

FACTORS OF SUCCESS FOR ONLINE TRAININGS

Nuchjaree Ketsuwan and Aphirak Thitinaruemit

Suan Sunandha Rajabhat University, Bangkok, Thailand
E-mail: *nuchjaree.ke@ssru.ac.th, **aphirak.th@ssru.ac.th

ABSTRACT

Factors of success for online trainings are so vital to the modern age of information technology. English communication training programs are not only for students to enhance their ability to communicate in English but also for faculty and staff members to have a chance to polish their English communication skills. In fact, there are many policies which aimed to support the university students, faculty and staff members to be able to work proficiently in the globalization. The online English training program is about 90 hours of self-study to complete ten lessons. The objectives of this research study were to examine the effectiveness of the online English training programs available for students, faculty and staff members at Suan Sunandha Rajabhat University as well as to survey their level of satisfaction of the online English training programs. The population of the study included all 30,000 students, faculty and staff members of Suan Sunandha Rajabhat University. However, the sample size was calculated to be 400 who had been using the online English training programs during the first and second quarter of the year of 2018. In additions, only the selected samples who passed the minimum 80 percent of the 90 hours would be chosen as the sample group. Statistical analysis was conducted with the use of SPSS program. The dependent variable was the respondents' satisfaction. The independent variables, however, were quality of teaching, material of learning, method of learning, time and schedule, usefulness of training, and the level of difficulty of English. Mean and standard deviation as well as t-test were utilized as the key analysis and generate the table. The findings were reported that there was a high level of overall satisfaction for online English training programs. Moreover, the five independent variables were directly and positively affected the factors of success for online English training programs. In fact, on line training have many appealing such as convenience, interactive design, studying at your own pace, many options, and variety of video lesson and practice tests.

Keyword: Factors of Success, Satisfaction, Online English Training Programs, Faculty and Staff Members

Introduction

Millions of students and trainees from all over the world have already experienced the learning online. There are many advantages and disadvantages for both students and the organizers. The advantages often include cheap cost, convenient time and place, large classroom, and standardization, whereas, the disadvantages often include cheap cost per head, no close supervision, high failure rate, and fixed materials and high set up costs with multimedia. Online training is actually computer-based training plus long-distance learning. It may be also known as e-learning or e-training which is the training exists in the internet. Many times, the online training involves a variety of media such as video, web-link, graphic, audio, television, and other software. Online training is an innovation of English training for mass students in the campus. The idea and the concept of online training is very outstanding. However, to implement the online training effective and increase level of knowledge and skills for student is a very challenging issue.

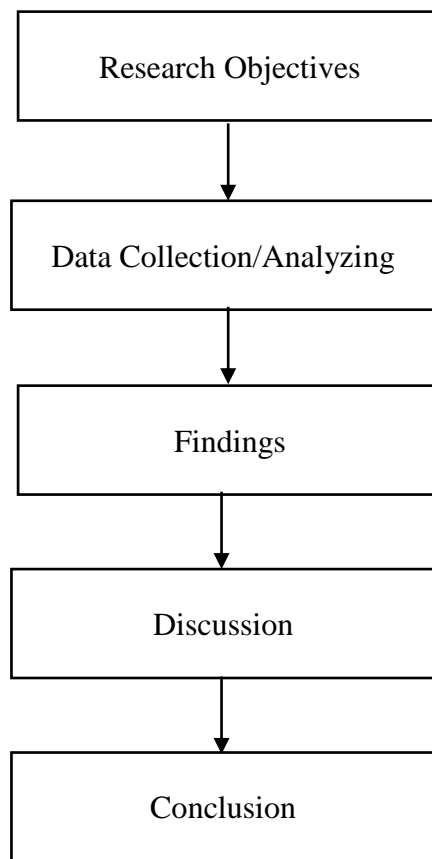
Nowadays, many campus and off campus world of education are in the very competitive and dynamic market, therefore, having better knowledge, better training, and better skills that students, staff, and faculty members can use it as the leverages to gain competitive advantages that may extend into the long-term competitive factors. The modern world implies a fast change of technology and knowledge. Hence, it is important for both students and staff to have more knowledge, skills, and experiences in order to be able to be competitive in the environment of fast changes and overload information. One of the best ways of improving human resources is to have online training. The online training can help student and staff to have better knowledge, competency, and skill with low costs. However, online training should

be viewed as an investment that they have to spend effectively of their time and money and aimed for the better future and income. It is necessary and important to have substantial ways of monitoring online training together with their learning experiences in order to ensure high standard quality and future knowledge and skill improvement of Suan Sunandha Rajabhat University.

