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Exploring the Impact of Blended Learning Techniques on the Students' Learning Satisfaction in English Language at Secondary Level

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Abstract

This study investigates how students' learning satisfaction in secondary English language instruction is affected by blended learning strategies. 36 students took part in pre- and post-tests measuring satisfaction in four areas using a quasi-experimental design: perceived learning outcomes and skill development, learning environment and resources, learner engagement and motivation, and instructional effectiveness and teaching quality. In order to improve flexibility and interactivity, the blended learning intervention integrated digital tools with traditional classroom instruction. The findings showed that blended learning successfully improved perceived skill development, learner engagement, and teaching quality by revealing significant improvements in post-test mean scores across all satisfaction dimensions ($p < .001$). According to the study's findings, incorporating blended learning creates a resource-rich and encouraging atmosphere that improves students' engagement, motivation, and English language skills.To maximize blended English learning experiences at the secondary level, recommendations place a strong emphasis on student-centered instructional design, teacher training, and the development of digital infrastructure.

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Introduction

Driven by advancements in digital technologies and shifting expectations of both institutions and learners, blended learning—generally defined as the deliberate blending of in-person instruction with online components—has emerged as a prominent pedagogical approach within educational levels (Yu, 2022). Blended learning offers flexible, student-centered experiences in English language instruction that combine the self-paced, adaptive benefits of online resources with the sociocultural affordances of classroom interaction. Blended learning strategies seem especially appropriate for secondary school students who are concurrently acquiring higher-order language skills and becoming more independent learners (Schmid, 2023; Ramalingam, 2022). To guarantee that students view the blended environment as beneficial, practical, and inspiring, it is necessary to carefully align pedagogy, technology, assessment, and teacher support when implementing blended models in secondary English classrooms.

Since learning satisfaction is closely linked to engagement, perseverance, and successful learning outcomes, it is a crucial outcome in educational research (Marshall, 2023). Student perceptions of the course design, instructor presence, technological efficacy, interaction quality, and perceived learning gains are all reflected in student satisfaction in the context of blended learning (Alharbi, 2025). Since happy students are more likely to participate fully, finish assignments, and apply their knowledge outside of the classroom, policymakers and secondary education practitioners must measure and comprehend students' satisfaction with blended English instruction.

Blended learning tends to yield results that are at least comparable to traditional instruction and frequently better in terms of motivation, satisfaction, and particular language competencies, according to recent meta-analyses and systematic reviews (Schmid, 2023; Cao, 2023). However, these broad trends conceal a great deal of heterogeneity: the blend model (flipped, flex, rotation, etc.), the quality of online resources, the teacher's facilitation techniques,

the students' digital literacy, and contextual elements like school infrastructure and cultural norms all affect how effective the program is (Tong, 2022; Ramalingam, 2022). The effective implementation of blended English instruction in secondary school settings, which are marked by set schedules, curriculum demands, and disparities in teacher preparation, presents both pedagogical opportunities and operational challenges.

As schools scaled blended and hybrid models in response to pandemic disruptions and ensuing policy changes, scholarly interest in the affective and perceptual aspects of blended learning—particularly student satisfaction—has grown over the past five years. According to research conducted in a variety of settings, such as Saudi Arabia, Pakistan, and more general comparative reviews, student satisfaction in blended English courses is highly correlated with perceived instructor presence, prompt feedback, interactivity, and the perceived value of digital assignments (Alharbi, 2025). In contrast, even when in-person sessions are strong, technical issues, poorly designed online elements, and a lack of scaffolding can reduce satisfaction (Mudenda, 2023).

This study focuses on secondary-level English learners' satisfaction with blended learning strategies because of the normative and empirical emphasis on satisfaction as a mediator of learning success. The study's three objectives are to: (1) assess the impact of blended learning strategies (such as online modules, flipped classrooms, and LMS-mediated tasks) on students' satisfaction in English language classes; (2) determine which aspects of design and implementation most strongly predict satisfaction; and (3) provide evidence-based suggestions for secondary schools looking to improve English instruction through blended learning. This focus fills in the gaps found in recent reviews: few studies look at secondary school students' subjective experiences and satisfaction in blended English settings, whereas many focus on higher education or particular language skills.

Literature Review

Conceptualizing Blended Learning

Instead of being a single design, blended learning is a family of instructional models that incorporate aspects of both online and in-person learning (Schmid, 2023). These include more integrated strategies like rotational models, flipped classrooms, and flex models, which intentionally rearrange instructional time and learning activities across modalities, as well as more straightforward supplementation, where online assignments complement in-class instruction (Schmid, 2023; Tong, 2022). In language instruction, blended learning designs frequently include synchronous video sessions for speaking practice, online writing forums, adaptive grammar lessons, and multimedia listening exercises (Ramalingam, 2022; Yang, 2025).

