

Exploring Student Satisfaction with Hybrid Learning Management on Flexspace Platform in General Education Language Courses

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Abstract

This research aims to explore the problems and needs of students regarding Hybrid Learning and to evaluate their satisfaction with the use of the Flexspace platform in general education language courses. The sample group consisted of 400 undergraduate students from Suan Sunandha Rajabhat University, selected through purposive sampling. Data were collected using a validated and reliable questionnaire designed to measure various aspects of student satisfaction.

The data were analyzed using statistical methods such as mean (\bar{x}) and standard deviation (S.D.). The findings indicated that overall student satisfaction with Hybrid Learning on the Flexspace platform was at the "highest" level ($\bar{x} = 4.51$, S.D. = 0.638). The factor receiving the highest level of satisfaction was the system and instructional media support ($\bar{x} = 4.53$, S.D. = 0.606), followed by satisfaction with course instructors and teaching assistants' services.

This study highlights the potential of Hybrid Learning to enhance flexibility and improve the learning experience for students. These findings can inform the development of Hybrid Learning models and the optimization of the Flexspace platform to better meet students' needs in the future.

Keywords: Satisfaction, Hybrid Learning, FlexSpace Platform, General Education Language Courses

1. Introduction

The rapid changes in the digital age have significantly influenced lifestyles and educational practices at all levels. Information technology has played an increasingly important role in teaching and learning, resulting in more diverse instructional approaches. This is particularly evident in English language instruction for communication at the secondary school level, where information technology and digital media are crucial tools for stimulating learners' interest, motivating engagement, enhancing understanding, fostering learning, and developing communication skills. These technologies also enable learners to study and practice communication skills independently (Serrano et al., 2019; Wang, 2020; & Cecibel et al., 2020). The COVID-19 pandemic in 2020, which impacted the world globally, compelled countries to adopt new ways of living under the "New Normal" lifestyle (Phuangphawa, R., & Suebsang, P., 2022).

At Suan Sunandha Rajabhat University, the School of General Education and Electronic Learning Innovation has developed a Hybrid Learning model through the Flexspace platform. This platform serves as a critical tool in enhancing flexibility in teaching and learning. Particularly in general education courses, such as language courses, the platform has been

implemented to meet the diverse needs of learners. It facilitates content access, interaction between learners and instructors, and online assessment. The use of the Flexspace platform minimizes the limitations of traditional teaching methods while improving the overall effectiveness of the learning process.

In light of these adjustments, this study focuses on examining students' satisfaction with Hybrid Learning on the Flexspace platform in language courses under the general education curriculum. The study aims to evaluate its advantages, limitations, and learners' additional needs. The findings from this research will provide valuable insights that can be used to further develop the Hybrid Learning model to better align with learners' needs and enhance learning efficiency in the future.

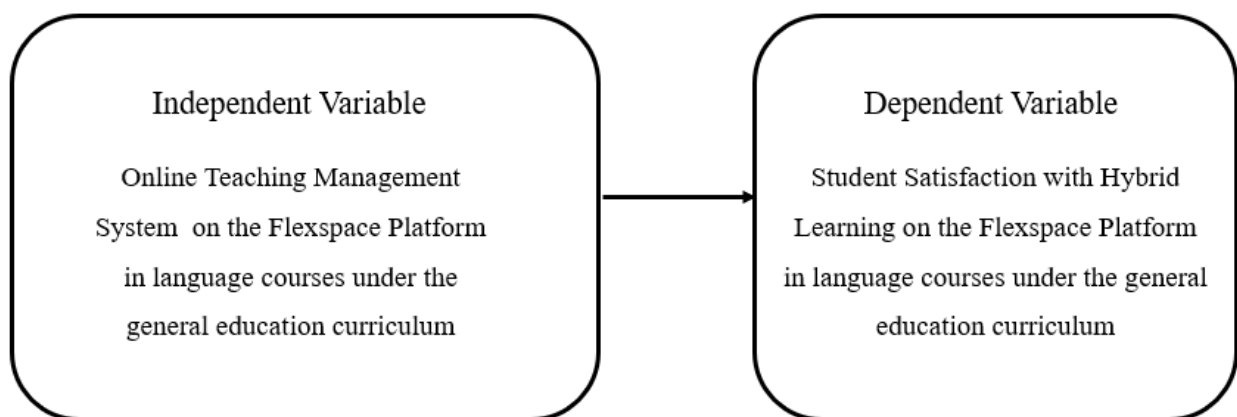
1.1 Research Objective

This research study was aimed to

1. To study the problems and needs of students enrolled in language courses under the general education curriculum regarding the Hybrid Learning approach on the Flexspace platform.
2. To evaluate students' satisfaction with the Hybrid Learning approach on the Flexspace platform for language courses under the general education curriculum.

