

FACTORS AFFECTING LEARNERS' SATISFACTION
WITH ONLINE ENGLISH TEACHING AND LEARNING DURING THE COVID-19
PANDEMIC: A CASE STUDY OF BUSINESS ENGLISH STUDENTS
AT PHRANAKHON RAJABHAT UNIVERSITY

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ABSTRACT

The COVID-19 pandemic has affected and transferred most teaching and learning around the world online. In Bangkok, Thailand, all classes have been conducted online since 2020 to support the government's epidemic control management. The drastic change has impacted learners' learning through different online teaching strategies they are unfamiliar with. The present study investigated factors affecting learners' satisfaction with online English teaching and learning during the COVID-19 pandemic among 109 Business English students at Phranakhon Rajabhat University, Bangkok, Thailand, using a set of 5-scaled questionnaires. This quantitative research administered the data analysis— descriptive and inferential statistics —through the IBM SPSS Statistics program, including the t-test and One-Way ANOVA (f-test). Based on the research findings, the students had high average satisfaction levels in all aspects of learning success via electronic media or online lessons. When considering each aspect, the students had the highest satisfaction levels on the instructor factors, followed by the study location factors. According to the test of the hypotheses, the statistical findings indicated that the different students' genders, college years, and residential styles,

while they were taking online classes, resulted in different satisfaction levels in the significant mean at the 0.05 level with online English teaching and learning.

Keywords: Factors affecting learners, Satisfaction, Online English teaching, and learning

Introduction

COVID-19 (coronavirus disease 2019) has resulted in classrooms being closed all over the world (Oraif & Elyas, 2021). In the context of the COVID-19 pandemic around the world, using innovative online teaching and learning strategies has become a trend in higher or university education to enhance learners' learning achievement (Chan et al., 2021). Since 2020, the impact of COVID-19 has turned every university class in Bangkok, which is the largest epidemic area in Thailand, online to follow the announcements of the Ministry of Higher Education, Science, Research and Innovation (MHESI) towards the vigilant measures against the spread of coronavirus (COVID-19) and support the government's epidemic control management.

According to the announcements and policies towards vigilant measures against the spread of coronavirus (COVID-19), online teaching and learning have played important roles in education. Teachers need to apply various innovative technologies to online classes to perceive learners' learning satisfaction and engagement.

With the many advantages of online classes or e-learning, learners can attend the classes and access information online anywhere and anytime through an internet connection as a new remote form of education (Pappas, 2015). In terms of the conveniences provided, the learners can also manage the classes by themselves, including communicating and consulting with teachers easily to improve their learning skills.

At present, several online video conference platforms have been adopted as online live sessions, such as Zoom, Google Meet, Skype, Line Video Call, Microsoft Teams, Facebook Live, YouTube Live, etc. Using these programs or applications, both teachers and learners can see and interact with each other during classes (Maneewongse, 2021). Furthermore, teachers can also record their lectures and then publish them via YouTube or Facebook groups as online recorded sessions. This way, learners can manage their schedules and review the lessons whenever they want.

English teachers in the Business English program at the Faculty of Humanities and Social Sciences, Phranakhon Rajabhat University, have applied both concepts: online live sessions and online recorded sessions. Zoom, Google Meet, Facebook, and YouTube are often used to conduct online classes to enhance students' English language skills by practicing listening, speaking, writing, and reading. Even though online classes or e-learning provide many benefits to learners, as mentioned above, unexpected problems, such as technical problems and shortages of devices, have sometimes occurred, which might affect students' learning satisfaction and achievement.

Therefore, to fill this void in research, this study examines factors that affect learners' satisfaction with online English teaching and learning during the COVID-19 pandemic of Business English Students at Phranakhon Rajabhat University through four-factor concepts: instructor, learner, study location, and technical factors for the success of learning through electronic media or online lessons (Khasasin et al., 2021). The research results will help educators be aware of and manage online classes effectively. Furthermore, the findings will assist all English instructors at Phranakhon

Rajabhat University in improving and designing their online classes, or e-learning, with effective activities for Business English students.

