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College English Blended Learning Approach: The Relationship of Student Readiness, Satisfaction and Challenges

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Abstract

Aim: This study determined the relationship between student readiness, satisfaction, and challenges to propose EFL blended learning strategies to improve these behaviors.

Methodology: This study used the descriptive research method using surveys to determine the relationship between the variables. This study was conducted in the six universities in Shaan xi Province with 452 respondents.

Results: Student satisfaction and student readiness have important connections. The more prepared the respondents are for blended learning, the more satisfied they are. The relationship between student preparation for an EFL blended learning and the difficulties students faced is nearly entirely indirect. However, only a substantial correlation between student readiness for the EFL integrated learning strategy and the difficulties students had with self-management was discovered. Self-management issues are less common among responders who are more prepared for blended learning. The indirect association between student satisfaction and the difficulties they faced is incredibly small. Self-management Challenges, however, seem to have a strong inverse correlation with student satisfaction across all categories In the performance appraisal category.

Conclusion: Student readiness and satisfaction have a significant positive correlation. Additionally, there is a slender negative association between student preparation and the difficulties they faced during their blended EFL study. Additionally, there is a slender negative association between challenges and student satisfaction. However, in terms of self-management issues, there is a very high negative correlation between student preparation or satisfaction and challenges

Keywords: correlation, student readiness, satisfaction, challenges

INTRODUCTION

In China's institutions, non-English major undergraduates are required to take a college English course during their first two years of study.

College English instructors are responsible for college Englsih teaching mostly in universities' public courses divisions. The main objectives of college English instruction are to increase students' overall English proficiency and their primary language skills, including speaking, listening, reading, and translating, in order to enable them to communicate clearly in spoken and written English in their future professional and social lives.

At present, the majority of college English instruction is delivered in the classroom using a teacher-centered teaching method with interaction, paper versions of assignments, and group project discussions. The Chinese Ministry of Education promoted and encouraged the use of web-based computer multimedia network technology in the teaching of English as a result of the quick development of contemporary information technology. This novel method, which has no time or space restrictions, has a significant impact on conventional instruction, textbooks, and teachers of foreign languages.

Currently, the two teaching methods are primarily used in college English instruction. The first is in-person instruction. The second is online education. Nevertheless, each has their own drawbacks. Face-to-face instruction will make students passive participants in their education. Similar issues occur with online learning, including a lack of structured knowledge, effective classroom management, and student self-discipline One of the most innovative

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methods for combining the benefits of offline and online instruction is blended learning. It has recently come to be recognized as an effective remedy to the issues raised above by Rahim (2019). Additionally, it has great potential to improve students' academic achievement. (Rianto, 2020).

According to Bataineh et al. (2019), BL is a hybrid approach to education that combines traditional classroom instruction with internet resources. With the help of the BL pedagogical method, teachers can encourage their students to learn in a collaborative, interactive setting on their own schedule and at their own speed.

In recent years, various researchers both domestically and internationally have concentrated primarily on measuring the effectiveness of blended learning, integrating it with student accomplishment, engagement, and interaction, course design, classroom evaluation, teaching and learning-role play-reflection, and collaboration(Alam et al.,2022; Eryilmaz,2015); the impact of a blended learning method on the teaching and learning of the English language, as well as language abilities including reading, writing, listening, and speaking(Tomlinson & Whittaker, 2013; Bataineh et al., 2019);students' and other participants' opinions about blended learning (Ju &Mei,2018; Kurt & Yıldırım, 2018); and advantages and difficulties of blended learning(Mukhtaramkhon & Jakhongirovich,2022; Celestino & Noronha, 2021) .

Most earlier study investigated the effectiveness of blended learning using questionnaires, along with other variables, to look at the factors that significantly affect the effectiveness of blended learning. The research's findings also show that participants generally have a positive attitude toward blended learning.

