Online Learning Experiences towards Student Satisfaction among College Students

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ABSTRACT

Student satisfaction is defined as a short-term attitude resulting from an evaluation of a student's educational experiences, services, and facilities. This study seeks to discover the effect of online learning experiences on student satisfaction among college students. Data were gathered from the 353 college students. Through the use of stratified random sampling techniques. This study utilized quantitative and non-experimental research through a descriptive correlational design. The instruments used in this study were modified and thoroughly examined for relevance and accuracy. The statistical tools used in this study were mean and pearson r. Results revealed that online learning experiences and student satisfaction got a descriptive level of high which was oftentimes observed. This means there was a positive, medium, and significant correlation between online learning experiences and student satisfaction since they create interactive learning environments, increase student motivation, and enhance academic performance. The connection between online learning experiences and student satisfaction suggests that well-structured online learning environments can have a great impact on student satisfaction, while poorly structured environments can interfere with academic achievement.

Keywords - Online Learning Experiences, Student Satisfaction, Correlational Research Design, Philippines.

INTRODUCTION

Student satisfaction encompasses the positive feelings and contentment students experience during their education (Fathan,2022). However, declining student satisfaction highlights a problem with the quality of educational services, including faculty expertise, curriculum design, infrastructure, and skills development programs (Al- Yozbakey & Esmaeel,2024). Additionally, insufficient guidance from instructors, inadequate study spaces, and poor cleaning services primarily affect student satisfaction (Yakubu,2023).

In China, low overall satisfaction with educational service quality among international students, stemming from unbalanced sub-indicators like poor service consciousness, inadequate emotional investment, and questionable professional quality, reveals a critical need for service process optimization to bridge the gap between expectations and reality (Wang & Gao 2022). On the other hand, in United Kingdom Universities, students struggle with homesickness, social isolation, tough grading, and expensive tuition (Albalushi & Kamareddine,2019).

In the Philippines, student dissatisfaction, especially regarding empathetic service, was prevalent in Manila higher education institutions during the COVID-19 pandemic, negatively impacting student retention and jeopardizing the long-term viability of these private institutions (Cruz,2023). Moreover, student hardship in the Philippines during the COVID-19 pandemic was strongly linked to negative experiences with online learning, including ineffective e-learning platforms, poorly designed learning activities, unreliable internet connectivity, a subpar online learning environment, and prevalent distractions (Ong et al.,2023).

Despite extensive international research on student satisfaction, no studies link student satisfaction to online learning experiences, especially in local contexts. To address this gap, researchers urgently need to investigate

the connection between online learning experiences and student satisfaction specifically within local contexts. By exploring the components of student satisfaction, this study aims to provide insights that can inform strategies for enhancing student satisfaction among college students.

Furthermore, the researchers of this study plan to disseminate the results by participating in academic conferences, seminars, or forums, as well as by delivering online and offline academic presentations that address student satisfaction topics set to involve tertiary-level students. If an opportunity arises, the researchers intend to publish the entire study's findings in various academic journals that may be relevant to a broader audience and other potential beneficiaries. One of the beneficiaries may include future researchers using online learning experiences and student satisfaction as their variables.

Statement of the Problem

This study aimed to discover the relationship between online learning experiences and student satisfaction among college students.

Specifically, the following questions were intended to be addressed by this study:

1. What is the level of online learning experiences in terms of;

    1.1. quality of learning;

    1.2. technology; and

    1.3. learning issues?

2. What is the level of student satisfaction among college students in terms of;

    2.1. teaching;

    2.2. assessment; and

    2.3. generic skills and learning experiences?

3. Is there a significant relationship between online learning and student satisfaction among college students?

Hypothesis

The hypothesis was tested at 0.05 level of significance states that there is no significant relationship between online learning and student satisfaction among college students.

Theoretical Framework

This research study was anchored on the Technology Acceptance Theory by Davis (2005), which stated that perceived usefulness and ease of use of online learning platforms influence student satisfaction and learning outcomes. This theory aligns with the proposition of Yaacob et al. (2023), who suggested a direct link between students' positive perceptions of system and service quality and their satisfaction with platforms such as Blackboard. Additionally, Chen et al. (2023) found that in blended learning environments, students' technology acceptance influences their satisfaction, a relationship primarily mediated by students' emotions and sense of belonging.

