
STUDENTS' SATISFACTION WITH TEACHING AND LEARNING MANAGEMENT IN THE COURSE OF MASTER OF PUBLIC HEALTH PROGRAM IN PUBLIC HEALTH, SUAN SUNANDHA RAJABHAT UNIVERSITY

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Abstract

This study employed a quantitative research methodology with the objectives: (1) to examine the level of student satisfaction with the instructional management of the Master of Public Health Program at Suan Sunandha Rajabhat University, and (2) to investigate the demographic characteristics of students enrolled in the program. The sample consisted of 71 students enrolled in the Master of Public Health Program, majoring in Public Health. Data were collected through a structured questionnaire. Descriptive statistics, including percentage, mean, and standard deviation, were utilized for data analysis. The study aimed to examine the demographic and satisfaction levels of students enrolled in the Master of Public Health program at the Graduate School, Suan Sunandha Rajabhat University. A total of 71 students participated in the study. The findings revealed that the majority of the participants were female (53.5%) and aged between 26 and 30 years (29.6%). Employment status showed that 25.4% were employed in both the private and public sectors, with 63.4% working as healthcare professionals. Additionally, 63.4% of the students had a monthly income exceeding 30,000 baht. In terms of student satisfaction with the program's teaching and learning management, the overall satisfaction level was moderate. A detailed analysis of satisfaction across different aspects revealed that the highest satisfaction was related to the course content, followed by teaching techniques and methods, instructional management, and assessment. The area with the lowest satisfaction was the curriculum design.

Keywords: Satisfaction, Teaching and Learning Management, Master of Public Health Program

Introduction

In the present era, graduate-level teaching and learning management is of utmost importance, as it is the level of education aimed at developing students' potential to think critically, acquire specialized knowledge, and produce high-quality research to contribute to the advancement of society and the nation. Particularly in the context of technological, social, and economic changes, the teaching and learning methods must be flexible, modern, and aligned with the needs of contemporary learners.

Graduate-level education plays a critical role in producing highly knowledgeable, skilled, and professional personnel to contribute to the development of various sectors in the country. This is particularly relevant in the field of public health, which plays a key role in promoting, preventing, and controlling health issues at the community and national levels. Therefore, it is essential that graduate-level teaching is of high quality, meets the needs of learners, and can be effectively applied in real-world situations.

The Master of Public Health program, specializing in Public Health at the Graduate School of Suan Sunandha Rajabhat University, focuses on producing graduates with both

academic and professional knowledge to address health issues in communities or related organizations. The program employs an integrated approach, combining learning, research skills, and the use of technology to support teaching and learning management.

However, recent developments have led to continuous changes in teaching methods, including online formats, hybrid/blended learning, and learner-centered approaches. It is necessary to evaluate whether these formats align with students' needs in order to use the findings to improve and enhance the effectiveness of teaching and learning management.

Thus, assessing students' satisfaction with the teaching and learning management of this program is crucial as it can reflect the strengths, weaknesses, and opportunities for improving the quality of graduate education. This, in turn, would lead to the development of graduates who meet societal and public health system needs effectively.

For these reasons, the researcher is interested in studying the satisfaction of students with the teaching and learning management in the Master of Public Health program at Suan Sunandha Rajabhat University. The goal is to obtain empirical data that can be used to improve the curriculum, learning management, and educational policies in the future.

Research Objectives

1. To study the satisfaction of students regarding the teaching and learning management of the Master of Public Health program at Suan Sunandha Rajabhat University.
2. To examine the demographic and personal factors of students enrolled in the Master of Public Health program at Suan Sunandha Rajabhat University.

Research Objectives

1. Population Scope

The population for this research consists of graduate students in the Master of Public Health program, Department of Public Health, Graduate School, Suan Sunandha Rajabhat University, totaling 71 individuals. The sample size is equal to the entire population.

