

A STUDY OF SATISFACTION WITH INTEGRATED INSTRUCTION OF STUDENTS OF THE PRIMARY DEMONSTRATION SCHOOL OF SUANSUNANDHA RAJABHAT UNIVERSITY.

Pichai Niyomtham

Demonstration School, Suan Sunandha Rajabhat University

1 U-thong Nok Road, Dusit, Bangkok, Thailand.

Email: pichai.ni@ssru.ac.th

ABSTRACT

The purpose of this research was to study the satisfaction with students of Suan Sunandha Rajabhat University Demonstration School. The samples were Prathomsuksa students at the Demonstration School of Suansunandha Rajabhat University enrolled in the first semester of academic year 2018. By random selection 205 samples were selected. The instrument used in this study was a questionnaire. Analysis of the data obtained from the questionnaire. The statistics used are the mean, standard deviation (S.D.) and percent using statistical software.

The findings showed that Satisfaction with Satisfaction with Integrated Instruction of Students of The Primary Demonstration School of Suansunandha Rajabhat University., the overall is in the highest level. Considering each side, the measurement and evaluation has the highest mean. The next are the Integrated activity model and teaching process respectively.

Keywords: Satisfaction / Primary Demonstration School of Suansunandha Rajabhat University / Integrated Instruction

INTRODUCTION

The Demonstration School of Suan Sunandha Rajabhat University is an oversight unit of Suan Sunandha Rajabhat university. There are teaching and learning at the basic level of education from primary school level 1 to secondary school level 6. The Demonstration school consists of language excellence programs and the English language programs. Each year a lot of parents and students who are interested and apply to study at the primary level, grade 1, grade 1 and grade 4 since the school is well-prepared and accepted by parents and students across the country. A total of 1,395 students were enrolled in the academic year 2018.

Primary school students are learning age and get new experiences to develop various physical skills to support higher learning at the secondary level. However, it found that students receive daily school homework back to do after regular school hours, reading less part-time activities which may affect the development in various sides.

Integrated teaching is bridging connections between various learning content for the benefit of the learners by using any subject matter as a core, then expanding it further. Therefore, the learners can complete their own learning.[1]

The Demonstration School of Suan Sunandha Rajabhat University provides an integrated teaching model at primary school grade 1 to grade 6. This model aims to integrate knowledge of each subject group by year level or stories that are close to the students in class. The students will gain knowledge or experiences which it can be used in everyday life. The integrated teaching is a great way to reduce homework from school.

Therefore, the researcher as an instructor providing integrated learning is interested in studying the satisfaction with the integrated learning management of students in the

Demonstration School of Suan Sunandha Rajabhat University in various aspects including instructor, teaching and learning process, measurement and evaluation, site work and audiovisual equipment, and integrated activities form. The research results may apply to develop integrated learning management for students to have higher academic achievement.

OBJECTIVE

This study aims to study the satisfaction with the integrated learning management of students of the Primary Demonstration School of Suan Sunandha Rajabhat University.

METHODOLOGY

The target sampling were 205 students at the Primary Demonstration School of Suan Sunandha Rajabhat University enrolled in the first semester of the academic year 2018, receiving form simple random sampling. The tool for data collection was a questionnaire. The statistical methods are the average (\bar{x}), standard deviation (S.D.)

RESULTS

The purpose of this research was to study satisfaction with the integrated learning management of students of the Demonstration School of Suan Sunandha Rajabhat University. The research findings can be summarized as follows;

1. Analysis results of satisfaction with the integrated learning management of students of the Primary Demonstration School of Suansunandha Rajabhat University

According to the analysis of information on the integrated learning management of students in sample group in various aspects included instructor, teaching and learning process, measurement and evaluation, area and audiovisual equipment, and integrated activities form were as follows;

Table 1 student satisfaction with the integrated learning management in an instructor aspect

Text	\bar{X}	S.D.	Meaning
instructor aspect	4.77	0.38	Most
good personality suitable for being a teacher	4.94	0.24	Most
transfer content from a course	4.77	0.41	Most
give of a friendly to students	4.75	0.43	Most
willing to listen students' opinions	4.61	0.71	Most

From Table 1, the instructor aspect showed that the students were overall satisfied with the highest level. When consider each aspect, every item was at a highest level. The text that “good personality suitable for being a teacher” has average mean value was highest, followed by “transfer content from a course” and “give of a friendly to students”, respectively.

Table 2 student satisfaction with the integrated learning management in teaching and learning process aspect

Text	\bar{X}	S.D.	Meaning
teaching and learning process aspect	4.81	0.27	Most
Teaching and learning management is diverse, suitable for students	4.91	0.28	Most

Text	\bar{X}	S.D.	Meaning
Activity encourages learners to connect their learning experience with real life	4.74	0.44	Most
Emphasizing the learners to Self-Directed Learning	4.82	0.38	Most
Encourage learners to make decision about activities, methods according to their aptitudes, interests, and work with others	4.74	0.43	Most
Encourage students participate in presenting and practical activities and summarizing their own knowledge	4.88	0.34	Most
Student-centered learning process	4.76	0.44	Most

From Table 2, the teaching and learning process aspect showed that the students were overall satisfied with the highest level. When consider each aspect, the text that “teaching and learning management is diverse, suitable for students” has average mean value was highest, followed by, “encourage students participate in presenting and practical activities and summarizing their own knowledge” and “emphasizing the learners to Self-Directed Learning”, respectively.