The prerequisites of blended learning, student need analysis, and readiness, however, were disregarded in the earlier studies. learning, doing a need analysis and researching student readiness are essential. Administrators or teachers will be able to tell whether their courses are practical, inventive, and demanding based on whether or not student satisfaction is met or exceeded, which clarifies the path of teaching reform. The difficulties students encounter are also taken into consideration because they have a big impact on how engaged, motivated, and enthusiastic pupils are about learning. The relationship between these three factors: student readiness, satisfaction with learning, and challenges—in EFL blended learning was also less well-studied in earlier research. .

The current study explored the connection between student readiness, satisfaction, and obstacles in light of earlier studies. In order to ascertain the relationship between the three variables and the degree to which the first variable influenced the second variable and the third variable, the study will look at student challenges with the blended learning method, student satisfaction with the EFL blended learning, and preparation for the EFL blended learning.

The significance of the research is that an enhancement plan for facilitating non-English majors' effectiveness of blended learning and satisfaction with EFL blended learning approach based on the results of questionnaires was proposed. It is conducive for teachers to change the unfeasible or inappropriate teaching philosophy, employ the appropriate, flexible, and diversified teaching methodologies, adjust teaching design, and integrate the latest information technology into teaching in EFL blended learning, to reshape the teaching modality that should be pertained to the non-English major university students in China.

Research Questions

This study determined the relationship between student readiness, satisfaction, and challenges to propose the enhancement strategies to improve these behaviours. Specifically, it sought to answer the following research questions:

1. What is the level of student readiness for EFL blended approach?
2. To what extent respondents are satisfied with EFL blended learning?
3. What are the challenges and obstacles confronted by students in achieving satisfactory blended learning?
4. What is the relationship between student readiness and student satisfaction?
5. What is the relationship between student readiness and challenges students faced?
6. What is the relationship between student satisfaction and challenges students faced?

Hypothesis

Based on research questions above, the hypotheses were gived as follows.

Hypothesis 1: There is a significantly positive relationship between student readiness and their satisfaction
Hypothesis 2: There is a significantly negative relationship between students readiness and challenges students faced

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in EFL blended learning approach

Hypothesis 3: There is a significantly negative relationship between student satisfaction and challenges?

METHODS

Research Design

This study used a descriptive design using surveys through Questionnaire Star to determine the relationship between student readiness, student satisfaction, and challenges to propose enhancement plan to improve these behaviors.

Population and Sampling

This study was conducted in the six universities in Xi'an of Shaanxi Province from February to April 2023 with 452 respondents. Purposive sampling was selected from freshmen and sophomores.

Instrument

Survey questionnaire was used to collect the necessary data in this study. Said instrumnet was validated by experts in the field.

Data Collection

The data were gathered, and analyzed by questionnaire star and SPSS

Treatment of Data

Statistical Analysis were used to analyze the level of student readiness for EFL blended learning approach, to what extent students are satisfied with EFL blended learning approach, and the challenges students faced. Meanwhile, the relationship between the level of readiness and satisfaction, the relationship between the level of readiness and, and challenges, the relationship between student satisfaction and challenges

Ethical Considarations

The author of this dissertation asked the school principals for their approval before beginning the investigation. The participants were then informed of the study's purpose before they started the survey and were free to respond to the questionnaires voluntarily. The survey's participants' confidentiality was guaranteed because they did not reveal their names on the questionnaires.

RESULTS and DISCUSSION

Six Chinese institutions were used to randomly pick the respondents for this study. From among those, 452 students were randomly selected to create the sample. As a result, 452 students from the sample completed the survey, and their validity was confirmed for each one.

According to grade level, the majority of responders are first-year students. Females exceed males in terms of gender ratio. The majority of students major in civil engineering when it comes to majors. It is clear from the participants' educational backgrounds that the majority attend public institutions, including general undergraduate universities.

Level of Student Readiness to EFL Blended Learning

Table 1 Summary Table on Student Readiness to EFL Blended Learning

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Learning Flexibility	2.94	Agree	6
2. Management of Learning	3.01	Agree	4
3. Technology	3.05	Agree	3

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4.	Interaction	2.98	Agree	5
5.	Classroom Learning	3.08	Agree	1.5
6.	Readiness for Blended Learning	3.08	Agree	1.5
Composite Mean		3.02	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The respondents in Table 1's summary table on student readiness for EFL blended learning agreed with all six of the following indicators, with a composite mean of 3.02 as a result. Classroom learning and readiness for blended learning received the highest weighted mean score among the cited items, 3.08, indicating that students think these factors are relatively high. This finding also suggests that, generally, students have positive attitudes and are prepared for both traditional classroom learning and the switch to blended learning.

