



The Study of Satisfaction toward Chinese Course -The Case of Wat Aiyikaram School of Thailand

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Abstract

Nowadays, with the steady improvement of China's economic and cultural comprehensive strength, the Chinese education industry around the world has continued to heat up. As a major base for Chinese language promotion, Thailand has realized the importance of learning Chinese increasingly since the liberalization of Chinese language learning in 1992, which started an upsurge of Chinese language teaching in schools across the country. However, with the rapid development of Chinese education industry in Thailand is confronted with a decline in the quality of teaching, whose students are not academically sophisticated. Also, the market demand is not proportional to the talents cultivated by the school. Therefore, enhancing education management and cultivating talents consistent with social needs are shared concerns in the education sector. Based on the research of student satisfaction surveys, this study uses the theory of customer satisfaction and the characteristics of the school's education to conduct a satisfaction survey of Wat Aiyikaram schools' students. The experimental data were analyzed and obtained by Statistical Product and Service Solutions software. After analysis, the conclusions were made. Finally, a logical recommendation should be given for Wat Aiyikaram schools to improve course satisfaction from the aspects of reforming the curriculum system, strengthening curriculum management, improving curriculum resources, and strengthening the construction of study style.

Keywords: *Chinese class, Wat Aiyikaram schools, class satisfaction study*

1. Introduction

The overall service culture level of Chinese education industry in Thailand has been continuously improved after more than 20 years of development, and its comprehensive competitiveness in the field of the education industry has been continuously strengthened. The Chinese education industry is the most promising industry.

However, the Thai Chinese education industry is also facing some problems on a fast-paced development, the most profound of which is the classroom management problem. Some scholars have summed up the relevant research. Researchers, Good and Brophy (2000), thought that classroom management is the process of establishing and maintaining a useful learning environment. The researcher Emmer (1987) clarified that classroom management refers to a series of behaviors and activities that teachers use to promote mutual help and involvement of students in classroom activities. According to McCaslin & Good (1992), classroom management is far from inducing the submission of learners. It can also be used to promote self-understanding, self-evaluation, and internalization of learners. Wu (1990), a Taiwanese scholar, regarded class planning as classroom management. They felt that the class was a diversified organism. Han (2006) conducted a survey of college freshmen in the United States. It turned out that there are various styles of student satisfaction in the United States, covering all aspects of higher education. Fan (2006) described the quality of education, the behavior of foreign students and the value of educational services in classroom management with his own experience in Beijing Higher Education School in China. The results show that learners have set up disciplines, and the level of satisfaction is higher. Li (2016) conducted a survey on the satisfaction of students from the five external conditions of the classroom environment, such as the lecture environment, lectures and syllabus, interpersonal relationships in the lectures, teacher's orthodox education, teaching feedback, and performance evaluation. Tian (1996) considered that classroom management was a gradual process. Ding (2010) also used Shanghai universities as the survey object to examine the learning and life experiences of thousands of students and obtained information on school service and teaching quality evaluation. Based on related research achievements, Yang and Liu (2006) put forward the "customer" satisfaction index model of Chinese higher education.



Other scholars such as Liu (2006) also conducted various argumentation studies on the elements that affect classroom satisfaction.

To sum up, in order to promote the development of classroom management satisfaction and improve the coefficient of student satisfaction, the researchers believe that its development should be thoroughly studied and comprehensively analyzed. In the research process of writing, this paper investigated the relevant factors that affect student satisfaction deeply based on the experiences of previous researchers, and then drew the results of students' satisfaction with classroom management. The results will help the reform of teaching and promote the long-term development of the education industry. In the future, it is necessary to conduct a multi-dimensional comparative analysis on the development of classroom satisfaction and understand the characteristics shortcomings of Chinese classroom satisfaction in different regions. Promote the good, avoid the short, to achieve sustained and steady development of the education industry.

2. Objective

The research of this paper is based on a certain theoretical basis and combines the views of the predecessors. There are three main purposes.

1. To analyze the current development of the Wat Aiyikaram school in Thailand, pointing out the shortcomings in the development of classroom management satisfaction in this school.

2. To analyze the school curriculum system, curriculum management, curriculum resources, teacher teaching, learning cognition, and learning environment, investigate the factors affecting students' classroom satisfaction and how to assess the satisfaction of classroom management mode, and put forward reasonable development strategy.

3. To analyze the study of the curriculum management of Thai schools, this paper is designed to understand the current status of curriculum satisfaction, identify problems and shortcomings, develop reasonable planning, and provide some usefulness for the development of classroom management satisfaction in local and other urban schools in the future.

