

**Student Satisfaction with Teaching and Learning Management of
Master of Public Health Program and Doctor of Public Health
Program in Public Health, Graduate School,
Suan Sunandha Rajabhat University**

Chonticha Pongkerdlap
Thai Traditional Health Center (Ruean Thai),
Thai Traditional and Integrative Medicine Hospital
Chonticha10012@gmail.com

(Receipt of the manuscript: April 4, 2024; Receipt of the revised manuscript:
May 7, 2024; Acceptance of the final manuscript: May 31, 2024)

ABSTRACT

The objective of this study was to investigate the satisfaction levels of both master's and doctoral students regarding the teaching and learning management of the Master of Public Health Program and Doctor of Public Health Program in Public Health, Graduate School, Suan Sunandha Rajabhat University. The findings of this research can potentially enhance the teaching and learning management of the faculty and be utilized to improve the Master of Public Health Program and the Doctor of Public Health Program in Public Health in the future. The data was obtained from students pursuing master's and doctoral degrees in the Department of Public Health, Graduate School, Suan Sunandha Rajabhat University, and was analyzed according to the proportion of students in each level of education. The outcomes indicated that students were contented with the most impartial and transparent evaluation criteria ($\bar{X} = 4.77$, S.D. = 0.43) concerning teaching and learning management. In terms of learning content, they were contented with the course opening's appropriate sequence,

continuity, facilitation of fundamental knowledge acquisition, and ability to build knowledge at the highest level ($\bar{X} = 4.81$, S.D. = 0.40). Additionally, in terms of learning support, they expressed satisfaction with the utilization of contemporary technology in teaching and learning, attaining the highest level of satisfaction ($\bar{X} = 4.03$, S.D. = 0.50).

Keywords : Satisfaction / Curriculum / Instructional Management.

INTRODUCTION

Higher education institutions play a crucial role in the development of individuals, knowledge, morality, ethics, and the production of competent graduates who contribute to society. The country's higher education development is currently guided by the 15-year Higher Education Long Range Plan, a proactive plan designed to provide clear direction and goals for higher education development.

Education is a mechanism that stimulates development and progress in various fields, thereby promoting the pursuit of further education. Pursuing graduate-level studies allows individuals to create new knowledge and contribute to the body of knowledge. In this regard, Suan Sunandha Rajabhat University is a higher education institute that emphasizes knowledge acquisition and research to generate new knowledge and innovation that benefits society. The university supports the integration of research into teaching and learning to develop students' research capabilities and produce work that is relevant and beneficial to society.

Therefore, the Department of Public Health, Graduate School, Suan Sunandha Rajabhat University, conducted a survey to assess the satisfaction of master's and doctoral students studying in the field of public health regarding the teaching and learning management of the public health curriculum. The Master

of Science and Doctor of Public Health programs in Public Health, Graduate School, Suan Sunandha Rajabhat University, aim to produce graduates who possess desirable attributes in teaching and learning management, teaching and learning content, and learning support.

RESEARCH OBJECTIVE

To study student satisfaction towards teaching and learning management of the Master of Public Health Program, and the Doctor of Public Health Program in Public Health, Graduate School of Suan Sunandha Rajabhat University.

LITERATURE REVIEW

According to Attaporn Khamkom (2003, page 29) concluded that satisfaction refers to an individual's attitude or level of satisfaction towards various activities, which reflects the efficiency of the activity based on the perceived values and experiences of each person. The level of satisfaction is achieved when an activity satisfies an individual's needs.

Wirun Panthewi (1999) offered a concise definition of satisfaction as a complex set of emotions experienced by human beings that are contingent on individual expectations. The extent of satisfaction one feels depends on the level of expectation or intention and whether it is met or not. Conversely, when the expected response is not received, the individual may experience extreme disappointment or dissatisfaction, depending on the extent of their expectations.

Mutita Soiphet and Pornpan Buathong (2021), satisfaction is an abstract attitude concerning an individual's mind, emotions, and feelings towards something that cannot be seen. Moreover, satisfaction is the positive sentiment an individual has towards something, which may arise from expectations or only occur if it satisfies the individual's needs. The level of satisfaction can vary based

Wichai Luengthammachart (1988) proposed that satisfaction is related to human needs, and it can only occur when human needs are fulfilled. Basic needs are universal and are the same for all human beings, regardless of their location.