A multifaceted concept, student learning satisfaction includes pragmatic assessments (technological dependability, ease of use), affective reactions (motivation, enjoyment), and cognitive judgments (perceived learning and usefulness). According to the Customer Satisfaction Model, which has been modified for use in educational settings, expectations, perceived performance, and quality all influence satisfaction, with perceived utility and instructor support acting as mediating factors (Alharbi, 2025). Perceived utility, instructor presence, and peer support are consistently highlighted as key antecedents of satisfaction in structural equation modeling studies of blended learning (recent modeling studies confirm this across settings).

Evidence of Blended Learning Effects

When compared to traditional face-to-face instruction, a growing amount of quantitative and meta-analytic evidence suggests that blended learning improves student attitudes and produces learning gains. Blended/flipped approaches frequently outperform purely face-to-face models on academic outcomes and learner satisfaction across disciplines, according to Schmid (2023) and Schmid et al. (2023). According to Cao (2023) and Yang (2025), blended designs that incorporate interactive digital tasks with classroom communicative activities specifically improve listening, vocabulary acquisition, and learner attitudes in language learning.

Heterogeneity is hidden by aggregated gains, though, as effect sizes differ depending on the type of blended model, learners' readiness, and implementation fidelity. Flex models that give learners a lot of control, for example, can improve self-regulated learning, but they also need a

lot of scaffolding to prevent cognitive overload (Tong, 2022). Secondary studies reveal conflicting results: students express greater satisfaction when teachers receive training and the materials are well-designed, while satisfaction and results decline when infrastructure, teacher preparedness, or curriculum alignment are inadequate.

Predictors of Student Satisfaction

- Feedback and presence of the instructor. Perceived learning and satisfaction are highly predicted by prompt, thorough instructor feedback in both online and in-person components. Students feel that blended learning is more meaningful when instructors facilitate online discussions and grade assignments promptly (Alharbi, 2025; Mudenda, 2023).
- Quality of Instructional Design. Higher satisfaction is consistently linked to well-structured multimedia resources, clear learning objectives, and alignment between online and in-class activities. Yang, 2025; Ramalingam, 2022). Students' opinions of learning value and usefulness increase when they perceive coherence between modalities.
- The accessibility and usability of technology. Platform dependability, perceived ease of use, and fair access to devices and the internet are crucial. Even with good pedagogical design, technical issues and poor LMS usability drastically lower satisfaction (Mudenda, 2023).
- Social Presence and Peer Interaction. By encouraging motivation and deeper engagement, opportunities for group projects, peer review, and social interaction in online forums all improve learner satisfaction (Ramalingam, 2022; Schmid, 2023).
- Digital literacy and self-control among students. Higher levels of digital literacy and self-regulated learning abilities are associated with better blended learning experiences. Differential scaffolding is crucial because secondary learners have varying skill levels (Tong, 2022; Cao, 2023).

Blended Models in Secondary Classrooms

The workload of teachers, class sizes, assessment procedures, and scheduling restrictions in secondary schools are very different from those in higher education. Which blended models are viable depends on these contextual factors. According to empirical research from Pakistan and other comparable settings, English classrooms frequently implement rotational and flipped models, in which teachers use class time for communicative activities and assign online practice as homework. However, there are obstacles such as students' lack of device ownership, erratic internet access, and the requirement for teachers to engage in ongoing professional development in order to create blended learning materials that align with curriculum standards.

Researchers use learner interviews, mixed-methods designs, and standardized questionnaires (often modified from e-learning satisfaction scales) to gauge satisfaction. To explain variance in satisfaction, recent structural models incorporate constructs like instructor presence (from Community of Inquiry frameworks), perceived usefulness, perceived ease of use (from TAM), and engagement metrics (Alharbi, 2025; Ramalingam, 2022). Although causal inference has been reinforced in recent years by longitudinal and quasi-experimental designs, many studies are still cross-sectional and institutionally limited, which restricts generalizability (Yang, 2025).

Gaps in the Literature

There are still significant gaps in the evidence, despite its growing body. First, there aren't many extensive, long-term studies that show how satisfaction changes as teachers and students get more comfortable using blended learning models (Yang, 2025). Second, compared to higher education, secondary contexts—especially in low- and middle-income nations—are underrepresented, which raises concerns about equity and scalability. Third, there are few experimental comparisons of particular design decisions (e.g., types of online feedback, frequency of synchronous sessions), despite the fact that numerous studies show relationships between design features and satisfaction (Cao, 2023; Schmid, 2023). Lastly, students' lived experiences and cultural interpretations of blended English instruction need to be captured in nuanced qualitative research (Mudenda, 2023).

