

## **Student Perceptions of Program Activities, Resources, and Processes in an Undergraduate Business English Program: A Mixed-Method Study**

**Chontichalinee Kaenson<sup>1</sup> / Pallapa Lertcharoenwanich<sup>2</sup>/  
Sasimapon Wongtimarat<sup>3\*</sup>**

<sup>1</sup>Assistant Professor, Business English Program, Faculty of Humanities and Social Sciences,  
Buriram Rajabhat University, Buriram, Thailand  
E-mail: Chontichalinee.kae@bru.ac.th

<sup>2</sup>Assistant Professor, Dr., Business English Program, Faculty of Humanities and Social Sciences,  
Buriram Rajabhat University, Buriram, Thailand  
E-mail: pallapa.lert@bru.ac.th

<sup>3\*</sup>Lecturer, Business English Program, Faculty of Humanities and Social Sciences,  
Buriram Rajabhat University, Buriram, Thailand  
Corresponding author: E-mail: sasimapon.wm@bru.ac.th

**Received:** October 25, 2025  
**Revised:** November 20, 2025  
**Accepted:** November 28, 2025

### **Abstract**

Program activities, resources, and processes play a critical role in enhancing student learning experiences, academic development, and professional readiness. Understanding students' perceptions of these components is essential for improving educational quality in Business English programs. This study examined Business English major students' perceptions of program activities, resources, and processes at Buriram Rajabhat University. A mixed-methods design was utilized, involving 162 students for the quantitative phase and eight for the qualitative phase. Data collection instruments included a questionnaire and semi-structured interviews. Findings indicated positive perceptions toward program activities, human resources, electronic resources, learning support resources, and processes. Areas requiring improvement were also identified, including internet connectivity, technological equipment, and physical learning spaces. Interview responses reinforced these findings and suggested enhancements such as computer upgrades, increased seating availability, and improved Wi-Fi access. However, the study is limited by its focus on a single program, a small qualitative sample, and reliance on self-reported data, which may affect generalizability. Future research should incorporate multiple institutions, broader participant groups, and triangulated or longitudinal data. Overall, the program was perceived as supportive of academic and personal growth. The results highlight the importance of continuous resource improvement and activity diversification to promote student engagement and satisfaction within language-focused academic programs.

**Keywords:** Business English program, student perceptions, program activities, educational resources, program processes

## Introduction

The widespread dominance of English as a global language can be attributed to the convergence of historical, political, and economic factors, particularly the legacy of British colonialism and the extensive influence of American culture (Crystal, 2003; Graddol, 2006; Kachru, 1992). English functions not only as a native language for millions but also serves as a second or foreign language for vast populations worldwide, operating as a crucial medium for international communication in business, science, technology, and diplomacy (Crystal, 2003; Phillipson, 1992). The language demonstrates remarkable adaptability, possessing an inherent capacity to absorb vocabulary and linguistic elements from diverse language systems throughout its historical development (Crystal, 2003; Kachru, 1992). English can be characterized as a dynamic and continuously evolving linguistic entity that adapts to new contexts and responds to emerging needs across various global domains (Crystal, 2003; Graddol, 2006). This global prominence has led to increased demand for specialized English instruction, particularly Business English, which equips learners with the linguistic competencies required for professional contexts in international commerce, management, and corporate communication.

Within this educational landscape, the concept of education extends beyond a simple definition, encompassing knowledge transmission, experiential understanding, learning processes, and instructional practices, ultimately representing a continuous acquisition of competencies, principles, worldviews, and behavioral patterns that enable personal growth and contribute to societal enhancement (Aman et al., 2023). Educational experiences, therefore, play an indispensable role in cultivating varied skill sets. These experiences consist of carefully planned, objective-driven endeavors that promote learning acquisition, incorporating both educator-facilitated instruction and participant-centered approaches that actively engage learners in accomplishing specific educational targets. Such experiences are instrumental in providing assessment feedback, encouraging learner drive, and developing understanding of core principles (Hattie, 2009). The effectiveness of these educational experiences depends significantly on optimal deployment of learning resources, which span instructional personnel, community participants, physical objects, visual aids, institutional facilities, and essential materials. In Business English programs specifically, the selection and implementation of appropriate activities such as case studies, presentations, role-plays, and simulations alongside adequate resources, including textbooks, digital platforms, and authentic business materials, are critical determinants of program success.

Central to understanding program effectiveness is students' perceptions, which encompass their judgments about personal competencies, particularly self-efficacy, their conviction in their capacity to oversee and direct their educational processes (Schunk, 2012). These perceptions determine learning actions, including involvement levels, aim formulation, willingness to request assistance, and capacity for self-assessment during learning activities (Schunk, 2012). Furthermore, students' perceptions of the quality, relevance, and accessibility of program activities and resources significantly influence their engagement, motivation, and ultimately, their learning outcomes (Bota & Tulbure, 2017; Xie, 2019). When students perceive activities as meaningful and resources as adequate, they demonstrate higher levels of participation and achievement (Parekh, Vankar & Kedia, 2017).

Given the escalating need for Business English competencies, designing curricula that demonstrate adaptability, practical relevance, and learner orientation has become fundamental to achieving positive outcomes for both participants and programs. Previous research has highlighted the importance of incorporating student feedback in program development (Udomsiri, 2016; Xie, 2019), demonstrating that learner-centered approaches lead to enhanced satisfaction, loyalty, and motivation. This investigation incorporates participant input into Business English curriculum construction, recognizing that integrating learner voices is indispensable for developing programs that satisfy both participant expectations and dynamic professional demands. Through this integration, instructors can optimize learning encounters, strengthen program elements and materials, and more effectively prepare participants for career demands. However, limited research has systematically examined how Business English students perceive the specific activities and resources provided within their programs, particularly in the Thai higher education context. Accordingly, this investigation endeavors to examine the perceptions of Business English major students on program activities, resources, and processes.