Table 3 student satisfaction with the integrated learning management in measurement and evaluation aspect

Text	\bar{X}	S.D.	Meaning
measurement and evaluation aspect	4.86	0.23	Most
There is an evaluation along with the organization of learning activities	4.80	0.39	Most
There is an evaluation of learners' activities based on real conditions	4.88	0.32	Most
There is an evaluation of the quality in created work of students	4.98	0.31	Most
There is justice evaluation of the teaching	4.86	0.35	Most

From Table 3, the measurement and evaluation aspect showed that the students were overall satisfied with the highest level. When consider each aspect, the text that “There is an evaluation of the quality in created work of students” has average mean value been highest, followed by, “There is an evaluation of learners' activities based on real conditions” and “There is justice evaluation of the teaching”, respectively.

Table 4 student satisfaction with the integrated learning management in teaching and learning media aspect

Text	\bar{X}	S.D.	Meaning
teaching and learning media aspect	4.77	0.38	Most
Clarity and suitable for the content	4.81	0.47	Most
In a ready condition	4.71	0.53	Most
Modern	4.84	0.42	Most
Using overtime teaching and learning media	4.73	0.48	Most

From Table 4, the teaching and learning media aspect showed that the students were overall satisfied with the highest level. When consider each aspect, the text that “Modern” has average mean value been highest, followed by, “Clarity and suitable for the content” and “Using overtime teaching and learning media”, respectively.

Table 5 student satisfaction with the integrated learning management in area aspect

Text	\bar{X}	S.D.	Meaning
area aspect	4.81	0.32	Most
The classroom is in a ready condition	4.85	0.39	Most
The classroom is noisy from outside	4.72	0.45	Most
The size of the classroom is appropriate	4.91	0.29	Most
Can use the classroom post- school hours	4.75	0.45	Most

From Table 5, the area aspect showed that the students were overall satisfied with the highest level. When consider each aspect, the text that “The size of the classroom is appropriate” has average mean value been highest, followed by, “The classroom is in a ready condition” and “Can use the classroom post- school hours”, respectively.

Table 6 student satisfaction with the integrated learning management in integrated activities form aspect

Text	\bar{X}	S.D.	Meaning
integrated activities form aspect	4.83	0.28	Most
Diversity in integration activities	4.87	0.34	Most
Integration of knowledge in various subjects	4.76	0.42	Most
Time period for integrating activities	4.91	0.27	Most
Interesting and knowledgeable	4.77	0.42	Most

From Table 5, the integrated activities form aspect showed that the students were overall satisfied with the highest level. When consider each aspect, the text that “Time period for integrating activities” has average mean value been highest, followed by, “Diversity in integration activities” and “Interesting and knowledgeable”, respectively.

2. Analysis results of satisfaction on the integrated learning management of students in each side

Table 7 student satisfaction with the integrated learning management in each side

Text	\bar{X}	S.D.	Meaning
instructor aspect	4.77	0.38	Most
teaching and learning process aspect	4.81	0.27	Most
measurement and evaluation aspect	4.86	0.23	Most
teaching and learning media aspect	4.77	0.38	Most
area aspect	4.81	0.32	Most
integrated activities form aspect	4.83	0.28	Most

From Table 7, student satisfaction in each side showed that the students were overall satisfied with the highest level. When consider each side, every aspect was at a highest level. Measurement and evaluation aspect was highest, followed by integrated activities form aspect and teaching and learning process aspect, respectively.

CONCLUSIONS

According to research findings, the study of the satisfaction with the integrated learning management of students providing discussion as followed:

The satisfaction with the integrated learning management of students on each side showed that the students were satisfied overall aspect with the highest level. When consider

each aspect, measurement and evaluation aspect was highest, followed by integrated activities form aspect and teaching and learning process aspect, respectively. In regarding, there is an evaluation of the quality in created work of students in an integrated learning management. Students bring the knowledge that they have learned to present as work outcome resulting in they can express and create works as well. This result agree with previous studies [2]จันทรา อ่อนระหง (2550) who study outcome of integrated learning management by using learning resources in the community as a media. This result found that students presented learning behavior at a high level and they had higher learning achievement than before learning. Students have good attitudes towards integrated teaching and learning by using learning sources in the community as a unit of learning "Our Royal Household "was in a high level of approval. This result agree with previous studies [3] who study the results of the integrated teaching of science subject on the bitter gourd of the 4th grade students. This result found that learning achievement of student was an average of 80.15% which higher than 70 percent as the standard set by Ban Mai Santi School. In the attitude of the students, there is a positive attitude level of 0.98 which shows that the students have good attitudes both in the role of learners, learning activities and the role of teachers of teaching and learning by using integrated learning management. Similarly, finding of this study agrees with [4]Chawanee Pongsapich and team (2008) who study satisfaction of students with integrated teaching in case studies of human relations subject. This result found that overall student satisfaction with integrated teaching was at a high level and satisfied in various aspects at a high level in all aspects. The satisfaction with integrated activities form aspect was highest. Result of this study also comes in agreement with [5] who study achievement and satisfaction in English learning of mathayom sukxa one students by using integrated teaching. This found that the students were satisfied with the overall and each item at the high level.

SUGGESTIONS

According to research study the satisfaction with the integrated learning management of students of the primary Demonstration School of Suan Suan Sunandha Rajabhat University with suggestions as follows:

Suggestions for further research

1. The data should be used as school information supporting preparation of the learning and teaching in the next academic year.
2. The study the satisfaction with the integrated learning management of students of the primary Demonstration School of Suan Suan Sunandha Rajabhat University should cover the entire level.
3. The study the satisfaction with the integrated learning management of students of the primary Demonstration School of Suan Suan Sunandha Rajabhat University should add more factors in order to be able to use research findings to improve the school more precisely.

ACKNOWLEDGMENTS

This paper was successful due to co-operation of many people both specialists and university students. The author would like to thank the Research and Development Institute, Suan Sunandha Rajabhat University, Bangkok, Thailand, for their financial support and assistance.

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