EVALUATING COMMENTS AND SATISFACTION WITH ONLINE LEARNING AND ACTIVITIES: A CASE STUDY OF THE E-LEARNING WEBSITE FOR HEALTH CARE FOR MODERN LIFE

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ABSTRACT

This research investigates the opinions and satisfaction levels related to online learning and activities through E-Learning websites in the context of the " Health Care for Modern Life " course. The study aims to achieve the following objectives: 1) To explore the opinions and satisfaction levels regarding online learning and activities through E-Learning websites in the Health Care for Modern Life course. 2) To examine standardized design patterns of E-Learning and their alignment with learner preferences in online learning and activities. The study focuses on undergraduate students enrolled in the Health Care for Modern Life course at Suan Sunandha Rajabhat University. The sample population, determined using simple random sampling based on Krejcie & Morgan's table of sample size determination, consists of 351 undergraduate students out of a total population of 4,220 Data collection is conducted through surveys, and statistical analysis involves calculating mean and standard deviation. This research contributes valuable insights into the perceptions and satisfaction levels of students regarding online learning experiences in the specific context of health management education. Additionally, it explores the alignment of E-Learning design standards with learner preferences, providing implications for the improvement of online education methodologies.

Keywords: Comments, Satisfaction, E-Learning

INTRODUCTION

In the current global landscape, characterized by a knowledge society aimed at enhancing the quality of life, there is a heightened awareness for educational reform that emphasizes lifelong learning principles. This paradigm shift seeks to transform societies into hubs of intellect and continuous learning, with the belief that every learner possesses the ability to develop and learn, aspiring to be virtuous, skilled, and happy individuals. Aligned with the National Education Act of 1999, which places a significant emphasis on learning reform as its core principle, education should be organized based on the principle that every learner has the capability to learn and develop oneself. Learners are considered the utmost priority, and the educational process must foster their natural ability and potential. Article 22 under Section 4 of the Act addresses the principles of educational management, highlighting the importance of recognizing that every learner can learn and develop themselves. Furthermore, Article 24 mandates educational institutions and relevant agencies to tailor content and learning activities to align with the diverse interests and capabilities of learners. It emphasizes the need to cultivate critical thinking, management skills, problem-solving abilities, and the application of knowledge to prevent and address issues. (Ministry of Edycation, 2002)

In a study conducted by Silpchai, P. (2021), the research results found that the learning model through the Cloud Way System in the general education course at Suan Sunandha Rajabhat University consists of three components: 1) Situation analysis, 2) Online teaching activities on Google App for Education, 3) and Evaluation and revision. Results: The teaching and learning efficiency test E1/E2 is 82.87/83.75. It meets the criteria set. Last, the performance test result of students after studying is higher than before studying. This shows that students have progressed in their studies after using the Cloud Way learning model in the general education course at Suan Sunandha Rajabhat University.

RESEARCH OBJECTIVES

This research study was aimed to
1) To examine the opinions and satisfaction levels of students participating in online activities through the E-Learning platform for the Health Care for Modern Life course.
2) To investigate standardized E-Learning design patterns and assess their alignment with learner preferences in the context of online activities within the Health Care for Modern Life course.
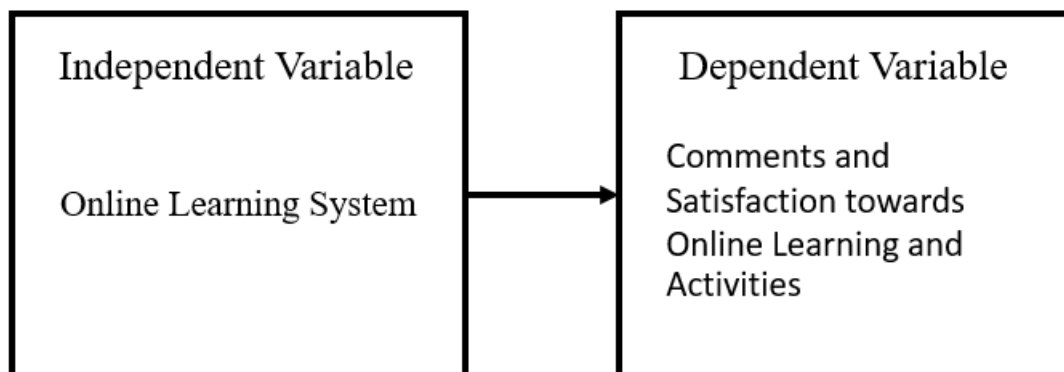
CONCEPTUAL FRAMEWORK

Figure 1. Conceptual Framework of the Study
Source of search: EPC solution Elearning Service for EPCs (n.d.)

This conceptual framework depicts the relationships between the three key constructs that influence learner satisfaction with online learning and activities: learning content, learning environment, and learning experience. Learning content refers to the material that learners are expected to master. The quality and relevance of the learning content are important factors that influence learner satisfaction. Learning environment refers to the platform or environment in which the learning takes place. The ease of use and accessibility of the learning environment also affect learner satisfaction. Learning experience refers to the learner's overall experience of the learning process. This includes the level of interaction with the content and the instructor, as well as the opportunities for learners to collaborate with others.

The framework proposes that these three constructs interact with each other to influence learner satisfaction. For example, the quality of the learning content can affect the learner's

experience of the learning environment. Similarly, the ease of use of the learning environment can affect the learner's ability to interact with the content and the instructor.

