

# A STUDY OF STUDENT SATISFACTION: A CASE STUDY OF ENGLISH FOR CAREER COURSE IN HIGHER EDUCATION

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## ABSTRACT

This research aims to study the satisfaction levels of students in the English for Career and to utilize the research findings for the improvement and development of teaching effectiveness in the said course. The study falls under the category of descriptive research and focuses on exploring student satisfaction in the course English for Career during the first semester of the academic year 2023. The research involved 2,265 students from various academic levels. The research specifically targeted students enrolled in the course, with a sample size of 452 students from the first semester of the academic year 2023 at Suan Sunandha Rajabhat University. The data collection process was designed to ensure systematic and goal-oriented research execution. The findings of the study indicate a high level of satisfaction among students with the overall management of teaching in the general education English course during the specified semester (Mean = 4.71, S.D. = 0.43).

**Keywords:** Satisfaction, Teaching management, HyFlex Learning

## INTRODUCTION

In the ever-evolving landscape of higher education (Nookhong, J., & Kaewrattanapat, N., 2017), fostering student satisfaction and optimizing learning experiences are paramount concerns. This research delves into the realm of undergraduate student satisfaction within the context of the "English for Career" course at Suan Sunandha Rajabhat University. We embark on a meticulous investigation to systematically collect data and analyze perceptions regarding the management of teaching and learning within this specific course.

Our primary objective is to gain a comprehensive understanding of how students perceive the various facets of the "English for Career" course. This encompasses their engagement with the course content, their interactions with instructional methodologies, and their overall assessment of the learning environment (Nuanmeesri, S., 2019). Through rigorous data collection and meticulous analysis, we aim to unravel the intricate interplay between student behaviors, satisfaction levels, and the management of teaching and learning practices.

The conceptual model underlying this investigation posits that student satisfaction is heavily influenced by their engagement and initial satisfaction with course elements. The model suggests a reciprocal relationship between these factors, where positive engagement fosters higher satisfaction, and vice versa. We hypothesize that students who actively participate in class discussions, demonstrate a keen interest in the coursework, and express initial contentment with the teaching methods are more likely to report overall satisfaction with the course management.

This research endeavor extends beyond mere data collection and analysis. We envision translating our findings into concrete actions aimed at optimizing the "English for Career" course and enhancing student learning outcomes. By uncovering areas of strength and

highlighting potential areas for improvement, we hope to pave the way for pedagogical modifications that cater to the diverse needs and preferences of our student population. Ultimately, our aspirations lie in fostering a dynamic and engaging learning environment that fosters not only linguistic proficiency but also a deep appreciation for continuous learning and professional development.

This journey of exploration commences with a carefully selected sample group of 452 undergraduate students enrolled in the “English for Career” course at Suan Sunandha Rajabhat University. Spanning from March to August 2023, the data collection period will provide a robust timeframe to gather comprehensive insights. To delve into the intricate nuances of student perceptions, we have meticulously crafted an assessment questionnaire. This instrument serves as a conduit for students to openly express their thoughts and feelings regarding the various aspects of the course management.

