

# An Assessment of English Grammar Acquisition and Student Satisfaction: Investigating Relationships and Influencing Factors in Various Interaction Types

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## Abstract:

The importance of mastering English grammar is a critical component of academic success, especially in regions like the Philippines where educational disparities exist. This study investigates the relationship between English grammar acquisition and student satisfaction among Grade 12 students in the Philippines. It emphasizes the role of various student interactions—student-faculty, student-student, student-content, and student-technology—within Moore's Transactional Distance Theory. This research highlights the ongoing challenges in mastering English grammar, particularly among students from low-income families, whose difficulties have been intensified by the pandemic. A notable gap exists in understanding how these interactions impact learners' academic outcomes. Employing a mixed-methods approach, the study combines quantitative surveys and qualitative interviews to explore students' perceptions of grammar learning and satisfaction related to different interactive modalities. Findings reveal that students generally attain a satisfactory understanding of English grammar, especially in areas like subject-verb agreement and relative pronouns. Notably, student-faculty interactions are shown to provide the highest satisfaction ratings, whereas student-student and student-technology interactions, while less effective, still contribute positively to the overall educational experience. A moderate positive correlation ( $r = 0.52$ ) is observed between grammar acquisition and student satisfaction, indicating that improved proficiency enhances overall learner contentment. The research underscores the necessity for enhanced teacher training and interactive pedagogies tailored to meet student needs. It advocates for collaborative learning environments to boost student engagement and confidence in grammar skills. Furthermore, regularly assessing student satisfaction and instructional effectiveness is essential for adapting teaching strategies to evolving learner perceptions.

*Keywords — Acquisition, grammar, interaction, satisfaction*

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## I. INTRODUCTION

Numerous Enhancing students' acquisition of the English language, particularly in grammar, is an urgent necessity in contemporary educational practice. Mastering English has become increasingly vital in today's globalized world, where it often

serves as a standard language. Nonetheless, various factors influence the effectiveness of students' English grammar learning. Recent studies reveal a significant gap in the existing literature, with many focusing solely on three out of the four types of interactions proposed by Strachota (2018). This oversight highlights the need for a comprehensive analysis of all

four interaction types—student-student, student-content, student-faculty, and student-technology—each of which plays a crucial role in fostering effective learning environments. Given the current challenges in education, especially concerning the balance among these interaction types, further investigations are essential to delineate how they contribute to learners' satisfaction and their proficiency in English grammar. Therefore, this research aims to explore the implications of each interaction type and assess their collective impact on students' grammatical competencies.

In this context, the study by Brooks and Gierdowski (2021) underscores the hurdles students encounter concerning internet access, indicating significant issues with student-technology interaction during blended learning. This finding aligns with insights from Pham and Nguyen (2021), which position student satisfaction in language courses as influenced by interactions with content, peers, instructors, self-regulation, and feedback. There is a pressing necessity for improved interfaces in student-technology interactions, warranting teacher training on self-regulation strategies while also identifying further opportunities to enhance these engagements. Additionally, Alqurashi's (2018) study critiques the limited scope of interaction factors like student-content and student-student interactions. It emphasizes the pressing need for future researchers to broaden their inquiries to encompass other types of interactions, specifically student-faculty and student-technology, thereby gaining fresh insights into the interaction framework proposed by Strachota (2018). Despite previous research efforts, it remains unclear why some students continue to encounter challenges in learning English grammar, justifying the need for this investigation into the full spectrum of interactions.

Moreover, international studies, such as Alemi (2022), have shown that even with advancements in educational technologies, many students achieve minimal progress due to anxiety that adversely affects their performance in English grammar classes. This phenomenon,

recognized as foreign language class anxiety (FLCA), has emerged as a significant affective factor affecting student success and performance. Recent observations in classrooms indicate a concerning lack of motivation and interest in learning English grammar. Corroborating this context, De Vera and Sioco (2018) found that junior high students expressed dissatisfaction with their English grammar skills, attributing their struggles primarily to insufficient study resources at home. Their research indicated that while most students exhibited “average” competence in subject-verb agreement, only a few progressed toward mastery, further emphasizing the urgent need for enhanced grammatical competence among students.

Similarly, within the national context, many students are becoming increasingly aware of their poor performance in English grammar, despite the best instructional efforts of schools. A study by Andilab and Amante (2024) revealed that students from low-income families are significantly affected, displaying poor grammatical skills. Likewise, research by Pajares (2015) at Central Mindanao University indicated that a considerable number of respondents were functioning at an intermediate level in their use of English, enabling them to maintain simple conversations but hindering their ability to engage more complex discussions due to anxiety and challenges in grammar comprehension.