2. Content Scope

This research covers the students' satisfaction with the teaching and learning management of the Master of Public Health program at Suan Sunandha Rajabhat University. It includes personal background factors and students' satisfaction with the teaching and learning management.

3. Time Scope

Research period from March to August 2025

4. Location Scope

The study was conducted in the Public Health Department, Graduate School, Suan Sunandha Rajabhat University.

Literature Review

Definition of Satisfaction

Several scholars have defined the term "satisfaction." Literally, satisfaction refers to the feeling of love or pleasure. It also signifies the feeling of receiving a reward or meeting expectations. In other words, satisfaction is a positive emotional response of an individual towards something. Satisfaction, or contentment, corresponds to the English term "Satisfaction" (Royal Institute, 2011).

Satisfaction also refers to human motivation based on basic needs, which is associated with achievement, incentives, and the attempt to avoid undesirable outcomes (McCormic & Tiffin, 1976, p. 61). Additionally, satisfaction pertains to the experience that arises after a

customer has received a service, and it is related to their expectations before receiving that product or service. If the product or service received by the customer falls below expectations, dissatisfaction occurs. If the product or service meets expectations, the customer experiences satisfaction. Furthermore, if the product or service exceeds expectations, it leads to increased satisfaction (Kotler & Armstrong, 2002).

Related Research

Rungaroon Porncharoen (2020) conducted a study on student satisfaction regarding the management of the Graduate Diploma in Education program for the academic year 2020. The research population consisted of 175 students enrolled in the Graduate Diploma in Education program for the academic year 2020. A questionnaire was used as the tool for data collection. The research findings revealed that the students were generally satisfied with the management of the Graduate Diploma in Education program, with the overall satisfaction level being high. When comparing satisfaction levels based on gender, the results showed no statistically significant difference. Similarly, when comparing satisfaction based on occupation and workplace, no statistically significant difference was found. However, when considering specific areas of the program, there were statistically significant differences at the 0.05 level.

Ganratchakan Letamornsak (2024) conducted a study on online teaching and learning management for Chinese students in Suan Sunanda Rajabhat university the year 2022. The research sample consisted of 200 Chinese students at Suan Sunandha Rajabhat University. The statistical methods used to analyze the data included percentage, mean, One-Way ANOVA (F-test), and Pearson's product-moment correlation coefficient. The research findings revealed that the overall satisfaction of undergraduate students in the Faculty of Education at Suan Sunandha Rajabhat University towards the course plan, learning management design, and innovation for developing students' creative thinking and innovation skills in the course "Innovation and Information Technology for Educational Communication and Learning" was high, with a mean score of 4.50 and a standard deviation of 0.74, indicating a high level of satisfaction. When examining the individual aspects, the area of teaching methods and learning activities had the highest mean score of 4.75 with a standard deviation of 0.55. This was followed by the alignment with real-life situations and the assessment and evaluation of teaching and learning, with a mean score of 4.49 and a standard deviation of 0.77. The factor supporting the teaching and learning process had a mean score of 4.44 and a standard deviation of 0.81. Finally, the instructors or lecturers had a mean score of 4.31 with a standard deviation of 0.74.

Thachchay Chuklin (2025) studied satisfaction of undergraduate toward general education program of Chalermkanchana university. The research sample consisted of 500 students at Bangkok University who registered for general education courses in the academic year 2014. Simple random sampling and focus group discussions with 200 students were employed. The data collection tools used were questionnaires and focus group discussions, employing an integrated data collection approach. The data were then analyzed using percentages, mean scores, and standard deviations. The research findings can be summarized as follows: Context: Students were generally satisfied with the content of the general education courses, with the highest mean score reflecting that the content was aligned with the course objectives. Input Factors: Students expressed a high level of satisfaction in all aspects, with the highest mean score for the appropriateness of the classroom setting for the course. Process: Students were highly satisfied with all aspects, and the highest mean score was for the opportunity provided for students to participate in the teaching and learning

activities. Output: Students were highly satisfied in all aspects, with the highest mean score reflecting their ability to communicate and collaborate effectively with others.

