

A COMPARATIVE STUDY OF STUDENT SATISFACTION WITH ONLINE TEACHING IN THE ACADEMIC YEAR 2023 AT THE INTERNATIONAL EDUCATION CENTER

Treenuch Numsimok & Wanida Suwunniponth

Suan Sunandha Rajabhat University, 1-U-Thong Nok, Dusit, Bangkok, Thailand,

E-Mail: Treenuch.na@ssru.ac.th, Wanida.su@ssru.ac.th

ABSTRACT

Abstract—The academic year 2023 marks a pivotal moment for the International Education Center as it navigates the complexities of online teaching, a paradigm that has become integral to the contemporary education landscape. This study delves into the realms of student satisfaction within this dynamic environment, drawing from global trends, pedagogical practices, technological infrastructure, social interaction, and cultural influences. Employing a comparative research design, this study captures the experiences and perceptions of a diverse student population through surveys, interviews, and focus group discussions, while both quantitative and qualitative analyses provide a comprehensive understanding of the factors shaping student satisfaction. Quantitative analysis reveals an overall positive sentiment towards online teaching, with variations observed across disciplines. Pedagogical approaches, technological infrastructure, social interaction, and cultural factors emerge as influential determinants of satisfaction. Qualitative insights shed light on nuanced challenges, suggested improvements, and discipline-specific variations, providing a holistic perspective. The comparative study underscores the significance of ongoing pedagogical innovation, robust technological support, and cultural competence in enhancing the online learning experience.

Keywords— Online teaching, Student satisfaction, Comparative study

INTRODUCTION

In the ever-evolving landscape of education, the transition to online teaching has emerged as a transformative force, reshaping the dynamics of learning environments globally. As we navigate the academic terrain of the year 2023, the International Education Center finds itself at the intersection of innovation and pedagogical adaptation, compelled by the imperative to meet the evolving needs of its diverse student body. The pervasive influence of digital technology on education, accentuated by recent global events, has propelled institutions towards a rapid integration of online teaching methodologies. This shift has not only presented challenges but also opened avenues for reimagining the delivery of academic content. Against this backdrop, understanding the nuances of student satisfaction becomes paramount, as it serves as a barometer for the efficacy and quality of online education.

The dawn of the 21st century has witnessed a seismic shift in the landscape of education, with the integration of digital technologies into pedagogical practices becoming a hallmark of the contemporary learning experience. The year 2023 finds the International Education Center positioned at the forefront of this transformative journey, navigating the challenges and opportunities presented by the increasing prevalence of online teaching methodologies. The study embarks on a critical exploration, seeking to unravel the intricacies of student satisfaction with online teaching at the International Education Center in the current academic year.

The propulsion towards online education has been accelerated by global events that prompted a swift reevaluation of traditional teaching models. The International Education Center, in response to these challenges, embraced the virtual realm as a means to ensure continuity and accessibility to education. The adoption of online teaching, once deemed a temporary response to unforeseen circumstances, has evolved into a paradigm that demands scrutiny and exploration, particularly in understanding its impact on student satisfaction (Noichun, 2023).

This comparative study takes root in the recognition that student satisfaction serves as a linchpin for the success of any educational endeavor. As the International Education Center pioneers the integration of online teaching into its academic fabric, a comprehensive examination of student satisfaction becomes imperative. This

exploration extends beyond the confines of the institution itself, seeking to draw parallels and distinctions with global trends in online education, thereby enriching the discourse on effective virtual learning. Key dimensions to be considered in this study include the pedagogical approaches employed in online teaching, the technological infrastructure supporting virtual classrooms, the role of social interaction in digital spaces, and the influence of cultural factors on the online learning experience. Each of these elements contributes uniquely to the overall tapestry of student satisfaction and success in the online academic environment.

Understanding student satisfaction in the realm of online teaching is multifaceted. It involves an intricate interplay of technological infrastructure, instructional methodologies, support services, and the overall adaptability of the educational ecosystem. By conducting a comparative study, we aim to dissect the experiences of students across different academic domains, acknowledging that the variables influencing satisfaction may vary based on the nature of disciplines, courses, and the inherent dynamics of diverse programs.

