STUDENT SATISFACTION WITH ONLINE TEACHING METHODS IN THE SITUATION OF THE COVID-19 PANDEMIC

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ABSTRACT

The purpose of this study was to study factors affecting student satisfaction with online teaching methods in the situation of the COVID-19 Pandemic. The sample consisted of 400 students from Suan Sunandha Rajabhat University, using stratified random sampling method. The questionnaire is a tool for collecting data. The collected data were analyzed using descriptive statistics, including frequency distribution, percentage, mean and standard deviation, and hypothesis testing used simple regression analysis. The study found that students are satisfied with the university's online teaching methods in the situation of the COVID-19 Pandemic, overall average was at a high level. The aspect that was most satisfied was the attitude of students towards online learning, while the least satisfaction aspect was measurement and evaluation. In addition, the results of the hypothesis testing revealed that the factors affecting satisfaction with online teaching management were attitude of students towards online learning, teaching behavior, and the readiness of media/technology with a statistical significance of 0.05. While the measurement and evaluation aspect had no influence on satisfaction with online teaching management in the situation of the COVID-19 Pandemic.

Keywords— COVID-19 Pandemic, Online teaching methods, Student satisfaction

INTRODUCTION

The outbreak of the coronavirus disease (COVID-19) has caused a major change in the world, forcing educational institutions and individuals around the world to adapt. Educational institutions are places where a large number of students are gathered together. There is always a high risk if there is a poor management system and there may be a rapid spread of COVID-19 to people in the house (Ministry of Education, 2020). During the epidemic period, teaching and learning in the classroom cannot be held normally. What is needed is to lay out guidelines for opening different educational institutions in order to be able to manage teaching and learning in schools that are consistent with the severity of the situation. coupled with strict implementation of public health and social measures. Therefore, teaching and learning must be organized on an online system by introducing technology as a medium for transferring knowledge and use all online teaching and learning facilities (Thailand Development Research Institute, 2020). According to a study by Chamnian & Chamnian (2018), it is stated that learning using online media is effective, it depends on the environment and problem conditions of each school to maximize. The efficiency of online media opinions should be exchanged and

found measures together from many parties online teaching. It is a self-study through the Internet network and a study according to your own preferences.

Studying online at home during social distancing to prevent the spread of COVID-19 is a new thing in the education industry in Thailand. When it comes to something new that has never been done before, teachers can provide up-to-date lesson plans and give learners access to additional search information. The use of technology tools has been widespread and rapid, as well as teaching and learning content has been created to be used in online distance learning for learners of all levels to have access to the content. There are many programs used to help manage and have a communication channel between teachers and students conveniently. But there is a disadvantage because it is a one-way communication and there is a chance of mistakes in perception from accessing online learning equipment, whether it is a television, mobile phone, tablet, computer, Internet signal is limited, and students do not concentrate on studying.

Suan Sunandha Rajabhat University closely monitored the spread of the COVID-19 infectious disease and issued a university announcement in surveillance and prevention of disease outbreaks in universities since January, 2020. There were announced operational measures for safety in the new normal under the outbreak of COVID-19 by providing online teaching and learning as well as began teaching in the classroom in a new normal onwards. Teaching the online system before via application Moodle, an application for collecting clips or video teaching materials for students, which can come back and watch over and over again. There is also a Google Meet system, a program used in teaching and online meetings, was use to hold many meetings which Suan Sunandha Rajabhat University has used in teaching during the outbreak of the COVID-19 pandemic.

Teaching and learning at Suan Sunandha Rajabhat University consists of both theoretical and practical teaching. The teaching and learning must have comprehensive content and have the same direction so that students can apply it in real practice. Teaching management therefore directly affects the learning of learners therefore it is necessary to inquire about their satisfaction, problems, and obstacles from students in order to develop online learning management to be suitable and in line with the needs of students and teachers. The researchers saw that it was very important to study factors affecting student satisfaction with online teaching methods in the situation of the COVID-19 Pandemic which consisted of attitude of students towards online learning, teaching behavior, measurement and evaluation, and the readiness of media/technology. The research results will use the information obtained as a guideline for improvement and development online teaching methods during periods where social distancing has been required and continued smoothly. This will result in students being impressed, satisfied, and confident in the online distance learning system and can be used to develop teaching and learning management that is suitable for learners in the future.