Thus, as education in the Philippines rapidly advances, coupled with the introduction of various technologies, there is an urgent need for improved English language proficiency in light of globalization. Existing research underscores a critical dearth in understanding how different interaction types impact students' anxiety and overall engagement in learning English grammar. Notably, there remains a substantial gap in examining the combined effects of student-faculty, student-content, student-student, and student-technology interactions on learner outcomes. Addressing this gap is crucial for developing comprehensive strategies aimed at enhancing

grammatical competence and mitigating anxiety's detrimental effects, ultimately improving English language education.

Specifically, this study addressed the following questions:

1. What is the level of English grammar acquisition of Grade 12 students in terms of:
  - 1.1 Subject-verb agreement;
  - 1.2 Relative pronouns;
  - 1.3 Tenses; and
  - 1.4 Participles?
2. What is the level of student satisfaction of Grade 12 students in terms of:
  - 2.1 Student-faculty;
  - 2.2 Student-student;
  - 2.3 Student-content; and
  - 2.4 Student-technology?
3. Is there a significant relationship between the acquisition of English grammar and the level of student satisfaction for the four types of interactions among the Grade 12 students?
4. What factors influence the perceptions of Grade 12 students regarding English grammar acquisition and their satisfaction with different types of interactions in the learning process?

## **II. LITERATURE REVIEW**

Numerous studies have delved into the realms of English grammar acquisition and student satisfaction, exploring their interrelations and individual impacts on language learning outcomes. Research consistently underscores the significance of contextualized and meaningful grammar instruction, which not only facilitates grammatical proficiency but also enhances student satisfaction. Moreover, findings illuminate how online learning modalities and innovative instructional frameworks positively influence both grammar acquisition and learner contentment, particularly in EFL (English as a Foreign Language) contexts.

In this context, the study conducted by Pham and Nguyen (2021) explores student satisfaction within an online language learning course at a Vietnamese university. It identifies

significant predictors of course satisfaction, such as interactions with content, peers, and instructors, alongside self-regulation. For instance, participants valued interaction with course content as particularly beneficial for improving their receptive skills, like listening and reading, more than their productive skills. Notably, the study finds that factors such as gender and differences in prior online language learning were not significant contributors to satisfaction levels. Therefore, this research serves to enhance understanding of effective online learning environments, proposing that instructors should receive training in self-regulation, moderating techniques, and feedback mechanisms, as these elements significantly impact student satisfaction in learning English grammar.

Similarly, Alqurashi (2018) aims to explore various factors affecting student satisfaction and perceived learning within online environments in higher education. The research identifies that course design, instructor support, and student engagement are significant predictors of satisfaction. Additionally, it reveals a positive correlation between student satisfaction and perceived learning, suggesting that satisfaction can enhance students' views on their learning outcomes. However, the limited scope of interaction factors, particularly student-content and student-student interactions, indicates a research gap worthy of further exploration to enhance online education quality and student experiences.

Complementing this, Baber (2020) furthers the discourse by discovering that various factors, including classroom interaction, student motivation, course structure, instructor knowledge, and facilitation positively influence perceived learning outcomes and satisfaction among students. This research encompasses undergraduate students from South Korea and India, confirming the universality of these determinants regardless of geographic context. Consequently, the findings stress the need for understanding the effects of different types of interactions, especially student-student and student-faculty

interactions, to enrich the understanding of effective online learning strategies.

Furthermore, Kuo (2014) highlights the critical role that various interactions—specifically, student-to-student, student-to-faculty, and student-to-content—play as predictors of student satisfaction in online education. The results emphasize a positive association between regular interactions and higher satisfaction levels, while suggesting that factors like internet self-efficacy and self-regulated learning may not be significant predictors of student satisfaction. This insight helps clarify the components that play a vital role in student engagement.

Research conducted by Kara, Volkan, and Cakir (2021) focuses on self-regulation's impact on perceived learning and satisfaction among online pre-service teachers. This study emphasizes the importance of learner-to-content, learner-to-instructor, and learner-to-learner interactions. Findings indicate a positive connection between these interactions and learners' perceptions of self-regulation, alongside a moderate level of perceived learning and satisfaction. Thus, it emphasizes the need for improvements in self-regulation practices among educators and learners alike.