Research Methodology

1. Research Methodology

This study is survey research using **quantitative research** methods. The research procedure is as follows:

This study used a questionnaire to assess students' satisfaction with the teaching and learning management of the Master of Public Health program at Suan Sunandha Rajabhat University. The questionnaire consists of two parts as follows: **Part 1:** A questionnaire about the personal factors of the graduate students in the Master of Public Health program, including gender, age, occupation, medical professional status, average monthly income. The questions are multiple-choice, with only one answer allowed. **Part 2:** A questionnaire regarding satisfaction with teaching and learning management, including questions about the curriculum, course content, teaching methods, teaching techniques, and evaluation. The questions are multiple-choice, and the researcher uses a 5-point Likert scale for assessment, with the same scoring criteria and meaning applied across all aspects.

2. Research Steps and Data Collection

The researcher collected data from graduate students in the Master of Public Health program between March and May 2025. The data collection process was as follows:

1. The researcher requested permission to send questionnaires to students in the Master of Public Health program, Suan Sunandha Rajabhat University.
2. The data was collected through online questionnaires, with a total of 71 completed questionnaires, to be completed within one month. Students spent approximately 10 minutes completing each questionnaire.
3. After the quantitative data was collected, the researcher reviewed the completeness and accuracy of the data. The data from the questionnaires was then processed using statistical software, and data from the interviews was analyzed through content analysis.

3. Data Analysis and Statistical Methods

For quantitative data analysis, once the data from the questionnaires was collected and its accuracy verified, it was analyzed to address the research objectives. The following statistical methods were used for data analysis: Descriptive statistics were used to analyze the demographic data of the sample group, including frequency, percentage, mean, and standard deviation.

Research Results

Personal Demographic Factors

The study of the personal demographic data of the students in the Master of Public Health program, Department of Public Health, Graduate School, Suan Sunandha Rajabhat University, with a total of 71 students, revealed that the majority were female (53.5%), aged between 26 and 30 years (29.6%), working in both private and government sectors equally (25.4%), with a background in medical professions (63.4%), and earned more than 30,000 THB per month (63.4%).

1. Student Satisfaction with Teaching and Learning Management. This study examines students' satisfaction with the teaching and learning management of the Master of Public Health program, Suan Sunandha Rajabhat University, covering five areas: curriculum, overall course content, teaching management, teaching techniques and methods, and assessment.

1.1 Satisfaction with the Curriculum. The overall satisfaction level with the curriculum was moderate (mean score of 3.43). When considering each aspect, the highest satisfaction was observed in item 1.3, which states that students are aware of the importance of the curriculum (mean score of 3.73). The lowest satisfaction was in item 1.1, which refers to the clarity of the curriculum plan (mean score of 3.31).

1.2 Satisfaction with the Overall Course Content. The overall satisfaction with the course content was high (mean score of 3.86). The highest satisfaction was in item 2.1, which states that the course content is appropriate and aligns with the students' needs (mean score of 3.99). The lowest satisfaction was in item 2.2, which suggests that the course content helps students apply the knowledge in their professional work (mean score of 3.72).

1.3 Satisfaction with Teaching Management. The overall satisfaction with the teaching management was high (mean score of 3.75). The highest satisfaction was in item 3.3, which states that the learning environment encourages discussion and critical thinking (mean score of 3.83). The lowest satisfaction was in item 3.2, which refers to the appropriateness, clarity, and effectiveness of teaching materials (mean score of 3.68).

1.4 Satisfaction with Teaching Techniques and Methods. The overall satisfaction with teaching techniques and methods was high (mean score of 3.78). The highest satisfaction was in item 4.1, which states that instructors have suitable qualifications and experience (mean score of 3.96). The lowest satisfaction was in item 4.2, which states that instructors integrate ethical and professional responsibility into the course content, and item 4.4, which states that instructors guide students on additional resources for further study (mean score of 3.69).

