

Comparison of Thai first year English instruction students' satisfaction on learning in traditional and e-learning classrooms in the subject "Classroom Management for English Instruction": A Case study

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Abstract

E-learning classroom has been receiving increasing popularity compared with the traditional classroom these days. However, few studies have focused on the comparison of satisfaction levels between the E-learning and the traditional pedagogies. The current study was conducted since the epidemic of Covid-19. Thus, Thailand's government has launched the policies of cur fuse, social distance, work from home and offer the quarantine period for the Thai population to decrease the infectious numbers. A number of schools and institutes have been shut for the quarantine period. For this reason, the traditional classroom was abruptly swapped to the e-learning modes. This study, using a quasi-experimental research design, and selecting participants from 55 first year undergraduates in English instruction Major, identified the differences in satisfaction between E-learning and traditional classrooms. The participants are during 18-21 years old. The teacher taught students in traditional classroom in the first 10 periods. And then the class was swapped to the e-learning mode for 5 periods. It was concluded that satisfaction in traditional classroom is significantly higher than that in e-learning classroom. The results of this study also echoed the most important dimension factors affecting students' satisfaction in both traditional and e-learning classroom. Moreover, this study provided the implication for teaching in both traditional and e-learning classroom.

Keywords: Traditional Classroom, E-Learning, Satisfaction



Introduction

In the period of globalization, the world society has become the world of knowledge to enable the population to have better quality of living. This leads to the educational evolution concentrating on the life-long learning. The present society has become the society of wisdom and learning. It believes that every learner is able to learn and develop themselves to be intelligent, virtue and happy (Phongpatarakarn, 2013). This corresponds to the National Education Act B.E. 2560 which mainly focuses on the educational evolution. The aims of the current education should be learner-centered. The educational institutes should find the congruence between the content and activity arrangement and the learners' interests and learning styles. The pedagogies should "enhance learners' thinking process, ability to solve and manage problems, and enable learners to learn from the real situations". This will enhance learners' critical thinking, eager to read and learn autonomously by integrating the knowledge with morality, pleasant social value and the desirable behaviors (Committee of National Education, 2017). Additionally, learning atmosphere and environment should facilitate learning so that learners can learn everywhere and every time. This corresponds to the objectives 4 of the Thailand's 20-Year National Strategy. The focus of the educational strategy is "Education for all". Everyone can access qualified and standardized learning (National Strategy Secretariat Office, 2018). Therefore, E-learning has played more important role in the current days.

Together with the revolution of education in Thailand, computers have been increasingly transferred into the internet network, which is the largest computer network in the world. It includes a wide variety of sub-networks worldwide. As the development of information technology has been more advance these days, the internet network has also been widely adopted to educational fields with no exception (Wongwuttiwat et al., 2020). This is considered as 'educational innovation', that every educational institute can access computers and internet networks. This innovation enables educators and learners to access a wide variety of knowledge via internet (Wongwuttiwat et al., 2020; Kawinkoonlasate, 2019). Hence, the number of educators has adopted internet to classroom teaching activities, for examples: information searching, discussion and assessment and evaluation. Moreover, the classroom has been swapped from the mode

of face-to-face or traditional classroom to e-learning. And the learners are exposed more to the autonomous learning.

Aside from that, currently Thailand has been affected by the epidemic of Covid-19. The virus has ruined the Thailand's society. The number of sectors, including official, public, tourism and education, has been critically affected. Thailand's government has launched the policies of cease travel, social distance, work from home, and offer the quarantine period for the Thai population to decrease the infectious numbers. For the educational sector, a number of schools and institutes have been shut for the quarantine period, even though many of them were on the teaching process (Department of disease control, 2020). For this reason, the teaching and learning managements were abruptly swapped. As a result, e-learning modes have enrolled in teaching and learning in this period. Sakon Nakhon Rajabhat University has been affected by the Covid-19 epidemic for some time. Many lecturers were still on the process on teaching. Therefore, the traditional classes have been abruptly swapped to mode of e-learning. And the 55 first year Thai students in English instruction major, faculty of Education, studying in the subject 'Classroom Management for English language teaching', has been assigned to learn in e-learning modes in the period of quarantine.

