

Guest Speaker Satisfaction Assessment on Online Teaching and Learning Management in International General Education Courses

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Abstract

This research investigates the level of satisfaction among undergraduate students in the International Program at Suan Sunandha Rajabhat University regarding online teaching delivered by guest speakers. The study involved a sample of 456 students. The analysis revealed that the majority of participants were female, and most were first-year students. Overall satisfaction with the external experts was high, with students appreciating the opportunities for asking questions, expressing opinions, and exchanging experiences. The content of the lectures was deemed modern, clear, and appropriate for the learners. The experts' ability to convey knowledge effectively through various teaching techniques engaged students and facilitated their understanding while also incorporating practical experiences and explanations on applying knowledge. In terms of the course delivery, students found the content current, clear, and suitable for the learners. The use of diverse teaching methods kept students interested and attentive. The assessment and evaluation of the learning process were considered appropriate, with students able to apply the knowledge gained from the experts' direct experiences to their daily lives. The relevance and applicability of the course content to professional careers were recognized, and the teaching methods effectively addressed the learners' contextual needs.

Keywords: Guest Speaker, International Courses, General Education

1. Introduction

Education is a crucial process aimed at imparting knowledge, experiences, and skills while shaping attitudes and fostering awareness. Its primary objective is to enable individuals to grow intellectually, acquire competencies suited for their careers, and lead fulfilling lives. Moreover, education plays a vital role in a country's socio-economic and political development by enhancing its population quality. As national policies and socio-political landscapes evolve, educational systems must adapt to new philosophies and approaches to meet societal needs (Chomphon, 2019).

In Thailand, the Higher Education Commission emphasizes general education as a core component of undergraduate curricula. The philosophy of higher education focuses on producing well-rounded graduates who possess both theoretical and practical knowledge. These programs aim to develop critical thinking, effective communication, and lifelong learning skills while fostering moral values and cultural awareness. General education courses have evolved significantly over the past 30 years, shifting from foundational subjects to comprehensive programs that broaden students' worldviews and promote a deeper

understanding of themselves, others, and society (Methavee & Korakod, 2018). Online learning in the digital era is an educational innovation that transforms traditional learning methods into technology-driven approaches for effective online teaching and learning management. This ensures learners achieve the intended learning outcomes. The key components of online learning include instructors, learners, content, learning media, and learning resources, as well as the learning management process. (Letamornsak, G., 2024)

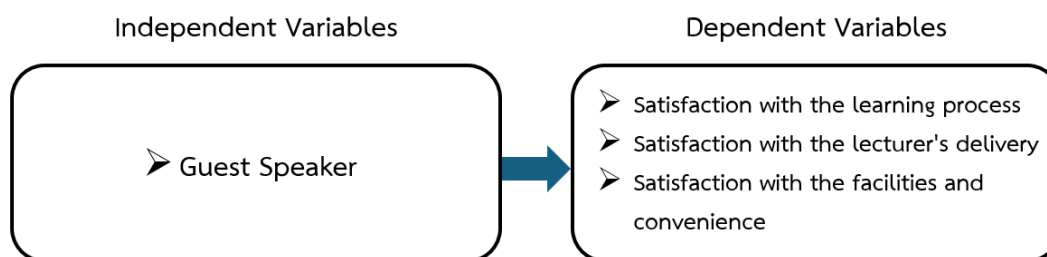
At Suan Sunandha Rajabhat University, the School of General Education and Electronic Learning Innovation has proactively managed undergraduate general education courses. This includes organizing large group classes and employing teaching assistants to support classroom management and facilitate interaction between instructors and students. However, challenges have emerged in this process, leading the school to gather data on these issues to enhance the effectiveness of their teaching methods. This paper aims to present an overview of these challenges and the strategies implemented to improve the overall learning experience for students. (Somruedee, 2019).

1.1 Research Objective

This research study aimed to:

1. To study the satisfaction of guest lecturers and external experts regarding the online teaching format of the General Education courses in the International Program.
2. To improve and enhance the learning efficiency of students in the General Education courses in the International Program.

