thesis Adviser   Dean

Approved by:

(Sgd) MARIETTA C. MACALOLOT, Ph.D.
        Campus Director

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November 8, 2021

DR. MARIETTA C. MACALOLOT
Campus Director
BISU-Bilar Campus
Zamora, Bilar, Bohol

Ma'am:

Good day!

We, the students of Bachelor of Science in Office Administration of Bohol Island State University-Bilar Campus are currently undertaking a research study for our thesis entitled "**STUDENTS PERCEPTION'S OF ASYNCHRONOUS LEARNING IN NEW NORMAL AND FACE-TO-FACE LEARNING"** in partial fulfilment of our subject **OAPE10-** Research 2.

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Recommending Approval:

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                 Thesis Adviser   Dean

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QUESTIONNAIRE FOR THE RESPONDENTS

To our beloved respondent,

   The researchers are conducting a study on **"Student's Perceptions of Asynchronous Learning in New Normal and Face-to-Face Learning"**. In relation to this, we would like to ask your cooperation in answering the questions.

   Please answer the following questions honestly and truthfully. Rest assured that your answers will be treated with great confidentiality and for academic purpose only. Thank you very much and God bless!

Sincerely yours,

The Researchers

1. Demographic Profile (optional)

1.1.   AGE:
1.2.   SEX:
() Male
() Female
1.3.   Marital Status:
() Single
() Married

Direction: Please check (✓) under the appropriate column the rating you give in each item.

Legend:
5- Strongly Agree
4- Agree
3- Neutral
2- Disagree

Asynchronous Learning	SA (5)	A (4)	N (3)	DA (2)	SDA (1)
A.Social Interaction					
1. I can communicate with my classmates and teachers consistently.					
2. The teachers can give immediate feedbacks towards student's work.					
3. I can freely share my thoughts, ideas, and feelings towards my classmates and teachers.					
4. I have a meaningful learning experience based on the teacher's strategies during face-to-face class.					
5. I am motivated to participate and collaborate with my classmates through group interaction.					
B. Use of Technology					
1. I would be a better learner if I knew how to use technology properly.					
2. I am very confident when it comes to working with technology in class.					
3. I can maximize the use of technology for information presentation and personal productivity.					
4. The use technology interferes with my capacity to perform my required classwork.					
5. I realize that technology can help me learn many new things.					

Face-to-Face Learning	SA (5)	A (4)	N (3)	DA (2)	SDA (1)
A.Social Interaction					
1. I can communicate with my classmates and teachers consistently.					
2. The teachers can give immediate feedbacks towards student's work.					
3. I can freely share my thoughts, ideas, and feelings towards my classmates and teachers.					
4. I have a meaningful learning experience based on the teacher's strategies during face-to-face class.					
5. I am motivated to participate and collaborate with my classmates through group interaction.					
B. Use of Technology					
1. I would be a better learner if I knew how to use technology properly.					
2. I am very confident when it comes to working with technology in class.					
3. I can maximize the use of technology for information presentation and personal productivity.					
4. The use technology interferes with my capacity to perform my required classwork.					
5. I realize that technology can help me learn many new things.					

Thank you and God bless!

<div align="center">**RESEARCHER'S DATA**</div>

PERSONAL DATA

Name	:	**KATHERINE GRACE C. GALLO**
Residence	:	Hagbuyo, San Miguel, Bohol
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		S.Y. 2021-2022

RESEARCHER'S DATA

PERSONAL DATA

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