From the review of literatures (Suebka, 2009; Kongmoh, 2017; Jirapatcharoen, 2011; Strong et al 2012) many researchers have found that learners are satisfied with e-learning in the high level. However, few of them aim to compare the satisfaction on the traditional and online-learning classroom. Therefore the researcher conducted the quasi-experimental research to see the students' satisfaction on both the learning in the traditional and e-learning classroom, and compare the results of satisfaction.

Objectives of the study

1. To compare the satisfaction on learning in the traditional learning with the e-learning
2. To investigate the level of students' satisfaction on both traditional and e-learning classroom in each dimension

Literature Review

1. What is E-learning?

E-learning (Electronic learning) is the form of systematically designed learning lesson utilizing electronic technologies to access educational curriculum outside of a traditional classroom. The learning contents were presented via using the graphemes, graphic together with the dynamic pictures, VDO and sounds by using the web technology to deliver the contents. This also includes the use of CMS (Content Management System) to administer the instruction (Suebka, 2009). The instructors specified the clear objectives and aims of learning and the learners can learn both via internet or network by themselves. E-learning can help learners to learn on their own abilities and preferences. And the teachers, learners and classmates can interact with one another via the innovative equipment, including: e-mail, Web-board, chat and social media (Soontonphong, 2016).

2. Forms of E-learning

Laohacharatsaeng (2002) classified the e-learning forms into three types as follows:

2.1 Supplementary

This e-learning type is not used as learning resources. The learners can access the same contents the students learnt in another form such as document, VDO, and books. The instructor just provides the new sources for students in order that they can access the learning contents and increase the learning experience and additional knowledge.

2.2 Complementary

The use of e-learning is for additional resources for learning. For example, aside from lecturing, instructors can design e-learning so that learners can learn more.

2.3 Comprehensive replacement

The instructor uses e-learning instead of lecturing. Students need to learn all contents via online learning. Most commonly, we can find this type of e-learning in the form of distant learning. Multimedia can be used to simulate the real classroom teaching.

3. Advantages and Disadvantages of E-learning

Soontonphong, 2016; Singh et al. (2020) mentioned about the advantages and disadvantages of e-learning as follows:



Table 1 Advantages and Disadvantages of e-learning

Advantages	Disadvantages
E-learning broadens the reach of learning to non-traditional students and students who cannot get to campus. It offers accessible education for a global community of learners with shared interests. Decrease the inequality of education to some extent. Teachers become learning situational facilitator and manager of online learning rather than normal lecturers.	Some students cannot access because of the inability to access the internet and computer. E-learning has the limitation of classroom interaction. This can make learners lose motivation and concentration. Sometime, multimedia are not attractive and interesting for learners. It lacks of immediate feedback in asynchronous modes.

Research methodology

This study uses a quasi-experimental design, containing a questionnaire intending to identify participant satisfaction of traditional and e-learning classroom, plus an analysis and discussion regarding the results.

Participants

Participants are 55 English instruction majored undergraduate students. They studied in the subject “Classroom Management for English Instruction”. They were willing to participate into this study. They, 18-21 in age, were normal in literacy and psychological state. The number of female participants was 40, while 15 for males. Totally, 55 students were selected to join the study. Their personal information, only used in this study, was declared confidential.

Research instrument

The research instrument includes mainly two questionnaires. One is for the traditional classroom, and another is for e-learning (the questionnaires act as a satisfaction scale including 26 questions). The 26 questions has been adopted from Suebkaa, (2009), Tungpantong, (2017); and Saa, (2017). Each of the 26 questions was ended with a five-point likert scale, ranging from 5=very satisfied, 4= quite satisfied, 3= satisfied, 2= dissatisfied, to 1= very dissatisfied. And the questions used in the



questionnaire explore four main dimensions of the satisfaction including: 1) Teaching and Learning process; 2) Learning activities; 3) Learners' roles; and 4) Benefits from learning. And the questionnaires were qualified by the 3 experts to find IOC (Index of Item – Objective Congruence). It was found that the ioc of the questionnaires is 0.90.