Research Objective

1. To study factors affecting Business English students' satisfaction with online English teaching and learning during the COVID-19 pandemic.
2. To compare the differences in satisfaction levels with respect to gender, age, college styles, GPA, and residential styles.

Research Scopes

1. Area of Study: Phranakhon Rajabhat University
2. Area of population: 109 Business English major students from the Business English program, Faculty of Humanities and Social Sciences

Hypotheses

1. Different participants' genders result in different satisfaction levels with online English teaching and learning.
2. Different participants' ages result in different satisfaction levels with online English teaching and learning.

3. Different participants' college years result in varying levels of satisfaction with online English teaching and learning.

4. Different participants' grade point averages (GPAs) lead to varying satisfaction levels with online English teaching and learning.

5. Different participants' residential styles result in different satisfaction levels with online English teaching and learning.

Literature Reviews

Online learning, also called e-learning and distance learning, refers to an education form that contains the main elements including, the physical separation of students and teachers during class instruction and the use of different technologies to facilitate teacher-student and student-student communication and interaction (Simon & Berg, n.d.). Online learning emphasizes students' ability to learn in their own space using various advanced information-communication technologies in both scheduled and non-scheduled classes (Yang et al., 2014).

Since the Covid-19 disease has spread all over the world, the new normal in education is the increased use of online learning tools through the internet. Not only in higher education,

but educational institutions are looking toward online learning platforms to continue with the process of educating students. Nowadays, e-learning has emerged as a necessary resource and a new way of education for students, schools, and educational institutions around the world that they have had to adopt (Gautam, 2020). Through the openness of the digital world, teachers and learners can manage to use different methods — video, audio, text, or another medium — to acquire information. At the same time, learners can create various content types from what they have learned by using videos, images, or text via different presentation programs and applications once they have realized the suitable means (AlHamid, 2020).

In the context of English language teaching and learning, online learning has affected learners' learning. In the study of Khabbaz and Najjar (2015), the language learning strategies of the students in a Moodle-based language learning program were investigated. The result showed that new technology in language learning could obstruct autonomous learning due to the new technology challenges presented. This demonstrated the lower use of the meta-cognitive strategies and was considered to have a negative impact

on the academic results directly. In Kuama and Intharaksa's (2016) study, the online language learning strategies used and the online learning attitudes of successful and unsuccessful online language students in Thailand were examined. The results revealed that there was a significant difference in terms of perceptions regarding affection in online learning. Metacognitive strategies and affection in online learning had significant bonds with online English learning outcomes. This resulted that the low English proficiency students who lacked online learning skills and experiences in self-directed learning. They might not be ready to learn English online.

In higher education, student satisfaction is important both for the success of institutions and for the individual students themselves (Wong & Chapman, 2022). High levels of student satisfaction have also been linked to attaining essential learning outcomes. For example, student satisfaction may influence academic achievement, retention, and student motivation outcomes in learning (Nastasić et al., 2019).

Regarding online classes, four main factors have affected learners' learning satisfaction which are instructor, student,

study location, and technical factors. Firstly, an instructor who plays an important role in various ways of instruction in class grabs learners' attention toward the course (Collis, 1995). Learners' satisfaction and acceptance of online education are affected by the teaching style of the instructor and his attitude toward lecturing in a friendly manner and providing quality content (Webster and Hackley 1997). Secondly, another vital factor is the learner himself. If the learner has a positive attitude toward e-learning then he would participate in an online course environment effectively (Malik, 2009). Following that, the location of study or living conditions has an impact on the learning effect during an online class. A network of interdependencies among all of the elements in the setting at the physical and symbolic levels influences the learners' learning (Gu, 2022). The last factor is the technical factor. Learning via the internet involves many other tools, such as video conferencing, audio, and text-based chat. The quality of technological attributes needs to be excellent to accomplish successful implementation and student satisfaction with e-learning (Webster & Hackley, 1997).