3. Materials and Methods

The researchers conducted a survey on the satisfaction of Chinese language courses for students at Wat Aiyikaram school in Thailand. The survey focuses on third-, sixth-, and third-grade students. In this survey, face-to-face direct distribution methods had adopted and questionnaires were sent to the classrooms in these three selected grades. A total of 205 questionnaires were distributed and 201 valid questionnaires were returned, including 62 in the third grade, 73 in the sixth grade, and 66 in the third grade. The overall questionnaire efficiency rate was 98%.

3.1 Sampling method

The researcher will design a questionnaire for the satisfaction of the course, and distribute the questionnaire to investigate the current satisfaction of the students participating in the course activities. The statistical analysis of the survey results is the basis for a better research proposal.

3.2 Classroom observation

The researcher made full use of the internship opportunities at the Wat Aiyikaram school, conducting a course observation on the respondents, collecting data directly or indirectly from the course scenarios, and making corresponding classroom management research methods based on the materials.

3.3 Semi-structured interview

In order to make full use of the results of the questionnaires, the researcher will go to the Wat Aiyikaram school to select seven people for semi-structured interviews and to understand their views on classroom management satisfaction.

3.4 Data analysis method

In order to make the data more accurate, the researcher uses SPSS17.0 software to analyze the data.

3.5. Analytic hierarchy process

Analytic Hierarchy Process (AHP), also known as hierarchical analysis, is an analytical method that combines qualitative and quantitative analysis invented by American operations researcher Thomas Saaty (TLSaaty) in the mid-1970s.



4. Results and Discussion

The results are as follows.

(1) Satisfaction analysis of the curriculum system

Aiming at the key indicator of the curriculum system, the indicator system decomposes it into two aspects: curriculum applicability and curriculum structure. Among them, Q1 corresponds to the curriculum adaptability and Q2 corresponds to the curriculum structure. The satisfaction survey is shown in Table 1:

Table 1 Statistical table of Satisfaction of Students' Chinese Curriculum System

Course system		Very dissatisfied	Dissatisfied	Just so so	Satisfied	Very satisfied	Overall
Q1							
Course suitability	Number of people	8	6	88	65	34	201
	Proportion	4%	3%	44%	32%	17%	100%
Q2							
Course structure	Number of people	6	6	47	83	59	201
	Proportion	3%	3%	23%	41%	29%	100%

As can be seen from Table 1, in terms of the adaptability of the Q1 curriculum, among the 201 students in the survey, the number of people who are satisfied with the above attitude is about half, and the largest proportion is the number of people with satisfaction. For the Q2-related curriculum structural factors, the satisfaction of the above accounted for 70%, compared with the applicability of the course, the situation is more optimistic. Among them, the most satisfied students, the proportion of students who are very satisfied is more than 6 percentage points higher than the average student.

(2) Satisfaction analysis of course management

Table 2 Statistical table of Student Chinese Course Management Satisfaction

Curriculum resource		Very dissatisfied	Dissatisfied	Just so so	Satisfied	Very satisfied	Overall
Q3 Arrangement of frequency	Number of people	8	15	68	70	40	201
	Proportion	4%	7%	34%	35%	20%	100%
Q4 Arrangement of time	Number of people	3	17	67	78	36	201
	Proportion	1%	8%	33%	39%	18%	100%
Q5 Selection of textbook	Number of people	2	9	50	88	52	201
	Proportion	1%	4%	25%	44%	26%	100%
Q6 Teaching management	Number of people	3	6	59	83	50	201
	Proportion	1%	3%	29%	41%	25%	100%

As can be seen from Table 2, for the arrangement of the frequency of the Q3 curriculum, more than half of the people are satisfied with the above attitude. For the Q4-related curriculum duration factors, about 60% of the students are satisfied. For the Q5 textbook selection, 70% of students are satisfied. Compared with the selection of Q6 course materials, the proportion of general satisfaction in teaching management is slightly higher, accounting for 29%.



(3) Satisfaction analysis of curriculum resources

Table 3 Statistical table of Student Chinese Course Resource Satisfaction

Course management		Very dissatisfied	Dissatisfied	Just so so	Satisfied	Very satisfied	Overall
Q7 In-school curriculum resource	Number of people	6	9	84	69	33	201
	Proportion	3%	4%	42%	34%	16%	100%
Q8 Out-of-school curriculum resource	Number of people	3	7	52	90	49	201
	Proportion	1%	3%	26%	45%	24%	100%
Q9 Network consulting resources	Number of people	3	6	59	91	42	201
	Proportion	1%	3%	29%	45%	21%	100%

As can be seen from Table 3, for the Q7 class on-campus curriculum resources, the number of people who are satisfied with the above attitude is 50%. For the Q8-related extracurricular curriculum resources, the most satisfied students are 45%. For Q9 network consulting resources, satisfaction levels are highly consistent with off-campus curriculum resources. The number of satisfied people is the highest, accounting for the same proportion. This shows that the Wat Aiyikaram school in Thailand has invested a lot in the allocation of resources for Chinese courses. The school creates more resources for learning and development.