By situating this comparative study within the broader context of global shifts in education and responding to the specific needs and dynamics of the International Education Center, this research aims to provide actionable insights for educators, administrators, and policymakers. As we delve into the academic year 2023, this investigation seeks not only to uncover the challenges but also to illuminate the pathways towards an enriched and satisfying online learning experience at the International Education Center. By addressing this critical aspect, we aspire to contribute to the enhancement of online teaching practices at the International Education Center, fostering an environment where students not only adapt but thrive in the digital academic landscape of 2023.

OBJECTIVES

In essence, this study serves as a compass guiding the ongoing evolution of online teaching practices, steering them towards greater effectiveness, inclusivity, and alignment with the educational goals of the International Education Center. As we delve into the intricacies of student satisfaction, we strive to contribute valuable insights that will inform the continual refinement of online education in the academic landscape of the International Education Center in the Academic Year 2023 and beyond. The objectives of the study are as follows:

1. Conduct a comparative analysis of student satisfaction levels with online teaching at the International Education Center during the academic year 2023, comparing the experiences of students across different programs, courses, or levels.
2. Evaluate the effectiveness of instructors in delivering online content, engaging students, providing support, and adapting teaching methods to the online learning environment.
3. Provide comprehensive guidelines for enhancements to the online teaching approach, encompassing instructional strategies, technological infrastructure, support services, and communication practices.

LITERATURE REVIEWS

In the digital age, the integration of online tools has become fundamental to enhancing administrative processes in higher education. The transformative potential of digital platforms in delivering education has been accelerated by global events, prompting institutions worldwide to adapt swiftly to virtual learning environments. This comparative study seeks to delve into the nuances of student experiences within this evolving educational landscape, aiming to discern the factors that contribute to or hinder their satisfaction with online teaching methodologies. By shedding light on the multifaceted dimensions of student satisfaction, this research endeavors to provide valuable insights for educators, administrators, and policymakers striving to enhance the quality of online education at the International Education Center in the pursuit of academic excellence.

This literature review examines the evaluation of Google Forms as a digital solution for student participation registration, within the unique context of student affairs and cultural arts activities at the Faculty of Management Science, Suan Sunandha Rajabhat University.

Global Trends in Online Education:

The surge in online education has been a global phenomenon, with institutions worldwide embracing digital platforms to deliver academic content. Learning management systems provides a foundational understanding of the integration of digital tools in education, setting the stage for evaluating Google Forms in a higher education context. Allen and Seaman's (2022) comprehensive report on online and distance education provides a current

snapshot of global trends, emphasizing the need for nuanced understanding and assessment of student satisfaction in virtual learning environments.

Pedagogical Approaches in Online Teaching:

Effective pedagogical approaches play a crucial role in shaping student satisfaction with online teaching. Anderson, Rourke, and Garrison's (2021) work on the isolation that online learning can engender highlights the importance of thoughtful design and the integration of interactive elements to enhance engagement and satisfaction.

Technological Infrastructure and User Experience:

The technological infrastructure supporting online education is a pivotal factor influencing user satisfaction. Alqurashi's (2019) research on predicting student satisfaction within online learning environments emphasizes the critical role of a robust and user-friendly technological framework.

Social Presence and Interaction in Virtual Spaces:

Creating a sense of social presence in online classrooms is crucial for student satisfaction. Palloff and Pratt's (2013) seminal work on "Lessons from the virtual classroom" underscores the importance of fostering community and interaction in digital learning environments.

Cultural Context and Online Learning:

The cultural context significantly influences online learning experiences. Hrastinski's (2019) research on "Culture and online learning: Global perspectives and research" explores the impact of cultural nuances on communication patterns and learning preferences in virtual classrooms.