According to previous studies, some researchers have examined learners' satisfaction with online learning during the COVID-19 pandemic in Thailand. For instance, the study of Khasasin et al. (2021) investigated the students' satisfaction with online learning conducted by the Thai-Nichi Institute of Technology. The finding illustrated that the level of the students' satisfaction with online learning was generally high. All aspects of the factors —teacher, learner, study place, and technology factors were founded at a high level. Moreover, Chuairatchakan et al. (2022) investigated the students' satisfaction with online learning of college of Teacher Education students and compared the satisfaction towards online learning of teacher training college students that were classified by gender and study fields at Phranakhon Rajabhat University of Thailand. The results presented that the students' satisfaction with online learning was generally very high in the aspects of learner, technology, content, and design. In terms of comparing the students' satisfaction with online learning, classified by gender and study fields, the study found that there was a statistically significant difference.

Conceptual Framework

This study's conceptual framework began with the curiosity to investigate the factors that affect Business English students' satisfaction with online English teaching and learning at Phranakhon Rajabhat University by using survey questionnaires. The main study objective is to examine the factors affecting the students' satisfaction with online English teaching and learning conducted by the Business English program. The findings will guide English instructors at PNRU as they plan and improve their online lessons to reach the students' learning satisfaction and language achievement.

Research Framework

In this study, the researcher emphasized investigating the factors that affected the business English students' satisfaction with the online English teaching and learning provided by the Business English program. The researcher also explored the students' satisfaction based on their demographic data classification to find out the significant differences following and applying the previous research framework of Khasasin et al. (2021).

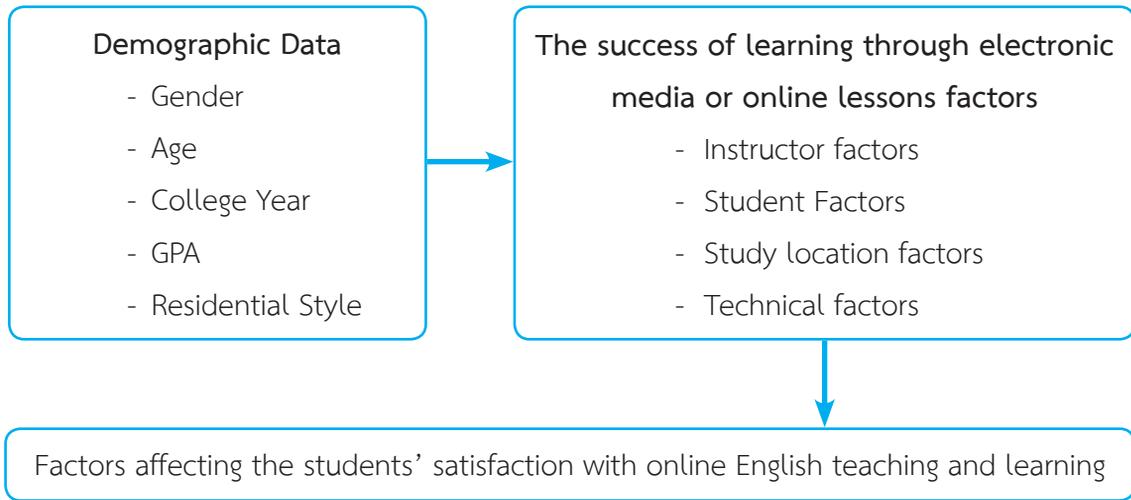


Figure 1 Research Framework

Methodology

The participants were chosen by purposive sampling. They were composed of 109 Business English major students (years 1-4) during the second semester of the 2021 academic year who faced and experienced online English teaching and learning conducted by the Business English program during the COVID-19 pandemic since 2020.

The quantitative method was used in this study to collect, analyze, and integrate quantitative data in nature using an online questionnaire survey via Google Forms. The participants were required to answer every question item about the factors that affected their satisfaction with online English teaching and learning in four aspects of learning success through online lessons,

which are instructor, learner, study place, and technology factors.