(4) Satisfaction analysis of teacher teaching

Table 4 Statistical table of Teaching Satisfaction of Students in Chinese Courses

Teaching		Very dissatisfied	Dissatisfied	Just so so	Satisfied	Very satisfied	Overall
Q10 Teaching method	Number of people	5	15	70	78	33	201
	Proportion	2%	7%	35%	39%	16%	100%
Q11 Teaching attitude	Number of people	1	5	31	79	85	201
	Proportion	0%	2%	15%	39%	42%	100%
Q12 Specialty knowledge & skill	Number of people	4	8	49	83	57	201
	Proportion	2%	4%	24%	41%	28%	100%
Q13 Extra-curricular knowledge	Number of people	5	7	59	83	47	201
	Proportion	2%	3%	29%	41%	23%	100%

As can be seen from Table 4, in general, in terms of teacher teaching, the satisfaction of students is not less than 55%, and the satisfaction rate of educational attitudes is 81%. Specifically, for the teaching method of Q10 teachers, the satisfaction level accounted for about 35%, which is the highest proportion of the four factors of teacher teaching, and the number of students who are dissatisfied is also the most. Satisfaction with teaching attitudes is the best of the four factors. In terms of teaching professional knowledge, skills, and extracurricular knowledge development, the number of satisfied students is the most, more than 40%.



(5) Satisfaction analysis of learning cognition

Table 5 Statistical table of Students' Cognitive Satisfaction in Chinese Courses

Learning cognitive		Very dissatisfied	Dissatisfied	Just so so	Satisfied	Very satisfied	Overall
Q14	Number of people	8	16	73	70	34	201
Curriculum learning method	Proportion	4%	8%	36%	35%	17%	100%
Q15	Number of people	11	19	80	60	31	201
Attitude of course learning	Proportion	5%	9%	40%	30%	15%	100%
Q16	Number of people	10	14	60	59	58	201
Completeness of course	Proportion	5%	7%	30%	29%	29%	100%
Q17	Number of people	8	14	61	88	30	201
Chinese language proficiency	Proportion	4%	7%	30%	44%	15%	100%

As can be seen from Table 5, from the perspective of Q14-related course learning methods, satisfied and average students are around 70 people, evenly matched. Regarding Q15-related courses, the number of people with a neutral attitude is the highest among the four factors, accounting for 40%. For the completion of Q16 work, students who are satisfied and very satisfied are equally divided, each accounting for about 30%. The number of people who are satisfied with the ability to speak, read and write is the highest, accounting for 44%.

(6) Satisfaction analysis of the learning environment

Table 6 Statistical table of Student Learning Environment Satisfaction

Learning environment		Very dissatisfied	Dissatisfied	Just so so	Satisfied	Very satisfied	Overall
Q18	Number of people	12	11	68	69	41	201
Facilities	Proportion	6%	5%	34%	34%	20%	100%
Q19	Number of people	7	12	66	81	35	201
Construction of study style in school	Proportion	3%	6%	33%	40%	17%	100%
Q20	Number of people	7	8	57	75	54	201
Construction of study style in class	Proportion	3%	4%	28%	37%	27%	100%
Q21	Number of people	5	7	60	81	48	201
Learning atmosphere	Proportion	2%	3%	30%	40%	24%	100%

As can be seen from Table 6, in Q20 and Q21, the number of students satisfied and very satisfied with the learning environment is the highest, accounting for 64% of the total number. The dissatisfaction rate of Q18 school conditional facilities is the highest among learning environment factors, reaching 11%. In general, students' satisfaction with school soft construction is better than hardware facilities.

The results of Semi-structured interview

There are no significant differences between Thai and Chinese teachers on the objective conditions of curriculum implementation, curriculum resources, and learning environment. Everyone thinks that the arrangement of the curriculum system, relative to the applicability, needs to be improved in the next step. In



terms of curriculum resources, they think that it should make full use of the Internet, an advantage of the proximity of China and Thailand time zones, and the external environmental advantages of Chinese tourists to broaden the channels for students learning Chinese. At the same time, in the learning environment of Chinese courses, teachers generally affirm the construction of school and class. They think that the school's facilities are in the middle and upper levels within the scope of the city. However, there is still a lot of space for improvements. First of all, the curriculum structure, applicability, curriculum resources, teaching methods, course learning methods, school conditions, and facilities need to improve in the next step. Next, making the course structure more suitable for students at different stages is required. Finally, enriching the teaching resources inside and outside the school and optimizing the facilities with the help of the Internet and location advantages should be followed. At the same time, improving the teaching methods of Chinese teaching, guiding students to learn Chinese better, and achieving better teaching results are also important.