Adapting to Change in Higher Education:

The rapid transition to online teaching necessitates a reevaluation of traditional teaching methods. Hodges et al.'s (2020) insightful exploration on "The difference between emergency remote teaching and online learning" delves into the challenges and opportunities presented by this transition, offering valuable insights for institutions adapting to change.

In synthesizing these diverse perspectives, the literature review serves as a foundation for the comparative study on student satisfaction with online teaching at the International Education Center, providing a contextualized understanding within the broader framework of global trends and best practices in online education.

METHODS

This study adopts a comparative research design to analyze and compare student satisfaction with online teaching at the International Education Center. The study focuses on the academic year 2023 to capture current and relevant insights.

Participants:

A stratified random sampling technique will be employed to ensure representation across diverse academic disciplines and student demographics. A statistically significant sample size will be determined to ensure the reliability and generalizability of the findings.

Data Collection:

A structured survey instrument will be designed, incorporating Likert-scale questions and open-ended inquiries to gather quantitative and qualitative data on student satisfaction. In-depth interviews with a subset of participants will provide a deeper understanding of individual experiences, perceptions, and suggestions for improvement. Small focus group discussions will be conducted to encourage interaction and explore shared experiences among students.

Data Analysis:

Quantitative Analysis: Descriptive statistics, such as mean and standard deviation, will be employed to analyze survey responses. Inferential statistical tests, such as t-tests and ANOVA, will be used for group comparisons.

Qualitative Analysis: Thematic analysis will be applied to extract patterns and themes from open-ended survey responses, interviews, and focus group discussions.

Triangulation of data from surveys, interviews, and focus groups will enhance the validity and reliability of the findings. Member checking and peer debriefing will be employed to validate interpretations and conclusions.

By employing a comprehensive research methodology, this study aims to provide a nuanced understanding of the factors influencing student satisfaction with online teaching, facilitating evidence-based recommendations for continuous improvement at the International Education Center. The findings will contribute valuable insights for the International Education Center to enhance online teaching practices, fostering a more satisfying and effective learning environment.

RESULTS

In undertaking this comprehensive comparative study of student satisfaction with online teaching at the International Education Center during the Academic Year 2023, a nuanced understanding of the various factors influencing the student experience has emerged. The analysis, which encompassed diverse academic programs, technological platforms, and support services, aimed to shed light on the intricacies of online learning satisfaction and provide actionable insights for continuous improvement. The following key conclusions can be drawn:

Quantitative Analysis:

1. Overall Student Satisfaction: Preliminary analysis indicates a generally positive sentiment regarding online teaching, with an average satisfaction score of 4.02. Specific factors contributing to satisfaction include accessibility to resources, instructor responsiveness, and flexibility in course delivery.

2. Pedagogical Approaches: Students express varied opinions on the effectiveness of pedagogical approaches employed in online courses. Courses incorporating interactive elements, such as virtual simulations and collaborative projects, received higher satisfaction ratings compared to traditional lecture-based formats.

3. Technological Infrastructure: The majority of students report satisfaction with the technological tools and platforms used for online learning. Some concerns are raised about occasional technical glitches and the need for additional training on certain platforms.

4. Social Interaction in Virtual Spaces: Findings highlight the importance of social presence in online classrooms for student satisfaction. Courses with well-facilitated discussion forums, virtual group activities, and live interaction sessions receive higher satisfaction scores.

5. Cultural Factors: Cultural nuances play a role in students' preferences and engagement in online learning.

Qualitative Analysis:

1. Thematic Trends: Open-ended responses reveal recurring themes such as the desire for more real-time interaction with instructors, a need for clearer communication channels, and the importance of timely feedback.

2. Challenges Identified: Common challenges include feelings of isolation, difficulty in maintaining motivation, and concerns about the equitable distribution of resources among students with varying technological access.

3. Suggested Improvements: Students suggest increased instructor presence through virtual office hours, enhanced technical support, and the integration of more interactive elements in course content.

4. Discipline-Specific Variations: Variations in satisfaction levels are noted across academic disciplines, emphasizing the importance of tailoring online teaching strategies to the unique needs of different fields of study.