Chanoknan Songram and Naret Khantharee (2020) noted that satisfaction is an internal behavior that cannot be easily articulated, but can be observed or inferred through communication. The authors emphasized that satisfaction may or may not accurately reflect an individual's true feelings, depending on the situational context. They further noted that the measure of satisfaction involves assessing internal behaviors that reflect how much one is content with the stimuli or outcomes received. This measure is particularly relevant in administrative or educational contexts where performance evaluation is necessary.

Pasiri Khetpiyarat and Sineenat Vikromprasit (2011) assert that every curriculum must possess complete characteristics, and the important components of the course should consist of course content objectives, teaching methods, and implementation, as well as evaluation according to the curriculum when implementing it. It can be concluded that a curriculum, no matter what form it takes, should have all important elements in all aspects to be consistent with the actual conditions for use as much as possible.

Wichai Wongyai (2009) posited that a curriculum, irrespective of its form or target audience, consists of four fundamental components. Firstly, the aim of the curriculum refers to the desired outcome of the learning process, which encompasses content knowledge, process skills, advanced thinking processes, as well as desirable values and ethics. Secondly, substantial content refers to the learning content, knowledge, and experiences that learners need to acquire in a sequential manner to achieve the curriculum's objectives. Thirdly, learning management involves the instructor's responsibility for managing the learning

process in a coherent and integrated manner, such that learners acquire knowledge, understanding, and the ability to apply it appropriately and effectively. Fourthly, measurement and evaluation pertain to the process of assessing the quality of learning and teaching management, including evaluating the suitability of the curriculum's objectives and content.

Somruedee Pongsena's (2019) study compared the satisfaction levels of students in Suan Sunandha Rajabhat University with regard to teaching and learning management. The study revealed that satisfaction levels varied among students of different gender, years of study, faculties, and cumulative GPAs. Overall, the findings suggested that satisfaction with the curriculum, instructors, and teaching and learning processes were significantly different across these different groups of students.

RESEARCH METHODS

The analysis of data collected from the questionnaire was conducted using a computer program. The data analysis process was divided into three parts. In Part 1, the general information of the respondents was analyzed using descriptive statistics principles, including frequency distribution and percentage.

In Part 2, the satisfaction survey towards teaching and learning management was analyzed using the method of descriptive statistics. This included calculating the mean and standard deviation, and presenting the data in tabular form. The results were then described and summarized to provide insights into the research findings.

Part 3 the suggestion consisted of open-ended questions, and the data was presented in a tabular format. The researchers used the following criteria to interpret the mean:

An average score ranging from 4.00 to 5.00 indicates the highest level of satisfaction.

An average score ranging from 3.00 to 3.99 indicates a high level of satisfaction.

An average score ranging from 2.00 to 2.99 indicates a moderate level of satisfaction.

An average score ranging from 1.00 to 1.99 indicates a low level of satisfaction.

An average score ranging less than 0.99 indicates the lowest level of satisfaction.

RESULTS

The following is a summary of the research conducted on student satisfaction with the teaching and learning management of the Master of Public Health Program and the Doctor of Public Health Program at the Graduate School of Public Health, Suan Sunandha Rajabhat University:

The general information of the respondents, classified by gender and level of education, is presented in Tables 1 and 2.

Table 1 General information of respondents (gender)

General information	Number	Percentage
1. Gender		
1.1 Female	37	50.68
1.2 Male	36	49.32
Total	73	100.00

Table 1 provides an overview of the gender distribution of the respondents. It was observed that the majority of the participants were female (n=37, 50.68 percent), while the remaining respondents were male (n=36, 49.32 percent).

Table 2 General information of respondents (education level)

General information	Number	Percentage
2. Education level		
2.1 Master's degree	26	35.62
2.2 Doctorate degree	47	64.38
Total	73	100.00

Table 2 presents information on the level of education of the respondents. The findings reveal that a greater proportion of participants were enrolled in the Doctor of Public Health Program (n=47, 64.38 percent) compared to the Master of Public Health Program (n=26, 35.62 percent).

Part 2: Survey Results of Satisfaction with Teaching and Learning Management, Divided into Three Aspects: Teaching and Learning Management, Teaching and Learning Content, and Learning Support.