In parallel, the study by She et al. (2021) identifies a significant positive relationship between interaction among students and online learning satisfaction, while highlighting that academic self-efficacy and student engagement serve as mediators in this relationship. Their findings indicate the necessity of refining educational strategies during critical academic situations, such as the COVID-19 pandemic—a time when traditional learning models faced unprecedented challenges.

Through synthesizing these studies on English grammar acquisition and student satisfaction, it becomes evident that the effective integration of grammar instruction and student engagement is vital for elevating both language proficiency and learner satisfaction. Research has repeatedly affirmed

the significant role of contextualized and meaningful grammar instruction in enhancing grammatical proficiency levels while promoting student satisfaction. Furthermore, the varied studies explicitly point to interactions with course content, peers, and instructors as critical factors positively influencing student satisfaction and learning within online learning frameworks.

In conclusion, it is essential that future exploratory avenues expand upon interaction types and devise instructional strategies that facilitate enriching educational experiences. Special attention should be given to the interactions suggested—such as student-faculty, student-to-student, student-content, and student-technology—given their potential to significantly enhance students' satisfaction and success in acquiring English grammar within online learning environments. Addressing these research gaps holds promise for a more comprehensive understanding of how to optimize student experiences in language learning contexts, particularly as digital education continues to evolve.

## **2.1 Theoretical Framework**

According to the study conducted by Andrews (2020), blended learning programs have shown effectiveness in enhancing learners' engagement and understanding through a balanced integration of online and face-to-face interactions. This framework applies Moore's Transactional Distance Theory, which articulates the significance of dialogue, structure, and learner autonomy in mitigating psychological distances between instructors and students in remote and blended learning environments. By emphasizing real-time dialogue and structured course design, the study aims to explore how these elements contribute to improving students' English grammar proficiency through various interactive approaches.

Furthermore, Moore's Transactional Distance Theory describes the educational interactions and communication dynamics that occur in distance learning environments,

emphasizing the psychological and structural distance between learners and instructors. In the context of the Philippine College Foundation, where respondents are enrolled in a blended learning approach, this theory is particularly relevant as it aligns well with Strachota's (2018) Four Types of Interaction framework. By examining the four interactions outlined in this framework, the study can assess whether these interactions positively influence students' acquisition of English grammar, ultimately aiming to enhance their grammar skills.

### **III. METHODOLOGY**

The study investigates the relationship between English grammar acquisition and student satisfaction among Grade 12 students in the Philippines, focusing on the context of post-pandemic education. It emphasizes the role of various student interactions—student-faculty, student-student, student-content, and student-technology—within Moore's Transactional Distance Theory. This research highlights the ongoing challenges in mastering English grammar, particularly among students from low-income families, whose difficulties have been intensified by the pandemic. A notable gap exists in understanding how these interactions impact learners' academic outcomes.

#### **3.1 Research Design**

This mixed-methods research study will employ a sequential explanatory design. According to the research done by Creswell and Clark (2017) to come up with better ideas and suggestions using both quantitative and qualitative evidence, this design has two stages: a quantitative phase and a qualitative phase. In the quantitative phase, data collection and analysis are done first, and then data analysis is done on the qualitative data. During the quantitative phase, the researcher will distribute surveys and evaluate the statistical connections between the two study variables:

English grammar acquisition and student satisfaction.

In contrast, the qualitative phase delves deeply into students' perceptions of the factors that influence their English grammar acquisition and their satisfaction with different types of interactions in the learning process, further strengthening and explaining the findings from the quantitative analysis. Results from the quantitative phase are used to concentrate and deepen the interviews in the qualitative phase. This research study will be run for two months, that is, from October 2024 up to December 2024. In general, the study will provide the researcher with rich insights into collecting authentic and broad data on the relationship between the acquisition of English grammar and the satisfaction of Grade 12 students at the Philippine College Foundation.

#### **3.2 Research Participants**

The respondents of this mixed-methods research study consist of 66 Grade 12 students from the Basic Education Department for the school year 2024-2025 at Philippine College Foundation, who will participate in the survey. According to Canonizado (2021), total population sampling offers several advantages for researchers, including the ability to use various qualitative research designs, establish generalizations, save time and money, target a specific niche group, obtain maximum variation in the sample, check the weighted mean average, and provide real-time results. It also counts all individuals as targets and involves minimal margins of error. On the other hand, only 15 out of the 66 students selected for the in-depth interviews will participate and answer research question number 4 based on a set of criteria.

