
THE STUDY OF STUDENT SATISFACTION REGARDING TEACHING MEDIA IN THE THAI TRADITIONAL MEDICINE DIPLOMA PROGRAM, SUAN SUNANDHA RAJABHAT UNIVERSITY

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Abstract

This quantitative research aimed to investigate student satisfaction with instructional media among students in the Thai Traditional Medicine Certificate Program at Suan Sunandha Rajabhat University. The sample consisted of students enrolled in the program. The research instrument was a questionnaire, and the data were analyzed using statistical software, applying percentage, mean, and standard deviation. The results showed that the overall level of student satisfaction with the instructional media was at the highest level. When examining specific aspects, all items were rated at the highest level of satisfaction. The top three aspects receiving the highest scores were: (1) the instructional media aligned well with the course content, (2) the media were easily accessible and uncomplicated, and (3) the media were clear and easy to understand.

Keywords: Satisfaction, Teaching Materials

Introduction

The instructional management of the Thai Traditional Medicine Certificate Program plays a critical role in developing human resources within Thailand's healthcare system. This importance has grown in recent years, as the use of alternative medicine and indigenous herbal remedies continues to gain popularity both nationally and internationally. Consequently, the program must place strong emphasis on academic rigor, practical skills, and professional ethics in a well-rounded manner.

The study of instructional media is particularly essential, as it directly influences students' learning efficiency and comprehension throughout the educational process. This is especially relevant in programs involving complex content or methodologies, such as the Thai Traditional Medicine Certificate Program. The selection and utilization of appropriate instructional media can significantly enhance the overall effectiveness of student learning outcomes.

Instructional media play a crucial role in enhancing students' learning effectiveness. The use of diverse media can stimulate learners' interest and deepen their understanding. Education in the 21st century should prioritize continuous learning and self-development rather than rote memorization. It should be centered on learners' genuine interests and include experiential, hands-on activities that allow students to build upon their knowledge independently. In this context, educators must be capable of creating and designing learning environments that foster purposeful engagement, linking knowledge acquisition with real-world contexts (Sirilak Lert-hiruntharap, Pimpaipiew Jiwpae, & Somchit Sriphannasorn, 2021).

In the Thai Traditional Medicine Certificate Program, instructional media are a critical component in delivering both theoretical knowledge and practical skills. These media may include printed materials, lecture handouts, electronic content, videos, and immersive technologies such as virtual and augmented reality (VR/AR). Such tools play a significant role in enhancing comprehension, stimulating interest, and supporting hands-on learning—core elements in professional education.

Moreover, students have diverse learning styles; some may learn more effectively through visual or auditory input. Therefore, utilizing a variety of instructional media can address the needs of different learners. Interactive media, such as digital platforms or applications with embedded exercises, promote student engagement, which improves both understanding and content retention. This is especially important in Thai traditional medicine education, which heavily relies on practical skills. Instructional media that simulate diagnostic reasoning, herbal selection, or Thai massage techniques can contribute to more effective learning aligned with real-world clinical practice.

Evaluating instructional media helps determine whether students truly understand and benefit from the materials used. It also provides valuable data for refining teaching strategies and developing more effective educational tools. Assessing student satisfaction and feedback regarding instructional media enables educators to improve their teaching methods, leading to higher-quality instruction and better learning outcomes.

Therefore, studying student satisfaction with instructional media in the Thai Traditional Medicine Certificate Program at Suan Sunandha Rajabhat University is of great importance. The findings can be used to improve and design instructional materials and systems that are more effective and responsive to learners' needs. This will not only enhance educational quality but also support the long-term development of Thai traditional medicine and healthcare personnel in response to societal demands. Furthermore, the results of this research can serve as a guideline for designing instructional media that align with learner expectations, foster confidence in the teaching process, and motivate future students to pursue further studies in Thai traditional medicine at the graduate level.

Research Objectives

The objectives of this study were as follows:

1. To examine student satisfaction with instructional media in the Thai Traditional Medicine Certificate Program at Suan Sunandha Rajabhat University.

Literature Review

1. Concept of Satisfaction

Satisfaction is a key concept across various disciplines, especially in service management, educational administration, and quality assessment. It generally refers to a person's emotional response toward an experience, compared to prior expectations. When the actual experience meets or exceeds expectations, a state of satisfaction is likely to occur (Liao, et al., 2020; Ryu & Han, 2019).

Definition of Satisfaction

Satisfaction is a positive emotional or psychological state that results from evaluating an experience against one's expectations. The concept has been widely adopted in fields such as marketing, education, service delivery, and psychology, with the aim of assessing individuals' feelings toward products, services, or experiences.

Expectation Disconfirmation Theory (EDT)

The Expectation Disconfirmation Theory, developed by Richard L. Oliver (1980), explains how satisfaction is formed. According to this theory, satisfaction arises from a comparison between consumers' prior expectations and their perceived performance of a product or service. This comparison leads to three possible outcomes:

- Positive disconfirmation: Performance exceeds expectations, leading to high satisfaction.
- Confirmation: Performance meets expectations, resulting in moderate satisfaction.
- Negative disconfirmation: Performance falls short of expectations, causing dissatisfaction.

2. Related Research

Letamornsak and Labbuangam (2024) conducted a study titled *Online Teaching and Learning Management for Chinese Students at Suan Sunandha Rajabhat University (2022)*. Their findings indicated that instructional planning, learning design, and the application of educational innovations effectively enhanced students' creative thinking and innovation skills in the course *Educational Technology for Communication and Learning*. The overall satisfaction level of students was found to be high.