Research Methodology

In order to obtain the results of this research, there are five important steps of the process of this study. The first step is to set up research aims, objectives and research questions in order to have the answers or the findings of the research. The second step is to design the research tools such as questionnaire for data collection and choose statistical program for data analysis. The third step is to conduct the table and figure to easily generate the findings of the research. The fourth step is to use findings and to provide important discussion and be able to compare the findings with other findings of other research. The final step is to ensure that there is a proper conclusion and to have the research paper to the research community.

Fig. 1 the Process of Research



The major aims of this research study were to survey and to examine the effectiveness of the online English training programs available for all students, faculty and staff members at Suan Suandha Rajabhat University, Bangkok, Thailand as well as to understand their level of satisfaction of the online English training programs. The population of the study included all 30,000 students in and off campus, faculty and staff members of Suan Sunandha Rajabhat University in and off campus. Hence, the sample size was calculated to be about 400 who had been using the online English training programs during the first and second quarter of the year of 2018. In additions, only the selected samples who passed the minimum 80 percent of the 90

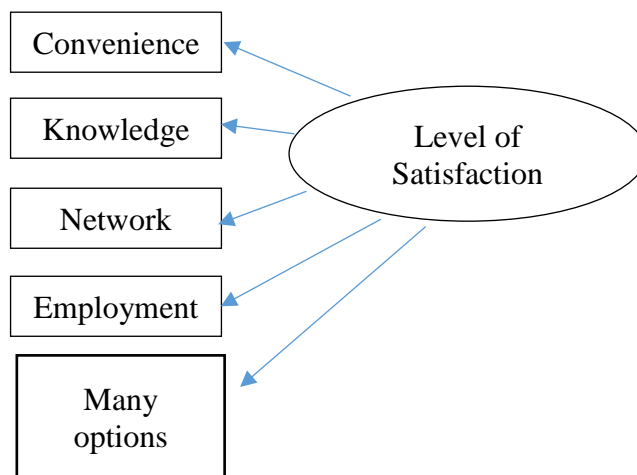
hours would be chosen as the sample group. In fact, statistical analysis was implementation with the benefits of SPSS program. While, the main dependent variable was the respondents' satisfaction, many independent variables were quality of teaching, material of learning, method of learning, time and schedule, usefulness of training, and the level of difficulty of English. Finally, mean and standard deviation as well as t-test were utilized as the key analysis and generate the table.

Findings

The result of this study and its investigation revealed that the majority of respondents reported that they had high level of satisfaction online training organized by the University. The training programs actually met but not exceeded their expectation. Their main motivation for students, staff, and faculty members taking and completing this online training program included fast and flexible progress in training, the direct knowledge, connection of academic friends online, and improve of employment prospect.

The findings were also found important information to be reported that there was a high level of overall satisfaction for online English training programs for each year from 2016-2018 as well as the feedback of this survey. Moreover, since the level of satisfaction was the major dependent variable, the findings showed that the five independent variables were directly and positively affected the factors of success for online English training programs. Moreover, on line training have many appealing factors to students, staff, and faculty members such as convenience, modern knowledge, better online networks, increase employment and income, interactive design, studying at your own pace, many options, and variety of video lesion and practice tests. These factors can be considered as the strengths of the online training provided by Suan Sunandha Rajabhat University, Bangkok, Thailand.

Fig. 1. Level of Satisfaction



Acknowledgement

I would like to thank Institution of Research and Development, Suan Sunandha Rajabhat University for their financial support. The big thanks also go to the respondents of this survey for their time and their kind sharing of knowledge, experience, and comments. Also, my appreciation goes to Asst. Prof. Dr. Kevin Wongleedee, Director of Institute of Lifelong Learning Promotion and Creativity, for his proof reading of this manuscript.