Similarly, Grade 12 students are particularly suitable respondents for this study on English grammar acquisition and student satisfaction due to their advanced stage of education and greater cognitive maturity. They are also in the final and highest-grade level of

the Basic Education Department, which positions them well to assess their grammatical knowledge. The Grade 12 students at this level are preparing for either higher education or the workforce, making their proficiency and attitudes towards English grammar especially relevant. Furthermore, the selection criteria include students who have demonstrated consistent academic performance in English and possess a genuine interest in improving their grammatical skills. They have developed a more nuanced understanding of grammatical concepts and possess higher levels of engagement and capacity for detailed feedback. Consequently, the Grade 12 students often exhibit a proficient understanding of English grammar, making them ideal candidates for assessing the influence of various interaction types on grammar acquisition and satisfaction. Their insights can provide valuable data on the efficacy of different educational strategies and contribute meaningfully to the study's objectives.

### **3.3 Research Instruments**

The primary research instrument utilized in this study is the adapted survey questionnaire originally developed by Strachota (2006) for assessing student satisfaction at Midwest Technical College. The researcher will streamline the questionnaire to a total of 40 items, ensuring an even number of questions related to both English grammar acquisition and the four interaction types. This 40-item questionnaire is an adapted version that is being modified by the researcher. Responses will be gauged using a 5-point Likert scale ranging from "not satisfied" to "very satisfied," facilitating a clear quantification of student satisfaction levels. Additionally, for qualitative insights, purposive sampling will be used to select 15 students for in-depth interviews, helping to enrich the understanding of their experiences and perceptions regarding grammar acquisition and associated satisfaction factors.

### **3.4 Research Procedure**

Before collecting the data, the researcher will follow the correct procedure and first request permission from the administration to conduct the study. Once the administration has signed the letter of approval, the researcher will proceed to draft a second letter of approval, requesting permission from the school where the participants are enrolled, to include grade 12 students as respondents in the study. Moreover, the respondents will receive an invitation to join the study. This included some introductory information: The information includes 1) an introduction to the researcher, 2) a description of the study and its significance, and 3) a link to both the consent form and Google form. The questionnaire will be expected to be completed within a one-week timeframe.

In addition, the respondents will be informed that participation in the study is entirely optional, that the information obtained will be kept confidential in the vast majority of situations, and that they have the option to withdraw. The researcher, on the other hand, will securely protect any data that will be received from the participants of the study. Meanwhile, the Google form consists of a single questionnaire, which the research participants are required to complete. The researcher will employ a single questionnaire that could be easily replicated to test for reliability. Using a questionnaire would make it simple to ensure consistency in the results. Furthermore, an open-ended interview question was delivered to the selected participants of the study to further understand their experiences and input to gain rich data for the study. Hence, the data will be retrieved, collected, tallied, tabulated, analyzed, and interpreted confidentially and accordingly.

### **3.5 Data Analysis**

This mixed method study titled "An Assessment of English Grammar Acquisition and Student Satisfaction Among Grade 12 Students: Investigating Relationships and Influencing Factors in Various Interaction Types" aims to explore the intricate dynamics

between grammar acquisition and student satisfaction using both quantitative and qualitative data. This approach allows for a comprehensive understanding by capitalizing on the strengths of both data types. Moreover, to analyze and interpret the data that will be gathered, the following statistical tools will be used:

Furthermore, the researcher assessed the relationship between English grammar acquisition and students' satisfaction among the Grade 12 students. Additionally, the researcher used a 5-point Likert scale, which served as a guide in interpreting the data that had been gathered. The range of means is as follows: 5 represents the highest mean, indicating a "very satisfied" verbal description, while 1 represents the lowest verbal description, indicating "not satisfied." Moreover, the Pearson Product-Moment Coefficient Correlation was used to determine the degree of the relationship between the two variables in the study.

Conversely, for the qualitative process of answering research objective number 4, after providing the respondents with the link to Google Forms, the researcher selected 15 students from among the 66 students to be interviewed for research question number 4. The researcher chose only 15 participants: 5 students who received the highest grades, 5 students who were average, and 5 students who received the lowest grades. Moreover, the researcher further explained to the chosen 15 students why they were selected, and the researcher asked for the permission of the selected participants to audio record the interview process to facilitate easier transcription of everything the participants answered. However, if a participant declined the invitation to be interviewed, the researcher respected the participant's decision and selected another participant from the other group of students.