Parinut Chainich, Somphong Phiphat-eksakul, and Jakkamet Puangthong (2024) examined Instructors and Students' Satisfaction with the Development of Instructional Media on MOOCs Using Brain-Based Learning in a Personality Development Course. The results showed a high level of student satisfaction. The study emphasized the importance of user motivation, highlighting that motivation drives participation and helps develop flexible learning models that are accessible anytime, anywhere, without added costs. This promotes learner engagement and supports the development of skills for future careers.

Kanyapapat Wongchareonchokwonkan, Chetthida Kusolasaianon, and Jutharat Pindapattaya (2025) investigated The Relationship Between Online Instructor Characteristics and Student Satisfaction in a Bachelor of Business Administration Program at King Mongkut's University of Technology North Bangkok. Their study found: 1) Both instructor characteristics and student satisfaction were rated at a high level. 2) Second-year students reported significantly higher levels of satisfaction with instructor characteristics than third-year students ($p < 0.05$). 3) There was a strong positive correlation between online instructor characteristics and student satisfaction, statistically significant at the 0.01 level.

Nathathai Kantaphong, Pornpawit Paoseng, and Pairoj Kantaphong (2025) explored Student Satisfaction Toward Assessment Innovations for Learning. The average satisfaction score was 4.17, indicating a high level of satisfaction. Students appreciated the integration of technology in the assessment process, which accelerated and enhanced learning efficiency. They perceived the innovation as useful and user-friendly, improving learning outcomes and providing timely feedback for improvement. Furthermore, learners had a positive attitude toward using such tools in future evaluations. The study suggested that assessment innovations outperformed traditional methods and were adaptable across different courses, making them a valuable tool for future learning development.

Research Methodology

This study employed a quantitative research design using purposive sampling and data collection through a structured questionnaire.

1. Population and Sample

The population in this study consisted of 67 students enrolled in the Thai Traditional Medicine Certificate Program at Suan Sunandha Rajabhat University.

2. Research Instrument

The instrument used in this study was a questionnaire comprising two types of questions:

- 1) Closed-ended questions with multiple-choice responses
- 2) Open-ended questions allowing respondents to provide their opinions

The questionnaire focused on student satisfaction with instructional media and was constructed using a five-point Likert rating scale, with five levels of agreement: most, high, medium, low, and least.

3. Data Collection

Data were collected from students in the Thai Traditional Medicine Certificate Program at Suan Sunandha Rajabhat University between April and June 2025. The sampling method employed was purposive sampling.

Two types of data sources were used in this research:

1) Secondary Data: Information obtained from reviewing previous research, academic articles, journals, theses, online newspapers, magazines, statistical data, reports, and internet-based sources.

2) Primary Data: Information collected directly through the distribution of questionnaires to the target group.

After collecting the completed questionnaires, the responses were reviewed for accuracy and then processed using statistical software. The data collection was conducted via electronic questionnaire surveys.

4. Data Analysis

The collected data were analyzed using statistical software. Descriptive statistics including percentage, mean, and standard deviation were applied to interpret the results.

Research Results

The level of student satisfaction with instructional media was found to be at the highest level across all items. The top three items with the highest satisfaction scores were: 1) the alignment of instructional media with the course content (mean = 4.88), 2) the ease of access and simplicity of the media (mean = 4.85), and 3) the clarity and comprehensibility of the instructional media (mean = 4.82), as shown in Table 1.

As shown in Table 1, the mean scores and standard deviations represent the levels of student satisfaction with the instructional media in the Thai Traditional Medicine Certificate Program at Suan Sunandha Rajabhat University.

Question	\bar{x}	S.D.	Level of satisfaction
1. The instructional media are clear and easy to understand.	4.82	.423	the most
2. The instructional media align with the course content.	4.88	.326	the most
3. The media help enhance understanding of the content.	4.71	.454	the most
4. The media are interesting and engaging.	4.64	.569	the most
5. The media are diverse in format (e.g., video, infographic, documents).	4.56	.701	the most
6. The media are easily accessible and user-friendly.	4.85	.435	the most

Question	\bar{x}	S.D.	Level of satisfaction
7. The media encourage analytical thinking.	4.65	.591	the most
8. The media effectively support self-directed learning.	4.67	.561	the most
9. The quality of audio, visuals, and text is satisfactory.	4.79	.508	the most
10. Overall satisfaction with the instructional media	4.74	.502	the most
total	4.73	.507	the most

Discussion

The results of this study revealed that the average level of student satisfaction with instructional media was 4.73 out of 5, indicating a “very high” level of satisfaction. All individual items measured also received the highest satisfaction level across the board. These findings align with previous research by Kanthaphong, Paoseng, and Kanthaphong (2025), who conducted a study on student satisfaction with assessment-for-learning innovations. Their analysis similarly showed that students expressed high levels of satisfaction. Additionally, the study by Chaianich, Phiphat-eksakul, and Puangthong (2024) on the development of instructional media for a Massive Open Online Course (MOOC) using brain-based learning techniques also found that students reported a high degree of satisfaction. These consistent findings across studies suggest that students respond positively to well-designed and innovative instructional tools, reinforcing the importance of media that are accessible, engaging, and aligned with course objectives

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