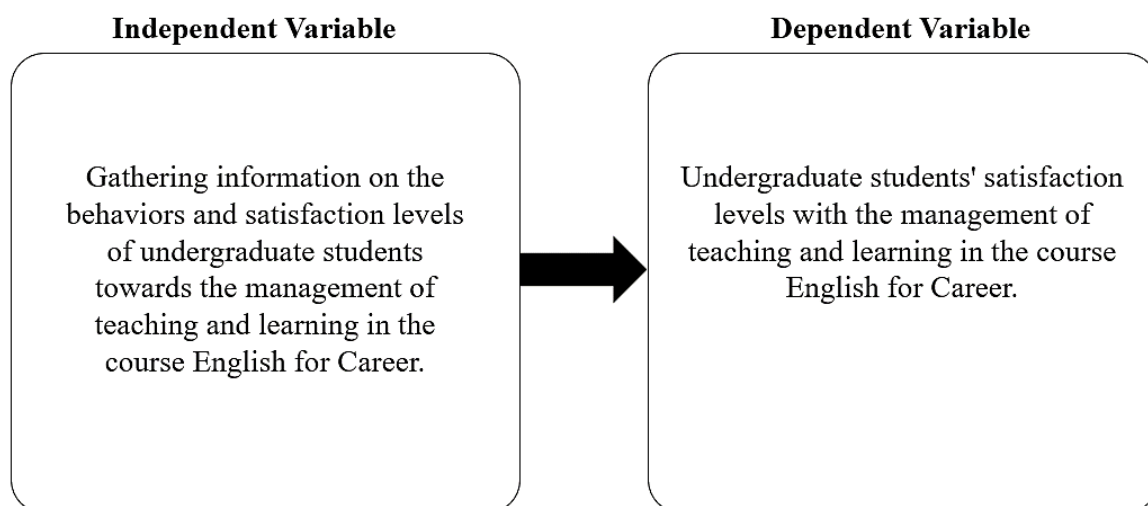
The development of this assessment questionnaire itself constitutes a rigorous process (Bongkotrat, D., 2014). We embarked on an extensive review of relevant literature, meticulously scrutinizing documents, books, journals, and research works pertinent to the themes of student satisfaction, language learning, and effective teaching practices. Drawing upon this rich tapestry of knowledge, we constructed a draft questionnaire that captured the complexities of our research objectives. This draft was then subjected to critical analysis by the university administration, whose valuable feedback further refined the instrument. To ensure the efficacy of the questionnaire, we piloted it on a separate sample group prior to the full-scale study, meticulously fine-tuning its clarity and effectiveness.

## RESEARCH OBJECTIVES

This research study was aimed to

- 1) To systematically collect data on the behaviors and satisfaction levels of undergraduate students towards the management of teaching and learning in the course English for Career.
- 2) To examine the satisfaction levels of undergraduate students regarding the management of teaching and learning in the course English for Career.

## CONCEPTUAL FRAMEWORK



**Figure 1.** Conceptual Framework of the Study

From Figure This figure presents a conceptual model of student satisfaction with the management of teaching and learning in the English for Career course. The model is based on the idea that student satisfaction is influenced by a number of factors, including the behaviors and satisfaction levels of undergraduate students towards the management of teaching and learning in the course.

The independent variable in this model is the behaviors and satisfaction levels of undergraduate students towards the management of teaching and learning in the course. This variable is represented by the arrow pointing from the left to the right of the figure. The behaviors of undergraduate students include their participation in class, their engagement with the material, and their overall attitude towards the course. The satisfaction levels of undergraduate students include their satisfaction with the course content, the teaching methods, and the overall learning experience.

The dependent variable in this model is the satisfaction levels of undergraduate students regarding the management of teaching and learning in the course. This variable is represented by the arrow pointing from the right to the left of the figure.

The model suggests that the behaviors and satisfaction levels of undergraduate students influence their satisfaction levels with the management of teaching and learning in the course. For example, students who are more engaged in class and who are more satisfied with the course content are likely to be more satisfied with the overall management of the course.

This model is useful for understanding the factors that influence student satisfaction with the management of teaching and learning in the English for Career course. It can be used to guide research on this topic and to develop strategies to improve student satisfaction.

Specifically, this model is relevant to the research study described in the abstract. The study aimed to collect data on the behaviors and satisfaction levels of undergraduate students towards the management of teaching and learning in the English for Career course. The study also aimed to examine the satisfaction levels of undergraduate students regarding the management of teaching and learning in the course.

The data collected from the study can be used to test the assumptions of this model. For example, the study can examine whether there is a relationship between student engagement and student satisfaction with the course content. The study can also examine whether there is a relationship between student satisfaction with the course content and student satisfaction with the overall management of the course.

The findings of the study can be used to improve student satisfaction with the management of teaching and learning in the English for Career course. For example, if the study finds that student engagement is related to student satisfaction with the course content, then the course can be redesigned to increase student engagement.