2. Conceptual Framework

Figure 1: Conceptual Framework for Student Satisfaction with Hybrid Learning Management on Flexspace Platform in Language Courses under the general education curriculum



This study employs a conceptual framework to analyze students' satisfaction with Hybrid Learning on the Flexspace platform, a learning model that combines traditional face-to-face learning with online learning. The key factors examined in this study include:

1. Satisfaction with instructors,
2. Satisfaction with the teaching-learning process and assessment,
3. Satisfaction with the support system and learning materials, and
4. Satisfaction with the services provided by teaching assistants (TAs).

This framework focuses on analyzing the factors influencing students' satisfaction by examining the relationship between the Hybrid Learning model and learners' satisfaction in the

context of language courses under the general education curriculum. Students' satisfaction with the use of the Flexspace platform will be assessed through questionnaires covering various aspects, including teaching processes, technological support, and accessibility to learning resources.

The findings from this study aim to contribute to the development of a teaching and learning model that effectively addresses students' needs and ensures sustainable learning outcomes in the future.

3. Methodology

3.1 Population and Sample Group

The sample consisted of students from Suan Sunandha Rajabhat University who were enrolled in general education language courses during the second semester of the 2023 academic year, spanning all faculties and academic levels. The sample size was calculated using Taro Yamane's formula at a significance level of 0.05, resulting in a sample of 400 students. The sampling method employed was purposive sampling.

3.2 Research Approach

The study on students' satisfaction with Hybrid Learning on the Flexspace platform in language courses under the general education curriculum is a qualitative research conducted through data collection using a questionnaire. The questionnaire is divided into six sections as follows:

1. Basic information of the students.
2. Satisfaction with the course instructor.
3. Satisfaction with the teaching process and educational assessment.
4. Satisfaction with the services provided by the Teaching Assistants (TAs).
5. Satisfaction with the system and teaching support materials.
6. Additional suggestions.

The survey uses a 5-point rating scale based on the Likert Scale:

- 5: Very satisfied
- 4: Satisfied
- 3: Neutral
- 2: Dissatisfied
- 1: Very dissatisfied

3.3 Location

The study will take place at Building 34, the General Education and E-Learning Innovation Center, Suan Sunandha Rajabhat University, located at 1 Uthong Nok Road, Wachira Sub-district, Dusit District, Bangkok 10300.

3.4 Study Duration

The research and data collection period spans from January to August 2024.

3.5 Data Analysis

Statistical analyses will include percentages, means (\bar{x}), and standard deviations (S.D.). The criteria for interpretation, based on John W. Best, are as follows:

- Mean Score 4.51 - 5.00: Highest level
- Mean Score 3.51 - 4.50: High level
- Mean Score 2.51 - 3.50: Moderate level
- Mean Score 1.51 - 2.50: Low level
- Mean Score 1.00 - 1.50: Lowest level

4. Results

This research presents data on students' satisfaction with Hybrid Learning management using the Flexspace platform in general education language courses. Data were collected from 400 students enrolled in general education courses at Suan Sunandha Rajabhat University during the second semester of the 2023 academic year. The analysis focused on satisfaction levels in various aspects, including satisfaction with instructors, system and instructional media support, teaching assistant services, and overall teaching and learning processes.

The findings provide insights into factors influencing students' learning experiences and can serve as a guideline for improving teaching and learning models in the future.

The results are as follows:

4.1 Research Findings

Table 4: presents the mean and standard deviation of students' satisfaction with Hybrid Learning management using the Flexspace platform in general education language courses during the second semester of the academic year 2023.