In addition, thematic analysis is a method that will be used to analyze qualitative data in this study, allowing the researcher to identify and interpret patterns and themes. The process follows a structured six-step approach, starting with data familiarization. The researcher will engage in the collection of the materials, such as interview transcripts or survey responses, to further understand the data. Afterward, the researcher will then generate initial codes, highlighting significant features and assigning shorthand labels. Themes will be generated, encapsulating broader concepts and reflecting commonalities within the data. Also, themes will be then reviewed to ensure relevance and accuracy, often involving iteration. Similarly, the themes will then be defined and named, articulating their meaning and contribution to answering research questions. Thus, the final step is to write up the findings, including an introduction, detailed exploration of each theme, and a conclusion that encapsulates the analysis's main insights. This process promotes rigor and transparency in this mixed-method research study.

#### IV. RESULTS AND DISCUSSION

*Research Question #1: What is the level of English grammar acquisition of Grade 12 students in terms of:*

The evidence obtained during the course of this investigation is presented, tabulated, analyzed, and interpreted in this chapter.

**Table 1.** The Students Level of English Grammar Acquisition

Indicators	Mean	Verbal Description
Subject-Verb Agreement	4.1	Satisfied
Relative Pronouns	4.07	Satisfied
Tenses	4.05	Satisfied
Participles	3.99	Satisfied
<b>Overall Mean</b>	<b>4.05</b>	<b>Satisfied</b>

The level of English grammar acquisition of students yielded the following results: Subject-verb agreement 4.1, Relative pronouns 4.07, Tenses 4.05, Participles 3.99 with an overall mean of 4.05. This suggested that there was high satisfaction with the subject-verb agreement, relative pronouns, tenses, and participles as depicted with the overall mean which signifies a high level of satisfaction among the students. This was supported in the study conducted by Martirosyan, Hwang, and Wanjohi (2015) which showed that 53.7% of the participants labeled themselves as good with their English proficiency, and 25.9% of the participants labeled themselves as excellent. Only 20.4 % said that they belong to an average level which means that students have a high level of satisfaction with their English grammar acquisition.

Range of Correlation Coefficients	Descriptions
0.40-0.59	Moderate Positive Relationship

Research Question #2: What is the level of student satisfaction of Grade 12 students in terms:

Table 2. The Level of Students' Satisfaction

The level of student's satisfaction yielded the following results: Student-faculty interaction 4.06, Student-student interaction 3.76, Student-content interaction 3.93, Student-faculty interaction 3.64 with an overall mean of 3.85. This suggests that there was high satisfaction in terms of the four types of interaction. To support this claim, Turley and Graham (2019) conducted a study that found students satisfied with the English course. In fact, the study examined the findings using two

models, and it was discovered that both models worked as designed. Thus, the two models produced an acceptable level of course quality, student satisfaction, and allowed students to have a meaningful learning experience by completing the course. More importantly, the study found that regardless of the type of interaction, students had a more positive perception of online learning, which appears to be the case in both models.

Research Question #3: Is there a significant relationship between the acquisition of English grammar and the level of student satisfaction for the four types of interactions among the Grade 12 students?

Table 3. Correlation Matrix of English Grammar Acquisition and Learners' Satisfaction

Variables	Mean	Verbal Description
English Grammar Acquisition	4.05	Satisfied
Learners' Satisfaction	3.85	Satisfied
Correlation	0.52 (<0.001)	Satisfied
		Moderate Positive Relationship

Indicators	Mean	Verbal Description
Student-faculty interaction	4.06	Satisfied
Student-student interaction	3.76	Satisfied
Student-content interaction	3.93	Satisfied
Student-technology interaction	3.64	Satisfied
<b>Overall Mean</b>	<b>3.85</b>	<b>Satisfied</b>

T	Range of Means	Verbal Description
he	4.21-5.00	Very Satisfied
correl	3.41-4.20	Satisfied
ation	2.61-3.40	Moderately Satisfied
matri	1.81-2.60	Fairly Satisfied
	1.00-1.80	Not Satisfied

x yielded the following results based on the study's findings: English grammar acquisition received an overall mean of 4.05, and learner satisfaction received an overall mean of 3.85. This suggested that the two variables—English grammar acquisition and learners' satisfaction—have a



highly significant positive linear relationship ( $r = 0.52$ ,  $p < 0.001$ ). Given that the  $p$ -value is less than the alpha, the researcher rejected the null hypothesis and favored the alternative hypothesis, which asserts that there is a significant relationship between English grammar acquisition and the level of student satisfaction among Grade 12 students.

