EVALUATING THE SATISFACTION OF INTERNATIONAL STUDENTS WITH THE ONLINE TEACHING MANAGEMENT SYSTEM IN GENERAL EDUCATION COURSES

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ABSTRACT

This research aims to explore the levels of satisfaction among international students with the online instructional management system in general education courses and to identify areas for improvement in the system. The study involves a sample of 400 undergraduate students enrolled in international programs at Suan Sunandha Rajabhat University, who completed a questionnaire designed to assess their satisfaction levels. Statistical analysis, including percentages, mean, and standard deviations (S.D.), was employed to analyze the gathered data. The findings indicate that most respondents expressed high satisfaction levels (mean = 3.80, S.D. = 0.6071) with the online instructional management system. Notably, students reported high satisfaction levels with the clarity of course details and exam schedules (mean = 4.19, S.D. = 0.4312), the clarity of instructional formats (options) (mean = 4.07, S.D. = 0.2596), and the responsiveness of teaching assistants (TAs) regarding online learning inquiries (mean = 4.06, S.D. = 0.2807).

Keywords: Assessing Satisfaction Online Teaching Management System

INTRODUCTION

In recognition of the evolving landscape in the 21st century, Thailand has prioritized education as a fundamental driver for national development. The National Education Plan for the years 2560-2579 outlines the country's commitment to establishing goals and directions for the education system. The overarching objective is to ensure equitable access to quality education for all Thai citizens, emphasizing inclusivity and equal opportunities (Office of the Education Council, 2019).

The contemporary educational paradigm necessitates a shift towards innovative learning approaches to build essential abilities and competencies. This involves defining acquired skills and assessing learners' abilities to inform effective teaching strategies, with a focus on fostering expression. The transformation requires a blended approach integrating physical and cyber realms, with technology playing a pivotal role in shaping the "New Normal Education" (Korbuakaew, T.,Korbuakaew G., Korbuakaew,S.,2023).

The integration of physical and cyber dimensions is crucial for adapting to changing dynamics. As society becomes more cohesive through physical interactions, digital technology has simultaneously transformed physical entities into digital counterparts. The "New Normal Education" paradigm, as endorsed by Suan Sunandha Rajabhat University's Office of General Education and Innovative Electronic Learning, emphasizes large-group teaching methods

facilitated by Teaching Assistants (TAs). TAs guide classes, ensuring instructional management aligns with classroom management indicators, including the creation of a flexible teaching environment, compilation of essential documents, and providing guidance for collaboration (Office of General Education and Innovative Electronic Learning, Suan Sunandha Rajabhat University).

Despite the strides in online teaching for General Education courses designed for international program students, challenges and errors have surfaced. The Office of General Education and Innovative Electronic Learning is actively engaged in data collection to identify and address these issues. This research aims to enhance and optimize online teaching management for international program courses, contributing to the ongoing refinement of teaching practices.

RESEARCH OBJECTIVES

This research study aims to
1) To identify efficient management strategies for administrative tasks, aiming to enhance the effectiveness of administrative personnel.
2) To enhance and optimize the efficiency of online instructional management in general education courses for international students, to improve the overall learning experience.