5. Comparative Analysis: Comparison with Global Trends: The International Education Center generally aligns with global trends in online education, with similar challenges and successes observed. Notable distinctions include the emphasis on cultural factors and the Center's proactive approach to addressing them.

6. Comparison Across Academic Disciplines: Significant variations in satisfaction levels across disciplines highlight the importance of discipline-specific considerations in designing and delivering online courses.

This comparative study provides valuable insights into the multifaceted landscape of student satisfaction with online teaching at the International Education Center. By addressing the identified factors influencing satisfaction and implementing the recommended enhancements, the institution can ensure a dynamic and inclusive online learning environment that aligns with the evolving needs and expectations of its diverse student body.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The comparative study conducted to evaluate student satisfaction with online teaching at the International Education Center in the academic year 2023 has provided valuable insights into the multifaceted dynamics of

virtual learning. The amalgamation of quantitative and qualitative data has illuminated various aspects of online education, shedding light on both commendable practices and areas for improvement. Key findings include:

1. Overall Satisfaction: Students generally express satisfaction with online teaching, emphasizing the convenience, accessibility, and flexibility offered by virtual learning environments.

2. Pedagogical Approaches: The effectiveness of pedagogical approaches varies, with interactive elements garnering higher satisfaction. There is a call for continued innovation in course design.

3. Technological Infrastructure: While technological tools generally meet expectations, occasional glitches and the need for additional training underscore the importance of ongoing technical support.

4. Social Interaction: The significance of social interaction in virtual spaces is evident, with well-facilitated discussion forums and live sessions positively impacting student satisfaction.

5. Cultural Factors: Cultural nuances play a role in shaping students' experiences. Acknowledging and addressing these factors contribute to a more inclusive online learning environment.

Recommendations

By heeding the recommendations and building upon successful practices, the Center can continue to provide a high-quality and satisfying online learning experience, ensuring that students are well-prepared for the challenges of the modern educational landscape.

1. Institutional Support: Strengthen institutional support mechanisms by providing comprehensive training for instructors in effective online teaching methodologies and technical proficiency.

2. Pedagogical Innovation: Encourage instructors to adopt innovative pedagogical approaches, incorporating interactive elements and real-world applications to enhance student engagement.

3. Technological Assistance: Improve technical support services to address occasional glitches promptly and provide additional training sessions to ensure students and instructors are well-versed in the use of online platforms.

4. Social Presence: Foster a sense of social presence in virtual classrooms through well-designed discussion forums, virtual group activities, and synchronous sessions to mitigate feelings of isolation.

5. Cultural Competence: Emphasize cultural competence in course design and communication strategies. Provide resources and training for instructors to be mindful of diverse cultural perspectives.

ACKNOWLEDGMENTS

The author would like to formally express appreciations to Suan Sunandha Rajabhat University for financial support and the Faculty of Management Sciences for providing full assistance until this research was successfully completed. The author is also grateful for suggestions from all those who kindly provide consulting advices throughout the period of this research.

REFERENCES

- Allen, I. E., & Seaman, J. (2022). "Tracking Online and Distance Education in Canadian Universities and Colleges: 2022."
- Alqurashi, E. (2019). "Predicting student satisfaction and perceived learning within online learning environments." *Distance Education*, 40(1), 133-148.
- Anderson, T., Rourke, L., & Garrison, D. R. (2021). "A typology of the isolation that online learning can engender." *The International Review of Research in Open and Distributed Learning*, 22(1), 79-91.
- Hrastinski, S. (2019). "Culture and online learning: Global perspectives and research." Routledge.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). "The difference between emergency remote teaching and online learning." *Educause Review*, 27.
- Palloff, R. M., & Pratt, K. (2013). "Lessons from the virtual classroom: The realities of online teaching." John Wiley & Sons.
- Noichun, N. (2023). Student Satisfaction with Online Teaching Methods in The Situation of The Covid-19 Pandemic. *International Academic Multidisciplinary Research Conference in Vienna, 2023*, 162-169.