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Student Satisfaction in the Management of Teaching and Learning of Never Get Fat Again Course in Higher Education

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Abstract

This research aims 1.To investigate student satisfaction in the teaching and learning management of the course Never Get Fat Again at Suan Sunandha Rajabhat University. 2.The committee evaluates factors affecting decision-making at student meetings. 3. To analyze the relationship between satisfaction with teaching and learning arrangements and student academic achievement.4. To propose guidelines for improving the quality of teaching and learning in the subject GEZ0307 " Never Get Fat Again "The study included a sample of 400 students from the 1-4 year levels. Data were collected through questionnaires, and statistical analysis included percentages, means, and standard deviations.

The researcher presented a questionnaire findings revealed that overall satisfaction among program participants was at the highest level, with an average score of 4.57 representing 91.40%. The assessment of participants' knowledge and understanding before the training program showed a high level, with an average score of 4.32 (86.40%). After the training, overall knowledge and understanding reached the highest level, with an average score of 4.82 (96.40%), indicating a 10.00% improvement. This suggests that participants gained knowledge and understanding of the academic aspects of "Never Get Fat Again".

In summary, the study of teaching and learning management in the course during the second semester of the academic year 2024, based on student satisfaction survey responses, yielded an average satisfaction score of 4.53, representing 90.60%.

Keywords: Satisfaction, Management, Learning, Teaching

1. Introduction

Online learning in the digital age is an educational innovation that changes the existing learning methods to learning that uses advanced technology for effective online learning management. This will result in learners achieving learning outcomes according to the objectives. Online teaching consists of the following components: teachers, learners, content, learning media and learning resources, learning management processes, communication systems, information technology network systems, measurement and evaluation. There are various methods of teaching and learning that will allow teachers and learners to interact together. Consideration of components and formats that are consistent and appropriate for the nature of the subject and the context of the learners will lead to effective online learning management. The change in learning spaces is most obvious. With current technology and innovations that create content (Content) that facilitate teaching at your fingertips, we can learn all content from anyone, anywhere, anytime, to reach the same goal of learning in the new normal. The goal of education may remain the same, but learners can use different methods to

reach their goals. Some students may learn faster if they watch pictures or video clips, but some students may prefer listening to the teacher lecture because each person's learning style is different. Determining appropriate teaching and learning guidelines to enable teaching and learning to proceed (Kanyaratchakan Leosamornsak, 2023)

The General Education and E-Learning Innovation Office is a critical department at Suan Sunandha Rajabhat University, with the primary mission of producing graduates to contribute to various academic fields at the tertiary education level. The office is committed to promoting and emphasizing the development of creative and knowledgeable students with high ethical standards, particularly by applying theoretical knowledge to practical situations. This approach aims to contribute to the country's development and adapt to changes in the economic, social, educational, cultural, and environmental aspects for sustainable development.

The role of information and communications technology in the world today has evolved to the point where there are complex and divers until it becomes a critical tool of the modern world. Thailand is introducing improvements in information and communications technology to take advantage of the extensive and varied, both in terms of the management and the provision of government services, the reduction of costs and increases in efficiency in the industrial sector; the use of the learning processes for the benefit of education, as well as for civil society to improve the quality of life. (Nookhong,J, 2017).

The General Education and E-Learning Innovation Office conducts undergraduate teaching in the General Education category, specifically in the Science and Mathematics group. The course: Health and Well-being for the Modern Era is chosen because education is a fundamental pillar for progress and problem-solving in society. Education plays a crucial role in empowering individuals to continuously develop themselves, enabling them to enhance their capabilities and abilities in various aspects to lead fulfilling lives and stay abreast of societal changes in the current economic and social conditions.

To achieve the goals outlined in the National Education Act effectively, one of the key factors is the educators and educational personnel. They must have the knowledge and understanding necessary to prioritize student-centric teaching management and student relationship management: SRM (Kaewrattanapat et al., 2024). This is crucial to developing students into skilled, ethical, and happy individuals. Therefore, the researchers recognize the importance of improving and developing teaching and learning management to genuinely meet the needs of the students. The study focuses on understanding student satisfaction with teaching and learning management in the course: Health and Well-being for the Modern Era in four dimensions: 1) Satisfaction with the course instructor 2) Satisfaction with teaching and assessment management 3) Satisfaction with Teaching Assistants (TAs) 4) Satisfaction with the system and media supporting teaching and learning. (Phosri.W,2004).

1.1 Research Objective

1. The aim of this study is to investigate student satisfaction with the teaching and learning management in the course "Never Get Fat Again" at the General Education and E-Learning Innovation Office, Suan Sunandha Rajabhat University.

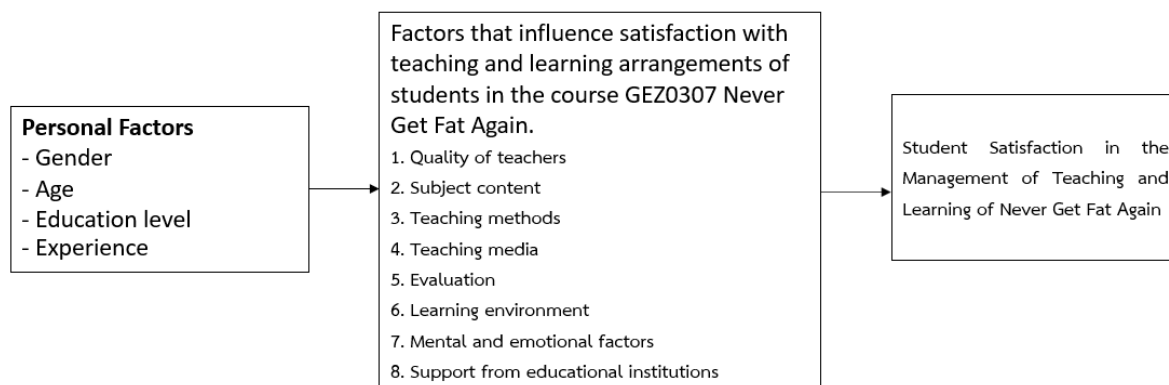
2.The committee evaluates factors affecting decision-making at student meetings.