The technology ranked second, displaying a mean score of 3.05 (ranked third), and taking it as accepted. Technology is frequently utilized in EFL blended learning to improve language training and give students fun, active learning opportunities. Online components, multimedia materials, communication tools, and evaluation techniques all benefit greatly from technology. The common LMS platforms, like Moodle or Canvas, act as the focal point for all of the course materials, assignments, discussions, and evaluations. In order to address any potential challenges that students may experience, it is crucial to emphasize that the success or failure of the technology implementation in EFL blended learning depends on dependable internet connections, sophisticated technical support, and digital literacy (Geng&Niu, 2019)..

Learning flexibility received the lowest ranking, was rated the lowest, but was still determined to be agree. Compared to the other five items, it is lower. Learners have flexibility in how they schedule their learning sessions with EFL blended learning. Respondents can choose when and where to participate in the course's online components.Muller et al. (2019) showed, however, that in EFL blended learning, students encounter technical hurdles or limits, difficulty accessing online resources, navigating learning platforms, or running into technical issues, which can negatively affect their perception of learning flexibility.

Table 1 shows that overall, students are willing and well-prepared for various facets of blended EFL study. They indicate that they are prepared for blended learning in general, flexible learning specifically, good learning process management, comfort using technology, desire to engage in social interaction, and positive opinions of classroom learning. The outcomes show their general agreement and optimistic attitude regarding their readiness for mixed EFL study.

Level of Student Satisfaction with EFL Blended Learning

Table 2 on Student Satisfaction with EFL Blended Learning Approach

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Self-efficacy	2.97	Agree	9
2. Performance Expectation	3.07	Agree	7.5
3. System and Functionality	3.10	Agree	3
4. Performance appraisal	3.07	Agree	7.5
5. Social Interaction	3.08	Agree	6
6. Learning Climate	3.09	Agree	4.5
7. Perceived Ease of Usefulness	3.12	Agree	2

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8.	Perceived Usefulness	3.09	Agree	4.5
9.	Perceived Enjoyment	3.13	Agree	1
Composite Mean		**3.08**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 summarizes student satisfaction across nine distinct dimensions with the EFL blended learning approach. The respondents appear to be generally satisfied with the mixed EFL learning technique, according to the composite mean of 3.08. The performance appraisal weighted mean is 3.07, suggesting agreement. It shares the same position (7.5) as performance expectation. The students' self-efficacy score, which has a weighted mean of 2.97, shows that they are confident in their capacity to achieve in the blended EFL learning method. With the lowest weighted mean score, it comes in ninth place.

The weighted mean of 3.13 indicates that students seem to prefer the EFL integrated learning strategy. With a weighted mean of 3.12 (placed second among the indicators), students found the blended learning approach to be simple to use and beneficial. With a weighted mean of 3.10, students perceive the system and functionality of the blended learning approach to be satisfactory. It comes in third. With a weighted mean of 3.09, students say that they are satisfied with the learning environment. It shares the same position (4.5) as perceived usefulness. Among students, social interaction is viewed favorably, with a weighted mean of 3.08. It comes in sixth place among the indicators Based on the summary table, these rankings demonstrate that while each indicator plays a role in student satisfaction, factors like system functionality, perceived ease of usefulness, and perceived enjoyment have a stronger.

The fact that perceived ease of usefulness came in second shows how much importance students give to the blended learning strategy being both user-friendly and advantageous to their educational experience. It displays how simple and useful the technique is in the eyes of the students, demonstrating their significant emphasis on a beneficial and fluid learning environment. It is accepted that perceptions of usability and usefulness are two elements that influence how satisfied learners are with blended learning environments. In order to explain students' satisfaction with blended learning as a technologically improved learning environment, the technology acceptance model (TAM) integrates two of the most important criteria (He et al., 2023).