1.5 Satisfaction with Assessment. The overall satisfaction with assessment was moderate (mean score of 3.52). The highest satisfaction was in item 5.1, which states that the assessment methods align with the objectives and teaching activities (mean score of 3.56). The lowest satisfaction was in item 5.2, which suggests that the assessment follows the established rules and agreements (mean score of 3.46).

1.6 Overall Satisfaction with Teaching and Learning Management. The overall satisfaction with the teaching and learning management in the Master of Public Health program, Suan Sunandha Rajabhat University, was moderate. The average score was 92.79, with the lowest score being 66 and the highest being 124. When considering the detailed findings, most students had moderate satisfaction, representing 50.7%, while 49.3% had high satisfaction.

Summary of Research Results

From the analysis of the data, the research findings are summarized as follows:

Objective 1: To study student satisfaction with the teaching and learning management of the Master of Public Health Program at Suan Sunandha Rajabhat University.

1. Overall Satisfaction of Students with the Teaching and Learning Management of the Master of Public Health Program:

The overall satisfaction of students with the teaching and learning management was moderate. When analyzing the satisfaction by different areas, it was found that the highest satisfaction was with the overall course content, followed by teaching techniques and methods, teaching management, assessment, and the area with the lowest satisfaction was the curriculum. The detailed findings are as follows:

1.1 Satisfaction with the Curriculum:

Satisfaction with the curriculum was moderate. The most satisfactory aspect was students' awareness of the importance of the curriculum. The next highest satisfaction was with clear communication of the academic calendar and course syllabus each semester. The least satisfactory aspect was the clarity of the overall curriculum plan.

1.2 Satisfaction with the Overall Course Content:

Satisfaction with the overall course content was high. The most satisfactory aspect was the course content being appropriate and aligned with students' needs. The second highest satisfaction was with the clarity of the content in each subject and its lack of redundancy with other subjects. The least satisfactory aspect was the ability of the course content to help students apply the knowledge in their careers.

1.3 Satisfaction with Teaching Management:

Satisfaction with teaching management was high. The highest satisfaction was with the learning environment promoting discussion and critical thinking. The next highest was the availability of sufficient learning equipment in classrooms. The least satisfactory aspect was the appropriateness, clarity, and effectiveness of teaching materials.

1.4 Satisfaction with Teaching Techniques and Methods:

Satisfaction with teaching techniques and methods was high. The most satisfactory aspect was instructors having appropriate qualifications and experience. The next highest was instructors' continuous support and encouragement for students' learning and development. The least satisfactory aspect was instructors integrating ethical values and professional responsibilities into the course content.

1.5 Satisfaction with Assessment:

Satisfaction with assessment was moderate. The highest satisfaction was with the assessment methods aligning with the objectives and activities of the course. The second highest was the adherence to pre-established rules and agreements in assessment. The least satisfactory aspect was also the adherence to pre-established rules and agreements in assessment.

Objective 2: To study the personal demographic factors of students in the Master of Public Health Program at Suan Sunandha Rajabhat University.

The study of the personal demographic data of students in the Master of Public Health program (71 students) revealed the following: Gender: The majority were female (53.5%). Age: Most students were between 26 and 30 years old (29.6%). Occupation: The students worked in both the private and government sectors equally (25.4%). Medical Professional Background: A significant portion of students (63.4%) were from medical professions. Income: Most students earned more than 30,000 THB per month (63.4%).