Furthermore,  $r = 0.52$  denotes a moderately positive relationship, implying that there was a strong link between students' knowledge of English grammar and their satisfaction with it. On another note, Kuo, Walker, Belland, and Schroder (2013) stated that interaction plays a critical role in both in-person and blended learning modalities. In almost any learning environment, the quantity and quality of student interactions have a high correlation to learners' satisfaction. Therefore, this study demonstrated a correlation between the acquisition of English grammar and the level of satisfaction among Grade 12 students.

*Research Question #4: What factors influence the perceptions of Grade 12 students regarding English grammar acquisition and their satisfaction with different types of interactions in the learning process?*

During the qualitative research process, the results showed that multiple educational factors influence the perceptions of Grade 12 students regarding English grammar acquisition. The researcher identified the role of teacher interactions as a significant factor, citing supportive feedback and diverse teaching methods as two factors that can boost students' motivation and confidence in learning English grammar. The quality of those types of interactions can significantly shape students' attitudes toward grammar acquisition, making them feel more engaged in the class discussions, and they are also willing to take risks in their learning. In addition to this, the classroom environment's supportive nature fosters a sense of belonging among the students and encourages active collaboration, further

solidifying students' positive perceptions of grammar.

Furthermore, one participant mentioned: "For me, it's through the student-faculty interaction because teachers teach well so that the students can understand and guide the students to learn in every aspect. Students need a professional person's guidance." Indeed, student-teacher interaction plays a crucial role in helping students learn English grammatical concepts effectively. Even though grammar concepts, particularly the technical principles, can be challenging to learn, students will learn the subject matter more effectively when their teacher possesses extensive knowledge and expertise in teaching grammar concepts.

In addition, there is another critical factor influencing the perceptions: students' previous experiences with grammar learning can help them understand the deeper rules of grammar. Those who have enjoyed positive and engaging learning encounters in the past are more likely to perceive current grammar instruction positively, whereas negative experiences can lead to fears and aversions toward English grammar. Furthermore, peer interactions and collaboration emerged as essential elements that enhance student satisfaction. On another note, engaging in group work and collaborative activities during the duration of class discussion allows students to build confidence in themselves; they can share ideas with their classmates so that they can learn from one another, and they can reinforce their comprehension of grammatical concepts. Meanwhile, the integration of technology in the class, especially when the teacher is teaching the learners, also plays a significant role in fostering engaging learning experiences for students, thus improving students' satisfaction and overall perceptions of English grammar acquisition.

Moreover, the qualitative research findings indicate that there are indeed significant factors influencing the perceptions of Grade 12 students regarding English grammar acquisition and their satisfaction with different types of interactions in the learning process. The researcher has identified that teacher interactions, characterized by supportive feedback and diverse teaching methods,

significantly enhance students' motivation and confidence, thereby fostering a more engaged learning environment. Additionally, the quality of peer interactions and collaborative activities plays a crucial role in reinforcing students' understanding of grammatical concepts and building their self-confidence. Given these compelling insights, the null hypothesis is rejected in favor of the alternative hypothesis, affirming that there are significant factors that influence the perceptions of Grade 12 students regarding English grammar acquisition and their satisfaction with different types of interactions in the learning process.

#### **4.1 Discussion**

The results revealed that the qualitative study indicate significant factors influencing Grade 12 students' perceptions of English grammar acquisition and their satisfaction with various types of interactions. There are various key themes being identified, including the influential roles of teacher practices, peer interactions, and previous experiences with grammar learning. Hence, the data suggest that the quality of interactions among students, between students and teachers, and the overall learning environment strongly correlate with students' engagement and satisfaction levels.

Furthermore, the teacher's influence emerged as a crucial factor in shaping students' attitudes toward grammar learning. The students reported that supportive feedback and an encouraging classroom atmosphere significantly boosted their motivation to improve their grammar skills. The findings revealed that teachers who employ diverse teaching strategies and provide timely, constructive feedback can enhance students' self-efficacy and foster a more positive perception of grammar acquisition.

Conversely, peer interactions significantly contributed to student satisfaction, as studies have linked collaborative learning environments to heightened engagement and enjoyment. The students expressed that working alongside their peers allowed them to experiment with language, correct mistakes,

and build confidence. Furthermore, the study revealed that past experiences with grammar learning shape current perceptions; students who had positive experiences in the past expressed greater satisfaction and were more likely to actively participate in their current learning processes. Thus, the study underscores the importance of a supportive interactive framework to enhance learning outcomes in English grammar education.

