

A STUDY OF STUDENT SATISFACTION WITH BLENDED LEARNING PROCESSES IN THE ACADEMIC YEAR 2024 AT THE INTERNATIONAL COLLEGE, SUAN SUNANDHA RAJABHAT UNIVERSITY

Wipavadee Wongputilert*

International Education Center, Suan Sunandha Rajabhat University

Email: wipavadee.wo@ssru.ac.th

Kanchana Sitlaothaworn

Faculty of Science and Technology, Suan Sunandha Rajabhat University

Email: kanchana.si@ssru.ac.th

Abstract

This study had two objectives: 1) To determine the level of student satisfaction with the blended learning process during the 2024 academic year at the International Education Center, and 2) To use the findings as a guide for enhancing and developing the blended learning and learning management at the International Education Center in the future. The researchers randomly surveyed 328 students at the International Education Center, Suan Sunandha Rajabhat University. The study's results revealed that students at the International Education Center, Suan Sunandha Rajabhat University, were delighted with the blended learning process. In terms of face-to-face learning, the overall average satisfaction level was 4.40 (SD = 0.49), and for online learning, it was even higher at 4.68 (SD = 0.48). When evaluating specific topics, it was found that students were high to extremely satisfied with the blended learning format, indicating that it facilitated their cooperation with learning activities. This was attributed to the variety of technology media used by the instructors to support learning, including both teacher-led and network-based approaches.

Keywords: Blended learning, Teaching and learning process, Satisfaction

Introduction

During the initial phase of the COVID-19 pandemic, the education sector in Thailand was not significantly affected, as most educational institutions had already concluded the second semester of the 2019 academic year. An exception occurred in higher education institutions, where, following the declaration of a national state of emergency, many universities announced the suspension of teaching and the cancellation of all on-campus activities. Consequently, both instruction and final examinations for the second semester of 2019 were canceled in March 2020, and instructors were required to assess students' learning outcomes through alternative methods agreed upon within each department.

As the situation showed no sign of improvement and the COVID-19 outbreak continued to escalate, further impacts emerged, particularly regarding summer semester courses scheduled for April 2020. Institutions began discussing approaches for transitioning to online learning by adopting various online meeting applications such as Google Meet, Zoom, Skype, Slack, and Microsoft Teams (Chakkrit Phodapol, 2020).

Online learning is a form of education conducted through the internet, allowing learners to study independently and select learning content according to their interests. Learning materials typically include text, images, audio, videos, and other multimedia, which are delivered to learners via web browsers. Students, instructors, and peers can communicate, consult, and exchange ideas similar to a traditional classroom setting through channels such as

email, chat, and social networks. Consequently, online learning is suitable for all learners and can take place anytime and anywhere (Chakkrit Phodapol, 2020). Moreover, online learning had already been adopted and researched within higher education institutions, particularly in undergraduate and graduate programs at leading universities abroad.

Subsequently, blended learning was developed as another instructional approach appropriate for learning and training in today's information society. This model integrates both face-to-face instruction and computer-mediated learning, offering a diverse range of knowledge-building experiences. The effective implementation of blended learning requires careful consideration of several factors to support optimal learning outcomes. Currently, blended learning is widely adopted in higher education worldwide, and numerous studies have demonstrated its effectiveness. It is therefore essential for all stakeholders to recognize its importance and to build confidence in integrating blended learning into educational settings by ensuring readiness in all components, including personnel, budget, materials, equipment, and systems that need to be continuously implemented in a coherent and coordinated manner.

At the International College, Suan Sunandha Rajabhat University, teaching and learning were initially conducted entirely online. Later, the instructional system transitioned to blended learning. Instructors may employ two or more teaching methods, with the online learning component ranging from 30% to 70%, depending on the suitability of each course. Instructional content is comprehensive and aligned across formats to ensure that learners can apply their knowledge in practical settings. Online learning materials emphasize flexibility and accessibility—for instance, instructors may present content using digital technology integrated with face-to-face teaching. After each lesson, instructors may upload teaching materials onto the college website, and teaching activities can be monitored through an electronic learning system using a Learning Management System (LMS). Lesson summaries may also be conducted through discussions between instructors and students.

To ensure that teaching and learning practices are appropriate and aligned with the needs of both learners and instructors, the researchers recognize the importance of studying student satisfaction with blended learning processes. The information obtained from this study will be used to improve instructional management and enhance its suitability for students in the future.