Self-efficacy is ranked ninth because, while most students agree with this statement, other factors may have a greater impact on how satisfied they are with their lives as a whole. The students' lack of technological familiarity is the cause. In other words, they may find technology difficult, which lowers their level of self-efficacy. Additionally, restricted access to resources might prevent students from completing projects on time and participating in online activities, which lowers their sense of self-efficacy. The lack of interaction between students and their professors and peers is the second factor that contributes to their experience of isolation. Last but not least, a lack of self-control can result in pressure and anxiety, both of which have a negative impact on self-efficacy (Prifti, 2022)

The findings imply that most students concur on a number of key points regarding the EFL blended learning approach. The learning environment, social interaction, self-efficacy, performance expectations, system functionality, performance appraisal, perceived ease of utility, perceived utility, and enjoyment are all positively expressed. These results show that students are generally satisfied with the blended EFL learning technique.

Challenges Students Encountered in EFL Blended Learning

Table 3 on Challenges Students Encountered in EFL Blended Learning Approach

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Self-management Challenges (SMC)	2.58	Agree	1
2. Technological Literacy and Competency Challenges (TLCC)	2.49	Disagree	4

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3.	Students' isolation Challenges (SIC)	2.50	Agree	3
4.	Technological Sufficiency and Complexity Challenges (TSCC)	2.52	Agree	2
Composite Mean		**2.52**	**Agree**	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 presents the summary of challenges students encountered in the EFL Blended Learning Approach: Self-management Challenges and Technological Literacy and Competency Challenges, Students'isolation Challenges, Technological Sufficiency and Complexity Challenges, The composite mean of 2.52 indicates that the respondents conformed on all the indicators of motivation of online courses.

Challenges with self-management are the emphasis of item 1, which has the highest ranking of all the indicators. By displaying the capacity to manage one's ideas, attitudes, and behaviors while pursuing long-term goals, it alludes to the self-regulatory challenges students encounter when managing their learning autonomously (Hoon et al ., 2018). According to the weighted mean of 2.58, which shows agreement, students seem to concur that self-management presents difficulties. Additionally, it shows that it is the biggest challenge the students have mentioned. On the one side, overly sophisticated technologies can divert attention, make it hard to manage time, and prevent work completion. On the other side, juggling studies and extracurriculars presents another time management difficulty.

The second-rank item, item 4, proposed issues with technological sufficiency and complexity, such as problems with technology accessibility, technical problems, and diversions brought on by technological complexity. The weighted mean of 2.52 suggests agreement, indicating that students concur that these difficulties exist. This is consistent with earlier studies (Kucher et al., 2022) that shown insufficient training in using the learning platform, unfavorable test results, slow Internet, and network problems.

The table provides a general summary of the challenges that students who use the EFL blended learning technique encounter. According to the research, self-management is the main challenge, then concerns with complexity and technology sufficiency. The third-ranked obstacle was students' isolation, while those pertaining to technical knowledge and competency were the least problematic.

Relationship Between Student Readiness and Student Satisfaction

Table 4 Relationship Between Student Readiness to EFL Blended Learning and Student Satisfaction with EFL Blended Learning Approach

Learning Flexibility	r-value	p-value	Interpretation
Self-efficacy	.636**	0.000	Highly Significant
Performance Expectation	.736**	0.000	Highly Significant
System and Functionality	.698**	0.000	Highly Significant
Performance appraisal	.738**	0.000	Highly Significant
Social Interaction	.756**	0.000	Highly Significant
Learning Climate	.723**	0.000	Highly Significant
Perceived Ease of Usefulness	.637**	0.000	Highly Significant
Perceived Usefulness	.722**	0.000	Highly Significant
Perceived Enjoyment	.652**	0.000	Highly Significant
Management of Learning			
Self-efficacy	.705**	0.000	Highly Significant
Performance Expectation	.780**	0.000	Highly Significant
System and Functionality	.763**	0.000	Highly Significant