5. Conclusion

This paper proves that the relevant research on the theory of customer satisfaction in education is appropriate through empirical research on the satisfaction survey of Chinese courses in Wat Aiyikaram School. As customers of the school, students come to the school to pay for the goods (education services) provided by the school. The satisfaction study is based on the theory of customer satisfaction. The degree of student satisfaction reflects the school's curriculum system, curriculum management, curriculum resources, teacher teaching, learning cognition, and learning environment to a certain extent which are the fundamental conditions for the development of the school. Improvement is conducive to improving students' emotional loyalty and creating a good social effect for the school, which is conducive to the school to maintain a favorable competitive situation in the increasingly harsh market environment and ensure the sustainable development of the school. Through an in-depth analysis of student satisfaction, we have a clearer grasp of the current state of student satisfaction. Although the overall satisfaction of the students' course satisfaction is not bad, we also see that there are still some shortcomings in many aspects. We need to give suggestions for improving the satisfaction of the course from the various factors that affect the satisfaction of the students' courses.

1. Deepen the reform of the curriculum system

Reasonable curriculum applicability is a good impetus to promote students' learning. Therefore, it is recommended that schools should have no more than 20 students per class. This is for the convenience of teaching. If there are more people participating in the study, even if the teacher's teaching level is higher, it is impossible to take into account the quality of learning of each student. If the number of people is small, the teacher can pay more attention to students and the students will be more engaged, the masters will be stronger, and the students will be able to ask questions at any time. The teacher will give timely feedback so that there will be no accumulated problems.

2. Strengthen curriculum management

As a carrier of knowledge and a tool for teachers to impart knowledge, textbooks are very important for students and teachers. In the selection of teaching materials, Wat Aiyikaram school should be in accordance with the actual selection requirements of the students and the materials required by the students. The second suggestion is that teachers should open some dialogue exercises according to the students or focus on improving the students' Hands-on ability—painting, describing what is being learned in the form of painting.

3. Improve the construction of curriculum resources actively

Student satisfaction of in-school gatherings and symposiums arranged by teachers in the school curriculum resources is lower than the off-campus curriculum resources and network consulting resources according to the previous study. First, schools can set up a gathering of parents and teachers and create a cultural corner to understand each other's characteristics and gain mutual trust. Second, schools can also create feedback and a column to collect suggestions so that more parents can get information about the education of children from the column, which is beneficial to parents' ways and ideas to educate their children. Third, schools can open one or two online classes every week to make full use of the Internet and spread Chinese history and culture.



4. Strengthen teacher construction continually

Through the survey, the writer found that students' satisfaction with teachers' teaching has not yet reached a satisfactory level. Schools should carry out reforms and innovations in teaching methods. Schools should increase the training of "communication-based" teachers so that Chinese is actually linked to students' lives. Consequently, students can see that Chinese is everywhere in their lives and they are natural, cordial, and authentic.

5. Improve students' learning awareness Continuously

Strengthening guidance and helping students to establish a correct attitude towards learning is recommended. Schools should start from the perspective of students and let students know that the purpose of learning is not to graduate, but to gain knowledge, improve professional skills, and gain social recognition through active learning. Through publicizing typical deeds, schools should help students to establish a correct learning attitude, stimulate students' enthusiasm for learning, and achieve students' learning goals. Regarding strengthening student learning methods and experience exchange, the head in class can develop good learning and exchange meetings and multi-level exchange meetings among students. The head should also encourage students to share good learning methods and experiences among students to make more students master better and more efficient.

6. Create a good learning environment

To improve learning conditions and facilities, first, schools should arrange several Chinese reading rooms, replace old multimedia classrooms with a new one, and add a Chinese TV station in the campus radio station after the morning exercise to broadcast Chinese songs and story sessions. Second, the schools should strengthen the construction of the style of study and enhance the overall learning atmosphere of the school by carrying out the theme activities of the school-wide study style construction, which is conducive to the cultivation of students' study habits. At the same time, students' ideological education should be further strengthened to guide students to change from ideological "do not want to learn" to "active learning."

6. Acknowledgements

Time flies and my life of postgraduate will come to an end. My heart is full of emotions. I will never forget the good old days in Rangsit University. I would like to thank my supervisor, Professor Yang Shucheng, for your careful guidance in the process of writing my graduation thesis. My paper was completed on schedule. Your academic rigor and a tireless work attitude are examples for me.

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