Conceptual Framework

The conceptual structure of the study's variables was shown in Figure 1. The independent variable was online learning experiences, which included three key indicators: Quality of Learning, referring to the effectiveness and clarity of the online instruction; Technology, which pertains to the accessibility, reliability, and usability of

digital tools and platforms used for learning; and Learning Issues, which include challenges such as internet connectivity, distractions, and self-regulation difficulties (Aguirre et al., 2022).

The dependent variable was student satisfaction, measured through three indicators: Teaching, which reflected students' perceptions of instructional competence and engagement; Assessment, relating to the fairness, clarity, and timeliness of evaluations; and Generic Skills and Learning Experiences, which encompass broader learning outcomes such as communication, problem-solving, and critical thinking skills gained through online learning (Fieger, 2012).

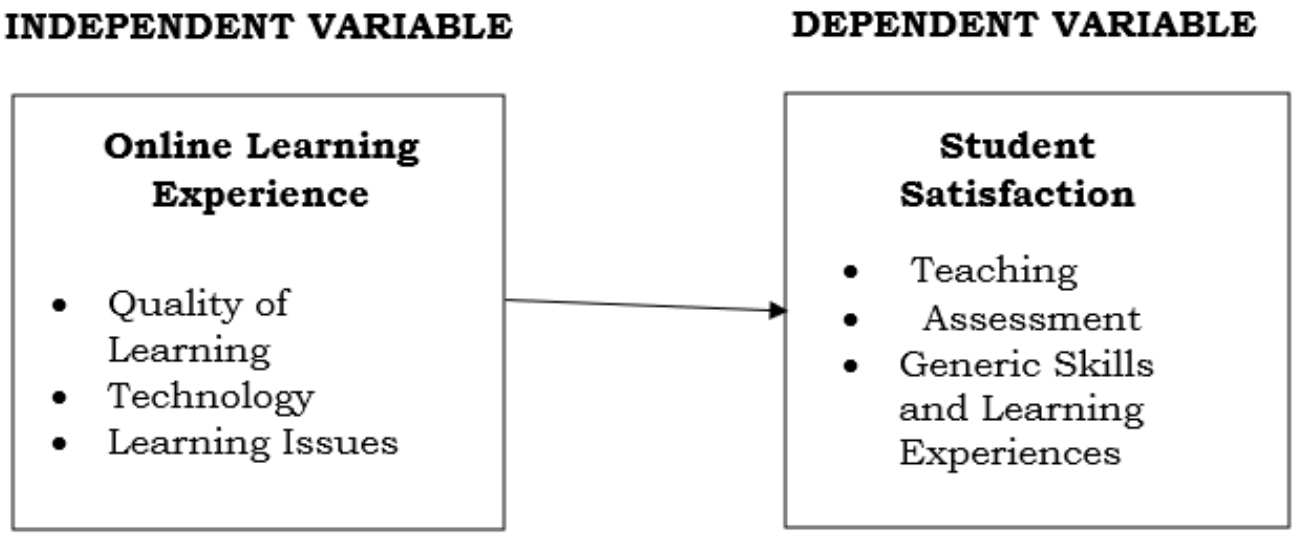

Figure 1. Conceptual Framework Showing the Variables of the Study

METHODOLOGY

Research Design

This study utilized a quantitative non-experimental descriptive correlational research design that incorporated both descriptive and correlational methods. Quantitative research is a study technique used in various fields, such as the social sciences, psychology, economics, and market research that also seeks to gather and examine numerical data to test theories and provide answers to research problems (Alam,2023). In research, one kind of study design is descriptive research, which seeks to gather data methodically in order to characterize a population, circumstance, or phenomenon (Voxco,2021). Moreover, a correlational approach allowed researchers to study the properties and interrelationships of variables without altering them (Yeshaswi,2024).

The researchers' application of the aforementioned design aided in addressing the main goal and focus of this study. In particular, a quantitative approach collected statistical evidence for our basis together with the descriptive approach to determine the characteristics of the population and assess the study's variables, including online learning experiences and student satisfaction. To do this, adaptive questionnaires measuring the indicators of each variable were used. In addition, the correlation method examined the relationship between the online learning experiences and student satisfaction.