Research Objectives

1. To determine the level of student satisfaction with the blended learning processes.
2. To provide guidelines for improving and developing the teaching and learning management of the International College in the future.

Scope of the Research

1. Population

The population consisted of 1,800 students enrolled at the International College, Suan Sunandha Rajabhat University.

Sample Group The sample group consisted of 1,800 students enrolled at the International College, Suan Sunandha Rajabhat University. The minimum sample size was calculated using Taro Yamane's formula, resulting in a sample size of 328 students at a 0.05 margin

2. Content Scope

This research focuses on studying the satisfaction of students with the blended learning processes in the academic year 2024 at the International College, Suan Sunandha Rajabhat University.

University. This study employed a quantitative research approach and involved reviewing related information from online sources, as well as collecting data through questionnaires administered to the sample group relevant to the study.

3. Time Scope

The study was conducted from October 2023 to August 2024.

4. Area Scope

The study area was the International College, Suan Sunandha Rajabhat University.

Research Methodology

The research titled "A Study of Student Satisfaction with Blended Learning Processes at the International College" was conducted according to the following procedures

1. Population

The population used in this study comprised 1,800 students enrolled at the International College, Suan Sunandha Rajabhat University.

College, Suan Sunandha Rajabhat University. The sample size was calculated using Taro Yamane's formula at a significance level of 0.05, resulting in a sample of 328 students from the total population of 1,800 students.

2. Research Instruments

The instrument used in this study was a student satisfaction questionnaire regarding blended learning processes at the International College. The questionnaire consisted of two sections:

- Section 1: Demographic information of students enrolled at the International College, including general background information of the respondents.
- Section 2: Student satisfaction with the blended learning processes in various aspects.

The research team specified a five-level rating scale for the questionnaire responses, as shown in Table 1.

Additionally, the levels of student satisfaction with the blended learning processes were also categorized into five levels, as shown in Table 2.

Table 1: Weighting Scores for the Questionnaire Responses

Level	Score
Excellent	5
Good	4
Moderate	3
Moderate	2
Needs Improvement	1

Table 2: Levels of Student Satisfaction with Blended Learning Processes Mean Score Range Satisfaction Level

4.50 – 5.00	Highest
3.50 – 4.49	High
2.50 – 3.49	Moderate
1.50 – 2.49	Low
1.00 – 1.49	Lowest

Steps in Instrument Development

- 1) Studying documents and related research on satisfaction to formulate concepts and theoretical foundations for developing the system and the questionnaire.
- 2) Constructing the questionnaire to cover all content areas relevant to the study.
- 3) Submitting the constructed questionnaire to supervisors for review and recommendations for improvement.
- 4) Revising and finalizing the questionnaire.

3. Data Collection

Data Collection Data were collected using questionnaires administered to the sample group of 328 students during February to May 2024.

4. Statistical Analysis

All collected questionnaires were checked for completeness before analysis. Statistical analysis was conducted using a computer with statistical software. The researcher analyzed differences in student satisfaction with blended learning across academic programs and satisfaction dimensions using:

- Percentage
- Mean
- Standard Deviation

Research Results

The study investigated students' satisfaction with the blended learning process implemented by the International College during the academic year 2024. The research employed a quantitative approach, using a sample of 328 students drawn from a population of 1,800 through Yamane's formula at a 0.05 significance level. Data were collected using a questionnaire consisting of demographic information and satisfaction items rated on a five point Likert scale. The instrument was developed based on relevant theories, reviewed by academic supervisors, and refined before administration.

The demographic results showed that a majority of respondents were male and enrolled in Master's degree programs, with substantial representation from the Performing Arts and Development Administration fields. Most students accessed learning materials and online platforms through smartphones and tablets, reflecting current trends in flexible learning technologies. When asked about preferred learning modalities, blended learning was most highly favored, indicating students' preference for a combination of on-site interaction and online flexibility.

Findings revealed that overall satisfaction with face-to-face learning was at a high level ($\bar{x} = 4.40$, S.D. = 0.49). Students reported that instructors provided clear introductions to course

content, designed engaging and interactive learning activities, and fostered classroom environments that supported discussion and participation. These aspects contributed greatly to their academic engagement and understanding of subject matter.

