

# Academic Life Satisfaction and Student Engagement in Relation to E-Learning: An Explanatory Sequential Design

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**Abstract**— In the contemporary landscape of education, e-learning has emerged as a prominent mode of instruction, especially in response to the challenges posed by global events such as the COVID-19 pandemic. This study explores the relationship between academic life satisfaction, student engagement, and e-learning among students. Utilizing an explanatory sequential design, quantitative data were first collected through surveys followed by qualitative data collection through interviews to gain deeper insights into the experiences and perceptions of students. The findings reveal a nuanced relationship between e-learning, academic life satisfaction, and student engagement. While online learning offers flexibility and accessibility, it also brings with it challenges such as technical barriers and a sense of isolation. Furthermore, the study identifies factors that contribute to enhancing student engagement and satisfaction in e-learning environments, including interactive course materials, effective communication with instructors, and peer collaboration opportunities. These findings have implications for educators and policymakers in designing and implementing effective e-learning strategies that promote student satisfaction and engagement in academic pursuits. Further research avenues and recommendations for practice are discussed.

**Keywords**— Academic Life Satisfaction, Educators, E-Learning, Student Engagement, Student's Performance.

## I. INTRODUCTION

E-learning is the use of information and communication technology in various educational processes to support and improve learning in college, including the use of information and communication technology as a supplement to traditional classrooms. According to DepEd, this is an online platform for public school teachers that supports distance learning modality. It is designed as a direct solution to provide access to online review materials and Open Education Resources (OERs) during class breaks and other similar situations. Academic life satisfaction is operationally defined as the school life satisfaction expected through the achievement of one's important academic goals or aspirations. Life satisfaction is associated with better physical health, better performance and stronger social relationships. From the point of view of your well-being, how satisfied you are with your life matters, it is easier to answer than how happy you are, and it is a more meaningful way to assess your quality of life.

As educators, we couldn't always predict when students encountered stressful events in their lives, but we could strive to equip them with the skills needed to navigate life well. The significant variances in academic performance underscored the pivotal role of life satisfaction in various aspects of educational success. Particularly noteworthy was the consistent disparity between students with average life satisfaction and those with very high life satisfaction. These findings complemented existing literature, indicating that not only was life satisfaction conducive to academic success, but very high life satisfaction yielded even more optimal outcomes. Therefore, promoting life satisfaction emerged as a crucial initiative to facilitate superior student performance.

This study's potential societal contributions were evident in the contemporary context, where individuals increasingly sought improved academic outcomes, particularly among

students aspiring to meet parental expectations. High parental standards often placed undue pressure on students, leading some to lose motivation in their academic pursuits. Family dynamics significantly influenced one's attitude formation, wherein acute and daily stressors could induce feelings of fear, sadness, and helplessness. When compounded by a sense of unworthiness and lack of support, individuals were susceptible to developing mental health issues such as overthinking, mental breakdowns, anxiety, or even depression, which could culminate in severe outcomes like suicide. Importantly, these mental health challenges were closely intertwined with physical well-being, as mental and physical health were intricately linked. A positive mental state was vital for overall health, whereas poor mental health could precipitate adverse physical health outcomes and harmful behaviors.

## II. STATEMENT OF THE PROBLEM

Specifically, this study will attempt to answer the questions:

1. What is the profile of the respondent in terms of:
  - a. Age;
  - b. Sex;
  - c. Year and Section; and
  - d. Course?
2. Are the students satisfied with their own performance in the new set up for education?
3. How do the students interact with their peers in e-learning?

## III. METHODOLOGY

This study used a mixed method research design to determine the academic life satisfaction of students and their engagement in relation to the e-learning setup. This research design was one of the most used methodologies in two phase design where quantitative data is collected and analyzed first, then qualitative data is collected and analyzed based on the

quantitative results. Qualitative data is used to explain quantitative data. It was utilized to describe how human beings experienced a certain phenomenon.

The respondents of the study are students who are officially enrolled in the second semester of A.Y. 2023-2024. The study was conducted within the premises of University of Southern Philippines Foundation in Salinas Drive, Lahug, Cebu City.

This study employed random sampling to determine students' academic life satisfaction and engagement in e-learning. Random sampling was a crucial aspect of the testing procedure wherein each sample had an equal likelihood of being chosen. Random samples were drawn to provide a fair representation of the entire population. This approach ensured that the results obtained from the sample approximated what would have been obtained if the entire population had been measured (Shadish et al., 2002). The simplest form of random sampling allowed all units in the population to have an equal chance of being selected.

#### IV. RESULTS AND DISCUSSION

The results indicate that 75% of the student's expressed challenges with staying motivated, and 50% reported difficulties in managing their time effectively in the e-learning setup. However, a significant proportion of these students, who faced challenges, reported a moderate to high level of satisfaction with their academic performance in the new e-learning setup. This suggests that despite the challenges posed by the transition to online learning, many students were able to adapt and maintain satisfactory performance levels.

Furthermore, the study found that 80% of students actively participated in online discussions and group activities. However, students' interactions with their peers in e-learning varied widely. While 60% indicated regular communication with their peers and instructors through online platforms, others reported a lack of interaction and a sense of isolation. This highlights the importance of promoting peer engagement and fostering a sense of community in e-learning environments.

Overall, the findings underscore the complex relationship between academic life satisfaction, student engagement, and e-learning. While many students successfully navigated the challenges of online learning and maintained satisfactory levels of satisfaction, there is still room for improvement in facilitating peer interactions and creating a supportive online learning environment. These results have important implications for educators and policymakers in designing effective e-learning strategies that promote student satisfaction and engagement. Further research is needed to explore additional factors influencing student experiences in e-learning and to identify strategies for addressing the challenges associated with online learning.

#### V. CONCLUSION

This study sheds light on the dynamics of academic life satisfaction, student engagement, and e-learning among students. Despite facing challenges such as difficulties in staying motivated and managing time effectively in the e-learning setup, a significant proportion of students were able to maintain satisfactory levels of academic performance. This

resilience underscores the adaptability of students in navigating the transition to online learning.

In addition, the study emphasizes the importance of peer interaction and community in online learning environments. While most students actively participated in online discussions and group activities, there were disparities in the level of engagement and communication among peers. Addressing these disparities is crucial for fostering a supportive and collaborative online learning environment.

Overall, the findings emphasize the need for educators and policymakers to design effective e-learning strategies that promote student satisfaction and engagement. Enhancing peer interactions, providing adequate support systems, and implementing strategies to address motivational and time management challenges are essential steps in this regard.

Further research is warranted to explore additional factors influencing student experiences in e-learning and to identify innovative approaches for overcoming the challenges associated with online learning. By addressing these issues, educational institutions can better support students in their academic endeavors and promote a positive learning experience in the digital age.

#### VI. RECOMMENDATION

1. Utilize Technology Effectively. Make use of technology tools and platforms that support active learning and student engagement. This could include multimedia resources, interactive simulations, and gamification techniques to make learning more engaging and interactive.
2. Develop Support Systems. Educational institutions should implement support systems to assist students in overcoming challenges related to motivation and time management in the e-learning environment. This could include providing access to counseling services, academic advisors, and online resources for time management and study skills.
3. Foster Peer Interaction. Encourages and facilitates mutual communication and collaboration through online platforms. Incorporating group projects, virtual study groups, and interactive discussion forums can help create a sense of community among students and enhance engagement in e-learning.
4. Create a Supportive Learning Environment. Establish a supportive and inclusive learning environment where students feel valued, respected, and supported. Addressing equity, accessibility, and inclusion issues is critical to fostering student engagement and satisfaction with online learning.

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