Satisfaction of Students Towards the Teaching Management of General Education

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Abstract

This study aimed to explore the satisfaction of students toward the teaching management of general education courses and to identify ways to improve and enhance their satisfaction. The sample consisted of 400 international program students from Suan Sunandha Rajabhat University enrolled in general education courses. Data were collected using a questionnaire, and statistical analysis was conducted using percentage (%), mean ($\bar{x}$), and standard deviation (S.D.). The sample group included 154 male students (38.50%) and 246 female students (61.50%). There were 260 first-year students (65.00%), 92 second-year students (23.00%), 33 third-year students (8.25%), and 15 fourth-year students (3.75%). Students came from 14 faculties/colleges, with the largest groups being from the College of Logistics and Supply Chain (25.50%) and the College of Innovation and Management (24.00%). Overall, students reported a high level of satisfaction with the teaching management of general education courses (mean = 3.81, S.D. = 0.6412). The highest levels of satisfaction were found in the following areas: the readiness of the Learning Management System (LMS) (mean = 4.20, S.D. = 0.4347), the clarity of class and exam schedules (mean = 4.08, S.D. = 0.2677), and the clarity of accumulated and exam scores (mean = 3.64, S.D. = 0.8083).

Keywords: HyFlex Learning, Satisfaction, Teaching Management

1. Introduction

The current society is undergoing rapid transformations in various aspects, including the economy, society, politics, governance, culture, environment, science, and technology. These changes significantly impact education management and national development. Since the enactment of the National Education Act B.E. 2542 (1999) and its amendment (No. 2) B.E. 2545 (2002), Section 4 has defined "education" as a process of learning aimed at fostering the growth and development of individuals and society. This encompasses the transmission of knowledge, training, cultural preservation, academic advancement, and the creation of new knowledge, all of which are influenced by the learning environment. These factors contribute to continuous lifelong learning.

Additionally, the National Education Plan (2017–2036) outlines a vision emphasizing a human-centered approach, the philosophy of sufficiency economy, global awareness, and holistic human development. Section 24 specifies guidelines for education management that align with learners' interests and aptitudes while considering individual differences. It also emphasizes cultivating critical thinking skills, situational problem-solving abilities, and the application of knowledge to prevent and resolve issues. Educational activities should enable learners to gain practical experience, develop the ability to think critically and act effectively,

foster a love for reading, and encourage continuous learning (Office for National Education Standards and Quality Assessment (Petchngam,B, 2022).

The Office of General Education and Innovative Electronic Learning at Suan Sunandha Rajabhat University is responsible for managing the delivery of general education courses at the undergraduate level. These courses are taught in large groups, with Teaching Assistants (TAs) overseeing classroom management and supporting faculty members in facilitating the learning process. The teaching management is guided by three key indicators: 1) Creating a flexible learning environment that promotes collaboration among students, with accessible academic materials and positive interactions between teachers and students; 2) Organizing class-related information and documents to ensure effective data management; and 3) Establishing and maintaining classroom agreements, ensuring that students follow these guidelines to ensure smooth and effective learning experiences (HREX.asia, 2019).

To meet the diverse needs and preferences of students, the department offers three modes of instruction for general education courses: On-site, Online, and On-demand. While these methods aim to enhance accessibility and convenience for students, they may also face challenges and potential issues in implementation. As part of its commitment to continuous improvement, The Office of General Education and Innovative Electronic Learning has been gathering data on these challenges in order to refine and enhance the effectiveness of its teaching management strategies (Panarin & Kongpha, 2018).

This paper explores the satisfaction levels of students with the management of general education courses, focusing on the integration of various learning modes and identifying areas for improvement to enhance both teaching quality and student experience (Limchalerm, 2011).

1.1 Research Objective

This research study was aimed:

1. To study the satisfaction of students towards the teaching management of general education courses.

2. To use the research findings to improve and enhance the effectiveness of student satisfaction with the teaching management of general education courses.

2. Conceptual Framework

Figure 1. Conceptual Framework of the Study
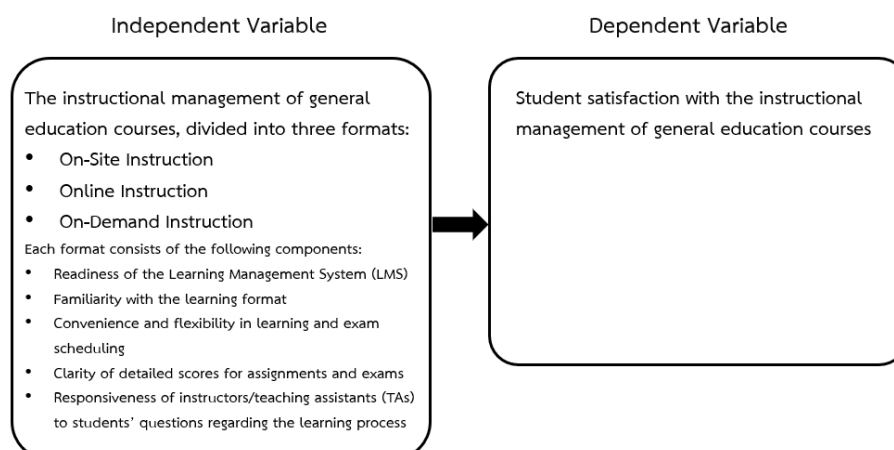
This research framework examines the relationship between different instructional management formats and student satisfaction in general education courses. The independent variable, instructional management, is explored through three delivery formats: On-Site, Online, and On-Demand (Surachart & Charocheny, 2021). Each format is assessed by its specific components, including the readiness of the Learning Management System (LMS), students' familiarity with the format, convenience and flexibility of learning and examination schedules, clarity of score details for assignments and exams, and the responsiveness of instructors or teaching assistants (TAs) to students' questions. These components are crucial factors in determining the effectiveness of each instructional format and their impact on the learning experience (Petcharaporn, 2020).