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Performance appraisal	.784**	0.000	Highly Significant
Social Interaction	.800**	0.000	Highly Significant
Learning Climate	.757**	0.000	Highly Significant
Perceived Ease of Usefulness	.663**	0.000	Highly Significant
Perceived Usefulness	.762**	0.000	Highly Significant
Perceived Enjoyment	.683**	0.000	Highly Significant
Technology			
Self-efficacy	.695**	0.000	Highly Significant
Performance Expectation	.786**	0.000	Highly Significant
System and Functionality	.778**	0.000	Highly Significant
Performance appraisal	.785**	0.000	Highly Significant
Social Interaction	.807**	0.000	Highly Significant
Learning Climate	.761**	0.000	Highly Significant
Perceived Ease of Usefulness	.697**	0.000	Highly Significant
Perceived Usefulness	.765**	0.000	Highly Significant
Perceived Enjoyment	.667**	0.000	Highly Significant
Interaction			
Self-efficacy	.728**	0.000	Highly Significant
Performance Expectation	.773**	0.000	Highly Significant
System and Functionality	.769**	0.000	Highly Significant
Performance appraisal	.817**	0.000	Highly Significant
Social Interaction	.832**	0.000	Highly Significant
Learning Climate	.772**	0.000	Highly Significant
Perceived Ease of Usefulness	.718**	0.000	Highly Significant
Perceived Usefulness	.794**	0.000	Highly Significant
Perceived Enjoyment	.689**	0.000	Highly Significant
Classroom Learning			
Self-efficacy	.722**	0.000	Highly Significant
Performance Expectation	.826**	0.000	Highly Significant
System and Functionality	.835**	0.000	Highly Significant
Performance appraisal	.835**	0.000	Highly Significant
Social Interaction	.841**	0.000	Highly Significant
Learning Climate	.791**	0.000	Highly Significant
Perceived Ease of Usefulness	.748**	0.000	Highly Significant
Perceived Usefulness	.790**	0.000	Highly Significant
Perceived Enjoyment	.703**	0.000	Highly Significant
Readiness for Blended Learning			
Self-efficacy	.788**	0.000	Highly Significant
Performance Expectation	.844**	0.000	Highly Significant
System and Functionality	.811**	0.000	Highly Significant
Performance appraisal	.835**	0.000	Highly Significant
Social Interaction	.822**	0.000	Highly Significant

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Learning Climate	.789**	0.000	Highly Significant
Perceived Ease of Usefulness	.719**	0.000	Highly Significant
Perceived Usefulness	.796**	0.000	Highly Significant
Perceived Enjoyment	.685**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

The correlation between student happiness and student readiness for an EFL blended learning strategy is shown in Table 4. The computed R-values were discovered to exhibit a strong direct correlation, and the resulting p-values were found to be below the alpha level, indicating a strong link present and demonstrating that the respondents' satisfaction with blended learning increases with their level of readiness for it.

Self-efficacy, performance expectations, system and functionality, performance appraisal, social interaction, learning environment, perceived ease of use, perceived usefulness, and perceived enjoyment all have highly significant positive correlations with student readiness across all profiles (p-value 0.01), indicating that as the factors associated with student readiness increase, student satisfaction with the EFL blended learning approach also increases.

The relationship between student readiness and student happiness in blended learning reflects how students' overall satisfaction with the learning strategy is influenced by their readiness for mixed learning experiences, according to earlier research by Nasir et al. (2021). In other words, it investigates whether students who are more prepared for blended learning typically have higher levels of satisfaction with the educational process.

According to research (Nasir et al., 2021), blended learning readiness and student satisfaction are correlated. Students are more likely to participate actively, adjust to the online components, and successfully navigate the learning environment when they feel sufficiently prepared and have the required attitudes and skills for blended learning. The ability for students to fully utilize the blended learning materials, communicate with peers and instructors, and accomplish their learning objectives promotes happiness. Additionally, students who are prepared for blended learning frequently feel self-efficacious, confident, and autonomous in managing their learning. Their satisfaction with the instructional process and results may be positively impacted by these variables. Higher levels of satisfaction are more likely to result from students' perceptions of the blended learning strategy as beneficial, engaging, and satisfying when they feel empowered, supported, and driven.