LITERATURE REVIEWS

As for the content of the course, it consists of text, pictures, audio, VDO and other multimedia. Learning in general classes by using E-mail, Chat, Social Network, etc. These will be sent directly to students via web browser. All students, teachers and classmates can communicate, consult and exchange ideas in the same way. For this reason, online learning

therefore is suitable for everyone to study anytime. Online teaching has begun to be mentioned in the study of higher education institutions for a long time whether it was born from the teaching and learning at the bachelor's degree and graduate level of leading educational institutions abroad. But what is waking up the trend of various educational institutions is the Massive Open Online Course (MOOC) teaching system that caused concrete awareness in the Thai Cyber University project (TCU) by a network of leading universities across the country (Phothipol, 2020). During the epidemic of COVID-19, it did not affect the education industry much in the beginning. Because it is a period when most educational institutions are already closed for the 2nd semester of 2019, except for institutions in higher education after several emergency declarations have been announced. Various institutions have started to consult about guidelines for online teaching management developed from online meeting applications in various platforms such as Google Meet, Zoom, Skype, Slack and Microsoft Team, etc.

Literature review of past research on factors influencing student satisfaction with online teaching methods in the situation of the COVID-19 Pandemic, found that there are components or factors to success through learning through electronic media from the study of past research. For example, a study by Pengthieng (2021) studied on factors affecting online learning in the situation of the COVID-19 design and technology 3, M3, Horwang Pathumthani School, found that the success factors of online learning consisting of teaching, learners, content, and technology, were at a high level in all aspects. The view towards online learning found that it helps reduce the burden of travel expenses, meals and others, including the interaction with the teachers is good, friendly, and happy to learn. The study of Khienchanaj (2021) studied on factors affecting decision to study distance education system at private university during the epidemic of coronavirus disease (covid-19), found that decision factors for studying distance learning consisted of the image of the university, university marketing and the influence of reference groups, overall, it was at the highest level. Including the study of Chamnian et al. (2021) studied on factors effecting on learning behaviors with students' online learning in Saint Louis College from COVID-19 situations, found that the internal factors such as learning attitude and student adaptability, external factors such as teaching behavior of instructors, physical condition, availability of media/technology were statistically significant at the positive moderate relationship with students' learning behaviors. In this study, the researcher synthesized various factors from past research and used them as factors that played an important role in this study, consisting of 4 factors: 1) Attitude of students towards online learning, 2) Teaching behavior, 3) Measurement and evaluation, and 4) Readiness of media/technology.

METHODS

The population used in the study was 1st to 4th year students of 7 faculties in Suan Sunandha Rajabhat University in the first semester of the academic year 2021. The sample size was calculated using the formula table of Yamane (1973) obtained a sample size of 350 people and selected the sample by proportional stratification. The instrument used for data collection was a questionnaire consisting of 3 parts as follows. Part 1, Personal information consists of gender, age, cumulative GPA, equipment used in class, network used in Online learning. Part

2, the questionnaire of factors affecting student satisfaction towards teaching and learning management in the situation of COVID 19, consisting of attitude of students towards online learning, teaching behavior, measurement and evaluation, and readiness of media/technology. The question is on a 5-point Likert scale from strongly disagree to strongly agree. Part 3, the questionnaire of student satisfaction towards teaching and learning management based on the situation of COVID-19. It consists of the question estimated on a 5-point Likert scale from strongly disagree to strongly agree. The researcher used a content validated questionnaire to try with students of 40 people and then used to test the reliability of the questionnaire by Cronbach's Alpha Coefficient, the reliability of the whole questionnaire was 0.891, which passed the reliability criteria (Hair et al., 2010). The data were analyzed using descriptive statistics such as frequency, percentage, mean score, standard deviation. The hypothesis was tested using multiple regression analysis.