Research procedure

The research procedure in this study can be divided into 4 phases. In the first phase, the learners learnt in the face-to-face classroom for 10 periods. The teaching styles includes jigsaw activities, problem solving, group discussion, game-based learning. After that, the first questionnaire was delivered to each learner to evaluate via Google form. In the second phase, students received e-learning pedagogy for 5 periods. The activities used included jigsaw activities, lectures, group discussion, problem solving and game-based learning. The learning tools involved in e-learning period were Zooms, Google Meet, Loom, Line and Google classroom. In the final phase, participants received the second questionnaire aiming to identify their satisfaction after the 5 period e-learning pedagogies. The pre- and post- assessments of satisfaction were then compared and analyzed using SPSS program later on.

Data analysis

In the first stage, all the data were analyzed via Microsoft excel to find the average scores, standard deviation and percentage to identify the levels of satisfaction. 5 likert scores, adopted from Best (1997) were used as criteria as follows: 5=very satisfied, 4= quite satisfied, 3= satisfied, 2= dissatisfied, to 1= very dissatisfied. After that, the scores from each question were analyzed to find the average scores (\bar{x}), standard deviation (S.D.) and percentage. And then the average scores were compare with the criteria (Best, 1997) ranging from 4.50 –5.00 very satisfied; 3.50 –4.49 quite satisfied; 2.50 –3.49 satisfied; 1.50 –2.49 dissatisfied; 1.00 –1.49 very dissatisfied. And then the results from the two questionnaires were analyzed to see the statistical discrepancy between the satisfaction on traditional classroom and e-learning via SPSS by using t-test.

Results

All the data collected from the questionnaire were entered into computer for further computation and analysis. The mean of satisfaction on traditional classroom (\bar{x} = 4.35, s.d = 0.62) is significantly higher than that in e-learning classroom (\bar{x} = 3.60, s.d =



0.88) conditions; $t(50) = 11, p = 0.00$. Therefore, the hypothesis “satisfaction in traditional classroom is significantly higher than that in e-learning classroom” is accepted.

Table 2 t-test

	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Total Equal variances assumed	3.596	.064	10.955	50	.000	.74923	.06839	.61187	.88659
Equal variances not assumed			10.955	47.003	.000	.74923	.06839	.61165	.88681

However, when looking into the deeper details, the most and least satisfactory dimensions of both traditional and e-learning have been identified as follows:

Table 3 Data presentation

Satisfaction on learning in traditional and E-learning	Traditional Classroom			E-learning		
	\bar{x}	S.D.	Levels	\bar{x}	S.D.	Levels
Teaching and Learning Process						
1. The subject contents correspond with the learners' expectation.	4.45	0.57	quite satisfied	4.09	0.59	quite satisfied
2. The balance of the teacher's and learners' roles	4.34	0.67	quite satisfied	3.52	0.81	quite satisfied



Satisfaction on learning in traditional and E- learning	Traditional Classroom			E-learning		
	\bar{x}	S.D.	Levels	\bar{x}	S.D.	Levels
3. Flexibility of learning	4.06	0.79	quite satisfied	4	0.8	quite satisfied
4. The teacher provides clear examples for learning activities and learners can understand.	4.57	0.6	quite satisfied	3.7	0.77	quite satisfied
5. Teaching and learning process provides the rooms for interaction.	4.7	0.5	very satisfied	3.15	0.94	satisfied
6. Teaching and learning atmosphere makes learners pay attention to the individual and group activities.	4.32	0.7	quite satisfied	3.39	1	satisfied
7. The teacher uses a variety of interesting techniques to manage teaching and learning, aside from lecturing.	4.49	0.66	quite satisfied	3.65	0.89	quite satisfied
8. The teacher can help the learners when they have the enquiries.	4.49	0.63	quite satisfied	3.87	0.8	quite satisfied
Average	4.4275	0.64	quite satisfied	3.67125	0.825	quite satisfied