3.To analyze the relationship between satisfaction with teaching and learning arrangements and student academic achievement.

4. To propose guidelines for improving the quality of teaching and learning in the subject GEZ0307 " Never Get Fat Again "

2. Conceptual Framework

Figure 1. Conceptual Framework of the Study (Phosri.W.,2004.)



The conceptual framework is presented as a causal model, with the independent variables (course content, instructional methods, assessment methods, and support services) influencing the dependent variable (student satisfaction). The mechanisms by which these factors influence student satisfaction are also described. The framework is based on a review of the literature on student satisfaction with teaching and learning. The literature suggests that a number of factors, including course content, instructional methods, assessment methods, and support services, can influence student satisfaction. The framework is intended to be used as a guide for research on student satisfaction with teaching and learning. The framework can be used to identify the factors that are most important to student satisfaction in a particular context. The framework can also be used to develop interventions to improve student satisfaction.

3. Methodology

This research adopts a survey research design with a quantitative approach to investigate student satisfaction in the management of teaching and learning in the course Never Get Fat Again during the second semester of the academic year 2024. The study focuses on the General Education category, Science and Mathematics group, at Suan Sunandha Rajabhat University.

The researcher presented a questionnaire to education management experts to evaluate the comprehensiveness and content validity (Kaewrattanapat et al., 2024). The questionnaire was refined based on feedback to ensure accuracy. Data analysis involves calculating means and standard deviations to explore factors influencing student satisfaction and understand the overall satisfaction level in the specified course.

The instrument was then evaluated overall using the content validity index of the instrument with an average approach (S-CVI/Ave). This was the average of the precision index of the instrument, measured by applying the content validity index (I-CVI) of each item to the sum and dividing it by the total number of questions. (Wassana Prawanphruek. S,1998).The content validity was then evaluated by the number of experts who determined the content consistency to be at level 3 (Quite relevant) and level 4 (Absolute relevant) only and divided by the total number of experts. The 5 point-Likert scale (5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly disagree) was employed to identify the level of agreement of the questionnaire (Kaewrattanapat et al., 2024) and consensus evaluation:

4. Results

Teaching and Learning Management Evaluation for the General Education Course in the Second Semester of the Academic Year 2024 Instructors: Dr. Sunisa Rachiwong and Panupol Ratanapanadda

Table 2 Student's Satisfaction in Never Get Fat Again Course

No.	Evaluation Details	Mean	Interpretation
1	Instructors are punctual in starting and ending classes	4.37	High
2	Instructors provide teaching guidelines and objectives clearly	4.33	High
3	Instructors use instructional materials and textbooks aligned with learning objectives	4.29	High
4	Instructors create a conducive learning environment and encourage student participation	4.33	High
5	Instructors demonstrate in-depth knowledge, clear explanations, and comprehensive teaching	4.34	High
6	Instructors use a systematic and easily understandable teaching process	4.36	High
7	Instructors recommend additional resources for self-directed learning	4.37	High
8	Instructors employ diverse learning support materials, enhancing student interest (e.g., real examples, books, websites)	4.32	High
9	Instructors assess student understanding during teaching, providing feedback for improvement	4.33	High
10	Instructors establish fair and appropriate grading criteria	4.30	High
11	Teaching management is flexible and diverse, meeting student needs	4.34	High
12	Instructors promote creative thinking, analysis, synthesis, and evaluation	4.30	High
13	Students can choose projects according to their interests within the course content, applying them in real-life situations	4.31	High
14	Activities for knowledge exchange among students or between instructors and students, such as discussions or group activities, are organized	4.32	High
15	Learning involves various media, e.g., the use of tools/information technology in teaching, electronic media for information retrieval, and e-learning systems	4.36	High

In conclusion, the investigation into the teaching and learning management of the Never Get Fat Again course during the second semester of the academic year 2024 has yielded highly positive results. The comprehensive survey, involving 3,005 students from the first to fourth-year levels, provided valuable insights into various aspects of the course delivery. (Academic Services Division, Suansunandha Rajabhat University, 2024). The findings underscore a remarkable level of satisfaction among the participants, with an overall average score of 4.33. This high satisfaction level indicates the effectiveness of the teaching strategies employed by Dr. Sunisa Rachiwong and Panupol Ratanapanadda. The instructors' punctuality, clear communication of teaching objectives, utilization of relevant instructional materials, and encouragement of student engagement all contributed to the positive learning experience. Moreover, the instructors' commitment to creating an inclusive and participatory learning environment, coupled with their deep knowledge, systematic teaching approach, and support

for self-directed learning, further enhanced the students' overall satisfaction. The use of diverse learning support materials, flexible teaching management, and promotion of critical thinking and creativity also received high praise from the surveyed students. In essence, the positive feedback from this study not only reflects the successful execution of teaching methodologies but also indicates the instructors' commitment to fostering an enriching educational experience. These results serve as a testament to the effectiveness of the teaching and learning practices implemented in the course, contributing to the ongoing enhancement of educational quality at Suan Sunandha Rajabhat University.

5. Conclusion

The summary of the teaching and learning management for the Never Get Fat Again course in the second semester of the academic year 2024, based on student satisfaction survey responses, indicates a high level of satisfaction with an average score of 4.33. The results affirm the effectiveness of the teaching strategies and overall course management, highlighting a positive learning experience for the students.

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