Study on Approaches to Enhance Satisfaction in Online Learning

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Abstract

Online learning has become an increasingly popular form of education due to its flexibility and the ability to learn from anywhere. However, learner satisfaction with online learning remains a key issue in developing effective instructional methods. This study aims to explore strategies to enhance learner satisfaction in online learning systems by examining factors influencing satisfaction, such as content quality, technology used, and instructor support. The sample group consists of students participating in online learning, and data were collected through surveys and statistical analyses to identify factors impacting satisfaction levels. The study results show that instructor support and content relevance significantly influence a high level of satisfaction. This finding suggests insights and strategies for improving online learning experiences, which can benefit educational institutions in developing more effective online teaching methods.

Keywords: Learner satisfaction, Online learning, Instructor support

1. Introduction

Education is a process of imparting and acquiring knowledge, experiences, attitude formation, the development of awareness, the enhancement of skills, and the cultivation of clear understanding. It also involves the transmission of values, as well as religious, artistic, and cultural heritage within a society. The fundamental purpose of education is to promote individuals' intellectual growth, equip them with the knowledge and competencies necessary for future careers, enable them to live appropriately and responsibly, foster desirable values, and support harmonious coexistence with others. Importantly, education functions as a crucial mechanism for national development in social, economic, and political dimensions. It serves to elevate the quality of the population in alignment with the objectives of the National Economic and Social Development Plan. When national policies, and the social, economic, or political climate undergo change, the educational system must correspondingly adapt. As a result, educational approaches differ among countries, shaped by varying beliefs, theoretical perspectives, and philosophical foundations of education.(Phongsena,S,2019)

Online learning has become an increasingly popular form of education in recent years, as it offers flexibility and accessibility for learners from anywhere. However, learner satisfaction in online learning remains a crucial issue in the development of teaching and learning systems. This is especially true in online environments where learners are required to possess a high level of self-motivation, discipline, and effective self-management skills. The objective of this research is to study approaches for enhancing learner satisfaction in online learning. Web-based instruction is considered an innovative approach that advances instructional design through online learning models integrated with educational management techniques. This approach enables learners to access learning resources anytime and anywhere, facilitates convenient

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access to supplementary learning materials, and promotes interaction between learners and instructors as well as among learners themselves, both in real-time and asynchronously, through virtual classrooms. This mode of learning removes the necessity of being physically present in a traditional classroom. Consequently, instructors are required to design and create meaningful learning activities and establish learning environments that support learners' self-directed learning, rather than serving solely as direct transmitters of knowledge (Laohajaratsang,T,2007). Technology therefore plays a critical role in enhancing students' learning processes. As institutions of higher education serve as key developers of human capital, they should place strong emphasis on cultivating individuals' abilities to utilize digital technologies effectively and responsibly. The goal is to ensure that students attain higher levels of digital competency and can apply these competencies to communicate, design, and further develop instructional practices for future learners.(Chuchuoy,K,2024)

2. Research Objectives

The main objective of this research is to examine approaches for enhancing learner satisfaction in online learning.

The specific objectives are as follows:

1. To examine the factors affecting learner satisfaction in online learning.
2. To propose guidelines for improving learner satisfaction in online learning.

3. Literature Review

The literature on developing an effective academic management framework to enhance online education practices can be categorized into several key variables, including academic management components, institutional and environmental factors, student-centric outcomes, and institutional/system outcomes. A detailed summary of these studies is provided below.

1. Online Learning

Online learning refers to a learning model facilitated through internet-based technologies, enabling learners to access educational content from any location and at any time. This concept is supported by numerous studies that highlight the importance of accessibility, flexibility, and the adaptability of learning content to meet individual learner needs Sriwichian,K,2020).

2. Satisfaction in Online Learning

Learner satisfaction in online learning is a critical factor that directly influences academic achievement, learner engagement, and motivation. Within technology-mediated learningenvironments, satisfied learners are more likely to participate consistently in instructional activities and demonstrate higher levels of academic performance (Prompitak,N, 2021).

3. Components of Effective Online Learning Systems

An effective online learning system should be designed based on learner-centered principles and promote active participation through appropriate technological tools. Key components of a high-quality online learning system include:

(a) Instructional Design

Learning content should align with instructional objectives, follow a well-structured sequence, and employ diverse media formats—such as videos, articles, exercises, and infographics—to enhance engagement and facilitate comprehension.

(b) Instructor Support

Instructors play multiple roles, including facilitating learning, providing consultation, and offering consistent feedback. These functions help build learner confidence and promote active participation.

(c) Interaction and Engagement

The system should support both group and individual communication through features such as chat rooms, discussion forums, or breakout groups. Such interaction fosters knowledge exchange and collaborative learning.

(d) Technology Infrastructure

The platform used should be stable, user-friendly, and capable of supporting both synchronous and asynchronous learning. Examples include Google Classroom, Zoom, and learning management systems (LMS) that allow instructors to track learner progress.

(e) Assessment and Feedback System

Evaluation should include both formative and summative assessments, with clearly defined criteria. Learners should also receive ongoing feedback to support continuous improvement.