Satisfaction on learning in traditional and E-learning	Traditional Classroom			E-learning		
	\bar{x}	S.D.	Levels	\bar{x}	S.D.	Levels
Activities						
1. Assigned tasks are appropriate.	4.16	0.64	quite satisfied	3.81	0.68	quite satisfied
2. Learners can ask, answer, talk and consult with the teacher closely.	4.51	0.57	very satisfied	3.94	0.81	quite satisfied
3. Learning activities helps learners to understand the contents.	4.32	0.54	quite satisfied	3.24	0.93	satisfied
4. Learning activities provides the rooms for collaboration.	4.45	0.53	quite satisfied	3.4	0.9	satisfied
5. Learning atmosphere supports learning.	4	0.75	quite satisfied	3.5	0.88	quite satisfied
6. Learning activities enables learners to interact with classmates.	4.58	0.6	very satisfied	3.7	0.83	quite satisfied
7. Questioning and exemplification always stimulate thinking.	4.43	0.66	quite satisfied	4.01	0.76	quite satisfied
Average	4.35	0.612857143	quite satisfied	3.65	0.82	quite satisfied
Learners' roles						
1. Learners can manage their own learning stages.	3.75	0.7	quite satisfied	3.83	0.72	quite satisfied



Satisfaction on learning in traditional and E-learning	Traditional Classroom			E-learning		
	\bar{x}	S.D.	Levels	\bar{x}	S.D.	Levels
3. Exchange the knowledge, discuss and express the opinions to the classmates.	4.57	0.6	very satisfied	3.37	1.03	satisfied
4 Learners feel interested and like the learning activities.	4.3	0.66	quite satisfied	3.24	1.13	satisfied
5. Able to manage the time better	4.2	0.6	quite satisfied	3.78	0.9	quite satisfied
Average	4.19	0.622	quite satisfied	3.5	0.952	quite satisfied
Benefits from learning						
1. Teacher should apply the learning process (traditional classroom and e-learning) with every subject.	4.17	0.67	quite satisfied quite satisfied	3.24	1.16	satisfied
2. Learning and teaching processes give good results.	4.37	0.65	quite satisfied	3.31	0.99	satisfied
3. Learning and teaching processes enhance learners' thinking process.	4.47	0.57	quite satisfied	3.61	0.81	quite satisfied
4. Learning and teaching processes can help learners to gain knowledge and understand the learning contents.	4.47	0.57	quite satisfied	3.53	0.9	quite satisfied



Satisfaction on learning in traditional and E-learning	Traditional Classroom			E-learning		
	\bar{x}	S.D.	Levels	\bar{x}	S.D.	Levels
5. Learning and teaching processes can help learners to be disciplined.	4.53	0.67	very satisfied	3.68	0.98	quite satisfied
6. Learners gain both knowledge and morality in the learning contents from the learning and teaching process.	4.32	0.61	quite satisfied	3.83	0.77	quite satisfied
Average	4.38	0.623333333	quite satisfied	3.53	0.935	quite satisfied
Total	4.35	0.62	quite satisfied	3.60	0.88	quite satisfied

The table 3 above shows the data collected from the 2 questionnaires. In the traditional classroom, the score of the satisfaction in the dimension of teaching and learning process is the highest ($\bar{x} = 4.43$, s.d = 0.64), followed by that of the benefits ($\bar{x} = 4.38$, s.d = 0.62), and the dimension of activities ($\bar{x} = 4.35$, s.d = 0.61). All of them are in the quite satisfied level. Moreover, some learners reflected that they have the chance to interact via a variety of activities in the class. They love the interaction modes in the classroom, and can ask the teacher immediately. And they also love that traditional classroom provides the time for them to learn and practice from the real situation. However, learners commented that “traditional classroom needs to be delivered in the large class, and equipped with learning and teaching instruments”; “Some clearer examples should be provided”; and some parts need more discussion”.