Research Subject

The respondents of this research were the students currently enrolled in the local college of Santo Tomas, Province of Davao del Norte with relevant experiences or insight into the subject being researched. This study had 353 students who were selected from a total population of 4,325 with the use of Raosoft Sample Size Calculator. The respondents of this study were chosen through a stratified random sampling technique. In stratified sampling, the population was divided into distinct subgroups or strata, and random samples are then selected from each group (Bisht, 2024).

Table 1: Distribution of Respondents

GROUP	POPULATION	SAMPLE SIZE	PERCENTAGE
DEPARTMENT A	1,234	101	28.61%
DEPARTMENT B	826	67	18.98%
DEPARTMENT C	1,343	110	31.16%
DEPARTMENT D	539	44	12.47%
DEPARTMENT E	70	6	1.70%
DEPARTMENT F	306	25	7.08%
TOTAL	**4,318**	**353**	**100%**

Research Instrument

The researchers used two (2) adapted survey questionnaires to assess online learning experiences and student satisfaction.

Online Learning Experiences. This survey questionnaire was used to obtain the level of online learning, it was from the research study titled "Online Learning Experiences and Satisfaction of Students on the Transition to Remote Learning" by Aguirre et al (2022). The questionnaire consisted of 17 items covering the following aspects: Quality of Learning (5 items) Technology (6 items) and Learning Issues (6 items). Respondents rated each item using a 5-point Likert scale, ranging from 5 for "Very Often", 4 for "Often", 3 for "Sometimes", 2 for "Rarely", and 1 for "Never."

The parameter and scaling used for the interpretation of the online learning experiences of the college students studying in a local higher education institution in Santo Tomas, Davao del Norte was the following:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	Online learning experiences are always evident.
3.40 - 4.19	High	Online learning experiences are evident.
2.60 – 3.39	Moderate	Online learning experiences are moderately evident.
1.80 - 2.59	Low	Online learning experiences are rarely evident.
1.0 -1.79	Very Low	Online learning experiences are least evident.

Student Satisfaction. This survey questionnaire was used to obtain the level of student' satisfaction, it was from the research study titled "Measuring Students Satisfaction from the Students Outcome Survey" by Fieger (2012). The questionnaire consisted of 19 items covering the following aspects: Teaching (6 items), Assessment (5 items), and Generic Skills and Learning Experiences (8 items). Respondents rated each item using a 5-point Likert scale, ranging from 5 for "Strongly Agree", 4 for "Agree", 3 for "Neither Agree nor Disagree", 2 for "Disagree", and 1 for "Strongly Disagree".

The parameter and scaling used for the interpretation of the student satisfaction of the college students studying in a local higher education institution in Santo Tomas, Davao del Norte was the following:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	Student satisfaction is very much observed.
3.40 - 4.19	High	Student satisfaction is observed.
2.60 – 3.39	Moderate	Student satisfaction is moderately observed.
1.80 - 2.59	Low	Student satisfaction is less observed.
1.0 -1.79	Very Low	Student satisfaction is least observed.

Statistical Treatment Of Data

Mean. The average, or mean, is the most common way to summarize a dataset as it provided the most accurate single-value representation of the entire set of data (Orn & Orn, 2024). This was used to determine the level of online learning experiences and student satisfaction among college students.

Pearson R. It assesses the degree to which the scores exhibit co-movement or divergence concerning the mean by examining the positioning of individuals across both variables relative to the mean (Weisburd et al., 2020). This was used to determine the relationship between online learning experiences and student satisfaction among college students.

RESULTS AND DISCUSSIONS

Level of Online Learning Experiences

Reflected in Table 2 was a summary on the level of Online Learning Experiences. As shown, the equivalent overall mean was 3.78 with a standard deviation of 0.88, qualitatively described as high. This means that online learning experiences were oftentimes evident. The highest mean of 3.88, described as "high," was for indicator 1, "quality of learning." While, the lowest mean of 3.72 was for indicator 3, "learning issues," described as high.

This indicates that students learned well, use technology easily, and face few learning problems. When the system is clear and easy to use, students can focus, stay motivated, and finish their tasks on time. If they believe the education is just as good as face-to-face learning and they can graduate without delays, it shows that online learning is effective and reliable.