4. Conceptual Framework

In the research A Study of Approaches to Increase Satisfaction in Online Learning, the researcher reviewed related concepts and studies to establish guidelines for the study and define its variables. The research conceptual framework is summarized as follows:

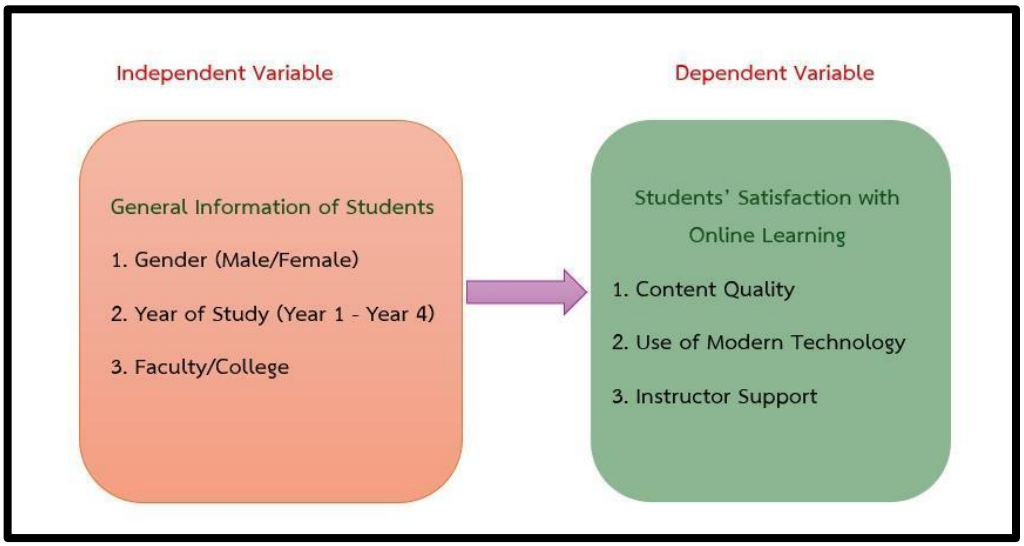


Figure 1. Conceptual Framework of the Study

5. Methodology

The population of this study consisted of 3,000 undergraduate students at Suan Sunandha Rajabhat University who were enrolled in the first semester of the academic year 2024.

The sample was selected through simple random sampling, using the Taro Yamane (1973) formula to determine the sample size from a known population. With a confidence level of 95% and a margin of error of ±5%, the required sample size was 400 students.

The instrument used for data collection was a questionnaire, consisting of two main parts:

Part 1: General information of respondents, such as gender, year of study, and faculty/college.

Part 2: A questionnaire on students' satisfaction with online learning, using a 5-point Likert scale. This section covered three dimensions:

1. Content Quality
2. Use of Modern Technology
3. Instructor Support

6. Result

The research findings on approaches to increasing satisfaction with online learning can be summarized as follows:

Table 1: Content Quality

Evaluation Items	$\bar{x}$	S.D	Interpretation
1. The learning content is up-to-date and relevant to the current situation.	4.47	0.49	very high
2. The content is comprehensive and meets the learners' educational needs.	4.83	0.34	very high
3. The sequence of the content is clear and easy to understand.	4.83	0.34	very high
4. The content is concise, not redundant, and not overly complicated.	4.83	0.34	very high
5. Various types of learning media are used, such as videos, images, and applications.	4.83	0.34	very high
6. The learning media help learners understand the content better.	4.33	0.34	high
7. The content is well-organized and of good quality.	3.95	0.90	high
8. The media used in learning are appropriate and easy to understand.	4.67	0.49	very high
9. There is interactive content that helps increase learners' engagement.	4.33	0.82	high
10. Overall, students are satisfied with the quality of the learning content received.	4.83	0.34	very high
Average	**4.59**	**0.47**	very high

Summary: From Table 1, it was found that the overall satisfaction of students regarding the quality of learning content from 400 respondents was at the highest level ($\bar{x}$ = 4.59, S.D. = 0.47).

Table 2: Satisfaction with the Use of Modern Technology

Evaluation Items	$\bar{x}$	S.D	Interpretation
1. The online learning platform used is modern and suitable for learning	4.47	0.49	very high
2. Learners can access the content conveniently anytime, anywhere	4.83	0.34	very high
3. The system has comprehensive learning support features, such as content storage, time tracking, or notifications	4.50	0.84	high
4. Using the software or online learning system is easy and not complicated	4.33	0.82	high
5. The system is stable, with no frequent connection issues or system crashes	4.50	0.84	high
6. Learning through technology allows flexible learning according to one's own schedule	4.67	0.49	very high
7. System functions help support interaction with instructors or other learners effectively	3.95	0.90	high
8. The system can be used on various devices, such as smartphones, tablets, or computers	4.67	0.49	very high
9. Learners feel that using technology enhances learning efficiency	4.72	0.45	very high
10. Overall, you are satisfied with the technology used in the online learning system	4.83	0.34	very high
Average	**4.55**	**0.60**	very high

From Table 2, it is indicated that students (n = 400) expressed a very high level of satisfaction with the use of modern technology in online learning, with an overall mean of $\bar{x}$ = 4.55 and S.D. = 0.60. This suggests that the technology employed in the online learning system is well-received, convenient, and effective in supporting learning activities.