Realtionship Between Student Readiness and Challenges Students Faced in EFL Blended Learning

Table 5. Relationship Between Student Readiness to EFL Blended Learning and Challenges Students Encountered in EFL Blended Learning Approach

Learning Flexibility	r-value	p-value	Interpretation
Self-management Challenges (SMC)	0.017	0.716	Not Significant
Technological Literacy and Competency Challenges (TLCC)	0.033	0.485	Not Significant
Students' isolation Challenges (SIC)	0.058	0.216	Not Significant
Technological Sufficiency and Complexity Challenges (TSCC)	0.05	0.287	Not Significant
Management of Learning			

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Self-management Challenges (SMC)			
			Significant
	-.102*	0.029	
Technological Literacy and Competency Challenges (TLCC)			Not Significant
	-0.029	0.540	
Students' isolation Challenges (SIC)			Not Significant
	-0.022	0.636	
Technological Sufficiency and Complexity Challenges (TSCC)			Not Significant
	-0.019	0.690	
Technology			
Self-management Challenges (SMC)			
			Significant
	-.128**	0.006	
Technological Literacy and Competency Challenges (TLCC)			Not Significant
	-0.04	0.394	
Students' isolation Challenges (SIC)			Not Significant
	0.012	0.807	
Technological Sufficiency and Complexity Challenges (TSCC)			Not Significant
	0.029	0.532	
Interaction			
Self-management Challenges (SMC)			
			Highly Significant
	-.161**	<.001	
Technological Literacy and Competency Challenges (TLCC)			Not Significant
	-0.088	0.060	
Students' isolation Challenges (SIC)			Not Significant
	-0.029	0.541	
Technological Sufficiency and Complexity Challenges (TSCC)			Not Significant
	-0.023	0.626	
Classroom Learning			
Self-management Challenges (SMC)			
			Significant
	-.129**	0.006	

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Technological Literacy and Competency Challenges (TLCC)			Not Significant
	-0.044	0.356	
Students' isolation Challenges (SIC)			Not Significant
	-0.036	0.443	
Technological Sufficiency and Complexity Challenges (TSCC)			Not Significant
	-0.015	0.745	
Readiness for Blended Learning			
Self-management Challenges (SMC)			
			Significant
	-.131**	0.005	
Technological Literacy and Competency Challenges (TLCC)			Not Significant
	-0.06	0.205	
Students' isolation Challenges (SIC)			Not Significant
	-0.049	0.295	
Technological Sufficiency and Complexity Challenges (TSCC)			Not Significant
	-0.031	0.515	

Legend: Significant at p-value < 0.01

The relationship between student preparation for an EFL blended learning strategy and the difficulties students faced is shown in Table 5. The calculated R-values showed basically little to very little indirect connection, and the resulting p-values were very low. However, only a significant correlation between student readiness for the EFL blended learning approach and the difficulties students faced with self-management was discovered. This suggests that there is a significant relationship and that the more respondents are willing and prepared for blended learning, the fewer difficulties they face with self-management.

According to the chart, there are less obstacles for students in self-management the more students are prepared for managing their learning, technology, interaction, classroom learning, and readiness for blended learning.

According to Tang and Chaw (2013), study management, commonly referred to as self-regulated learning, is a notion. Throughout this process, students consciously work to plan, oversee, and direct their educational activities as well as to collaborate with their professors on educational duties. This important component aids online students in better time management and increased study motivation. With blended learning, students can take ownership of their education, which calls for self-control and drive. The more self-regulated learning opportunities kids have, the fewer difficulties they have with self-management.

The table shows that across many profiles, self-management issues are consistently and significantly inversely connected with students' preparation for blended learning. However, other issues need to demonstrate strong relationships with student preparation, including technical knowledge and proficiency, student isolation, and technological sufficiency and complexity. This shows that, compared to other hurdles, self-management difficulties may have a more noticeable effect on students' preparation for EFL integrated learning.