Table 2
Level of Online Learning Experiences

Indicators	Mean	SD	Descriptive Equivalent
1. Quality Of Learning	3.88	0.86	High
2. Technology	3.75	0.86	High
3. Learning Issues	3.72	0.91	High
Overall	**3.78**	**0.88**	**High**

The results made by Arbaugh (2021) indicate that student's online experiences were impacted upon by various factors which resulted in both positive and negative experiences. Factors that impacted learner online experiences include those linked both directly and indirectly to technology and learning online. Moreover, Yan et al. (2021) indicates that online learning was seen to be convenient allowing students to study at their own pace and time. Students reported that online learning enabled them to hold a higher level of accountability for their own learning and to learn independently. A major hindrance to online learning was the inadequate opportunity for human interaction which was deemed necessary for establishing peer support and developing in-depth group discussion on subject matter. The findings provided a guide for further development and improvement in online teaching and learning methodologies.

Level of Student Satisfaction

Reflected in Table 3 was a summary on the level of student satisfaction. The overall mean was 3.99, with a standard deviation of 0.82, qualitatively characterized as high. This means that student satisfaction was oftentimes observed. The highest mean of 4.02 in indicator 1, "Teaching," described as "high," reflected a significant recognition of teaching quality within higher education. While, the lowest mean of 3.95 in indicator 2, "Assessment," represents "high".

Therefore, the results showed that students feel supported and confident in their learning. With effective teaching, fair assessments, and the development of key skills, students feel motivated and well-prepared to reach their goals.

Table 3
Level of Student Satisfaction

Indicators	Mean	SD	Descriptive Equivalent
1. Teaching	4.02	0.83	High
2. Assessment	3.95	0.81	High
3. Generic Skills and Learning Experiences	3.99	0.81	High
Overall	**3.99**	**0.82**	**High**

The results of this research supported the contention advanced by Salameh et al. (2023) that student satisfaction in higher education is significantly influenced by a cluster of critical variables like the quality of teaching, availability of learning resources, and access and institutional support provided to students, all of which cumulatively shape students' perceptions of the overall experience they are having in higher education. Additionally, the research conducted by Madden et al. (2025) revealed that between student satisfaction and such variables the relationship is more complex and subtle, wherein other variables such as student engagement, learning experience, academic performance, and other relevant variables had an influence so that ultimately student satisfaction with overall learning experience relies on it as well as determines their future life career and academia.

Significance of the Relationship Between Online Learning Experiences and Student Satisfaction

Table 4 illustrated the correlation between the online learning experiences and student satisfaction. The overall correlation coefficient stands at 0.499, suggesting a medium correlation, accompanied by a p-value of 0.000, which falls below the 0.05 significance level. A significant correlation existed between online learning experiences and student satisfaction. Therefore, the importance of the link between online learning and student satisfaction suggested that well-thought-out, engaging, and easily accessible online instruction improves learning outcomes, student engagement, and overall academic fulfillment. Moreover, the null hypothesis asserting no significant relationship is therefore rejected.

Table 4
Significance of the Relationship Between Online Learning Experiences and Student Satisfaction

Variables Correlated	r	p-value	Decision on H_0	Decision on Relationship
Online Learning Experiences and Student Satisfaction	0.499	0.000	Rejected	Significant

The findings of this research confirmed the claim that Thach et al. (2021) presented, which was that student interaction in online learning environments is impacted to a large extent by issues like instructor presence, peer discussion, and community of learning that all work towards students' feeling of belongingness and motivation. Nevertheless, Yalçın & Dennen (2024) suggested that students' satisfaction with online learning is also influenced by a myriad of factors, such as course design, technical support, and instructor feedback, which collectively influenced students' perceptions of online learning experiences and eventually affected their academic achievements and overall satisfaction.

The results confirmed Technology Acceptance Theory by Davis (2005), that the perceived usefulness and ease of use of online learning platforms impact student satisfaction and learning outcomes. This also aligned with Yaacob et al. (2023), who proposed a direct connection between students' favorable perceptions of system and service quality and their satisfaction with platforms like Blackboard. Additionally, Chen et al. (2023) discovered that in blended learning environments, students' acceptance of technology affects their satisfaction, with this relationship being mainly mediated by their emotions and sense of belonging.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary Of Findings

The major findings of the study are the following:

1. The level of online learning experiences had an overall mean of 3.78 with a standard deviation of 0.88 with a descriptive equivalent of high. The highest indicator was quality of learning with a mean of 3.88, while the lowest indicator was learning issues with a mean of 3.72.