A questionnaire was used as the research instrument for this study. The research questionnaire survey was adapted from and based on the previous study by Khasasin et al. (2021). In addition, some items on the questionnaire survey were based on the researcher's experiences as a teacher who conducted online English teaching and learning during the COVID-19 outbreak. The survey items were designed in Thai. The items were submitted to an expert in the English language teaching field to examine the content validity. The comments were taken into consideration. Then the questionnaire was adjusted and sent to the pilot group of students online via Google Forms. After that, the researcher

edited and revised the questionnaire and then sent it to the participants, Business English students, online via Google Forms. The research questionnaire consists of three parts. The first section inspected the participants' demographic information, including genders, ages, college years, grade point averages (GPA), and residential styles for online classes. The second part focused on investigating the factors that affected the students' satisfaction, which consisted of the instructor, learner, study location, and technology factors towards their online English classes. All the items were ranged on a 5-point Likert scale. The last part of the questionnaire focused on the participants' recommendations by using open-ended questions. The participants were allowed to give comments in Thai. Then the researcher translated those comments into English by checking the translated language by an expert in English translation.

According to the data analysis, to answer the research object, the data was analyzed by using an arithmetic mean. The statistical analysis was conveyed to examine the means (\bar{X}), standard

deviations (S.D.), and level of the gathered data as presented below (Best & Kahn, 2016).

Level 1: 4.50-5.00 Strongly Agree/ Highest

Level 2: 3.50-4.49 Agree/ High

Level 3: 2.50-3.49 Neutral

Level 4: 1.50-2.49 Disagree/ Low

Level 5: 1.00-1.40 Strongly Disagree/ Lowest

The hypotheses of different personal information of the students' genders and ages were tested by independent t-test. Moreover, the college of years, GPAs, and residential styles of the students were tested by One-Way ANOVA (f-test) to find out the significant mean difference at the 0.05 level.

Results

The research findings are divided into four main parts in this section. The first part is the research participants' demographic data. The second part is about the factors that influence learning success through online lessons, followed by the hypotheses' test results. Then the participants' comments and recommendations regarding online English teaching and learning are presented.

Part 1 The Participants' Demographic Data

Table 1 The Demographic Data of 109 Research Participants

(n = 109)

Items		Number	Percentage (%)
Gender	Male	31	28.4
	Female	78	71.6
Total		109	100
Age	18-20	37	33.9
	21+	72	66.1
Total		109	100
College Year	1	15	13.8
	2	26	23.9
	3	24	22.0
	4	44	40.4
Total		109	100
GPA	- 2.00	2	1.8
	2.00 - 2.50	17	15.6
	2.51 - 3.00	27	24.8
	3.01 - 3.50	34	31.2
	3.51 - 4.00	29	26.6
Total		109	100
Residential Style	Stay at home with parents	65	59.6
	Stay at home with guardians who aren't parents	11	10.1
	Stay alone in a rental room	20	18.3
	Stay with a friend or partner	13	11.9
	Total	109	100

Table 1 shows the 109 business English major students' information profiles, which consist of genders, ages, college years, GPAs, and residential styles. The majority of the students are female (71.6%). The student's largest percentile is more than 21 years old (66.1%). Most of the students are from the fourth (40.4%), and second (23%) years. The table shows that the students' overall GPAs are 3.01-5.50 (31.2%), followed by 3.51-4.00 (26.6%). Furthermore, over half of the students stay at home with their parents (59.6%), which is the residential style for online classes.