The dependent variable, student satisfaction, reflects the overall perception and contentment of students with the instructional management in their general education courses. By analyzing the relationship between the different instructional formats and student satisfaction, this study aims to identify which elements contribute most significantly to positive learning experiences. Understanding these factors will help educators and institutions improve instructional management practices, optimize course delivery methods, and enhance student engagement and satisfaction in general education settings (Niamsuwan, 2021).

3. Methodology

1. Population and Sample

The population for this study on student satisfaction with the instructional management of general education courses consists of students at Suan Sunandha Rajabhat University. The sample includes 400 undergraduate students enrolled in general education courses at the university.

2. Research Method

This study adopts a qualitative research approach, using a questionnaire to collect data. The questionnaire is divided into two sections: Section 1 gathers demographic information of the respondents, including gender, year of study, and faculty or college affiliation; Section 2 measures student satisfaction with the instructional management of general education courses, comprising 15 items. Responses are rated on a 5-point Likert scale:

5 represents "highest satisfaction,"
4 represents "high satisfaction,"
3 represents "moderate satisfaction,"
2 represents "low satisfaction," and
1 represents "lowest satisfaction."

4. Results

Based on the demographic data regarding gender, it was found that the students who responded to the survey on their satisfaction with the instructional management of general education courses were 154 males (38.50%) and 246 females (61.50%).

Table 1 Student satisfaction levels

Student Satisfaction with the Instructional Management of General Education Courses	Level of Satisfaction	S.D.	Level of Satisfaction
On-Site Instruction			
1. Readiness of Learning Management System	4.20	0.43	Very Satisfied
2. Familiarity with the course content and materials	3.63	0.81	Satisfied
3. Clarity of details on learning process and exam schedule	4.08	0.27	Very Satisfied
4. Clarity of details on grading and assessment criteria	3.64	0.82	Satisfied
5. Responsiveness of instructors/teaching assistants regarding learning-related questions	3.54	0.82	Satisfied
Online Instruction			
1. Readiness of Learning Management System	3.99	0.65	Satisfied
2. Familiarity with the course content and materials	3.59	0.81	Satisfied
3. Clarity of details on learning process and exam schedule	4.06	0.28	Very Satisfied
4. Clarity of details on grading and assessment criteria	3.81	0.71	Satisfied
5. Responsiveness of instructors/teaching assistants regarding learning-related questions	3.63	0.82	Satisfied
On-Demand Instruction			
1. Readiness of Learning Management System	4.19	0.43	Very Satisfied
2. Familiarity with the course content and materials	3.63	0.81	Satisfied
3. Clarity of details on learning process and exam schedule	3.98	0.27	Very Satisfied
4. Clarity of details on grading and assessment criteria	3.81	0.71	Satisfied
5. Responsiveness of instructors/teaching assistants regarding learning-related questions	3.54	0.82	Satisfied
Overall	**3.81**	**0.64**	**Satisfied**

5. Conclusion

The study results indicate that overall student satisfaction with the instructional management of general education courses is high ($\bar{x} = 3.81, \text{S.D.} = 0.6412$). Students were particularly satisfied with the readiness of the Learning Management System (LMS) ($\bar{x} = 4.20, \text{S.D.} = 0.4347$), the clarity of course schedules and examination dates ($\bar{x} = 4.08, \text{S.D.} = 0.2677$), and the transparency of grading and assessment criteria ($\bar{x} = 3.64, \text{S.D.} = 0.8083$). These findings suggest that well-organized systems and clear communication significantly contribute to enhancing student satisfaction. The insights from this study can inform improvements in instructional management practices, fostering a more positive learning experience in general education courses (Udomseth, 2024)

Furthermore, these results are consistent with the study by Amornchantanakorn & Kunnu (2024) on Developing A Large-Scale Learning Management System for the Office of General Education and Innovative Electronic Learning. The research found that high levels of satisfaction with the cloud-based question-and-answer repository technology across various aspects.

6. Acknowledgments

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