Table 3 Satisfaction level of students in teaching and learning management

Learning management	\bar{x}	S.D.	Level
1. Teaching readiness of instructors in each subject	4.00	0	the most
2. Appropriate duration of teaching management	4.05	0.16	the most
3. Consistent and punctual teaching delivery	4.45	0.50	the most
4. Availability of appropriate documents and teaching aids	4.47	0.69	the most
5. Use of interesting and up-to-date teaching materials	4.23	0.79	the most
6. Learning atmosphere with student participation	3.84	0.65	high
7. Promotion of analytical, synthetic, and creative thinking skills among learners	4.33	0.47	the most
8. Variety of teaching styles and integration of activities	4.67	0.47	the most
9. Use of fair and transparent evaluation criteria	4.77	0.43	the most
10. Consistent and suitable measurement methods for content evaluation	4.55	0.50	the most
Total	4.33	0.47	the most

Table 3 presents the results of the survey on student satisfaction with Instructional Management. The overall satisfaction level of the Master of Public Health Program and Doctor of Public Health Program, Public Health Science Program, Graduate School, Suan Sunandha Rajabhat University was found to be at the highest level ($\bar{x} = 4.33$, S.D. = 0.47). Among the individual aspects,

teaching readiness of instructors in each subject ($\bar{x} = 4.00$, S.D. = 0), appropriate duration of teaching management ($\bar{x} = 4.05$, S.D. = 0.16), punctuality and consistency in teaching ($\bar{x} = 4.45$, S.D. = 0.50), and documents and learning materials ($\bar{x} = 4.47$, S.D. = 0.69) were all rated at the highest level. The interestingness and modernity of teaching materials ($\bar{x} = 4.23$, S.D. = 0.79), the learning atmosphere and student participation in the class ($\bar{x} = 3.84$, S.D. = 0.65), promotion of analytical, synthetic, and creative thinking skills among learners ($\bar{x} = 4.33$, S.D. = 0.47), teaching styles and integrative activities ($\bar{x} = 4.67$, S.D. = 0.47), evaluation criteria fairness and transparency ($\bar{x} = 4.77$, S.D. = 0.43), and the consistency and suitability of the measurement method to the content ($\bar{x} = 4.55$, S.D. = 0.50) were also rated at the highest level.

Table 4: Satisfaction level of students in terms of content

Learning content	\bar{x}	S.D.	Level
1. Comprehensiveness and consistency with the course	4.00	0	the most
2. Supervising the preparation of various courses to have up-to-date content.	4.00	0	the most
3. Diversity of subjects in the curriculum	4.00	0	the most
4. Integration in other situations or other subjects	4.40	0.79	the most
5. Course openings are in the proper order. continuity and conducive to students having basic knowledge and being able to extend their knowledge	4.81	0.40	the most
6. New knowledge is always being added.	4.47	0.55	high
Total	4.28	0.28	the most

Table 4 presents the results of the survey on student satisfaction with teaching and learning content. The overall satisfaction level was found to be at the highest level ($\bar{x} = 4.28$, $SD = 0.28$). In terms of individual aspects, coverage and consistency with the course ($\bar{x} = 4.00$, $S.D. = 0$), supervising the preparation of various courses to have up-to-date content ($\bar{x} = 4.00$, $S.D. = 0$), the variety of subjects in the curriculum ($\bar{x} = 4.00$, $S.D. = 0$), integration in other situations or other subjects ($\bar{x} = 4.00$, $S.D. = 0.79$), appropriately sequenced course openings that were conducive to students' knowledge base and able to build knowledge ($\bar{x} = 4.81$, $S.D. = 0.40$), and always adding new knowledge ($\bar{x} = 4.47$, $S.D. = 0.55$) were all rated at the highest level.

Table 5 Satisfaction level of students in terms of learning support

learning support	\bar{x}	S.D.	Level
1. resources conducive to learning, including equipment, information technology, libraries, textbooks, books, learning resources, and databases, were well-suited for educational management	4.00	0	the most
2. The technology used in teaching and learning was deemed appropriate for the era	3.81	0.40	high
3. equipment, basic tools, and necessary supporting materials conducive to thesis and independent study	4.00	0	the most
4. the use of modern technology in teaching and learning	4.03	0.50	the most
Total	3.96	0.22	high

Table 5 illustrates the satisfaction level of students with regard to learning support in the Master of Public Health Program and Doctor of Public Health Program, Public Health Science Program, Graduate School, Suan Sunandha Rajabhat University. The analysis indicates that overall student satisfaction in terms of educational support was high ($\bar{X} = 3.96$, S.D. = 0.22). Upon closer examination of individual factors, it was found that resources conducive to learning, including equipment, information technology, libraries, textbooks, books, learning resources, and databases, were well-suited for educational management ($\bar{X} = 4.00$, S.D. = 0). The technology used in teaching and learning was deemed appropriate for the era and received a high level of satisfaction ($\bar{X} = 3.81$, S.D. = 0.40). Moreover, equipment, basic tools, and necessary supporting materials conducive to thesis and independent study were rated at the highest level ($\bar{X} = 4.00$, S.D. = 0), and the use of modern technology in teaching and learning was also rated at the highest level ($\bar{X} = 4.03$, S.D. = 0.50).