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Relationship Between Student Satisfaction and Challenges in EFL Blended Learning Approach

Table 6. Relationship Between Student Satisfaction with EFL Blended Learning Approach and Challenges in EFL Blended Learning Approach

Self-efficacy	r-value	p-value	Interpretation
Self-management Challenges (SMC)	-.189**	<.001	Highly Significant
Technological Literacy and Competency Challenges (TLCC)	-.132**	0.005	Significant
Students' isolation Challenges (SIC)	-.105*	0.026	Significant
Technological Sufficiency and Complexity Challenges (TSCC)	-0.086	0.067	Not Significant
Performance Expectation			
Self-management Challenges (SMC)	-.118*	0.012	Significant
Technological Literacy and Competency Challenges (TLCC)	-0.038	0.421	Not Significant
Students' isolation Challenges (SIC)	-0.027	0.560	Not Significant
Technological Sufficiency and Complexity Challenges (TSCC)	-0.033	0.478	Not Significant
System and Functionality			
Self-management Challenges (SMC)	-.109*	0.020	Significant
Technological Literacy and Competency Challenges (TLCC)	-0.018	0.702	Not Significant
Students' isolation Challenges (SIC)	-0.01	0.836	Not Significant
Technological Sufficiency and Complexity Challenges (TSCC)	-0.004	0.940	Not Significant
Performance appraisal			
Self-management Challenges (SMC)	-.206**	<.001	Highly Significant
Technological Literacy and Competency Challenges (TLCC)	-.131**	0.005	Significant
Students' isolation Challenges (SIC)	-.121*	0.010	Significant
Technological Sufficiency and Complexity Challenges (TSCC)	-0.071	0.131	Not Significant
Social Interaction			
Self-management Challenges (SMC)	-.166**	<.001	Highly Significant
Technological Literacy and Competency Challenges (TLCC)	-0.072	0.127	Not Significant
Students' isolation Challenges (SIC)	-0.046	0.332	Not Significant

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Technological Sufficiency and Complexity Challenges (TSCC)	-0.035	0.456	Not Significant
Learning Climate			
Self-management Challenges (SMC)	-.185**	<.001	Highly Significant
Technological Literacy and Competency Challenges (TLCC)	-0.092	0.051	Not Significant
Students' isolation Challenges (SIC)	-0.07	0.138	Not Significant
Technological Sufficiency and Complexity Challenges (TSCC)	-0.069	0.143	Not Significant
Perceived Ease of Usefulness			
Self-management Challenges (SMC)	-.171**	<.001	Significant
Technological Literacy and Competency Challenges (TLCC)	-0.058	0.220	Not Significant
Students' isolation Challenges (SIC)	-0.036	0.440	Significant
Technological Sufficiency and Complexity Challenges (TSCC)	-0.022	0.647	Not Significant
Perceived Usefulness			
Self-management Challenges (SMC)	-.201**	<.001	Significant
Technological Literacy and Competency Challenges (TLCC)	-0.052	0.267	Not Significant
Students' isolation Challenges (SIC)	-0.046	0.325	Significant
Technological Sufficiency and Complexity Challenges (TSCC)	-0.035	0.455	Not Significant
Perceived Enjoyment			
Self-management Challenges (SMC)	-.162**	<.001	Highly Significant
Technological Literacy and Competency Challenges (TLCC)	-0.024	0.612	Significant
Students' isolation Challenges (SIC)	-0.016	0.727	Not Significant
Technological Sufficiency and Complexity Challenges (TSCC)	0.013	0.776	Not Significant

Legend: Significant at p-value < 0.01

The relationship between student obstacles and their satisfaction with the EFL blended learning technique is shown in Table 6. It was noted that the calculated r-values show a rather weak indirect association. Self-management issues, on the other hand, seem to have a substantial negative association with student happiness in all categories, which suggests that these issues might make it harder for students to be satisfied with the EFL blended learning strategy. In the Performance Appraisal category, there is also a strong correlation between Students' Isolation Challenges and Technological Literacy and Competency Challenges. This shows a strong correlation and demonstrates that self-management problems are less common the more satisfied learners are with blended learning.