Part 2 Different Factors towards Online English Teaching and Learning Satisfaction Levels

Table 2 Instructor Factors

Items	\bar{X}	S.D.	Level
1. The instructors are proficient and skillful with the lessons they taught.	4.32	0.66	High
2. The instructors provide good guidelines for teaching and learning online.	4.04	0.92	High
3. The instructors provide appropriate online teaching activities.	4.02	0.87	High
4. The instructors use effective teaching materials including media and devices to manage online classes.	4.17	0.84	High
5. The instructors pay attention and take care of online teaching and learning.	4.22	0.75	High
Average	4.15	0.69	High

Table 2 shows the instructor factors that affected the students' satisfaction on average at a high level ($\bar{X} = 4.15$, S.D. = 0.69). The results reflected that the students agreed that all instructor factors affected their satisfaction with online English teaching and learning. When considering the items, the students rated that the instructors

were proficient and skillful with the lessons they taught the most ($\bar{X} = 4.32$). The instructors paid attention and took care of online teaching and learning ($\bar{X} = 4.22$) in second place. The students also rated that the instructors provided appropriate online teaching activities at the lowest mean scores ($\bar{X} = 4.02$).

Table 3 Student Factors

Items	\bar{X}	S.D.	Level
6. Learners are satisfied with the online teaching provided.	3.54	1.13	High
7. Learners have problems using materials for online classes.	3.34	1.11	Neutral
8. Learners can exchange opinions and information about the subject matter easily and quickly.	3.56	1.07	High
9. Learners have reliability in the assessments of online teaching and learning.	3.47	1.09	Neutral
10. Learners find more problems in online classes than in regular classrooms.	3.66	1.13	High
Average	3.51	0.67	High

Table 3 reveals the satisfaction level of the students in the aspect of student factors at a high average ($\bar{X} = 3.51$, S.D. = 0.67). According to the findings, the students concurred that they encountered more problems in online classes than in regular classrooms ($\bar{X} = 3.66$). The students also agreed that they could easily and quickly exchange opinions and information about the subject matter ($\bar{X} = 3.56$), while the lowest mean indicated that the students had difficulties using materials for online classes ($\bar{X} = 3.34$).

Table 4 Study Location Factors

Items	\bar{X}	S.D.	Level
11. The study location used for online teaching is appropriate.	3.65	1.04	High
12. Learners are satisfied with the study location used for online classes.	3.65	1.04	High
13. Learners can learn from any location.	3.76	1.15	High
14. The study location encourages learners' understanding of the lesson.	3.83	1.00	High
15. The study location is comfortable for the learners.	3.87	1.00	High
Average	3.75	0.74	High

Table 4 presents the study location factors that affected the students' satisfaction with online English teaching and learning on average at a high level. The students agreed that the study locations, while they were taking English classes online, affected their satisfaction. The students revealed that their study places were comfortable ($\bar{X} = 3.87$, S.D. = 1.00).

The results additionally demonstrated that the study locations encouraged the learners' understanding of the lesson ($\bar{X} = 3.83$). Lastly, the students agreed that the study locations were appropriate, as well as that they were satisfied with the study location used for online classes ($\bar{X} = 3.65$), at the lowest mean scores.

Table 5 Technical Factors

Items	\bar{X}	S.D.	Level
16. The internet network is decent, and there are no interruptions.	3.36	1.23	Neutral
17. The devices or technical support available in online classes such as students' computers are up-to-date.	3.46	1.20	High
18. Learners can use or apply technological tools in online teaching.	3.79	0.89	High
19. The technological tools used in online classes are appropriate for the current situation or event.	3.97	0.87	High
20. Technical support and technology cannot encourage learners to gain more knowledge.	3.03	1.34	Neutral
Average	3.52	0.799	High

Table 5 shows the satisfaction level of the students in the aspect of technical factors with online classes at a high average ($\bar{X} = 3.51$, S.D. = 0.67). The findings showed that the students could use or apply technological tools, including those used in their online classes, and that they were also appropriate for the current situation or event ($\bar{X} = 3.79$).

Students also revealed that the devices and technical support available in online classes are up-to-date ($\bar{X} = 3.46$). At the lowest mean scores, the study found that technical support and technology could not encourage the learners to gain more knowledge in their online classes ($\bar{X} = 3.03$).