2. The level of student satisfaction had an overall mean of 3.99 and a standard deviation of 0.82 with a descriptive equivalent of high. The highest indicator was teaching with a mean of 4.02, while the lowest indicator was assessment with a mean of 3.95.

3. The relationship of online learning experiences and student satisfaction showed a medium positive correlation with an r-value of 0.499 and a p-value of <0.000. These results led to the rejection of the null hypothesis.

Conclusions

1. The result of online learning experiences revealed a high level, which was oftentimes evident. Therefore, it indicated that an accessible and captivating digital learning environment is the result of a significant volume of online learning experiences, which also suggested better educational quality, increased technology integration, and successful solutions for learning difficulties.

2. The level of student satisfaction was high, considered as oftentimes observed, indicating that students are generally pleased with their academic experiences. The overall findings implied that effective instruction, equitable testing, and stimulating learning opportunities are essential factors in fostering student satisfaction. These elements contributed to the development of critical thinking skills, encouraged active participation, and enhanced overall academic achievement. Integrating these components into the learning environment helped create a well-rounded educational experience that not only meets students' academic needs but also fostered a positive and engaging atmosphere that boosts their satisfaction and success.

3. The results showed the significance of the correlation between online learning experiences and student satisfaction, indicating a positive, medium, and significant correlation. This indicates that the importance of the link between online learning and student satisfaction suggested that well-thought-out, engaging, and easily accessible online instruction improves learning outcomes, student engagement, and overall academic fulfillment.

Recommendations

Based on the findings, analysis, and conclusion drawn in this study, the following recommendations are summarized:

1. The Commission on Higher Education (CHED) may improve online learning by supporting the use of interactive, student-focused teaching methods, strengthening digital infrastructure, and offering ongoing training for teachers. Students report higher satisfaction when online platforms are easy to use, instructors are active and engaging, and course content is clear, organized, and meaningful. Additionally, CHED may also implement regular feedback systems to better assess student concerns and update policies as needed, creating a more inclusive and effective online learning experience.

2. School administrators were encouraged to improve the accessibility and responsiveness of student support services including academic advising, mental health resources, career counseling, and tutoring by expanding service hours, offering online or remote options, and training staff to effectively support students from diverse backgrounds. Additionally, institutions should provide clear and practical training sessions to help students

navigate online platforms such as GMeet, LMS, and other digital tools, supported by easy-to-follow guides, tutorial videos, and reliable technical assistance. Enhancing both student support services and digital literacy will contribute significantly to student achievement, engagement, persistence, and overall academic success.

3. Institutions may help instructors by encouraging them to listen to students, use teaching methods that fit different learning styles, and give clear, helpful feedback. Offering training on communication, empathy, teamwork, and leadership can also make a big difference. These steps will help students learn better, stay engaged, work well with others, and succeed in school and beyond.

4. Colleges may focus on creating engaging, user-friendly, and supportive virtual experiences. This includes offering well-organized courses, clear communication from instructors, accessible technical support, and interactive activities that promote connection and participation. Providing training for both students and instructors on how to use online platforms effectively can also boost confidence and ease. When students feel supported, connected, and able to easily navigate their online learning environment, their satisfaction and overall academic success are more likely to increase.

5. The school administrator in public institutions may opt to offer part of the degree program courses through offsite, online, or self-paced flexible learning approaches, while a larger portion may still be delivered through traditional onsite instruction. To effectively implement this setup, institutions may consider formulating clear policies that determine which courses are best suited for flexible learning, typically general education or theoretical subjects while maintaining face-to-face delivery for practical, laboratory, or hands-on components. Ensuring alignment in learning outcomes, assessments, and teaching methods across all delivery modes is important. Institutions may also establish quality assurance mechanisms to evaluate the success of flexible learning, using regular reviews and data to guide improvements. Faculty members may receive training in digital teaching strategies and course design to enhance the learning experience. Investing in reliable digital infrastructure such as learning management systems, internet access, and digital resources is essential, along with ensuring that students have access to the necessary devices and connectivity. Support services like academic advising, mental health care, and tech assistance may also be provided to help students succeed. Furthermore, institutions may work to ensure that flexible learning opportunities are inclusive and accessible, especially for students from underserved or disadvantaged backgrounds.