RESULTS

The general information of the sample group of 350 SSRU students from questionnaires collected found that most of the them were female (63.25%), aged between 20-25 years (42.21%) and were studying at a bachelor's degree (84.56%). The opinions of SSRU students towards online learning in the situation of the outbreak of COVID-19, the sample group had opinions on the overall appropriateness of online teaching and learning management of SSRU is appropriate at a high level. The aspect that is most appropriate is the readiness of media/technology and for the measurement and evaluation is the least appropriate. The sample group has opinions in each aspect as follows:

- Attitude of students towards online learning, the sample group had opinions on the learners' suitability for online learning management of SSRU was at a high level, with the opinion on ready to learn and able to choose to study as needed was the most appropriate and content you learn is appropriate according to the time of study. While the opinion that concentrated and studied hard was the least appropriate.

- Teaching behavior of lecturer, the sample group had opinions on the suitability of instructors in managing online teaching of SSRU was at a high level, with the opinion on being able to study the contents and re-learn at any time if not understanding was the most appropriate, and opening the opportunity to ask questions and comment. While as for the opinion that the content you learn is appropriate according to the time of study is the least appropriate.

- Measurement and evaluation, the sample group had opinions on measurement and evaluation factor was at a high level, with the opinion on suitability of test result notification was the most appropriate, while the opinion on the appropriateness of homework/worksheets and the opinion of suitability of pre-test and post-test was the least appropriate.

- Readiness of media/technology, the sample group had opinions on supporting factors at a high level, with the opinion of quality of the Internet used having the most appropriate level, can attend at any time and any place was the most appropriate, and being able to study the contents and re-learn at any time if not understanding. While the opinion of learning atmosphere was the least appropriate.

The results also found that students' satisfaction towards online teaching and learning in the situation of the outbreak of, COVID-19, the sample group was satisfied with online teaching and learning management of SSRU, overall was at a high level. When considering each aspect, the sample group was most satisfied with the teaching behavior factor the most, while measurement and evaluation factor had the least satisfaction.

The results of hypothesis testing revealed that the factors affecting satisfaction with online teaching management were attitude of students towards online learning (Sig.=.000), teaching behavior of lecturer (Sig.=0.039), and the readiness of media/technology (Sig.=0.025), with a statistical significance of 0.05. While the Curriculum/Content factor, Teaching and learning process factor, and Measurement and evaluation factor had no influence on satisfaction with online teaching management in the situation of the COVID-19 Pandemic. All online teaching management variables could affect the decision to purchase products via mobile applications at 61.28 percent.

CONCLUSION AND FUTURE WORK

Conclusion and discussion

From the research on the important factors influencing consumer decisions to buy products via mobile applications. The results can be summarized and discussed as follows.

From the results of the study, it can be seen that students' opinions on the appropriateness of the online teaching and learning management of SSRU were at a high level in all aspects especially in terms of attitude of students towards online learning, teaching behavior, measurement and evaluation, and readiness of media/technology. The researcher saw that in readiness of media/technology factors are important to the teaching and learning system. The contributing factors include the use of the Internet system, online learning media/channels, learning atmosphere and equipment used for learning which SSRU students already have these factors thus not having to seek or arrange like an elementary school student or secondary. It is possible that the sample group considers it suitable for online teaching at SSRU. This is in line with Sangkasuth & Trimek (2021) revealed that the opinion on the suitability of the overall online teaching model was at a high level, where the most appropriate aspect was the supporting factors. Including Wattanapakorn & Pholnakham (2010) stated that the supporting factors in the system teaching is important in terms of support and promotion encourage learners to be interested in learning which makes the learners learn faster in choosing or arranging elements in this field. Therefore, the appropriateness of the group of learners should be taken in account. This will lead to effective teaching and learning which components of teaching and learning in each aspect, both the curriculum, the students, the teachers, the teaching and learning process, measurement and evaluation and supporting factors. It can be regarded as an important factor to make teaching and learning management. The whole system is interrelated and efficient. The suitability of teachers, the researcher saw that professor at that university have a commitment to self-improvement keep pace with modern technology and be a new generation able to use technology proficiently. This is in line with the concept of teaching development according to education management in the 21st century (Khienchanaj. 2021). Teachers must have knowledge and expertise in modern subject matter according to the context of society and the