The literature identifies practical implications, such as emphasizing teacher preparation for blended pedagogies, creating a logical alignment between online and in-person assignments, giving priority to dependable, easily accessible platforms, incorporating frequent, insightful instructor feedback, and supporting students' digital and self-regulation skills (Alharbi, 2025; Ramalingam, 2022). Cross-context comparative studies, longitudinal designs, and fine-grained experiments on design elements that most directly affect learner satisfaction should be the focus of future research. The potential of blended learning to improve secondary English language instruction must be realized, but doing so will require consideration of infrastructure, teacher support, instructional design, and learners' affective responses. Student satisfaction is a key result and a mediator of long-term engagement and learning success.

Research Objectives

1. To examine the effect of blended learning techniques on students' satisfaction regarding instructional effectiveness and teaching quality in English language learning at the secondary level.
2. To analyze the impact of blended learning techniques on students' satisfaction concerning the learning environment and availability of learning resources in English language classrooms.
3. To investigate the influence of blended learning techniques on students' engagement and motivation toward English language learning at the secondary level.
4. To assess the impact of blended learning techniques on students' perceived learning outcomes and skill development in English language learning at the secondary level.

Research Questions

1. How do blended learning techniques affect students' satisfaction with instructional effectiveness and teaching quality in English language learning at the secondary level?
2. What is the impact of blended learning techniques on students' satisfaction regarding the learning environment and available learning resources in English language classrooms?

3. In what ways do blended learning techniques influence students' engagement and motivation toward English language learning at the secondary level?
4. How do blended learning techniques contribute to students' perceived learning outcomes and skill development in English language learning at the secondary level?

Methodology

This study used a quasi-experimental research design to investigate how blended learning strategies affect secondary school students' satisfaction with their English language education. Purposive sampling was used to choose 36 pupils from a secondary school. Four dimensions of learning satisfaction were measured using a pre-test and post-test design: perceived learning outcomes and skill development, learning environment and resources, learner engagement and motivation, and instructional effectiveness and teaching quality. Over a predetermined time period, the blended learning intervention combined in-person instruction with online learning resources. A structured questionnaire with a five-point Likert scale was used to gather data. To ascertain the statistical significance of increases in student satisfaction, the results were examined using paired sample t-tests.

Data Analysis and Results

Table 1

Comparison of Pre-Test and Post-Test Scores of Students Taught Using Blended Learning Technique at the Learning Satisfaction: Instructional Effectiveness and Teaching Quality

Test	Mean	Students	S. D.	t-value	p-value
Pre Test	3.01	36	.562	-10.61	.000
Post Test	4.14	36	.386		

In terms of learning satisfaction in terms of instructional effectiveness and teaching quality, Table 1 compares the pre-test and post-test results of students who were taught using the blended

learning approach. After being exposed to blended learning, students' satisfaction significantly improved, as evidenced by the mean score rising from 3.01 on the pre-test to 4.14 on the post-test. The computed t-value (-10.61) with a p-value of.000 validates a statistically significant difference between the two tests, while the standard deviation values (.562 and.386) demonstrate consistency in responses. These findings imply that the blended learning strategy successfully raised students' opinions of the quality of instruction and instructional efficacy in secondary English language learning.

Table 2

Comparison of Pre-Test and Post-Test Scores of Students Taught Using Blended Learning Technique at the Learning Satisfaction: Learning Environment and Resources

Test	Mean	Students	S. D.	t-value	p-value
Pre Test	3.03	36	.342	-12.06	.000
Post Test	4.16	36	.372		

The comparison of blended learning students' pre- and post-test scores on learning satisfaction with regard to the resources and learning environment is shown in Table 2. Following the adoption of blended learning, students' satisfaction levels significantly improved, as evidenced by the mean score increasing from 3.03 on the pre-test to 4.16 on the post-test. Consistent responses from participants are indicated by the comparatively low standard deviations (.342 and.372). A statistically significant difference between the two tests is confirmed by the t-value (-12.06) and the highly significant p-value (.000). According to these results, blended learning strategies improved the learning environment and made the best use of available resources, which raised secondary school students' overall satisfaction with their English language education.

Table 3

Comparison of Pre-Test and Post-Test Scores of Students Taught Using Blended Learning Technique at the Learning Satisfaction: Learner Engagement and Motivation

Test	Mean	Students	S. D.	t-value	p-value
Pre Test	3.12	36	.434	-12.88	.000
Post Test	4.27	36	.298		

In terms of learner engagement and motivation, Table 3 compares the pre-test and post-test results of students who were taught using blended learning. After using blended learning strategies, students' motivation and engagement significantly improved, as evidenced by the notable increase in mean score from 3.12 on the pre-test to 4.27 on the post-test. Participants' responses appear to be stable, as indicated by the standard deviations (.434 and.298). The two tests show a statistically significant difference, as indicated by the t-value (-12.88) and the p-value (.000). These findings show that blended learning strategies successfully raised secondary students' motivation, excitement, and active engagement in English language instruction, which in turn raised their level of overall satisfaction with the educational process.