This conceptual framework can be used to guide the collection and analysis of data from participants who have used the e-learning website for health care for modern life. The data can be used to identify the factors that influence learner satisfaction with online learning and activities. (Thanomporn Laohajaratsaeng, 2002)

METHODOLOGY

This research focuses on undergraduate students enrolled in the Health Care for Modern Life course at Suan Sunandha Rajabhat University. The target population comprises the students registered for this specific course, with a total population of 4,220. A sample group of 351 undergraduate students was selected using Simple Sampling based on Krejcie & Morgan's (1970) table. The research employs a survey-based data collection method, involving two main aspects:

1) General Information: The first part of the survey gathers general demographic information about the students enrolled in the course, providing a comprehensive understanding of the sample group.

2) Student Opinions and Satisfaction with E-Learning: The second part of the survey assesses student opinions and satisfaction levels with regard to E-Learning activities within the course.

In this study, the Independent Variable (IV) is the implementation of E-Learning activities, while the Dependent Variables (DV) pertain to the levels of student opinions and satisfaction regarding these activities. To measure these variables, a structured questionnaire in narrative form was developed, adhering to Likert Scale standards. The scoring and interpretation criteria for the questionnaire responses are categorized as follows:

5-point Likert scale:

5 mean Very High
4 mean High
3 mean Moderate
2 mean Low
1 mean Very Low

Likert Scale standards:

Score range of 4.51 – 5.00, indicating very high satisfaction.
Score range of 3.51 – 4.50, signifying a high level of satisfaction.
Score range of 2.51 – 3.50, indicating moderate satisfaction.
Score range of 1.51 – 2.50, suggesting a low level of satisfaction.
Score range of 1.00 – 1.50, reflecting very low satisfaction.

The research is conducted at the Office of General Education and Electronic Learning Innovation, Suan Sunandha Rajabhat University, and spans from December 2022 to August 2023. Data analysis will involve the calculation of percentages, overall averages, and standard deviations to derive meaningful insights from the collected questionnaire responses.

RESULT

A Likert scale is a commonly used tool in survey research to measure respondents' attitudes, opinions, or perceptions on a particular subject. The scale typically ranges from strongly agree to strongly disagree, providing a structured way to collect and analyze quantitative data. Here's an example of a 5-point Likert scale with corresponding labels:

Table 1. Student Comments and Satisfaction towards E-Learning Activities

Evaluation Criteria	Mean	S.D.	Satisfaction Level
1. Convenience in accessing E-Learning system activities	4.75	0.43	Very High
2. Ease of menu navigation in E-Learning activities	4.79	0.40	Very High
3. Convenience in viewing information in E-Learning activities	4.77	0.42	Very High
4. Challenges encountered in E-Learning activity usage	1.26	0.44	Very Low
5. Benefits derived from E-Learning activity usage	4.68	0.47	Very High
6. Level of necessity for E-Learning activity usage	4.69	0.46	Very High
7. Suitability of E-Learning activity usage for teaching	4.66	0.48	Very High
Overall Satisfaction	4.23	0.44	Very High

Research Findings: In summary, student opinions on E-Learning activities are predominantly favorable, with an overall satisfaction level of 4.23 and a standard deviation of 0.44. Specific insights include:

1. Convenience in Access: Students find accessing the E-Learning system highly convenient, with a mean score of 4.75 and a standard deviation of 0.43.

2. Ease of Navigation: The ease of menu navigation in E-Learning activities is perceived as very high, with a mean score of 4.79 and a standard deviation of 0.40.

3. Information Viewing Convenience: Students consider it very convenient to view information in E-Learning activities, reflected in a mean score of 4.77 and a standard deviation of 0.42.

4. Challenges Faced: Challenges encountered in E-Learning activity usage are minimal, indicated by a mean score of 1.26 and a standard deviation of 0.44.

5. Benefits Obtained: Students report deriving significant benefits from E-Learning activities, as evidenced by a mean score of 4.68 and a standard deviation of 0.47.

6. Necessity Level: The perceived necessity level for E-Learning activity usage is very high, with a mean score of 4.69 and a standard deviation of 0.46.

7. Suitability for Teaching: E-Learning activity usage is deemed highly suitable for teaching, with a mean score of 4.66 and a standard deviation of 0.48.

CONCLUSION

In conclusion, this research has provided valuable insights into the opinions and satisfaction levels of undergraduate students regarding E-Learning activities in the "Health Care for Modern Life" course at Suan Sunandha Rajabhat University. The study aimed to explore student perceptions, analyze standardized E-Learning design patterns, and assess their alignment with learner preferences.

The findings reveal that students express a high degree of satisfaction with E-Learning activities. Notably, the convenience in accessing the E-Learning system, ease of menu navigation, and the convenience of viewing information received particularly positive feedback. Challenges encountered in E-Learning activity usage were minimal, and students reported deriving significant benefits from these activities.

The overall satisfaction level, with a mean score of 4.23, indicates a strong positive sentiment among students. The results suggest that E-Learning is well-received and aligns effectively with the educational objectives of the "Health Care for Modern Life" course. The study emphasizes the importance of considering student preferences and aligning E-Learning design with their needs for enhancing online education methodologies.

These insights contribute to the ongoing discourse on the effectiveness of E-Learning in health management education. The positive feedback underscores the potential for further integration and improvement of E-Learning methodologies (Information technology work RMUTI (n.d.), ensuring a dynamic and engaging learning environment for students in the realm of modern health care. As technology continues to play a pivotal role in education, these findings serve as a foundation for enhancing the quality and relevance of online learning experiences in health management education.

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