

Students Satisfaction of Learning Space in St. Michael's College, Iligan City



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ABSTRACT: For millennial St. Michael's College continue to deliver its mission in education ministry administered by the Religious of the Virgin Mary Sisters offering four levels of education: elementary, secondary, tertiary and graduate school. Submitting to different accrediting body like the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) and International Organization for Standardization (ISO) and endeavor to provide facilities for enriching the students' academic performance. The continuous constructions of building like the state of the library, the installation of the hyflex room to cater the hybrid and flexible classroom, improving the traditional classroom into fully air condition. Learning space matters to the students and the administrators. Studies of student satisfaction of learning space of St. Michael's College are rather lacking. The aim of the study was to correlate the learning space expectations to student's satisfaction in engagement in learning space through investigating aspects of their experience of campus learning space. With the following research questions: What is the Students expectations of the Learning Space in St. Michael's College? What is the Students Satisfaction rating of Learning Space in St. Michael's College? How do respondents' learning space expectations related to their learning space satisfaction? The findings indicate a positive significant correlation of the students learning space expectation to the students learning space satisfaction with a p-value of $<.001$. This implies that learning space expectations and learning space satisfaction of the students is a predictor of students' academic performance and engagement.

KEYWORDS: Satisfaction, Expectations, Learning Space

1. INTRODUCTION

Providing conducive Learning Space to students can certainly impact their academic experience by fostering collaboration, encouraging focused study, and offering resources for academic support. Learning Space is crucial for academic success. Well-designed learning spaces can positively influence students' motivation, concentration, and sense of belonging, enhancing their overall educational experience. An education ministry like St. Michael's College a Catholic institution of learning in Iligan, Philippines administered by the Religious of the Virgin Mary Sisters offering four levels of education: elementary, secondary, tertiary and graduate school emphasizes the provision of facilities to cater the needs of its students. The constructions of the new library annex that provide more space for library occupants that cater bigger college population and the newly constructed hyflex classroom that combines the hybrid and flexible hybrid learning that integrates complementary face-to-face (synchronous) and online learning (asynchronous) experience.

The aim of the study reported in this paper therefore, was to correlate the learning space expectations to student's satisfaction in engagement in learning space through investigating aspects of their experience of campus learning space. The study of college students learning environment and providing a relevant support is undoubtedly an important link to improve students learning experience and learning effectiveness.

2. THEORETICAL AND EMPIRICAL BACKGROUND

The study at St. Michael's College, Iligan City, is grounded in two influential theories to understand and enhance students' satisfaction with the learning space. The Behavior Constraint Theory (BCT), as articulated by Rodin and Baum (1978) and Stokols (1978), emphasizes the impact of real or perceived limitations imposed by the environment on individuals' behavior. In the educational context, BCT predicts academic performance and engagement, suggesting that the physical, psychological, and social aspects of the learning space significantly influence student satisfaction. Additionally, the Expectancy-Value Theory (EVT), proposed by Eccles and Wigfield (1995), highlights the role of students' expectations and values in motivating their engagement. The study recognizes the importance of aligning the learning space with students' academic aspirations and creating an environment that not only fosters success but also holds value for their educational experience. By considering these theories, the research aims

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to inform the design and utilization of learning spaces that contribute positively to students' satisfaction and overall learning outcomes.

3. RESEARCH OBJECTIVES

This study investigated the students satisfaction of learning space in St. Michael's College, Iligan City. Specifically, this paper pursuing the following research questions:

1. What is the Students expectations of the Learning Space in St. Michael's College?
2. What is the Students Satisfaction rating of Learning Space in St. Michael's College?
3. How do respondents' learning space expectations related to their learning space satisfaction?

4. METHODOLOGY

The study was conduct at the authors own school (St. Michael's College, Inc, Iligan City, Philippines) where he is employed. The primary data source consists of 47 student officers as representative of different college department namely, College of Nursing, College of Arts and Sciences, College of Criminology, College of Engineering, College of Computer Studies, College of Business Administration and Accountancy, College of Education, and College of Hotel and Tourism Management. The Questionnaires was distributed online through google forms.

5. RESULTS AND DISCUSSION

This study mainly investigates the Students expectations of different learning space in St. Michael's College, Iligan City and relate the students Satisfaction as to the different types of Learning Space.