## **METHODOLOGY**

The research methodology for this study aims to investigate student satisfaction with the learning experience in the “English for Career” course and to utilize the research findings for improvement and enhancement of the effectiveness of student learning in the same course. The study will involve a sample group comprising 452 undergraduate students from Suan Sunandha Rajabhat University. The data collection period will span from March to August 2023.

The research tools employed for this study include an assessment questionnaire designed to gather information on students' thoughts and feelings regarding the management of teaching and learning in the "English for Career" course. The development of research tools involved a comprehensive review of relevant literature, documents, books, journals, concepts, theories, and related research works.

Following the literature review, the research team constructed an assessment questionnaire draft. This draft was then presented to the university administration for review and further adjustments based on their recommendations. After finalizing the assessment questionnaire, it was tested on a sample group that did not overlap with the actual study population.

The assessment questionnaire uses a 5-point Likert scale (Pornnapa T., Pattana P., Janon S., Nawin M., & Suwuth P. (2018).; Bunchom Srisa-at, 2002) with the following interpretations:

Very Satisfied - Score equals	5	
Satisfied - Score equals	4	
Neutral - Score equals		3
Dissatisfied - Score equals	2	
Very Dissatisfied - Score equals	1	

Regarding the satisfaction levels (Bunchom Srisa-at, 2002), the scoring criteria were interpreted as follows:

1.00 - 1.50:	Very Dissatisfied
1.51 - 2.50:	Dissatisfied
2.51 - 3.50:	Neutral
3.51 - 4.50:	Satisfied
4.51 - 5.00:	Very Satisfied

Additionally, the study findings will be presented in a comprehensive manner, incorporating the perspective of Kaewrattanapat et al., (2023) enhancing the depth and breadth of the analysis for questionnaire and experts:

**Table 1. Statistics and definition in key studies**

Statistics	Definition	Reference
<b>Mean</b>		
4.50 – 5.00	Very Satisfied	
3.50 – 4.49	Satisfied	
2.50 – 3.49	Neutral	(Best, J.W., 1981)
1.50 - 2.49	Dissatisfied	
1.00 – 1.49	Very Dissatisfied	
<b>Median</b>		
≥ 4.00	High Level of Important	(Ab Latif, R., Dahlan, A., Mulud, Z. A., & Nor, M. Z. M., 2017)
≤ 3.50	Low Level of Important	
<b>Standard Deviation: S.D.</b>		
0.00 – 1.00	High Consensus	
1.01 – 1.49	Moderate Consensus	
1.50 – 2.00	Low Consensus	(Henning, J. I., & Jordaan, H., 2016)
> 2.00	Without Consensus	

## RESULT

There are a total of 120 first-year students, 160 second-year students, 98 third-year students, and 74 fourth-year students. These students are distributed across different study programs, including regular programs with 375 students, special programs with 27 students, and international programs with 50 students. The students are affiliated with various faculties/colleges, as follows:

Faculty of Education:	52 students
Faculty of Science and Technology:	95 students
Faculty of Humanities and Social Sciences:	28 students

Faculty of Industrial Technology:	46 students
Faculty of Fine and Applied Arts:	74 students
Faculty of Management Science:	81 students
College of Nursing and Health Sciences:	10 students
College of Allied Health Sciences:	5 students
College of Logistics and Supply Chain:	49 students
College of Interdisciplinary Studies:	12 students

**Table 2 presents the results of the satisfaction assessment regarding the course instructors.**

Evaluation Criteria	Mean	S.D.	Interpretation
1) Teaching Proficiency	4.74	0.44	Very High
2) Relevance and Clarity of Lesson Content	4.81	0.40	Very High
3) Use of Various Teaching Techniques to Engage Students	4.71	0.46	Very High
4) Incorporation of Experiences and Explanation of Practical Applications	4.55	0.51	Very High
5) Encouragement of Student Questions, Comments, and Experience Sharing	4.87	0.34	Very High
6) Comprehensive Teaching Aligned with Course Objectives	4.71	0.46	Very High
Overall Average	4.73	0.44	Very High

From Table 1, which summarizes the assessment results from 452 respondents, the overall mean satisfaction score is 4.73, representing a satisfaction level of 94.60%. This indicates a very high level of satisfaction with the course instructors.