With respect to online learning, satisfaction was rated at the highest level ($\bar{x} = 4.68$, S.D. = 0.48). Students emphasized the benefits of receiving immediate feedback on assignments and learning progress, which enhanced their motivation and clarity regarding academic expectations. Online platforms also improved communication and access to instructors, allowing students to seek assistance and clarification outside class hours. Additionally, the integrated use of digital tools and online resources created more opportunities for peer collaboration, self-paced learning, and efficient review of content.

Overall, the results indicate that students exhibited high to very high satisfaction with the blended learning process across all dimensions. The combination of structured in-person instruction and flexible online components facilitated a more comprehensive learning experience. Strengths identified through the study included instructional clarity, accessible technological support, collaborative opportunities, and the ability to balance academic tasks with personal schedules.

These findings suggest that blended learning is an effective instructional model for the International College. The positive responses underscore the importance of maintaining and enhancing this approach in future academic planning. Continuous improvement in instructional design, digital infrastructure, and teacher-student interaction will further

Discussion

Based on the study of students' satisfaction with the blended learning process for the academic year 2024 at the International College, the findings can be discussed as follows: The analysis of satisfaction levels in both face-to-face instruction and online instruction showed the mean scores, standard deviations, and overall satisfaction levels. When examining each evaluation item, it was found that students' satisfaction ranged from high to the highest level. This indicates that the blended learning approach greatly enhances students' satisfaction and promotes active participation in learning activities. This positive outcome results from the instructors' effective integration of various technological tools to support learning, combining traditional classroom teaching with online network-based instruction simultaneously. In this study, blended learning did not separate face-to-face and online teaching; rather, the two modes were integrated. While conducting in-person activities, instructors used online platforms as instructional media to ensure equal access to learning content for all students. Therefore, instructors must design diverse instructional methods to maintain students' interest and create a positive learning atmosphere.

This finding is consistent with the work of Charles R. Graham (2012) of Brigham Young University, who defined blended learning as an instructional system that combines face-to-face learning with computer-networked instruction. Importantly, the role of the instructor is central to successful blended learning. When using digital technologies alongside traditional teaching, instructors must attend closely to learners' needs, create a friendly and supportive learning environment, and develop innovative instructional media that enhance students' engagement and learning outcomes.

Similarly, Michael B. Horn and Heather Staker (2011) of the Innosight Institute defined blended learning as a form of learning in which students experience independent learning through computer-networked systems. Learners can control key learning variables such as time, place, learning path, and learning pace. Thus, blended learning can be described as an

instructional approach that combines face-to-face methods with digital learning systems to enhance learning effectiveness.

From the findings of this research, the key issues can be discussed as follows:

1. Readiness and quality of the blended learning system

Readiness and quality of the blended learning system the blended learning system implemented by the International College of Suan Sunandha Rajabhat University demonstrated readiness in all aspects. Online teaching and learning were found to be effective, with appropriate methods, adequate equipment, and qualified instructors. The results from the earlier sections show consistently high ratings in every dimension.

2. High satisfaction among international students

High satisfaction among international students’ international students expressed very high satisfaction with the instructional management of the International College. The readiness of the institution—both in curriculum management, instructional methods, instructor quality, and available facilities—contributed to consistently high satisfaction scores across all areas

3. Enhancement of student development

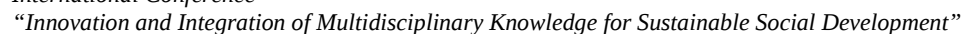
Students benefitted substantially from high-quality instructional media. They demonstrated improved understanding of course materials, gained from effective instructional delivery, and consistently followed the assigned tasks for self-development. This resulted in high satisfaction with their personal development through the blended learning model.

Recommendations

Based on the findings, it is recommended that blended learning implementation should continue to incorporate suitable Web 2.0 technologies that align with the institution’s infrastructure to maximize instructional effectiveness. Blended learning should also be integrated with other pedagogical approaches, such as problem-based learning and project based learning, to promote students’ academic achievement and higher-order thinking skills. Furthermore, instructors should continuously explore and adopt new and engaging technologies that emerge in the era of globalization, applying them to instructional practices to enhance students’ learning experiences and to develop essential skills needed for future societal changes and living in the digital world (DIGITAL LIFE).

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