Scoring Scale	Qualitative Interpretation	
4.20 – 5.00	Greatly Exceed Expectations	Very Satisfied
3.40 – 4.19	Exceeded Expectations	Satisfied
2.60 – 3.39	Matched Expectations	Neutral
1.80 – 2.59	Less Than Expected	Dissatisfied
1.00 – 1.79	Much Less Than Expected	Very Dissatisfied

1. What is the Students expectations of the Learning Space in St. Michael's College?

Indicators	Mean	SD	QI
Location and Accessibility [Convenience of the Location]	3.89	0.840	EE
Location and Accessibility [How accessible is the learning Space]	3.85	0.807	EE
Facility Amenities [Comfort of Seating in the learning Space]	4.17	0.732	EE
Facility Amenities [Provision of Power outlets for devices]	3.70	0.954	EE
Facility Amenities [Provision of adequate lighting]	4.06	0.919	EE
Noise / sound (Convenient) [noise level]	3.53	0.687	EE
Noise / sound (Convenient) [Disturbance due to noise related issues]	3.51	0.777	EE
Technology and Equipment [Provision of Computer unit or technological Resources Availability]	3.91	1.120	EE
Technology and Equipment [Internet / Wifi]	3.06	1.169	ME
Collaborative Spaces [There is an Areas Designed for group work or collaboration.]	3.70	0.805	EE
Collaborative Spaces [There is an Areas Designed for individual work or collaboration.]	3.83	0.892	EE
Resource and Material [Learning Materials readily available and organized]	3.96	0.833	EE
Resource and Material [Enough Resources (books, e-books, online materials, ect.)]	4.02	0.944	EE
Cleanliness and Maintenance [Cleanliness of the Learning Space]	4.21	0.750	GEE
Cleanliness and Maintenance [Maintenance issue that need attention]	3.85	1.000	EE
Temperature and Ventilation [Temperature in the learning space is comfortable]	4.02	0.897	EE
Temperature and Ventilation [Ventilation system is sufficient]	4.15	0.932	EE
Overall Mean (Learning Space Expectations)	3.85	0.576	EE

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Data revealed that majority of the students “exceeded expectations” on their experience of the learning spaces in St. Michael’s College with an overall mean of 3.85, while the availability of the internet / wifi “matched expectations” with a mean of 3.06. This implies that the college students take into considerations the factors of learning spaces during their abode in school. Additionally, college students are more on cleanliness and maintenance of learning space with a mean of 4.21.

2. What is the Students Satisfaction rating of Learning Space in St. Michael’s College?

Indicators	Mean	SD	QI
Classroom	4.49	0.585	VS
Library	4.51	0.718	VS
Student Lounge	4.02	0.944	S
Canteen	3.66	0.939	S
Gym	3.6	1.097	S
Hallways	3.83	0.985	S
Online Learning Space/ Open Laboratory/ Learning Hub	4.09	0.88	S
Playground	3.32	1.045	N
Overall (Learning Space Satisfaction)	3.94	0.638	S

From 1-5 scale, very dissatisfied, dissatisfied, neutral, satisfied and very satisfied were collated respectively. The data shows that the overall satisfaction of the students of learning space in St. Michael’s College, Iligan City is 3.94 with a qualitative interpretation of “Satisfied”. Students are satisfied of the informal learning space like the canteen, gym, hallways, and online learning space/open laboratory/learning hub. In formal learning space, Student lounge is also satisfied. On the other hand, classroom and library shows “very Satisfied”. Playground with a mean of 3.32 is considered by the students a neutral.

3. How do respondents’ learning space expectations related to their learning space satisfaction?

Variable	Correlation Coefficient	p-value
Learning Space Expectation Learning Space Satisfaction	.681	<.001**

The findings indicate a positive significant correlation of the students learning space expectation to the students learning space satisfaction with a p-value of <.001. This implies that learning space expectations and learning space satisfaction of the students is a predictor of students’ academic performance and engagement.

6. CONCLUSION

Campus environment influence the academic services on the student satisfaction, Sadewa, P., & Damayanti, R.(2023), and satisfaction is positively correlated with continuing intention Tang, W., Zhang, X., & Tian, Y. (2023). Flexible teaching ablates the classroom boundaries, Wu, D. (2023) as the COVID 19 affect the academic community. As the students return to campuses for face-to-face classes they experience some difficulties. Students who perceived the academic building’s poor semi-open space view as unsatisfactory factors were more likely to show anxiety tendencies. In terms of the physical conditions, students who were dissatisfied with the noise level in the classroom and the summer heat in semi-open spaces were more likely to exhibit anxiety tendencies. Additionally, even after controlling for confusing distractions, the general satisfaction rating of the academic building’s physical environments was still able to significantly and negatively affect students’ anxiety tendencies, (Wen et al., 2023)

In St. Michael’s College, technology and equipment manifest a need of strong support from the school administrator and focus on improvement of the facility in the student lounge where most of the students gather to study, do their class activities, classwork, and wait for their next class schedule.

7. RECOMMENDATION

Based on the results of the study, the researcher recommend an in-depth study on learnig environment that engage students in involving their five senses that may provoke their thinking and creativity like the playground. The installation of facilities and equipment that more on outdoor activity.

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