**Table 3 illustrates the results of satisfaction assessments regarding teaching management and educational assessment. The evaluation criteria, along with their mean scores, standard deviations, and interpretations.**

Evaluation Criteria	Mean	S.D.	Interpretation
1) Teaching Management Responsiveness to Student Needs	4.29	0.74	High
2) Relevance and Clarity of Lesson Content	4.94	0.25	Very High
3) Importance, Interest, and Applicability of Course Content	4.32	0.48	High
4) Application of Knowledge gained from Direct Experience	4.42	0.50	High
5) Adequacy and Alignment of Teaching Materials	4.77	0.43	Very High
6) Fair and Appropriate Grading Criteria	4.71	0.46	Very High
7) Appropriateness and Fairness of Educational Assessment	4.65	0.49	Very High
Overall Average	4.59	0.48	Very High

From Table 3, summarizing the assessment results from 452 respondents, the overall mean satisfaction score is 4.59, representing a satisfaction level of 91.80%. This indicates a very high level of satisfaction with teaching management and educational assessment.

**Table 4 Evaluation Results of Satisfaction with Teaching Assistants**

Evaluation Criteria	Mean	S.D.	Interpretation
1) Coordination of TAs	4.65	0.49	Very High
2) Convenience provided by TAs	4.81	0.40	Very High
3) Guidance and response to queries by TAs	4.77	0.43	Very High
4) Communication and interaction of TAs	4.90	0.30	Very High
Overall Average	4.78	0.40	Very High

From Table 4, displaying the evaluation results regarding satisfaction with Teaching Assistants from 452 participants, the overall mean satisfaction score is 4.78, indicating a satisfaction level of 95.60%. This reflects a very high level of satisfaction with the services provided by Teaching assistant.

**Table 5 Evaluation Results of Satisfaction with the Learning Management System and Supportive Media**

<b>Evaluation Criteria</b>	<b>Mean</b>	<b>S.D.</b>	<b>Interpretation</b>
1) Ease of use of the FlexSpace platform	4.87	0.34	Very High
2) Convenience and speed of accessing courses through the FlexSpace platform and online exams	4.90	0.30	Very High
3) Various types of instructional media on the FlexSpace platform enhance knowledge and understanding	4.74	0.44	Very High
4) Supportive media for teaching aligns well with the content of the lessons	4.61	0.50	Very High
5) Communication channels regarding teaching management provide accurate, complete, and timely information	4.87	0.34	Very High
6) Service at the One Stop Service Point of the Office	4.55	0.51	Very High
Overall Average	4.76	0.40	Very High

From Table 5, displaying the evaluation results of satisfaction with the learning management system and supportive media from 452 participants, the overall mean satisfaction score is 4.76, indicating a satisfaction level of 95.20%. This reflects a very high level of satisfaction with the FlexSpace platform and associated support services.

## CONCLUSION

The objectives of this research were to study student satisfaction in the English for Career course and to utilize the research findings for improvement and enhancement of the effectiveness in teaching management of the English for Career course. The sample group consisted of students enrolled in the English for Career course during the first semester of the academic year 2023 at Suan Sunandha Rajabhat University. The total number of registered students was 2,265, with 452 students participating in the satisfaction assessment, accounting for 20% of the total population. Research tools included a satisfaction assessment questionnaire for the general education course conducted in the first semester of the academic year 2023. Statistical analysis tools such as frequency, percentage, and content analysis were employed for data analysis. From the conducted research, it was observed that students expressed a high level of satisfaction with the overall teaching management in the English for Career course. The mean satisfaction score was 4.71 with a standard deviation of 0.43. In conclusion, the study revealed a high level of suitability and satisfaction among students with the teaching management of the English for Career course, providing valuable insights for further enhancement and development of the course.

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