#### **4.2 Interpretation of the Results**

The results regarding Grade 12 students' English grammar acquisition revealed a considerable level of satisfaction across various grammatical concepts, as indicated by the data collected in the qualitative study process. Specifically, the findings showed that students feel particularly confident in their understanding of subject-verb agreement and relative pronouns, with mean ratings of 4.1 and 4.07, respectively. An overall mean of 4.05 signifies that students perceive their grammar acquisition positively and are satisfied with their progress in these areas. This aligns with the findings of the study by Martirosyan, Hwang, and Wanjohi (2015), indicating a strong sense of English proficiency among students and further reinforcing the notion that high levels of satisfaction correlate with effective grammar acquisition.

Consequently, examining student satisfaction reveals a nuanced understanding of their learning experiences related to various types of interactions. The results showed that student-faculty interaction received the highest satisfaction rating at 4.06, followed closely by student-content interaction at 3.93. In contrast, the student-student and student-technology interactions received somewhat lower scores, with ratings of 3.76 and 3.64, respectively. Despite these variances, the overall mean satisfaction rating of 3.85 suggests that students generally feel content with their learning experiences. This satisfaction underlines the importance of meaningful interactions, as supported by Turley and Graham (2019), who emphasized that effective interactions are

crucial in enhancing student perceptions of their educational experiences.

Moreover, addressing the correlation between English grammar acquisition and student satisfaction, the results revealed a moderately positive relationship ( $r = 0.52$ ,  $p < 0.001$ ). This suggests that as students' grammar acquisition improves, so does their overall satisfaction with the learning process. The significant correlation highlights the interrelated nature of interactions among students, faculty, content, and technology, which significantly shapes students' perceptions of their grammar skills. The findings are consistent with Kuo et al. (2013), who articulated the critical role of interaction quality in shaping learners' satisfaction across different educational contexts, especially in learning English grammar.

Meanwhile, the factors influencing Grade 12 students' perceptions of English grammar acquisition include teacher practices, previous learning experiences, and peer collaboration, as highlighted in the coding table analysis above. The teacher influence has been identified as particularly significant; supportive feedback and diverse teaching strategies foster students' motivation and confidence. The data indicate that when students receive timely and constructive critiques from their teachers, their attitudes toward grammar learning improve markedly. This discovery suggests that teacher engagement and varied instructional approaches can positively affect how students perceive and approach grammar.

Also, the previous experiences with grammar learning play a pivotal role in shaping current perceptions. The students who have enjoyed positive learning encounters report greater satisfaction in their current grammar instruction. Negative experiences, conversely, may contribute to anxieties related to grammar, indicating that historical academic interactions can set the stage for future learning dispositions. Additionally, collaborative peer interactions create an environment where students feel comfortable experimenting with language and learning from one another. These interactions

enhance engagement and contribute significantly to students' self-confidence in their grammar abilities.

Lastly, the integration of relevant learning materials, technology, and participatory activities emerges as vital components for fostering a satisfying learning experience. The study shows that when resources are accessible and pertain directly to students' needs, they significantly boost motivation and comprehension. This creates an environment conducive to active learning, where students engage fully in activities and practices that reinforce their understanding of grammar concepts. Overall, the interrelationship of teacher practices, peer interactions, and previous experiences underscores the robust framework necessary for enhancing student satisfaction and success in acquiring English grammar.

#### **4.3 Implications for Future Research or Practice**

For research question number one, the findings regarding the level of English grammar acquisition among Grade 12 students, particularly with satisfactory ratings in subject-verb agreement and relative pronouns, suggest that while students demonstrate clear competence, there remains a need for ongoing research to investigate the underlying factors facilitating or hindering grammar mastery. Therefore, future research should emphasize longitudinal studies to track students' grammatical development over time and explore how instructional strategies influence their understanding of more complex grammatical concepts, such as participles and tenses. Practitioners are encouraged to consider differentiated instructional techniques to better cater to diverse learning styles within the classroom context. This could include targeted grammar workshops or interactive learning activities that specifically address areas where students show less confidence. By doing so, educators can significantly influence students' overall grammar acquisition and engagement.