Discussion

The study on student satisfaction with the teaching and learning management of the Master of Public Health program at Suan Sunandha Rajabhat University revealed that overall satisfaction was moderate, with average scores close to a high level. This could be due to various internal and external factors that influence the teaching and learning process, which vary across different academic years. Internal Factors: Changes in Course Content: Updates or revisions to the curriculum, course materials, or teaching methodologies can significantly impact student satisfaction. Instructor Variability: The teaching quality can vary based on the instructors assigned to the courses, leading to differing satisfaction levels. Classroom Facilities: Changes in the allocation of classroom spaces or the availability of teaching

resources (like multimedia tools or textbooks) can also affect the learning experience. Class Size: The number of students in each class can influence how effectively teaching methods are implemented and how individualized the learning experience is. External Factors: Economic Factors: Changes in the economic environment, such as inflation or shifts in government funding, might affect the university's ability to provide resources or adjust to new learning needs. Competitor Universities: The introduction of similar programs in other universities may influence students' perception of the value of the course. Global Events (e.g., COVID-19 Pandemic): The ongoing impact of the pandemic, particularly on the shift to online learning, could have led to both positive and negative experiences for students. Social and Cultural Shifts: Changes in societal norms and values may also affect how students perceive the relevance and quality of their education. These factors contribute to a mix of both high and moderate satisfaction levels among students, which aligns with the research by Rungaroon Porncharoen (2020). His study on the satisfaction of students in a graduate teacher training program found overall satisfaction at a high level, with the highest satisfaction in teaching, curriculum, and instructors. However, factors such as teaching materials and assessment methods showed a moderate level of satisfaction. Comparison with Other Studies: The research by Ganratchakan Letamornsak (2024), which examined student satisfaction in an online learning environment for Chinese students at Suan Sunandha Rajabhat University, showed high satisfaction with course design, teaching methods, and creativity in learning activities. However, satisfaction with assessments and instructors was lower. This aligns with the findings of the current study, where satisfaction with teaching methods and course content was generally high, while aspects like assessment and clarity in the curriculum were more moderate. Thachchay Chuklin (2025) studied satisfaction of undergraduate toward general education program of Chalermkanchana university and found high satisfaction in contextual factors, process factors, and outcomes. This further supports the importance of both internal teaching factors (like teaching methods) and external factors (like facilities and resources) in shaping student satisfaction. Factors Influencing Satisfaction: The analysis of specific aspects of teaching and learning reveals the following trends: Curriculum: The clarity of the overall curriculum and its long-term planning were rated the lowest. This suggests that students feel there might be room for improvement in terms of structuring and communicating the curriculum. Course Content: Students expressed high satisfaction with the relevance and alignment of the courses with their professional needs. However, there were concerns about the ability of the course content to be practically applied in their future careers, which could indicate a need for more practical application in the curriculum. Teaching Methods: The teaching methods and learning environment promoting critical thinking were highly praised. This indicates that students value active learning and interactive teaching styles. Assessment: While assessment methods aligned with course objectives, students were less satisfied with the consistency and adherence to pre-established assessment rules. This suggests that clearer guidelines and more transparent assessment procedures may be needed. Implications for Improvement: Curriculum Structure and Clarity: A clearer, more cohesive curriculum with detailed plans for each semester and better communication with students regarding the overall course structure could enhance student satisfaction. Enhancing Practical Application: To improve students' perceptions of the practical value of the courses, the curriculum could include more real-world examples, case studies, and hands-on learning opportunities. Instructor Training: Continued professional development for instructors in teaching methods and student engagement could address concerns regarding the varying quality of teaching and enhance overall satisfaction. Assessment Transparency: Clearer guidelines on assessments, with more consistent

application of rules, could alleviate concerns and enhance the overall academic experience for students. Conclusion: The research reveals a mixed yet generally positive picture of student satisfaction in the Master of Public Health program at Suan Sunandha Rajabhat University. While most areas were rated positively, there are specific aspects, such as curriculum clarity and assessment transparency, that could be improved to enhance the overall student experience. The findings are consistent with previous research, highlighting the complex interplay of internal and external factors that shape educational satisfaction. By addressing these factors, the university can improve the quality of education and further meet students' needs.

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