Satisfaction assessment issues	Mean	S.D.	Interpretation
Satisfaction with Course Instructors			
1. The instructor's ability to effectively convey knowledge	4.56	0.566	Highest level
2. The lesson content is modern, clearly articulated, and appropriate for the learners	4.43	0.912	High level
3. The instructor uses various teaching techniques to engage students and maintain their interest	4.55	0.688	Highest level
4. The instructor incorporates experiences and explains how to apply the knowledge effectively	4.50	0.630	High level
5. The instructor allows students to ask questions, express opinions, and share experiences appropriately	4.59	0.562	Highest level
6. The instructor teaches in alignment with the course objectives outlined in the syllabus	4.45	0.851	High level
Total	4.51	0.702	Highest level
Satisfaction with Teaching and Educational Assessment			
1. The teaching is well-suited to the learners' context and needs	4.51	0.704	Highest level
2. The course content is modern, clearly presented, and appropriate for the learners	4.43	0.621	High level
3. The subject matter is important, interesting, and applicable to professional careers	4.53	0.590	Highest level
4. Knowledge gained from guest lecturers' direct experiences can be applied in daily life	4.47	0.503	High level
5. Teaching materials and instructional media are appropriate and align with course objectives	4.41	0.548	High level
6. The grading criteria are fair and appropriate	4.58	0.615	Highest level

Satisfaction assessment issues	Mean	S.D.	Interpretation
7. The methods of educational measurement and assessment are appropriate and reliable	4.53	0.705	Highest level
Total	4.49	0.612	High level
Satisfaction with Teaching Assistant (TA) Services			
1. Coordination by the teaching assistant (TA)	4.51	0.643	Highest level
2. Support and facilitation provided by the teaching assistant (TA)	4.45	0.669	High level
3. Guidance and responses to students' questions by the teaching assistant (TA)	4.52	0.549	Highest level
4. Communication and announcements by the teaching assistant (TA)	4.53	0.668	Highest level
Total	4.50	0.632	High level
Satisfaction with System and Instructional Media Support			
1. FlexSpace platform is user-friendly	4.61	0.677	Highest level
2. Convenience and speed of accessing the platform and conducting online exams	4.55	0.562	Highest level
3. Learning materials on FlexSpace enhance understanding of the lessons	4.51	0.661	Highest level
4. Supporting materials align with the lesson content	4.44	0.546	High level
5. Communication channels provide accurate, complete, and timely information	4.59	0.563	Highest level
6. Service at the One-Stop Service Center is effective	4.50	0.625	High level
Total	4.53	0.606	Highest level

From Table 4, it was found that students' overall satisfaction with Hybrid Learning management using the Flexspace platform in general education language courses during the second semester of the academic year 2023 was rated at the highest level ($\bar{x} = 4.51$, S.D. = 0.638). Most students expressed the highest level of satisfaction with the course instructors ($\bar{x} = 4.51$, S.D. = 0.702). Satisfaction with the teaching and assessment process was rated at a high level ($\bar{x} = 4.49$, S.D. = 0.612). Satisfaction with the services provided by teaching assistants (TA) was also rated at a high level ($\bar{x} = 4.50$, S.D. = 0.632). Additionally, satisfaction with the system and instructional media support was rated at the highest level ($\bar{x} = 4.53$, S.D. = 0.606).

5. Conclusion

The study titled "Students' Satisfaction with Hybrid Learning Management on the Flexspace Platform in General Education Language Courses" revealed that Hybrid Learning effectively meets students' needs and enhances their satisfaction. Students expressed the highest level of satisfaction with the Flexspace platform, particularly in terms of accessibility, instructional support, ease of use, and the application of technology to facilitate learning.

The research also found that instructors and teaching methods play a crucial role in fostering student satisfaction. Effective knowledge delivery, the use of modern instructional materials, and opportunities for students to express their opinions were significant factors contributing to a positive learning experience. Additionally, assessment methods and the services provided by teaching assistants (TAs) further enriched the Hybrid Learning process, making it more comprehensive and relevant to modern learners.

These findings align with the research conducted by Phintipa Suebsang (2022), which investigated learning achievement in English conditional sentences through Blended Learning for Grade 9 students. Suebsang's study demonstrated that a teaching model combining traditional and online learning significantly improved content comprehension. Both Hybrid Learning and Blended Learning emphasize the integration of technology with traditional teaching to enhance learning outcomes and create a meaningful educational experience for learners across different educational levels.

6. Acknowledgments

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