

The Students' Satisfaction toward Managerial Economics Class

Sauwaluck Koojaroenprasit, Kasetsart University, Thailand

The Asian Conference on Education & International Development 2017
Official Conference Proceedings

Abstract

As a policy of the Minister of Education that want all the educational institutions improve the quality of their students to be smart, good, and happy person. Kasetsart University has realized about the importance of this policy, so all lecturers were encouraged to do the classroom research to improve and update their teaching.

The objective of this study was to analyze the students' satisfaction toward the managerial economics class. The methodology was a survey by collecting 47 questionnaires from students registered in this class. All respondents were the students in the department of economics at Kasetsart University, Thailand. This study employed Weighted Average Index (WAI). The results showed that the students had highly satisfaction toward taking the midterm and final exam with WAI 0.70 and 0.74, respectively. For the activities participated in this class, they had very highly satisfaction toward an oral presentation and summarization of the assignments with the same WAI (0.84). For their opinion toward the student-centered classroom, 74.47 percent of the respondents thought that this class was the student-centered classroom.

Keywords: classroom research, satisfaction

iafor

The International Academic Forum

www.iafor.org

Introduction

As a policy of the Minister of Education that want all the educational institutions in Thailand improve the quality of their students to be smart, good, and happy person. Kasetsart University have realized about the importance of this policy, so they support all lecturers to do the classroom research to improve and update their teaching to get that qualification and will be one of the quality education of the university's guarantees.

Significant documentation exists to demonstrate that in order to develop and improve teaching, lecturers need to reflect on what they do on a regular basis. Classroom research is one way of improving reflectivity which in turn helps improve various aspects of learning in the classroom (Mills, 2003; Alber & Nelson, 2002; Falk & Blumenreich, 2006). Often lecturers fear getting involved in classroom research. They do not see how research can enhance their work because they lack training and knowledge to see the connection (Glanz, 2003).

As Nunan and Baily (2009) explain, there are different possible definitions for "classroom research". Fundamentally, classroom research involves doing research in school setting about teaching and learning. In this paper I define classroom research as a process of investigation questions about teaching and learning that is undertaken by lecturers who want to improve their teaching and the learning of their students.

The department of economics, Kasetsart University has also encouraged the lecturers to do classroom research. The managerial economics is the integration of economics subject in the department of economics and the management subject in the department of business administration.

Objective of the Study

The objective of this study is to study the students' satisfaction and comments toward managerial economics class.

Research Methodology

Sample

The sample in this study was undergraduate students in the department of economics, Kasetsart university. The subject in this study was forty seven students undergraduate students enrolled in a basic 200 level economics course. The class met for 90 minutes twice a week during a 16 week semester. There are three majors in the department of economics; economics, agricultural economics and cooperatives economics. All students enrolled were economics major. Of the participating students 46 were sophomores and 1 senior. The course used power point handouts, had students participate in some activities such as summarization of the assignments, an oral presentation (in addition to other course requirements) and required students to take two exams. The final grade was aggregated by adding up the exams, summarization of the assignments and an oral presentation.

Data Analysis

A questionnaire survey was used to identify the students' satisfaction. The questionnaire was divided into three parts. The first part probed for students' personal data. The second part inquired about students' satisfaction toward this class, and the final part was open-ended questions to elicit students' comments for this class.

Questionnaire responses used a five-point Likert scale implemented to assess students' satisfaction toward this class. The respondents answered, on this five-point Likert scale, indicating whether they were very poor, poor, moderate, good or very good by assigning weights. Then, a weighted average index (WAI) was applied to analyze students' satisfaction. Following (A. Black and Dean J. Champion, 1976), WAI has been computed using Equation (1).

$$I = (\sum s_i f_i) / N \quad (1)$$

where, $I = \text{WAI}$, such that $0 \leq I \leq 1$, s_i denotes the scale value at the i -th priority ranging from very poor, poor, moderate, good to very good, f_i denotes the frequency of the i -th priority and N is equal to the total number of observations = $\sum f_i$. WAI was used to transform the satisfaction of respondents from a nominal scale (very poor–very good) into numeric scores. The scores were classified into five levels by providing weights, such as: 0–0.20 = very poor; 0.21–0.40 = poor; 0.41–0.60 = moderate; 0.61–0.80 = good; 0.81–1 = very good.

Results

Students' Personal Data

Of the participating students 46 were sophomores and 1 senior. There are 20 male students and 27 female students. A majority of the students are 20 years old with their cumulative grade point average between 2.50 to 2.99.

Students' Satisfaction

Table 1 showed the students' satisfaction toward this class. The results showed that the students had highly satisfaction toward taking the midterm and final exam with WAI 0.70 and 0.74, respectively. For the activities participated in this class, they had very highly satisfaction toward an oral presentation and summarization of the assignments with the same WAI (0.84). For their opinion toward the student-centered classroom, 74.47 percent of the respondents thought that this class was the student-centered classroom (table 2).

Table 1: Students' Satisfaction

Satisfaction toward.....	Weighted Average Index (WAI)
a midterm exam	0.70
a final exam	0.73
an oral presentation	0.84
summarization of the assignments	0.84
power point handouts	0.86

Notes: WAI: 0–0.20 = very poor; 0.21–0.40 = poor; 0.41–0.60 = moderate; 0.61–0.80 = good; 0.81–1 = very good

Table 2: Students' Opinion toward Student-Centered Classroom

Do you think this class is the student-centered classroom?	number of respondents	percent
Yes	35	74.47
No	3	6.38
Not sure	9	19.15
Total	47	100.00

Students 's Comments for This Class

1. This class should have textbook.
2. The font size of power point handouts was too small.
3. This class should have a field trip.

Conclusion

The objective of this study is to study the students' satisfaction and comments toward managerial economics class. A questionnaire survey was used to identify the students' satisfaction. The sample in this study was undergraduate students in the department of economics, Kasetsart university.

The results showed that the students had highly satisfaction toward taking the midterm and final exam The results showed that the students had highly satisfaction toward taking the midterm and final exam. For the activities participated in this class, they had very highly satisfaction toward an oral presentation and summarization of the assignments. 74.47 percent of the respondents thought that this class was the student-centered classroom.

References

A. Black., & Dean J. Champion. (1976). *Methods and Issues in Social Research*. John Wiley & Sons Inc.

Alber, S.R., & Nelson J, S. (2002). *Putting Research in the Collaborative Hands of Teachers and Researchers: An Alternative to Traditional Staff Development*. *Rural Special Education Quarterly*, 21(2).

Falk B. & Blumenreich M. (2006). *The Power of Questions: A Guide to Teacher and Student Research*. Heinemann Portsmouth: NH.

Glanz, G (2003). *Action Research: An Educational Leader's Guide to School Improvement*. 2nd ed. Christopher-Gordon Publishers, Inc. : Massachusetts.

Mills G.E., (2003). *Action Research: A Guide for the Teacher Research*. 2nd ed. Merrill Prentice Hall: Columbus.

Nunan, D., & Baily, K.M. (2009). *Exploring Second Language Classroom Research*. Boston: Heline.

Contact email: fecoslp@ku.ac.th