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STUDENTS' SATISFACTION ON THE LEARNING AND TEACHING MANAGEMENT OF SUAN SUNANDHA RAJABHAT UNIVERSITY, THAILAND

Abstract:

This research aims to study and compare students' satisfaction on the learning and teaching management of Suan Sunandha Rajabhat University, Thailand according to their demographic profile. The research population were students of Suan Sunandha Rajabhat University. The sample was selected via stratified sampling. As a result, 412 students were selected. A questionnaire was used as a data collection method. Collected data were analyzed with descriptive statistics including number, percentage, standard deviation, t-test, and ANOVA with a .05 level of statistical significance. The research findings showed that the students' overall satisfaction on the learning and teaching management was at a high level. When considering at each dimension of the satisfaction, each of the aspects was also rated at a high level. Satisfaction on the teachers was the highest, compared to other dimension, followed by contents of the curriculum, learning and teaching, establishment, environment, and students respectively. Moreover, it was also found that students with different gender tended to have no difference in their satisfaction, both in terms of the overall satisfaction and each dimension of the satisfaction. However, students with different years of study and faculties tended to be different in their satisfaction with a .05 level of statistical significance.

Keywords:

Satisfaction, Management, Learning and Teaching

JEL Classification: Y80

Introduction

Higher educational institutions or universities are organizations that are responsible in producing human resources with proper knowledge and skills for the country. They have four main duties including: producing and developing human forces in mid to high level for the society; producing research works with aim to develop new knowledge, providing academic services to the public; and conserving and promoting arts and culture. The universities are the places that gather all kinds of knowledge and academic persons as well as researchers in various fields of study who have knowledge, expertise, and experiences in certain areas. With this reason, it can be argued that the main role of the universities is to be leaders for change or the change agents that drive the society and the country to respond to changes in a proper way (Tongroj, 2018).

Suan Sunandha Rajabhat University is a university for publics. It has a vision to be 'a smart archetype university of the society'. The strategic plans of the university have emphasized that the university has to be a niche guru in certain field of studies. It has also driven to be an organization that has good management and good governance, accountability, responsibility for the society, and transparency where personnel can enjoy flexibility in working, freedom in terms of academic works.

The university is supervised by the university council. It has been managed with an awareness of real needs and desires of its students, lecturers, staff members as well as the community and the whole society. It has driven to enhance the quality of education and academic works so that its students can become efficient residents of the country. At the same time, it also emphasizes on developing and enhancing capabilities and performance of lecturers and supporting staff members so that they could serve as efficient and valuable mechanism for the university in producing graduates with high potential and capabilities. In doing this, it has been supporting lecturers and staff members to gain higher level of knowledge and progress in their career path. It also provides benefits and incentives that are appropriate based on knowledge and ability of each person. Such practice is according to its philosophies and its aim to be a 'niche guru' in certain fields of study. The five main pillars for university which have been used as guidelines for its management include knowledge capital, morality, networks, experts, culture.

It is a fact that education is a way to develop and enhance the quality of life for people in a sustainable way. In developing human resource sustainably, four main things are required: learning programs or curriculum, personnel, goals, and sustainable outcomes. These four components link to the components of good education management which include good learning environment, appropriate learning programs, efficient learning and

teaching activities, proper ways of assessment and evaluation, and quality research works that can support learning and teaching process (Tantarangsee, 2011).

The researcher, as an academic support staff of the Graduate School of university, was interested to study on factors affecting the quality of education management by focusing on students' satisfaction on learning and teaching activities and management of Suan Sunandha Rajabhat Univeristy, Bangkok, Thailand.

Research Objectives

This research aimed to:

1. Examine satisfaction level of students on learning and teaching management of Suan Sunandha Rajabhat University; and
2. Compare the students' satisfaction level based on their demographic background.

Variables of the Study

There were two groups of variables to be studied in this study:

The first group was the independent variables including demographic factors of the students: gender, year of study, and study result.

The second group which was the dependent variables was their satisfaction on learning and teaching management of the university which was divided into five main aspects: students, lecturers, learning and teaching process, content of the curriculum, and a study venue and environment.

Research Methodology

As this research aimed to measure the students' satisfaction on learning and teaching management of the university and to examine a casual relationship between their satisfaction and their demographic background, a quantitative research methodology seemed to be appropriate approach for this study.

Population and sample

Population of this research were students of Suan Sunandha Rajabhat University. The research sample were selected using stratified sampling. Students were divided according to their faculty, then, certain number of students were selected from each faculty. The sample size was calculated using Taro Yamane formula, with .05 level of statistical significance. As a result, 412 students were selected.

Data collection tool

In this study, data were gathered with the use of a self-administered questionnaire. The questionnaire was divided into two parts as follows:

Part I: Questions were about the demographic background of the students. They were designed in a form of checklists. There were four questions in total.

Part II: Questions were about the students' satisfaction on learning and teaching management of the university. They were in a form of five-scale rating ranging from the highest, high, moderate, low, and the lowest. There were twenty questions.

The questionnaire was checked for its content validity from three experts. It was also checked for its reliability by using try-out approach with a group of 30 respondents. The result was that it had confidential value of .880.

Data analysis

In analyzing data on the students' demographic background, descriptive statistics including frequency and percentage were used and in analyzing their opinion on learning and teaching management, mean and standard deviation were utilized.

As for the analysis of the relationship between the students' demographic background and their satisfaction on learning and teaching management, t-test and ANOVA were used.

Research Findings

Data analysis showed that overall the students were highly satisfied with the learning and teaching management of the university. Moreover, their satisfaction on each of the aspects of the management were also high. The aspect that had the highest satisfaction

from the students was lecturers, followed by contents of curriculum, learning and teaching process, a study venue and environment, and students, respectively.

In terms of the relationship between the students' gender and their satisfaction on the learning and teaching management, it was found that male and female students had no difference in their satisfaction on the overall learning and teaching management. When considering at each aspect of learning and teaching management, it was also found that their satisfaction on each of the five aspects was not different.

On the other hand, students studying on different year were found to have different level of satisfaction on the overall learning and teaching management and on the aspect of lecturers and a study venue and environment, with a .05 level of statistical significance. Specifically, it was found that the forth-year students had higher satisfaction than the students in other years of study.

Students from different faculties were also found to have different satisfaction on students, lecturers, learning and teaching process, content of the curriculum, and a study venue and environment, with a .05 level of statistical significance. Moreover, the finding indicated that for the aspect of students in particular, the students from the Faculty of Industrial Technology had higher satisfaction than students from the Faculty of Sciences and Technology and those from the Faculty of Humanities and Social Science. For the aspect of content of the curriculum, the students in the Faculty of Education and those in the Faculty of Management Science had higher satisfaction than the students in the Faculty of Science and Technology, the Faculty of Humanities and Social Science, the Faculty of Industrial Technology, and other colleges. In terms of their satisfaction on lecturers, the students in the Faculty of Science and Technology has the least satisfaction of all students from other faculties. Lastly, in terms of the satisfaction on learning and teaching process, the students in the Faculty of Management Science had higher satisfaction than those in the Faculty of Science and Technology.

The findings of this study are also in an agreement of the study of Madtharak and Sritasoy (2012). which reported that satisfaction of the students of Hatyai Business School of Hatyai University in the aspects of teaching approach, lecturers, learning and teaching process, and a study venue and media and equipment were at a high level.

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