Table 3: Students' Satisfaction with Instructor Support in Online Learning

Evaluation Items	$\bar{x}$	S.D	Interpretation
1.The instructor provides guidance and responds to questions promptly.	4.71	0.38	very high
2. The instructor is friendly and open to students' opinions	4.62	0.48	very high
3. Learners can easily seek help from the instructor when needed.	4.46	0.51	very high
4.The instructor effectively solves problems that occur uring online learning.	4.49	0.52	high
5. The instructor encourages and motivates learners to participate in online learning	4.39	0.50	high

6. The instructor provides encouragement and maintains students' motivation throughout the course.	4.46	0.44	very high
7. Interaction with the instructor helps students feel less isolated.	4.83	0.34	very high
8. The instructor monitors students' progress and provides appropriate feedback.	4.67	0.49	very high
9. Learners feel part of the class due to the instructor's care and attention.	4.33	0.82	high
10. Overall, you are satisfied with the instructor's support and guidance in online learning.	4.83	0.34	very high
Average	**4.58**	**0.54**	very high

From Table 3 show that students (n = 400) reported a very high level of satisfaction with the instructor's support in online learning, with an overall mean score of $\bar{x}$= 4.58 and S.D. = 0.54. This indicates that instructors play a significant role in providing guidance, motivation, and interactive engagement, which contribute positively to the students' learning experience.

Table 4: Summary of Students' Satisfaction Evaluation in Three Aspects

Evaluation Aspects	$\bar{x}$	S.D	Interpretation
1. Quality of Learning Content	4.59	0.47	very high
2. Use of Modern Technology	4.55	0.60	very high
3. Instructor Support	4.58	0.54	very high
Overall Average	**4.57**	**0.54**	very high

From Table 4, the study on approaches to enhance satisfaction in online learning revealed that the overall and individual satisfaction in all three aspects were rated at a vety hig level. The aspect ranked highest was Quality of Learning Content ($\bar{x}$ = 4.59, S.D. = 0.47), followed by Instructor Support ($\bar{x}$ = 4.58, S.D. = 0.54), and Use of Modern Technology ($\bar{x}$ = 4.55, S.D. = 0.60), respectively.

7. Conclusion

Discussion and Recommendations

1.1 Overview of the Study

This research aimed to study **approaches to enhance students' satisfaction in online learning**. The findings revealed that there are three main factors contributing to learners' satisfaction:

1. **Quality of Learning Content** – Up-to-date and comprehensive learning materials significantly increased learners' satisfaction. A variety of instructional media also helped stimulate learners' interest and engagement.

2. **Use of Modern Technology** – Stable technology and well-designed learning features enhanced learners' convenience and flexibility in studying anytime and anywhere.

3. **Instructor Support** – Learners were more satisfied when receiving prompt guidance and feedback from instructors. Such support helped reduce feelings of isolation and increased motivation during online learning.

4.

1.2 Discussion of the Findings

The results indicated that the **quality of learning content** and the **use of modern technology** are key factors influencing students' satisfaction in online learning. In particular, system stability and well-integrated learning tools play crucial roles in ensuring effective online learning experiences. Moreover, **instructor support** contributes greatly to learners' confidence and motivation.

1. **Learning Content:** Diverse and easy-to-understand materials help learners absorb knowledge more effectively, aligning with the learner-centered approach to education.

2. **Technology:** Appropriate technological tools reduce time and location barriers, consistent with the principles of digital-age learning.

3. **Instructor Support:** Positive reinforcement and guidance from instructors foster a sense of belonging and engagement among learners.

These findings are consistent with previous research (Somrudi Pongseena, 2019, p.105), which emphasized that learners' satisfaction increases when content quality, technology integration, and instructor support are effectively implemented.

1.3 Recommendations

1. Develop the online learning system to be more stable, support the development of diverse content and instructional media, provide workshops for instructors to enhance their technological skills and ability to support learners, and increase the system's data storage capacity.

2. Utilize a variety of technologies to make lessons more engaging, provide guidance, and monitor students' progress regularly.

3. Teaching and learning should be conducted by instructors who deliver knowledge and organize activities that are appropriate to students' learning levels and abilities, which vary according to their year of study and grade point average (Somrudee Phongsena, 2019, p.105).

The findings were similar to the findings reported in other research papers Yeon Choi,S & Phongsatha,S,2023. The result showed that instructor characteristics had the highest level of presence, followed by student characteristics, course content, course design, and learner environment. In addition, all the five online learning characteristics, namely, instructor characteristics, student characteristics, course content, learner environment, and course design, influenced the students' level of behavioral engagement. However, only the combination of student characteristics, course content, and course design predicted the students' level of behavioral engagement.

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