Moreover, for research question number two, the analysis of student satisfaction

revealed that although students reported satisfactory interactions, variations exist in satisfaction levels among different interaction types. This significant divergence suggests the necessity for further exploration into how specific types of interactions—especially student-faculty—can be optimized to enhance overall satisfaction. Future research could investigate the role of technological innovations that facilitate real-time feedback and collaboration, exploring how they may better engage students in grammar learning. In practice, educators are recommended to implement more structured interaction strategies that foster collaborative learning, such as peer review sessions or technology-enhanced discussions. Providing opportunities for personalized interactions, particularly with faculty, can enhance the sense of support and motivation students feel, ultimately raising overall satisfaction rates in grammar acquisition.

Furthermore, for research question number three, the moderate positive correlation identified between grammar acquisition and student satisfaction suggests a crucial link that warrants deeper investigation. To expand on these findings, further research could quantify how improvements in specific grammatical competencies influence student satisfaction and engagement across diverse educational contexts. Additionally, qualitative studies exploring student perspectives on how satisfaction correlates with grammar learning could yield meaningful insights for both theory and practice. In the classroom, educators should prioritize creating supportive learning environments that focus on enhancing grammar skills while simultaneously addressing student satisfaction. Regularly soliciting student feedback can help in adapting instructional methods to better meet their needs, thus promoting both higher grammar acquisition and greater overall satisfaction.

Lastly, for research question number four, the investigation highlighted multiple factors influencing students' perceptions, notably the importance of teacher interactions and previous

experiences with grammar learning. Future research could benefit from examining how different pedagogical styles and classroom environments contribute to these perceptions. Given the high stakes of teacher influence, studies that evaluate teachers' professional development and its impact on grammar instruction quality are recommended. Practitioners are suggested to implement regular training sessions focused on effective feedback strategies and fostering a collaborative atmosphere in classrooms. Such initiatives can strengthen teacher-student relationships which, as indicated by student feedback, are pivotal for both understanding grammar concepts and enhancing student satisfaction. Collectively, these insights will facilitate a comprehensive approach to learning grammar that is locally tailored yet globally informed.

## **V. CONCLUSION AND RECOMMENDATION**

The investigation into Grade 12 students' perceptions of English grammar acquisition reveals high satisfaction levels with their understanding, particularly in subject-verb agreement and relative pronouns, with mean ratings near 4.0. This finding aligns with previous research indicating that effective grammar acquisition practices correlate closely with student satisfaction, thereby highlighting students' confidence in using these grammatical structures.

Additionally, the analysis shows that student-faculty interactions yield the highest satisfaction ratings, indicating that strong teacher relationships significantly enhance learning experiences. In contrast, student-student and student-technology interactions are perceived as less impactful—even though they are still rated positively. Thus, the findings emphasize the necessity of fostering meaningful interactions in educational settings, as these interactions crucially shape student perceptions.

Furthermore, correlation analysis demonstrates a moderate positive relationship between grammar acquisition and student satisfaction, suggesting that improved grammar proficiency leads to greater satisfaction. Indeed, effective peer and teacher interactions are critical for enhancing students' perceptions of their grammatical skills, underscoring the importance of a supportive and interactive learning environment.

The study also identifies key factors influencing student perceptions, with teacher practices emerging as vital. Specifically, supportive feedback and diverse teaching methods significantly enhance student motivation and understanding. Moreover, collaborative learning experiences positively contribute to students' attitudes toward grammar, fostering both engagement and confidence.

Integrating relevant learning materials and technology into grammar instruction is therefore crucial. Accessible and pertinent instructional resources bolster motivation and understanding, while also encouraging active participation. Consequently, educators should frequently assess student satisfaction and provide professional development focused on effective feedback and diverse instructional methods to enhance the quality of grammar instruction.

In addition, curricula should promote collaborative learning to foster peer interaction. For instance, group projects can enhance idea-sharing and strengthen understanding of grammatical concepts, thereby enriching students' learning experiences. Evaluating instructional materials for relevance and accessibility, along with technology integration, will make grammar lessons more engaging.

Moreover, expanding research to include a broader range of students can uncover valuable insights into how cultural backgrounds and socioeconomic factors influence perceptions of grammar learning.

This understanding can also inform the development of inclusive teaching strategies that are effective for diverse learners.

Finally, conducting long-term studies can help track changes in student attitudes toward grammar acquisition over time. By observing these shifts, educators can refine their teaching practices and better meet student needs, ultimately fostering a positive attitude toward grammar learning. In sum, the integration of effective instructional strategies, the nurturing of meaningful interactions, and the continuous evaluation of student perceptions are essential for enhancing grammar acquisition and satisfaction among students.

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