world community in the 21st century has a variety of techniques and methods of knowledge transfer emphasizing activities and learning processes, have skills in selecting media, information technology to integrate with teaching and learning in the classroom to design effective learning activities, the ability to use electronic media in teaching and learning, integrating instructional innovations and assessments in line with 21st century skills (Sriviboon, 2020). Teachers must be able to create and design learning environments that are supportive and conducive towards learning with a purpose linking knowledge or exchanging knowledge with the community and society as a whole manage learning through real context and creating opportunities for learners to have access to technological media, tools, and quality learning resources.

As for satisfaction with online teaching and learning management of SSRU from the results of the study, the samples were satisfied at a high level, especially in terms of curriculum/content, students, and supporting factors. Regarding the curriculum/content, the sample group also commented on the appropriateness of online teaching and learning management of SSRU as well. In many faculties, media has been prepared. or use technology to present content teaching on a regular basis. As a result, students are satisfied at a higher level than other aspects in which the content they learn is consistent with the lesson. is appropriate according to the duration of study and able to study the content / re-study at any time if not understood. This is consistent with a study by Sangkasuth & Trimek (2021) found that the students expressed their opinions on the appropriateness of the university's online learning management at the high level in all aspects especially in terms of supporting factors, teachers, and curriculum/content. The researcher agreed that in supporting online teaching and learning contributing factors are important to the teaching and learning system. The contributing factors include the use of the Internet system, online learning media/channels learning atmosphere and equipment used for learning. In addition, the study of Chamnian et al. (2021) found that the physical environment and facilities provided, as well as the availability of media/technology for students to benefit from online learning, consist of media/equipment, classrooms, computers, websites, information, libraries throughout. as well as an atmosphere conducive to learning, resulting in students having good learning behaviors. For student satisfaction, the researcher thinks from the advantages of online learning that teachers can create up-to-date teaching and learning plans and allow students to access information from additional searches from a convenient communication channel between instructors and students therefore the students feel very satisfied. Corresponding to the study of Sangkasuth & Trimek (2021) found that students was satisfied with online teaching and learning management of Rangsit University, overall, at a high level. When considering each aspect, namely Curriculum/Content, Learners, Instructors, Instructional Process, Measurement and Evaluation and Contributing factors found that students satisfied with the curriculum/content were the least satisfied. However, online teaching at SSRU from the study were problems with not concentrating in studying, distractions from the surrounding environment while studying, feeling bored, having too many worksheets/homework. The disadvantage of online teaching the study was that it is a one-way communication therefore there is a chance of misunderstanding. Access to online learning devices, whether television, mobile phone, tablet, computer or Internet signal was limited that learners did not concentrate on learning, etc.

Recommendations and future work

From this research, the researcher would like to suggest those involved as follows. The students have a good attitude towards online learning which are feelings, opinions, confidence in learning, online thinking, decision-making, problem-solving and abilities. Therefore, SSRUs should have activities or tools to support students' online learning behavior and students' adaptation to online learning. Regarding the teaching behavior of instructors, the characteristics of teaching management of instructors should be developed by using teaching techniques efficiency and versatile online teaching media/devices. For the physical environment and facilities provided by the college including the availability of media/technology for students consists of media/equipment, classroom, computer, website, information, library, as well as the atmosphere conducive to learning, thus resulting in students having good classes. However, only the student adaptation, teacher's teaching behavior attitude toward learning through the online system can predict the learning behavior of students. For the future research, research studies should be conducted in an integrated manner with other research protocols about the factors affecting the decision to study distance learning online at a private university during the outbreak of the coronavirus disease (COVID-19), both quantitatively and qualitatively to obtain in-depth information.

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