Part 3 Test Results of Hypotheses

Table 6 Hypotheses' Test Results

Hypotheses	The Success of Learning Through Electronic Media or Online Lessons Factors			
	Instructor	Student	Study Location	Technical
Hypothesis 1: Different participants' genders resulted in different satisfaction levels with online English teaching and learning.	x	✓	x	x
Hypothesis 2: Different participants' ages resulted in different satisfaction levels with online English teaching and learning.	x	x	x	x
Hypothesis 3: Different participants' college years resulted in different satisfaction levels with online English teaching and learning.	✓	x	✓	x

Table 6 (to)

Hypotheses	The Success of Learning Through Electronic Media or Online Lessons Factors			
	Instructor	Student	Study Location	Technical
Hypothesis 4: Different participants' grade point averages (GPA) resulted in different satisfaction levels with online English teaching and learning.	x	x	x	x
Hypothesis 5: Different participants' residential styles resulted in different satisfaction levels with online English teaching and learning.	x	x	✓	✓

Table 6 presents the hypothesis test results based on the participants' personal data. Each of the following items can be used to explain the results:

1. The findings supported the first hypothesis, which stated that different learners' genders resulted in different levels of satisfaction with online English teaching and learning, as indicated by the significant mean at the 0.05 level.

2. There were no differences in the level of satisfaction with the factors affecting online English teaching and learning based on the differences in the learners' ages.

3. For the third hypothesis, the finding showed that different college years resulted in different levels of satisfaction with online English teaching and learning, as indicated by the significant mean at the 0.05 level.

4. As can be seen from Table 6, there were no differences in the level of satisfaction based on the learners' GPAs in online English teaching and learning classes.

5. Alike the first and third hypotheses, the finding of the last one

showed that different learners' residential styles while taking classes resulted in different satisfaction levels with online English teaching and learning, as indicated by the significant mean at the 0.05 level.

Part 4 Comments and Suggestions

Table 7 Students' Additional Comments and Suggestions

Comments and Suggestions	Frequency
1. I prefer studying more in classrooms or on-site than online classes because my study place is not appropriate enough.	1
2. I would like teachers to listen to some students' problems and comments about studying online.	2
3. I like the way that teachers provide lecture-recorded videos. This makes me can review the lessons many times and anytime I want.	2
4. Online classes are convenient, and I can focus on the lessons very well.	1
5. I really like online classes because I can study from anywhere.	2
6. I would like teachers to provide more activities and practices to use in real life and workplaces.	1
7. I think studying online for four hours a class is too much.	1

Discussion

The study illustrated that the Business English students at PNRU had high average satisfaction levels in all factors of learning success through electronic media or online lessons. When considering each aspect, the findings led to the discussion and conclusion as follows:

1. According to the demographic information of the students, it was found that most of them are female, and are older than 21 years old. Many students are in their fourth year, followed by their second year. Their GPAs are between 3.01 and 3.50 on average. Over half of the students stay at home with their parents for online classes. This can be inferred from the fact that most of the students have more than a year of experience studying English in the Business English program.

2. From the study, the influential role of key factors' results that affected the students' satisfaction with online English teaching and learning can be presented in each of the following aspects:

- 2.1 For the instructor factors, the findings found that the students had a high average satisfaction level. When considering all items, the results showed that the learners had high satisfaction levels. The students revealed

that the instructors were proficient and skilled in the lessons they taught the most. The instructors paid attention and took care of online teaching and learning in second place. This result was similar to the study "Students' Satisfaction towards Appropriate Online Teaching and Learning Models in the Epidemic of COVID-19 of Rangsit University" by Sangkasuth and Trimek (2021), which claimed that the participants had a high average satisfaction level with the instructor factor aspect. This could show that instructor factors greatly affected the students' learning through online classes. In addition, the learners also showed that they preferred online classes conducted by teachers who are proficient and skilled, including those who pay attention and take care of the online classes. In other words, the students were more likely to assess instructors with satisfactory ratings if they believed their teachers organized the course effectively and showed interest in students' learning (Dziuban, Wang, & Cook, 2004)