CONCEPTUAL FRAMEWORK

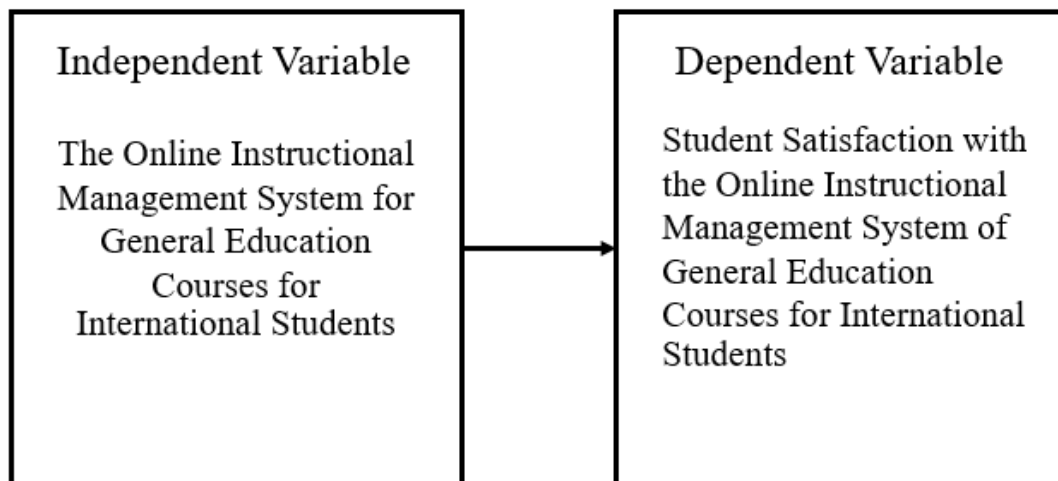| Independent Variable	Dependent Variable
The Online Instructional Management System for General Education Courses for International Students	Student Satisfaction with the Online Instructional Management System of General Education Courses for International Students

Figure 1. Conceptual Framework of the Study

This conceptual framework elucidates the relationship between the key variables under study. The independent variable, the online instructional management system, is posited to exert an influence on the dependent variable, which is student satisfaction with the system. Within this framework, several mediating variables are identified, which may play intermediary roles in shaping the relationship between the independent and dependent variables. (Maynard W. Shelly, 1975 : 252 -268)

These mediating variables encompass:

1) Course Content and Delivery: The quality of course content and the efficacy of the delivery method are anticipated to have a direct impact on student satisfaction with the online instructional management system. Well-structured content and effective delivery methods may contribute positively to students' overall satisfaction.

2) Student Characteristics: Various student-specific factors, such as prior experience with online learning, language proficiency, and cultural background, are likely to influence their satisfaction levels with the system. These individual characteristics can shape students' experiences and perceptions of the online instructional management system.

3) Administrative Support: The level of administrative support extended to both students and instructors is another crucial factor that may affect student satisfaction with the system. Adequate administrative support can ensure the smooth functioning of the system and provide necessary assistance to students, which in turn can impact their satisfaction.

The conceptual framework suggests a complex interplay between the online instructional management system and student satisfaction, mediated by these variables. For instance, a well-designed system with high-quality content and effective delivery methods can enhance the learning experience and potentially lead to higher satisfaction levels among students. Similarly, tailoring the system to cater to the needs of diverse student profiles, including those with limited language proficiency, may contribute to increased satisfaction. Moreover, administrative support can serve as a facilitating factor in ensuring the system operates seamlessly, ultimately affecting student perceptions and satisfaction.

METHODOLOGY

This research focuses on students enrolled in international programs at Suan Sunandha Rajabhat University, specifically those who are taking general education courses. The study's population comprises 400 undergraduate students pursuing degrees in international programs at the university.

A qualitative research approach is adopted to investigate student satisfaction with the online instructional management system in general education courses designed for international students. Data collection is executed through a structured questionnaire, encompassing two sections.

Section 1: General Information

This section collects essential demographic data about the respondents, including gender, academic year, and faculty affiliation.

Section 2: Student Satisfaction Assessment

In this section, student satisfaction is assessed using a Likert Scale consisting of 10 items. The Likert Scale (Likert, R., 1932)) provides respondents with five options for rating their satisfaction levels, ranging from 5 (Extremely Satisfied) to 1 (Not Satisfied at All).

Likert Scale Rating:

     5: Extremely Satisfied

     4: Very Satisfied

     3: Moderately Satisfied

2: Slightly Satisfied

1: Not Satisfied at All

The research is conducted at Building 34, specifically at the Office of General Education and Innovative Electronic Learning, Suan Sunandha Rajabhat University, situated at 1 U-Thong Nok Road, Watthira, Dusit, Bangkok, 10300.