For e-learning, the score of the satisfaction in the dimension of teaching and learning process is the highest ($\bar{x} = 3.67$, s.d = 0.83), followed by that of the activities ($\bar{x} = 3.66$, s.d = 0.83), and the dimension of benefits ($\bar{x} = 3.53$, s.d = 0.83). All of them are in



the quite satisfied level. Additionally, learners commented that e-learning is not quite effective for their learning because of the limitation on internet access, the lack of interaction, unclear examples, and no room for discussion. Five of them said they prefer traditional classroom. The result seems convincing, which will be explained in the following section.

Discussion and Conclusion

The result of the present study can be concluded as follows:

1. 55 English instruction majored undergraduate students preferred traditional classroom ($\bar{x} = 4.35$, s.d = 0.21) to e-learning classroom ($\bar{x} = 3.60$, s.d = 0.27) conditions; $t(50) = 11$, $p = 0.00$. This is quite contrastive to (Suebka, 2009; Kongmoh 2017; Jirapatcharoen 2011; and Strong et al, 2012) because they found that the average satisfactory score on e-learning is more than 4.

2. In the traditional classroom, the score of the satisfaction in the dimension of teaching and learning process is the highest ($\bar{x} = 4.43$, s.d = 0.64), followed by that of the benefits ($\bar{x} = 4.38$, s.d = 0.62), and the dimension of activities ($\bar{x} = 4.35$, s.d = 0.61). And For e-learning, the score of the satisfaction in the dimension of teaching and learning process is the highest ($\bar{x} = 3.67$, s.d = 0.83), followed by that of the activities ($\bar{x} = 3.66$, s.d = 0.83), and the dimension of benefits ($\bar{x} = 3.53$, s.d = 0.83).

From the results, in traditional classroom, the lessons were presented in face-to-face mode. This enables learners to interact with one another. Learners can share, ask, discuss and clarify with classmates and the teacher whenever they want (Tran, 2016). The teacher can also give clear examples, thus they learnt in the class effectively. Aside from that, although the contents of the lessons were delivered in the traditional classroom, the teacher use a variety of activities to help them learn, for example: jigsaw activities, which students study the contents by themselves in the class, and then they demonstrated their understanding to another friends, group and class discussion, case study, problem-solving, game-based learning, presentation and experience sharing. These activities are 'active learning'. This kind of learning involves the active construction of meaning by the learner via the participation and the interaction. People learn best when they have some personal connection to the concepts to be learned, and understand accepted knowledge and facts best when they can actively manipulate, use or do

something with the information (Schoen, 2016). For these reasons, learners preferred traditional to e-learning.

E-learning has its own advantages as well. One thing is that the contents in e-learning correspond with learners' expectation. This is because the teacher told the objectives of the learning clearly. The software can give student reminders via automated emails and uses trackers to give students indicators of their performance and percentage of assignments completed (Tran, 2016; and Singh et al., 2020). In addition to this, e-learning is flexible in learning because students can learn whenever they want. Moreover, learners can ask and answer the question closely via communicative tools (Tran, 2016). For this reason, the overall satisfaction of the four dimensions in e-learning is in the quite satisfied level. On the other hand, e-learning has the limitation on the interaction. Mostly learners learn the contents from the vdo podcast, social network and live vdo. This is quite similar to the normal lecture modes, where learners are just the information receivers. Even if they can chat and interact via chat, it is not quite comfortable for them (Black, 2002). Additionally, the activities used were not quite various, as they lack of interaction and immediate whole class discussion. Moreover, from the learners' comments, the learners felt that learning online is not quite effective for them. They lack of stimulation to learn and do activities by the teacher, and some learners learn in the inappropriate learning atmosphere due to their own limitations. So, learners do not quite prefer e-learning. For these reasons the present study provides the implication for teaching and future study as follows:

1. E-learning lesson should provide more interaction and participation.
2. Learning activities need to be various. The teacher should think about learners' roles.
3. There must be special time for the consultation.
4. Contents and examples of e-learning should be clear.
5. The teacher may set the rules and disciplines to stimulate learners to learn.
6. The future research may focus on developing the e-learning system that provides more interaction; and may concentrate of the progress after the use of e-learning.



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