Table 4

Comparison of Pre-Test and Post-Test Scores of Students Taught Using Blended Learning Technique at the Learning Satisfaction: Perceived Learning Outcomes and Skill Development

Test	Mean	Students	S. D.	t-value	p-value
Pre Test	3.15	36	.524	-8.02	.000
Post Test	4.13	36	.418		

With regard to learning satisfaction in terms of perceived learning outcomes and skill development, Table 4 compares the pre-test and post-test scores of students who were taught through blended learning. Students' assessments of their learning progress and language skill improvement significantly improved, as evidenced by the mean score rising from 3.15 in the pre-

test to 4.13 in the post-test. The t-value (-8.02) and p-value (.000) verify a statistically significant difference between the two tests, while the standard deviations (.524 and.418) demonstrate consistency in responses. These results imply that blended learning strategies successfully enhanced students' comprehension, language competency, and general skill development, resulting in increased satisfaction with their secondary English language learning experience.

Discussion

The results of this study show that students' satisfaction with learning English is greatly improved by blended learning in four areas: perceived learning outcomes and skill development, learning environment and resources, learner engagement and motivation, and instructional effectiveness and teaching quality. The paired sample t-test results showed significant gains in post-test mean scores over pre-test scores across the board, establishing blended learning's beneficial impact on overall student satisfaction.

The study found that students' satisfaction with blended learning significantly increased in terms of both teaching quality and instructional effectiveness. This result confirms the findings of Al-Qahtani and Higgins (2013), who found that more interaction and feedback from blended learning enhances the delivery of instruction. According to Garrison and Vaughan (2017), combining in-person instruction with online resources improves pedagogical quality and makes it easier to provide individualized learning support.

Results indicated that the combination of classroom and online resources significantly increased students' satisfaction with the learning environment and resources. These results are consistent with those of Means et al. (2013) and Dziuban et al. (2018), who discovered that blended learning maximizes access to interactive content and multimedia materials, resulting in a more stimulating and resource-rich environment. This combination promotes a positive learning experience by enabling students to access materials at any time and learn flexibly.

The most notable improvement was found in the learner motivation and engagement results. When digital and traditional modes were combined, students felt more engaged and driven. This bolsters the findings of Cleveland-Innes and Wilton (2018) and Zhao and Breslow (2021), who

found that blended learning encourages learners' independence, engagement, and excitement. Students' motivation and interest in language learning seem to be maintained by the variety and flexibility of activities provided by blended platforms.

Lastly, the enhancement of skill development and perceived learning outcomes suggests that blended learning successfully improves communication and language proficiency. This is in line with the findings of Bernard et al. (2014) and Boelens et al. (2017), who discovered that interactive and self-paced learning opportunities in blended learning foster deeper comprehension and skill acquisition. According to this study, students who received technology-supported instruction expressed more confidence in their English language skills.

All things considered, these results demonstrate that by combining student-centered engagement, technological flexibility, and high-quality instruction, blended learning creates meaningful learning experiences. The findings are consistent with the Community of Inquiry model (Garrison et al., 2000), which highlights the value of social, cognitive, and instructional presence in raising learner satisfaction. Furthermore, blended learning offers opportunities for active, collaborative, and reflective learning that foster greater satisfaction and better results from a constructivist standpoint (Vygotsky, 1978).

Conclusions

- In secondary English language learning, blended learning dramatically raises teaching quality and instructional efficacy.
- Blended learning improves satisfaction with learning conditions and resources by fostering a resource-rich and encouraging environment.
- As students discovered the blended approach to be engaging and stimulating, their motivation and engagement levels dramatically rose.
- Blended learning enhances students' confidence and English proficiency while having a positive effect on perceived learning outcomes and skill development.

Recommendations

The following suggestions are put forth in light of the study's findings and conclusions:

- ✓ Blended learning should be formally incorporated into secondary English language teaching frameworks by curriculum developers and educational authorities. To effectively assist educators in creating, overseeing, and evaluating blended learning, structured teacher training programs ought to be made available.
- ✓ Every classroom should have the technology necessary to facilitate interactive English learning, according to policymakers and administrators. Accessibility and engagement will also be improved by the development of digital resource libraries that include videos, grammar drills, pronunciation aids, and comprehension exercises. The quality and affordability of resources can be further enhanced through cooperative partnerships with suppliers of educational technology.
- ✓ Instructors ought to implement student-centered teaching methods that promote involvement, originality, and self-directed learning. In order to improve teachers' proficiency with blended learning resources and encourage active participation and genuine communication in English classes, schools should also host ongoing professional development workshops.

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