The study's duration spans from March to August 2023, during which data collection and research activities will be carried out.

Data analysis will involve the application of statistical measures, including percentages, mean, and standard deviations (S.D.). Interpretation of the findings will be based on Best's criteria, which categorizes mean scores as follows:

Mean Scores:

4.51 - 5.00: Extremely High

3.51 - 4.50: High

2.51 - 3.50: Moderate

1.51 - 2.50: Low

1.00 - 1.50: Extremely Low

This methodology is designed to provide a comprehensive understanding of student satisfaction with the online instructional management system among international program students at Suan Sunandha Rajabhat University.

RESULT

Table 1 shows the general information on gender.

Gender	Number	Percentage
Male	102	25.50
Female	298	74.50
Total	**400**	**100.00**

From Table 1, regarding the general information on gender, it is found that among the international program students responding to the satisfaction questionnaire on the online teaching management system of the General Education category, 102 (25.50%) are male and 298 (74.50%) are female.

Table 2 shows the general information on the year of study.

Academic Year	Number	Percentage
Year 1	250	62.50
Year 2	95	23.75
Year 3	34	8.50
Year 4	21	5.25
Total	**400**	**100.00**

From Table 2, regarding the general information on the year of study, it is found that among the international program students responding to the satisfaction questionnaire on the online teaching management system of the General Education category, there are 250 (62.50%) from Year 1, 95 (23.75%) from Year 2, 34 (8.50%) from Year 3, and 21 (5.25%) from Year 4.

Table 3 shows the general information on the faculty.

Faculty	Number	Percentage
1. Faculty of Education	14	3.50
2. Faculty of Science and Technology	8	2.00
3. Faculty of Humanities and Social Sciences	42	10.50
4. Faculty of Management Sciences	11	2.75
5. Faculty of Industrial Technology	9	2.25
6. Faculty of Fine and Applied Arts	13	3.25
7. College of Innovation and Management	98	24.50
8. College of Nursing and Health	12	3.00
9. College of Allied Health Sciences	6	1.50
10. College of Logistics and Supply Chain	104	26.00
11. College of Architecture	14	3.50
12. College of Hospitality Industry Management	35	8.75
13. College of Communication Arts	28	7.00
14. College of Politics and Governance	6	1.50
Total	**400**	**100.00**

From Table 3, regarding the general information on the faculty, it is found that among the international program students responding to the satisfaction questionnaire on the online teaching management system of the General Education category, there are 400 students from 14 units.

Table 4 presents the mean and standard deviation of student satisfaction with the online teaching management system of the General Education category for international program students.

Aspects	Mean	S.D.	Interpretation
Preparation of information related to the online learning system			
1. Clarity of course schedule and exam dates	4.19	0.4312	High
2. Clarity of details on grades and exam scores	3.63	0.8092	High
3. Clarity of details on the format (options) in learning	4.07	0.2596	High
4. Clarity of details on the contact information of the General Education Office	3.63	0.8096	High
5. Clarity of details on changes to the schedule or exam dates	3.54	0.8187	High
Management of the online learning system			
1. Readiness of the online learning management system	3.99	0.6527	High
2. Readiness of the equipment used in online teaching	3.59	0.4067	High
3. Responsiveness of Teaching Assistants (TAs) to online learning inquiries	4.06	0.2807	High

Aspects	Mean	S.D.	Interpretation
4. Resolution of specific problems regarding the online teaching management system by Teaching Assistants (TAs)	3.63	0.8088	High
5. Coordination with course instructors by Teaching Assistants (TAs)	3.70	0.7941	High
Overall	**3.80**	**0.6071**	**High**

From Table 4, the overall satisfaction of international program students with the online teaching management system of the General Education category is at a high level (Mean = 3.80, Standard Deviation = 0.6071). The highest satisfaction is observed in the clarity of the course schedule and exam dates (Mean = 4.19, Standard Deviation = 0.4312), clarity of the format (options) in learning (Mean = 4.07, Standard Deviation = 0.2596), and responsiveness of Teaching Assistants (TAs) to online learning inquiries (Mean = 4.06, Standard Deviation = 0.2807).

