An Evaluation of Service User Satisfaction with Activities and Services in the English Training Program for Undergraduate Students: A Case Study of the Language Institute, Suan Sunandha Rajabhat University, Fiscal Year 2024

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Abstract

This study investigates the level of satisfaction among undergraduate students at Suan Sunandha Rajabhat University regarding the quality of activities and services provided in the university's English training program. This program was designed by the Language Institute to equip students with essential language skills necessary for academic and professional success in a globalized world. The research evaluates various aspects of the program, including instructional quality, support services, faculty expertise, facilities, and curriculum content. Data collection was conducted through surveys and analyzed using descriptive and inferential statistics to understand factors affecting student satisfaction. The findings reveal high satisfaction levels in instructional clarity and faculty support, suggesting that these areas significantly contribute to students' language development and confidence. Based on these findings, the study offers recommendations to further enhance program effectiveness and better meet students' needs.

Keywords: Student Satisfaction, English Training Program, Service Quality

1. Introduction

English proficiency is a cornerstone of success in today's interconnected world, essential for academic, professional, and personal development. To address this, Suan Sunandha Rajabhat University established the Language Institute to provide structured English training for its students. This program focuses on developing skills in listening, speaking, reading, and writing while fostering confidence and motivation. The research evaluates the program's effectiveness by assessing student satisfaction, aiming to refine its activities and services. By aligning with global education standards, the university seeks to prepare students for success in a competitive international environment

1.1 Research Objective

    1.1.1 To evaluate the satisfaction of service users with the quality of services provided by the Language Institute, Suan Sunandha Rajabhat University.

1.1.2 To identify problems and gather suggestions from service users regarding the quality of services provided by the Language Institute, Suan Sunandha Rajabhat University.

2. Literature Review

2.1 Creating Experience Value to Build Student Satisfaction in Higher Education (Gunarto & Hurriyati, 2020)

This study emphasizes the importance of co-creation in enhancing student satisfaction. By involving students directly in various campus activities, higher education institutions can strengthen student engagement and increase the perceived value of their educational experience. The research highlights that higher levels of co-creation lead to stronger attachments between students and their institutions, thereby elevating satisfaction levels.

2.2 Mining Student Responses to Infer Student Satisfaction Predictors (Afrin, Rahaman, & Hamilton, 2020)

Utilizing machine learning techniques, this research identifies key predictors of student satisfaction related to course content and instructor attributes. The findings suggest that course-related factors have a more significant impact on student satisfaction compared to instructor-related factors, providing valuable insights for curriculum development and teaching strategies.

2.3 Student Satisfaction and Interaction in Higher Education (Wong, W. H., & Chapman, E., 2023)

This study examines the role of interpersonal interactions in shaping student satisfaction within higher education. It identifies that the quality and type of interactions between students and faculty, as well as among peers, are critical determinants of overall satisfaction, underscoring the importance of fostering a collaborative and engaging academic environment.

2.4 An Experimental Study of Satisfaction Response: Evaluation of Online Collaborative Learning (Cheng, Wang, Huang, & Zarifis, 2023)

Focusing on online collaborative learning environments, this research evaluates how structured collaborative processes influence student satisfaction. The study concludes that well-designed online collaboration, guided by specific frameworks like thinkLets, enhances student satisfaction by providing clear structures and expectations in the virtual learning space.

2.5 Turnover Intention and Abusive Supervision and Management: Investigating the Role of Self-Identity and Future Work Self-Salience (Wongleedee, 2020)

This study examines how abusive supervision influences turnover intention, highlighting the mitigating roles of self-identity and future work self-salience. Employees with strong self-identity and clear career aspirations are less affected by hostile management, showing greater resilience. The research emphasizes fostering supportive management practices to reduce dissatisfaction and turnover, offering insights applicable to improving satisfaction in both workplace and educational contexts.

3. Methodology

This research utilized a descriptive quantitative approach to evaluate student satisfaction with the English training program at the Language Institute, Suan Sunandha Rajabhat University.

3.1 Research Design:

3.1.1 Quantitative study using surveys for data collection.

3.2 Population and Sample:

3.2.1 Target: 300 undergraduate students who participated in the fiscal year 2024.

3.2.2 Sampling: Purposive sampling to ensure participants had completed the program.

3.3 Instrument:

3.3.1 A structured questionnaire with six sections: demographic information, instructional quality, support services, faculty competency, facilities, and overall satisfaction.

3.3.2 Likert scale (1 to 5) and open-ended questions for additional feedback.

3.4 Data Collection:

3.4.1 Questionnaires were distributed at the end of the program, ensuring participants had full exposure to activities and services.

3.5 Data Analysis:

3.5.1 Analyzed using SPSS for descriptive (mean, standard deviation) and inferential (t-tests, ANOVA, correlation) statistics to identify satisfaction levels and trends.

3.6 Ethical Considerations:

3.6.1 Informed consent, confidentiality, and voluntary participation were maintained throughout the study.

3.7 Timeline:

3.7.1 Conducted from March to August 2024, including design, data collection, and analysis phases.

This methodology provides a comprehensive, ethical, and systematic framework for assessing program satisfaction and identifying areas for improvement.

4. Results

The results of this study indicate that students were generally satisfied with the English training program. Instructional quality received a high mean satisfaction score of 4.5, with students appreciating the clarity of teaching and engaging methods. Faculty competency was rated the highest at 4.6, highlighting instructors' expertise and supportive interactions. Support services were positively received with a mean score of 4.4, though students suggested improving availability and responsiveness.

Facilities and resources scored 4.3, reflecting adequate satisfaction but with feedback pointing to the need for modernization and better digital tools. The curriculum content also received a mean score of 4.4, with students valuing its diversity and practical relevance. Overall, the program achieved a mean satisfaction score of 4.4, meeting students' expectations in key areas. However, targeted improvements in facilities and support services are recommended to further enhance the program's effectiveness.

5. Discussion and Conclusion

The findings highlight several critical areas:

1. **Instructional Quality**: High satisfaction levels reflect the importance of faculty competency and engaging teaching methods.
2. **Support Services**: Effective counseling and technical support contribute positively but require further enhancements.
3. **Facilities**: Adequate facilities, though moderately rated, indicate room for modernization to align with digital learning needs.
4. **Curriculum Content**: The diverse and relevant curriculum was well-received, supporting the goals of the program.

These results align with theoretical models, showing that exceeding expectations (Expectancy-Disconfirmation Theory) and addressing basic and performance needs (Kano Model) significantly influence satisfaction.

The study concludes that the English training program effectively meets students' needs, with instructional quality and faculty competency as its strongest areas. However, enhancing facilities and expanding support services could further improve satisfaction.

Recommendations:

1. Modernize classroom facilities and integrate advanced digital tools.
2. Expand counseling and academic support services.
3. Develop specialized modules tailored to students' skill levels and goals.
4. Implement continuous feedback mechanisms for program improvement.

Acknowledgment

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