SUGGESTIONS

The open-ended questions from the questionnaire revealed that students desired more learning activities and current situational examples to facilitate their learning. Furthermore, they expressed a preference for concise and easily understandable course content. With respect to learning support, respondents recommended the provision of additional instructional materials and videos that are straightforward and easy to comprehend.

DISCUSSION

In conclusion, the survey results suggest that the Master of Public Health Program and Doctor of Public Health Program at the Graduate School of Public Health, Suan Sunandha Rajabhat University, are providing high-quality education

and support to their students. The recommendations provided by the students can help further improve the programs and ensure that the students' needs and expectations are met.

REFERENCES

- Davis, K. (1967). Human relations at Work. New York: McGraw-Hill.
- Karinthorn, K. et al. (2015). A Study of Undergraduate Student Satisfaction towards the Bachelor of Business Administration Program Department of Finance and Banking, Faculty of Management Sciences Buriram Rajabhat University. Buriram: Buriram Rajabhat University.
- Keawlaied, S & Mebun, J. (2015) 'The Students' Satisfaction toward Teaching and Learning at Rattaphum College 2015', Songkhla: Rajamangala University of Technology Srivijaya.
- Khetpiyarat, P. & Vikromprasit, S. (2011). Satisfaction of students towards the business administration program (4 years), Faculty of Management Sciences. Uttaradit Rajabhat University, Academic Year 2010. Research Report. Uttaradit: Uttaradit Rajabhat University.
- Luangthammachart, W. (1988). Satisfaction and adaptation to the new environment of the population. In the refugee village of Ratchaprapa Dam Project (Cheow Lan), Surat Thani Province. Master of Business Administration Thesis, Business Administration, Kasetsart University.
- Panthawee, R. (2018) 'The User's Satisfaction with the Service System of the Dean office of the Faculty Humanities and Social Sciences, Chiang Mai Rajabhat University', Chiang Mai: Chiang Mai Rajabhat University.

- Panthewi, W. (1999). People's satisfaction with the services of the Ministry of Interior in Muang District, Mae Hong Son Province. Thesis Master of Education Education Administration graduate school Chiang Mai University.
- Phangdee, K. & Khrongyut, P. (2013) 'Students' satisfaction with teaching and learning management in the course of the Department of statistics. Faculty of science Khon Kaen University'. Khon Kaen: Khon Kaen University.
- Pongsena, S. (2019). Student Satisfaction towards Teaching and Learning Management of Suan Sunandha Rajabhat University. Research Community Journal, 13(3), 94-107.
- Promphap, R. (2007). Student satisfaction towards teaching and learning management in the curriculum of the Department of Education. Faculty of Education Naresuan University, Academic Year 2007. Department of Education Faculty of Education Naresuan University Phitsanulok: Naresuan University.
- Royal Institute. (2003). Royal Institute Dictionary 1999. Bangkok: Nanmee Books Publications.
- Sae-Wong, K. & Putae, M. (2019). Narathiwat Rajanagarindra University Journal of Narathiwat Rajanagarindra University Department of Humanities and Social Sciences, 6(2), 14-30.
- Soiphet, M. & Buathong, P. (2021). Satisfaction and dissatisfaction with service. Suan Dusit Poll. Retrieved from <https://th.ihoctot.com/post/concepts-theories-and-related-researches-satisfaction>.
- Songram, C. & Khanthari, N. (2020). Satisfaction in the performance of school administrators. Bua Graduate School of Management Journal, 20(4), 35-38.

Wongyai, W. (2009) 'Curriculum". Encyclopedia of the teaching profession in honor of His Majesty the King on the auspicious occasion of the 80th birthday anniversary', pp. 469-474. Bangkok: The Secretariat of the Teachers Council of Thailand.