Students stand to gain several advantages from the research findings. They can readily access pertinent information within the online teaching management system of the General Education category, tailored to their specific educational, activity, and research needs in the future. Additionally, students can effectively utilize the system for search and verification purposes, facilitating their engagement with the academic resources.

Department personnel are afforded the opportunity to access crucial information within the online teaching management system of the General Education category, particularly relevant for international program students. This access empowers them to effectively carry out searches and verify information, contributing to streamlined departmental operations and support services.

The research findings extend beyond the university department, allowing other organizations to access and utilize valuable information within the online teaching management system of the General Education category for international program students. This access enables these organizations to conduct searches and verify data, potentially fostering collaboration and knowledge-sharing endeavors.

Collaborators engaged with the university and its programs can leverage the research findings to access pertinent information within the online teaching management system of the General Education category. This access supports their collaborative efforts and allows them to conduct searches and validate information, ultimately enhancing collaboration outcomes.

The applications of the research findings are multifaceted, encompassing continued access to information within the online teaching management system of the General Education category for international program students. This future application involves the ongoing utilization of the system for searches and information verification, ensuring its enduring relevance and utility.

The study, while valuable, is subject to certain limitations. It primarily focuses on the satisfaction of international program students with the online teaching management system of the General Education category. Additionally, the benefits outlined predominantly pertain to international program students, department personnel, other organizations, and collaborators. These limitations frame the scope and applicability of the study's findings.

To enhance the online teaching management system, it is recommended to prioritize improving the clarity of grade details and exam scores, further bolstering student satisfaction. Providing additional support to enhance the readiness of equipment used in online teaching can contribute to overall satisfaction. Addressing specific problems related to the system through the involvement of Teaching Assistants (TAs) is essential for system refinement.

Future research endeavors should explore the factors influencing international program students' satisfaction with online learning, offering a deeper understanding of their experiences. Investigating the impact of improved online teaching management systems on academic performance can provide valuable insights. Additionally, examining the satisfaction levels of students in other categories or programs with online teaching management systems can broaden the knowledge base and inform system enhancements.

CONCLUSION

This study aimed to assess the satisfaction of international program students with the online teaching management system of the General Education category. The results indicate that overall satisfaction is high, with specific aspects such as clarity of the course schedule and exam dates, clarity of format options in learning, and responsiveness of Teaching Assistants (TAs) receiving particularly positive feedback. The findings provide valuable insights for future improvements and highlight areas of strength in the current system. The study's application of research findings suggests benefits for students, department personnel, other organizations, and collaborators, emphasizing the importance of continued access to and verification of information on the online teaching management system. Additionally, recommendations for improvement and future research aim to contribute to the ongoing enhancement of online learning experiences. In line with the research of Kanjana Pasatang & Paphaporn Jhamroen (2021) 84 people which was obtained from a random group (Cluster random sampling) by using the year class as a random unit (Cherdsak Kovasin, 2002). The data was collected as a number of questionnaires. 1 issue created by the researcher and analyze the data by distribution percentage frequency Mean and Standard Deviation The t-test was used and analyzed. One way ANOVA F-test (One way ANOVA) The results showed that 1) Students in Mathematics, Faculty of Science, Buriram Rajabhat University are satisfied withThe overall and individual aspects of online learning were moderate. 2) Students in Mathematics, Faculty of Science, Buriram Rajabhat University with age and grade level Different years had a statistically significant difference in online learning satisfaction at the .05 level. 3) Students in the Mathematics Department, Faculty of Science, Buriram Rajabhat University who are gender used equipment in learning the system used to study And the place used to study differs in the satisfaction of online learning. No different. In conclusion, this research contributes to the understanding of international program students' satisfaction with online teaching management systems and provides a foundation for further investigations into related factors and potential improvements.

ACKNOWLEDGMENTS

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