References

- Anderson (1973), "Consumer Dissatisfaction: The Effect of Disconfirmed Expectancy on Perceived Product Performance". *Journal of Marketing Research*: Vol. 10)2(, pp.38- 44
- Anderson, Eugene W., & Sullivan, Mary W. (1993). "The Antecedents and Consequences of Customer Satisfaction for Firms," *Marketing Science*, Spring, p. 129.
- Atkinson, A. (1988). Answering the eternal question: What does the Customer Want? *The Cornell Hotel and Restaurant Administration Quarterly*, 29)2(: pp.12-14. 116
- Barbara Everitt Bryant & Claes Fornell (2005). "American Customer Satisfaction Index, Methodology", Report: April, 2005. 123
- Barsky, J.D. (1992). Customer Satisfaction in the Hotel Industry: Meaning and Measurement. *Hospitality Research Journal*, 16)1(: pp.51-73.
- Edvardsson, B., A. Gustafsson, et al. (2000). *New Service Development and Innovation in the New Economy*. Lund, Studentlitteratur.
- Forman (1986). The impact of purchase decision confidence on the process of consumer satisfaction/dissatisfaction. Unpublished Ph.D. Dissertation, Knoxville: The University of Tennessee. Cited in Peyton, R.M., Pitts, S., and Kamery, H.R. (2003). "Consumer Satisfaction/Dissatisfaction (CS/D): A Review of the Literature Prior to the 1990s", *Proceedings of the Academy of Organizational Culture, Communication and Conflict*. Vol. 7)2(.
- Halil Nadiri and Kashif Hussain (2005). "Diagnosing the Zone of Tolerance for Hotel Services", *Managing Service Quality*, Vol.15, 3, p.261.
- Hovland, C., O. Harvey & M. Sherif (1957). "Assimilation and contrast effects in reaction to communication and attitude change. *Journal of Abnormal and Social Psychology*, 55)7(, 244-252.
- Ivanka, A.H., Suzana, M., Sanja Raspor. *Consumer Satisfaction Measurement in Hotel Industry: Content Analysis Study*. p.3.
- Olson, J. & Dover, P. (1979). "Disconfirmation of consumer expectations through product trial". *Journal of Applied Psychology*: Vol.64, pp.179- 189
- Parasuraman, A., Valarie, A. Zeithamal, and Leonard L. Berry (1988). "SERVQUAL: A Multiple Item Scale for Measuring consumer Perceptions of Service Quality," *Journal of Retailing*, Vol.64, No.1, 12-40.
- Parasuraman, A., Zeithamal, V.A. and Berry, L.L. (1994). "Reassessment of Expectations as a Comparison Standard in Measuring Service Quality: Implications for future Research", *Journal of Marketing*, Vol.58, Jan pp.111-124.
- Paula A, Cauchick Miguel; Márcia Terra da Silva; Elias L. Chiosini, and Klaus Schützer.
- Teas, K.R. (1994). "Expectations as a Comparison Standard in Measuring Service Quality: An Assessment of a Reassessment", *Journal of Marketing*, Vol.58, Jan, pp.132-139.
- Vavra, T.G. (1997). *Improving your measurement of customer satisfaction: a guide to creating, conducting, analysing, and reporting customer satisfaction measurement programs*, American Society for Quality. p.45.
- Wongleedee, Kevin (2017). "Customer Satisfaction in the Airline Industry: Comparison Between Low-cost and Full Service Airlines" *Suan Sunandha Rajabhat University, Actual Problems of Economics. Scientific Economic Journal*. No 1 (187) 2017.
- Wongleedee, Kevin (2016). "Factors Influencing Revisit Intentions of International Tourists: A Case of Bangkok, Thailand" *Suan Sunandha Rajabhat University, Actual Problems of Economics. Scientific Economic Journal*. No 6 (182) 2016.
- Yoo, D.K. & Park, J.A. (2007). Perceived service quality – Analyzing relationships among employees, customers, and financial performance. *International Journal of Quality & Reliability Management*, 21)9(: pp.908-926.