QUALITY ENHANCEMENT OF INFORMATION TECHNOLOGY TRAINING PROGRAMS

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ABSTRACT

In the highly competitive of globalization, it is vital for Information technology offices of Suan Sunandha Rajabhat University to provide quality enhancement of information technology training programs and communication tools effectively to increase level of productivity and business decision making. The quality enhancement of information technology training programs must be productive in terms of time, cost, and productivity. The organization that offer effective training programs often have an increase in production, sales, and profit as well as low employee turnover rate. The objectives of this study were to examine the level of satisfaction in two areas quality of training programs and outcome of the training programs. This study utilized both quantitative and qualitative research method in order to provide answers for the research questions and research objectives. A total of 145 students who were in computer labs for trainings at the first quarter of the year 2018. Data collection was performed to obtain their information. About ten of office managers was selected to conduct an in-depth interview to obtain more insight information of how to improve communication tools. Statistical description and analysis were done by utilizing SPSS program. Mean, and standard deviation were used for data analysis. The findings of this investigation revealed that the majority of students had a high level of satisfaction with a mean of 4.53 on the quality of training programs. However, the majority of students has only a medium level of satisfaction with a mean of 3.22 on the outcome of training programs. Suggestion from the study included seven steps to create successful training. Step one is to assess organizational training and develop needs. Step two is to define the training objectives. Step three is to have training program design. Step four is to have training program development. Step five is to have training program implementation. Step six is to have an evaluation of the training program. Finally, the final step is to make an adjustment of training program.

Keyword: Assessment, Information Technology, Training Programs, Productivity

Introduction

One of the best ways to develop quality enhancement of information technology training programs is to use competency-based training and competency-based assessment. What is competency? Competency refers to the ability of an individual to perform particular tasks and duties according to the standard of performance expected in the workplace. Therefore, competency-based training requires the application of specified application, information, knowledge, skills, and attitudes relevant to effective to the work requirement and in the workplace environment.

For the higher education organizations in the highly competitive of globalization, it is important and necessary for the training programs of Information Technology Offices of Suan Sunandha Rajabhat University to initiate and develop the quality enhancement of information technology training programs and communication tools effectively. The enhancement of the training programs is important to raise level of productivity, business decision making, and long-term success of the organization. In fact, the quality enhancement of information technology training programs must be designed to be high productive when considering time, cost, and productivity. The higher education organizations that aimed to offer effective training programs often result in an increase in production, sales, and profit as well as low employee turnover rate. The researcher, therefore, is interested in investigating and studying the quality enhancement of information technology training program and offer some useful suggestions.

Research Methodology

In order to gain the results of the investigation of this study, there are five steps of conducting the research: Statement of the Problems, Data Collection and Analyzing, Findings and Discussion, Conclusion & Reporting, and Suggestions. The purposes of this study were to investigate and study the level of satisfaction in two areas quality of training programs and outcome of the training programs. In order to gain the results of this study, it is important to employ both quantitative and qualitative research method in order to obtain the results for the research questions and research objectives. About 145 students who were enrolled to get training programs in computer labs at the first quarter of the year 2018. Likert five scales was designed and developed for data collection of the quantitative method. In addition, about ten of office managers was randomly selected to conduct an in-depth interview to use the information for analyzing and obtain more insight information of how to improve training tools. In addition, statistical description and analysis were performed by using statistical of SPSS program. Mean, and standard deviation were used for data analysis. Due to limited time and budget, the research was conducted on a rather small scale. However, the results still be able to answer the research objectives.

Statement of Problems → Data Collection and Analyzing → Findings and Discussion → Conclusion → Suggestions

Findings

TABLE 1. IMPORTANCE FACTORS LEAD TO SATISFACTION

	Mean	S.D.	Rank
Factors			
1. Ability to performing individual tasks	3.99	0.984	1
2. Ability to managing a range of different tasks	3.86	0.891	2
3. Ability to responding to contingencies and break down	3.72	0.812	3
4. Ability to dealing with the responsibilities of the trainings	3.65	0.849	4
5. Ability to working with different expertise	3.54	0.789	5

From table 1, the respondents had rated five important factors lead to the level of satisfaction of the information technology training programs. First, the respondents rated "Ability to performing individual tasks" as number one in the ranking with a mean of 3.99 and standard deviation of 0.984. Second, the respondents rated "Ability to managing a range of different tasks" as number two in the ranking with a mean of 3.86 and standard deviation of 0.891. Third, the respondents rated "Ability to responding to contingencies and break down" as number three in the ranking with a mean of 3.72 and standard deviation of 0.812. Third, the

respondents rated "Ability to dealing with the responsibilities of the trainings" as number four in the ranking with a mean of 3.65 and standard deviation of 0.849. Fifth, the respondents rated "Ability to working with different expertise" as number five in the ranking with a mean of 3.54 and standard deviation of 0.789.

In addition, the resutls of this investigation can be reported that the majority of students had rated the overall training programs as a high level of satisfaction with a mean of 4.53 on the quality of training programs. On the other hand, the same group of the majority of students had rated only a medium level of satisfaction with a mean of 3.22 on the outcome of training programs. From the discussion with a focus group, some important suggestions included seven important steps to initiate and create successful training as following. Step one, it is important to assess organizational training and develop needs. Step two, it is important to clearly define the training programs and its objectives. Step three, it is important to have training program design and proper development before implementation. Step four, it is important to have systematic training program development with the assessment programs. Step five, it is important to have training program implementation according to the plan and objectives. Step six, it is important to have a set of high standards evaluation of the training programs. Finally, the final step, it is important get feedback and use it for making any necessary adjustment of training programs.

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