6. Future researchers looking into the connection between online learning and student satisfaction ought to look at elements including student engagement, instructional tactics, course design, and technological accessibility. Students' perspectives and difficulties may be thoroughly understood by combining qualitative and quantitative methodologies. Examining how interactive features, teacher feedback, and peer cooperation affect satisfaction levels might provide insightful information. Furthermore, examining variations in satisfaction among different demographic groups, learning preferences, and academic fields might aid in the development of more effective and inclusive online learning environments. Future research should also take into account new developments in technology and shifting patterns in education to make sure its conclusions hold up in the rapidly growing digital world.

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SPECIFIC ITEM RESULTS

Table 2.1
Level of Online Learning Experiences in terms of Quality of Learning

Items	Mean	SD	Descriptive Equivalent
1. I adapt to online learning easily.	3.94	0.82	High
2. I have sufficient access to student support services.	3.77	0.85	High
3. I believe we're getting the same quality of education.	3.83	0.85	High
4. I can graduate/complete my program without delays.	3.93	0.86	High
5. I have no concerns regarding my grades; the grading criteria are transparent, and my grades have remained stable throughout the transition to online learning.	3.93	0.89	High
Average	**3.88**	**0.86**	**High**

Table 2.2
Level of Online Learning Experiences in terms of Technology

Items	Mean	SD	Descriptive Equivalent
1. I experience difficulty in using online platforms (e.g. gmeet, lms, etc).	3.60	1.00	High
2. I have sufficient access to devices or other equipment of the course.	3.74	0.81	High
3. I am comfortable and encountered no issues in utilizing technology.	3.73	0.85	High
4. I am connected and have access to the services.	3.79	0.81	High
5. I have enough access to necessary applications.	3.86	0.81	High
6. I encounter personal device difficulties.	3.79	0.90	High
Average	**3.75**	**0.86**	**High**

Table 2.3
Level of Online Learning Experiences in terms of Learning Issues

Items	Mean	SD	Descriptive Equivalent
1. I have trouble completing course activities/ assignments on time.	3.69	0.94	High
2. I have difficulties in focusing on online instruction or activities.	3.67	0.95	High
3. I experience many problems in finding time to participate in a synchronous online class.	3.70	0.93	High
4. I have trouble completing synchronous class meetings and schedules.	3.60	0.94	High
5. I am motivated and prefer to complete the activities.	3.88	0.82	High
6. I experience the same challenges of academic tasks in online classes.	3.82	0.85	High
Average	**3.72**	**0.91**	**High**

Table 3.1
Level of Student Satisfaction in terms of Teaching

Items	Mean	SD	Descriptive Equivalent
1. My instructors have a thorough knowledge of the subject content.	3.99	0.80	High
2. My instructors provide opportunities to ask questions.	4.11	0.76	High
3. My instructors treat me with respect.	4.01	0.86	High
4. My instructors understand my learning needs.	3.96	0.86	High
5. My instructors communicate the subject content effectively.	4.00	0.83	High
6. My instructors make the subject as interesting as possible.	4.03	0.87	High
Average	**4.02**	**0.83**	**High**

Table 3.2
Level of Student Satisfaction in terms of Assessment

Items	Mean	SD	Descriptive Equivalent
1. I am aware of how I am going to be assessed.	4.12	0.80	High
2. I know the way I was assessed was a fair test of my skills.	3.97	0.74	High
3. I am assessed at appropriate intervals.	3.89	0.81	High
4. I receive useful feedback on my assessment.	3.87	0.85	High
5. I feel the assessment was a good test of what I was taught.	3.90	0.86	High
Average	**3.95**	**0.81**	**High**

Table 3.3
Level of Student Satisfaction in terms of Generic Skills and Learning Experiences

Items	Mean	SD	Descriptive Equivalent
1. I feel my training developed my problem-solving skills.	4.02	0.80	High
2. I feel my training helped me develop my ability to work as a team member.	3.92	0.81	High
3. I feel my training improves my skills in written communication.	3.97	0.77	High
4. I feel my training helped me develop the ability to plan my own work.	3.99	0.79	High
5. I feel more confident about tackling unfamiliar problems.	3.94	0.81	High
6. I feel more confident about my ability to learn.	4.01	0.83	High
7. I am more positive about achieving my goals.	4.01	0.88	High
8. I feel my training helped me think about new opportunities in life.	4.02	0.79	High
Average	**3.99**	**0.81**	**High**