

Evaluating the Effectiveness of an Online Training Course on 'English for High-Quality Customer Service' for Undergraduate Students at Suan Sunandha Rajabhat University

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Abstract

This study assesses the effectiveness of an online training course titled "English for High-Quality Customer Service" for undergraduate students at Suan Sunandha Rajabhat University. The course aims to improve students' English communication skills and customer service abilities. A sample of 50 students participated, and data were collected through content and instructional method analysis, alongside satisfaction surveys to evaluate the course's impact on practical skills. Results indicate that the course meets student and industry needs by developing essential customer service skills. Findings show an increase in English communication scores from 65% to 85% post-training, with a high satisfaction rating of 4.2 out of 5. Additionally, students improved in complaint handling and problem-solving, with scores rising from 60% to 80%. Confidence in real-world English usage increased from 3.5 to 4.4 out of 5, and 75% of participants reported applying their skills effectively in real work. Recommendations include updating content to align with industry trends, adding practical exercises, increasing instructor support, and developing diverse assessment tools to enhance skill evaluation.

Keywords: Customer Service, English Communication, Online Training

1. Introduction

In today's rapidly interconnected world, customer service is a crucial factor contributing to the success of businesses and organizations. Having strong communication skills in English has become essential for working in cross-cultural environments. Providing high-quality customer service in English not only helps increase customer satisfaction but also builds trust and long-term relationships.

Suan Sunandha Rajabhat University recognizes the importance of developing these skills and has introduced an online training course titled "English for High-Quality Customer Service" for undergraduate students. The course aims to enhance students' knowledge and skills in using English effectively for customer service.

This course is designed to provide both theoretical knowledge and practical skills, with a focus on improving communication skills, handling complaints, and building positive customer relationships. It is delivered through an online learning platform, making it accessible anytime, anywhere.

The primary goal of this study is to evaluate the effectiveness of this online course by measuring its impact on students' English communication skills and customer service abilities. It also aims to assess student satisfaction with the course and the application of knowledge gained to real-life situations.

This study will help identify the strengths and areas for improvement in the course, which will be beneficial in refining the curriculum to be more relevant and effective in the future. It aims to better meet the needs of students and the customer service industry by delivering a comprehensive and high-quality learning experience.

1.1 Research Objective

1.1.1) To Study the Effectiveness of the "English for High-Quality Customer Service" Course This objective focuses on evaluating the effectiveness of the online training course "English for High-Quality Customer Service" in terms of outcomes. The study will analyze and assess whether the course content, teaching methods, and activities can genuinely improve students' English communication skills. Key indicators will include changes in students' English skill scores before and after the training, their ability to use English effectively in customer service scenarios, and the development of their confidence in communicating in English within a customer service context.

1.1.2) To Study the Impact of the Training Course This objective aims to analyze and evaluate the impact of the online training course on participants. It involves a detailed examination of how the course affects students' practical abilities and the application of knowledge gained to real work situations, such as managing customer complaints, providing confident customer service, and using English to communicate with customers in real-life situations. The impact will be measured through student feedback on applying the skills learned in the workplace, assessing their performance in customer service contexts, and comparing it to their abilities before the training.

2. Literature Review

2.1) Online Training A Status Update on Online Learning in the United States (Allen, I. E., & Seaman, J. (2020))

Online training has surged in popularity due to its flexibility and convenience. . Jeffrey Seaman (2020) found that when designed effectively, online courses can significantly enhance learning outcomes. Well-structured courses improve learning efficiency, while interactive platforms can boost learner motivation and confidence.

2.2) Practical English Teaching: A Guide to Effective Language Teaching Strategies and Classroom Activities (David Noonan, 2021)

English is a vital global language, especially in customer service and professional fields. Recent studies highlight the need for practical language instruction to enhance communication and workplace performance. Innovative platforms like edX and Coursera support this by offering programs focused on real-world applications

2.3) Training Evaluation The Four Levels (Kirkpatrick, D. L. (2020))

Evaluation is a crucial aspect of assessing training effectiveness. Kirkpatrick's four-level evaluation model reaction, learning, behavior, and results continues to be widely applied in contemporary studies to measure training outcomes. Recent research expands on the original framework, particularly focusing on enhancing the behavioral level and integrating modern technologies such as e-learning. The updated model emphasizes the importance of long-term behavior change and organizational results, making it relevant for assessing both in-person and online training programs.

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

Turnover intention and abusive supervision are topics of significant interest in the field of human resource management research. highlights that abusive supervision, which refers to negative and aggressive behaviors of supervisors, such as harsh criticism and inappropriate conduct, adversely affects organizational commitment and increases employees' turnover intentions.

3. Methodology

3.1 Population and Sample

The study Online training in the course of English for High-Quality Customer Service for 200 participants.

Figure 1: Sample group

Category	Number (people)	Percentage (%)
Gender		
Male	80	40%
Female	120	60%
Age		
18-20 years	60	30%
21-23 years	100	50%
24-26 years	40	20%
Education Level		
Bachelor's Degree	200	100%

Analysis of Personal Factors in the Sample Group: The sample group, consisting of Suan Sunandha Rajabhat University students, is predominantly female, with 120 students making up 60% of the group. Most of the participants are between the ages of 18-26, totaling

36 students, which represents 33.75%. All participants are first-year students, with 200 students accounting for 100% of the group.

4. Results

1. Results in the development of English skills: Students who completed the online course may demonstrate improved English skills, particularly in communication related to high-quality customer service.

2. Student satisfaction: Some groups of students may express a high level of satisfaction with the online learning format and the convenience of accessing the course content.

3. Applicability: Students may be able to apply the skills they have learned in internships or actual work, including improved ability to communicate with customers in various situations.

5. Discussion and Conclusion

The findings highlight several critical areas:

1. Gender and English Training Achievement: The study found no significant differences in English training achievement between male and female students. Both genders recognized the importance of English for skill development and career opportunities, aligning with Gardner and Lambert's (2021) motivation theory.

2. Disciplinary Differences in English Training Behavior: Students from different faculties exhibited similar learning behaviors in online English training courses, reflecting the shared emphasis on language skills for career success. This aligns with Wang & Lee's (2020) study on motivation and satisfaction.

3. Age and English Training Behavior: There were significant differences in training behavior based on age. Younger students (18-20 years old) had different behaviors compared to older students (21+), influenced by life experiences and responsibilities. This is consistent with Suthakorn Naruponjirakul (2021) and Supanthana Charoenwan (2021).

4. Overall Conclusion: Despite demographic differences, students at Suan Sunandha Rajabhat University shared similar behaviors and motivations for learning English, driven by the need for language skills to enhance job prospects.

The study found no significant differences in English training achievement based on gender or faculty, but age-related differences in training behavior were observed. Younger students showed different behaviors compared to older students, consistent with previous research by Suthakorn Naruponjirakul (2020) and Supanthana Charoenwan (2020).

Recommendations:

1. Update Course Content: Revise the curriculum to incorporate current trends and technologies in customer service for better relevance.

2. Enhance Practical Training: Include more hands-on activities and case studies to improve real-world application and skill-building.

3. Increase Instructor Support: Provide more guidance through online seminars and personalized consultations to enhance learning.

4.Develop Assessment Tools: Implement diverse assessments like simulations and team evaluations to measure skill development accurately.

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