

Chapter 12

Enhancing Student Satisfaction With Blended Learning Among Thai Higher Education Students

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ABSTRACT

In the digital age of education, blended learning (BL) is vital and novel. The effectiveness of BL adoption depends on student happiness. This study examines student satisfaction with BL technology and how TAM model usefulness, ease of use, and learning motivation affect it. This quantitative study used convenience sampling to collect online survey questionnaires from 214 Thai higher students. Analysis and hypothesis testing were done using SPSS Version 27 and the Partial Least Square Structural Equation Model (ADANCO Version 23). The results show that perceived ease of use greatly affects perceived usefulness and learning motivation. Student satisfaction is strongly influenced by usefulness. Additionally, learning motivation greatly affects student satisfaction. The implication could improve TAM model perceptions and learning motivation to explain BL. Sampling expansion is recommended. Qualitative studies like interviews and focus group discussions might provide insights for future research.

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INTRODUCTION

In today's digital age, technology is significantly more critical than it was in the generations that came before it. The current generation possesses a high level of technology literacy. The rise in literacy rates, in conjunction with the technological advances that have occurred in recent years, has led to the proliferation of technology in educational settings. From the millennial generation to the Gen Z generation, these are the generations that are currently entering the classroom. They all have specific qualities that characterize their age and share these features. As a result of their expectations that they will be actively involved in their education, these generations do not function well as passive learners. As a consequence, it is essential for education in the modern era to embrace technology, and teachers must incorporate technology into their students' learning process (Hashim, 2018; Limna et al., 2022). A combination of online and in-person training is referred to as blended learning. Furthermore, it is a novel approach to learning that makes both teaching and learning more comfortable and appealing to the student. This is per the requirements that students have in the twenty-first century. The goal of blended learning is to achieve a harmonious balance between face-to-face interaction and online access to knowledge by considering teachers' and students' attitudes and aptitudes, respectively. Coursera, Google Meets, Google Classroom, and Zoom are just some of the online platforms that have been established to conform with the new learning technique model. These platforms have enabled individuals to advance in the path they wish effectively (Taghizadeh & Hajhosseini, 2021; Kaewbuadee & Kraiwanit, 2022).

Creating a learning environment that is more adaptable and successful can be accomplished through the use of blended learning, which is a teaching method that mixes traditional offline learning with online learning. Utilizing the advantages that both of these learning forms have to offer is the objective of blended learning. Within the blended learning paradigm context, undergraduate students at Thai institutions expressed satisfaction with the fact that they were required to participate in computer-based classes that were engaging and demanding outside of the classroom. This could be accomplished because of the change in the learning method, which was enforced by having the teacher provide lesson summaries during the time that was assigned for formal class classes. The students had a greater understanding of the content and cherished the ability to master the material on their own and at their own pace (Banyen et al., 2016; Le & Tran, 2024). The instructional intervention that utilizes the blended learning approach impacts the permanent learning, academic achievement levels, and skills relevant to the 21st century that pre-service physical education teachers possess. It has been shown that blended learning affects the academic achievement and permanent learning levels of both pre-service teachers and their students. However, it does not impact the development of abilities relevant to the 21st century (Can et al., 2024). It is essential to examine the crucial characteristics that would tempt learners to utilize blended learning and improve their learning satisfaction because using it as a learning support has transformed the learning process. It is vital to determine the level of learner satisfaction to determine the efficacy of blended learning, which is influenced by various factors (Chen & Yao, 2016). For example, the perceived simplicity of use and perceived utility of the TAM model may be mediating factors that influence the level of pleasure experienced by students using the TAM model (Haleem et al., 2021).

Student satisfaction is one of the most important topics to discuss in blended learning. As a result, the purpose of this study is to explore levels of student satisfaction with blended learning technology in Thailand, as well as the amount to which perceived usefulness and simplicity of use of the TAM model and learning motivation contribute to student satisfaction.

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