- 2.2 Regarding the student factors, the results reported that the students had a high satisfaction level on average. Based on the items, the students agreed that they found more problems in online

classes than in on-site classrooms. Even though the students had some problems, they could exchange opinions and information about the subject matter easily and quickly in the online classes. The results were in line with the study “The Satisfaction Towards Online Learning of Teacher Education College Students,” Phranakhon Rajabhat University by Chuairatchakan et al. (2022), which generally stated that the participants had a high satisfaction level on average based on the student factors. As can be seen, the learners agreed that student factors that came from themselves affected their satisfaction with online learning and teaching a lot. The teachers may need to support the students by consulting with them and briefing them about how to use the devices or programs before class to avoid any problems that may occur.

2.3 In terms of the participants’ study location factors, the findings revealed that the students had a high level of satisfaction on average. The students reflected that their study locations were the most conducive to online learning. They also agreed that the study location factors could encourage their lesson understanding. Like the study “Factors Affecting Online Teaching and

Learning among Students,” Thai-Nichi Institute of Technology by Khasasin et al. (2021), the results showed that the participants had a high average satisfaction level with the study location factors. This can be inferred as evidence that the appropriate environment for conducting online classes affects the student’s learning. The instructors need to give suggestions about how to create a good environment for the online classrooms themselves, such as a place that is quiet and free from distractions.

2.4 The results of the study showed that the students’ satisfaction level was high on average regarding technical factors. The students could use or apply the technological tools. They also revealed that the technological tools used in their online classes were appropriate for the current situation or event, the COVID-19 pandemic. The findings are similar to those of the previous studies “The Satisfaction Towards Online Learning of Teacher Education College Students,” Phranakhon Rajabhat University, Chuairatchakan, et al. (2022), and “Factors Affecting Online Teaching and Learning among Students,” Thai-Nichi Institute of Technology, Khasasin, et al. (2021), which showed that the participants had high satisfaction

levels on average. As can be seen, technical factors involve learning via the internet with many other tools, such as video conferencing, audio, and text-based chat. Technical attributes are one of the key factors that affect students' satisfaction. The availability of proper technical assistance positively influences students' satisfaction with e-learning (Malik, 2009).

3. Regarding the hypothesis test based on the participants' personal data using an Independent Sample T-test and One-Way ANOVA (f-test), the students' different genders, college years, and residential styles resulted in different satisfaction levels in the significant mean at the 0.05 level with online English teaching and learning. Some of the results are similar to those presented in the previous study by Khasasin et al. (2021), which claimed that the participants' different college years and residential styles resulted in different satisfaction levels in the significant mean at the 0.05 level for online classes conducted. These findings may serve as a reminder to educators that students' satisfaction levels might vary depending on different personal demographic information.

In conclusion, studying students' learning satisfaction is important to explore the students' reactions and attitudes

toward teaching and learning classes. Factors influencing students' satisfaction can assist all instructors in understanding how to ensure student learning success. In the present, along with the spread of COVID-19, teachers, and students need adaptation when having online classes that involve technology and new, unfamiliar teaching and learning methods. Overall, we can see that the Business English students at PNRU had high satisfaction levels and positive comments about online English teaching and learning. This study confirms that all English instructors at Phranakhon Rajabhat University are capable of effectively conducting and managing online classes for students.

Suggestions and Recommendations

Further study can be conducted to investigate factors that affected the students' satisfaction with online classes in all programs at Phranakhon Rajabhat University. The influential role of key factors, including student, teacher, technical, design, and course factors (Malik, 2009), should be examined. The study can also be done by identifying and comparing the different significant means of satisfaction levels between weekday and weekend students

using specific personal demographic data so that PNRU teachers can plan and manage effective online classes to encourage all students to achieve learning targets using modern technology and educational innovations appropriately and effectively.

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