The association between student satisfaction levels and difficulties they encountered throughout EFL blended

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learning

Self-efficacy, on the other hand, is a person's belief in their ability to complete tasks and achieve the intended results. Self-efficacy in the context of EFL blended learning refers to students' belief in their capacity to do well in the classroom. Self-management problems and self-efficacy are negatively correlated, as shown by the correlation coefficient's (r-value) value of -0.189. Since the correlation has a p-value of less than 0.001, it is very significant. In the EFL blended learning approach, it showed that students' self-efficacy falls off when they face more self-management issues. Self-management issues can arise when it's tough to create goals, organize study materials, manage time, or stay motivated. According to Prifti's earlier study from 2022, students who have higher levels of self-efficacy are more likely to be involved, work more, and put more effort into their assignments. Students with higher self-efficacy may be more likely to think that they can manage their time, create objectives, and persevere in their learning when faced with self-management issues, which can help them overcome obstacles and effectively engage in self-management practices. Students with higher self-efficacy may be more likely to think that they can manage their time, create objectives, and persevere in their learning when faced with self-management issues, which can help them overcome obstacles and effectively engage in self-management practices.

course.

The association between social interaction satisfaction and self-management difficulties in blended learning for EFL (English as a Foreign Language) is quite significant, the table indicates. In the earlier study (Bourbeau et al., 2009), it was suggested that positive social interactions among participants can improve self-management outcomes and lessen self-management challenges by fostering the development of coping mechanisms and a sense of community among participants. By influencing social awareness, offering support within networks, facilitating interactions in self-management programs, and helping to build social skills, social contact plays a crucial part in self-management issues. Positive social connections promote understanding, support, and effective communication, which improve self-management.

In conclusion, the table demonstrates that self-management concerns have a considerably considerable negative association with subjective satisfaction in the EFL integrated learning strategy. There is a little negative correlation between concerns with digital skills and literacy, although it is not statistically significant. Self-management problems, on the other hand, seem to have a negative impact on students' happiness across all categories, suggesting that it may be more challenging for students to be content with the EFL blended learning technique.

CONCLUSION

With the results obtained from the data gathered, the following conclusions were formed:

1. The majority of participants were first-year students from public universities; there were more female participants than male participants. Engineering majors made up the largest proportion of students, followed by liberal arts majors.
2. All six of the preparedness factors for students were supported by respondents. In comparison to other indicators, respondents were fully prepared for the EFL blended learning strategy in terms of classroom learning, blended learning readiness, and management of learning.
3. The EFL integrated learning strategy received generally positive feedback from students about its many components. Students' perceptions of the effectiveness of the EFL blended learning strategy are more strongly influenced by indicators including perceived enjoyment, perceived ease of use, and system functionality. The indicator with the lowest level of satisfaction is self-efficacy.
4. The biggest problem that the majority of respondents had was self-management, which was followed by problems with complexity and technological sufficiency.
5. There were strong correlations between student satisfaction and preparation. The more satisfaied the respondents are, the more prepared they are for blended learning.

The link between how well students were prepared for the EFL mixed learning technique and the challenges they encountered was exceedingly tenuous. But it was found that there was a direct link between poor student preparation and self-management issues.

The fewer self-management challenges respondents confront, the better equipped they are for blended learning. Tis in an almost negligible indirect correlation. However, self-management challenges appear to have a significant negative relationship with student satisfaction in all categories.

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RECOMMENDATIONS

These suggestions are made in light of the conclusions presented above:

1. By providing flexible learning options, schools may increase student readiness and satisfaction. In the meanwhile, they might promote self-awareness, self-regulation, and social awareness to cultivate a culture of self-management to lessen obstacles.
2. By doing need analyses, offering scaffolding support, and providing timely and constructive feedback, college English teachers can increase students' readiness and satisafction. By providing direction, tools, and counseling services to lessen self-management issues, they may assist in supporting the development of time management abilities.
3. Students can increase their readiness and satisfaction by evaluating their learning flexibility, identifying areas that may need improvement, setting realistic, measurable goals, and improving their self-management skills by practicing self-awareness and self-regulation by setting goals, prioritizing tasks, and asking for help when necessary.
4. Reduced self-management is required for future researchers by investigating the efficacy of self-management programs that could affect students' behavior and academic success.

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