2. Conceptual Framework



The dependent variables are divided into three primary areas: satisfaction (Chanin, 2017). with the learning process, satisfaction with the quest speaker's delivery, and satisfaction with facilities and convenience. These variables assess the extent to which students are satisfied with the course (Bongkotrat, 2014). structure, the clarity and effectiveness of the guest speaker's presentation, and the logistical support provided for online learning (Pachara & Jiratcha, 2013). By examining these relationships, the research seeks to understand how the contributions of guest speakers enhance the overall learning experience in an online educational setting.

3. Methodology

This research aimed to investigate student satisfaction with guest speakers (Sarinya et. al., 2022), in an online teaching format for General Education courses in the International Program at Suan Sunandha Rajabhat University. A quantitative research method was employed, gathering data through questionnaires distributed to students. The research process involved several steps, as outlined below:

Population and Sampling: The population for this study consisted of 456 undergraduate students enrolled in international programs during the second semester of the academic year 2023. A sample of 400 students was selected for data collection.

Research Instrument: The primary tool for data collection was a questionnaire divided into three sections:

Part 1: General demographic information (gender, education level) using close-ended questions.

Part 2: Student satisfaction with guest speakers, using a Likert scale rating from 1 (strongly disagree) to 5 (strongly agree).

Part 3: Open-ended questions for additional suggestions.

Data Collection Primary data were collected using the questionnaires distributed over a 60-day period. Secondary data were gathered from relevant documents, articles, and online sources related to online education and guest speakers.

Data Analysis The data were analyzed using descriptive statistics, including mean and standard deviation. Satisfaction levels were categorized based on the following score ranges:

4.21 – 5.00: Very satisfied

3.41 – 4.20: Satisfied

2.61 – 3.40: Neutral

1.81 – 2.60: Dissatisfied

1.00 – 1.80: Very dissatisfied

4. Results

This study evaluated students' satisfaction with guest speakers' online lectures in an international general education course and used the findings to improve the learning experience. A total of 456 questionnaires were distributed, and 400 completed forms were returned, representing an 87.72% response rate.

Part 1: Analysis of Demographic Data

- **Gender:** Out of the 400 respondents, 39% were male (n=156), and 61% were female (n=244).
- **Year of Study:** The majority of respondents were first-year students (67%, n=268), followed by second-year students (28%, n=112). Third- and fourth-year students made up a smaller portion, with 3.75% (n=15) and 1.25% (n=5), respectively.

Part 2: Satisfaction with External Expert Lectures

- The overall satisfaction with the external expert lecturers was high, with an average satisfaction score of 4.75 (S.D. = 0.44), categorized as "Very High."

Table 1 Satisfaction with guest speakers

Evaluation Criteria	Mean	S.D.	Interpretation
1) Ability to convey knowledge	4.76	0.44	Very High
2) Content relevance and clarity	4.82	0.40	Very High
3) Use of engaging teaching techniques	4.74	0.46	Very High
4) Integration of practical experience	4.62	0.51	Very High
5) Encouragement of student interaction and exchange of ideas	4.87	0.34	Very High
6) Consistency with course objectives	4.71	0.46	Very High
Overall Average	4.75	0.44	Very High

5. Conclusion

This study, focusing on students' satisfaction with guest speaker lecturers in online General Education courses within an international program, employed quantitative research using a survey methodology. The analysis revealed that the majority of respondents were female, and most were first-year students.

Overall, the satisfaction level with external expert lecturers was very high. The lecturers were found to encourage active student participation by allowing opportunities for questions, sharing opinions, and exchanging experiences. The content of the lectures was up-to-date, clearly communicated, and relevant to the students. The lecturers demonstrated strong knowledge transfer abilities and utilized various teaching techniques to engage students. Additionally, they integrated real-world experiences and explained practical applications of the knowledge, enhancing learning (Kanchana, 2021). experience.

These findings suggest that the online teaching format (Chakkrit, 2020) when supplemented with experienced guest speakers, is effective in maintaining high student engagement and satisfaction in international General Education courses.

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