## **Literature Review**

### **Perceptions**

Perception refers to the sensory ability to receive, organize, and interpret stimuli into meaningful information (Arifin, Fuady & Kuswarno, 2017; Saifuddin, 2020). It involves processing sensory input through the five senses to construct understanding and make sense of one's environment. Feldman (1999) describes perception as a constructive mechanism through which individuals move beyond immediate stimuli to form contextual meaning. Overall, perception enables the translation of sensory experiences into cognitive interpretations that influence human thought and behavior.

Perceptions can generally be categorized as positive or negative (Shandi, 2020). Positive perceptions reflect knowledge and responses that support an object or experience, while negative perceptions represent responses that conflict with or reject it. Robbins (2002) notes that satisfaction, familiarity, and prior experience often shape positive perceptions, whereas dissatisfaction or limited exposure may lead to negative views. In developmental contexts, perception also plays a key role in children's recognition of shapes, colors, and sounds, supporting early communication and literacy skills (Jones, 2020). Collectively, perception influences behavior through individual interpretation shaped by experience and contextual understanding.

### **Educational Activities**

Educational activities consist of structured learning tasks designed to foster student engagement, critical thinking, and deeper understanding through diverse instructional approaches. Biggs (1999) defines educational activities as pedagogical strategies that facilitate meaningful learning by aligning teaching methods with desired cognitive outcomes. Similarly, Hattie (2009) emphasizes their intentionality, noting that such activities support both teacher-directed and student-centered learning while providing opportunities for feedback, motivation, and conceptual development. Dewey's (1916) perspective further highlights the importance of experiential learning, arguing that interaction with one's environment results in authentic and transformative

educational experiences. Collectively, educational activities can be understood as organized, purposeful tasks that employ varied teaching methods to develop both cognitive and non-cognitive skills through active participation and environmental engagement.

The importance of educational activities is evident in their capacity to enhance student learning and holistic development. Interactive classroom strategies, such as group discussions and problem-solving exercises, have been shown to improve student engagement, stimulate critical thinking, and contribute to higher learning outcomes by creating dynamic and participatory learning environments (Bonwell & Eison, 2000). Beyond the classroom, extracurricular participation cultivates essential competencies including teamwork, leadership, and time management, thereby influencing both academic achievement and personal growth (Eccles & Barber, 2003). Larson (2000) further notes that involvement in such activities strengthens interpersonal relationships, enhances social skills, fosters self-confidence, and promotes personal development. Consequently, educational activities, whether curricular or extracurricular, play a central role in supporting academic success and comprehensive student development.

### **Educational Resources**

Educational resources encompass the various human and material assets necessary for the effective administration of schools and the implementation of teaching and learning processes. According to Hattie (2009), these resources include teachers, community members, physical objects, instructional materials, school infrastructure, and essential supplies. When adequately provided and properly managed, such resources create conducive learning environments and support the attainment of educational goals. Reinforcing this view, Owoaka and Olise (2022) define resources as the organizational assets, financial, material, and human, required to ensure institutional effectiveness, noting that organizational performance is closely related to the availability and proper allocation of resources. Thus, educational resources comprise diverse components that support instruction, and their strategic management enhances efficiency while facilitating the achievement of educational objectives.

The importance of educational resources lies in their contribution to effective learning and institutional performance. Education itself cultivates critical thinking and analytical skills, enabling individuals to manage and utilize resources more efficiently (Chisholm & Brown, 2005). Moreover, Selwyn (2012) highlights the growing significance of digital technologies in education, arguing that technological resources strengthen digital competencies essential for navigating contemporary environmental and personal demands. Therefore, well-structured educational systems not only improve resource utilization but also develop learners' capacities to manage resources responsibly. Integrating technology into educational settings further supports comprehensive resource administration, equipping learners with the skills needed for success in increasingly digital and resource-conscious environments.

**Business English Program, Buriram Rajabhat University**

The Business English Program at Buriram Rajabhat University operates under the Faculty of Humanities and Social Sciences, which was established following the 2004 Rajabhat University statute. This reorganization created a faculty system encompassing ten academic disciplines, including Thai Language, English, Law, Public Administration, and Business English. The placement of the program within this multidisciplinary faculty supports a learning environment that integrates linguistic, cultural, and professional competencies relevant to the fields of humanities and social sciences.

Established in 1999 as a Bachelor of Arts degree under the Department of Foreign Languages, the Business English Program has undergone subsequent administrative restructuring. In 2007, it was relocated to the Department of Humanities within the Faculty of Humanities and Social Sciences, where it continues to function as a four-year undergraduate program. Throughout its development, the program has maintained a consistent focus on preparing graduates for the communication and service demands of modern business sectors.

The philosophical foundation of the program emphasizes the integration of English proficiency with practical business knowledge to meet the evolving requirements of the contemporary service industry. In this regard, the curriculum prioritizes the development of industry-relevant communication skills, professional competencies, and technological literacy. These aims are designed to support individual career growth, organizational development, and national competitiveness, while promoting lifelong learning and adaptability in rapidly changing economic contexts.

The overarching curriculum objectives are to produce graduates who can apply English effectively in business environments; demonstrate ethical behavior and professional responsibility; communicate and collaborate successfully with others; analyze and integrate English language knowledge with service industry practices in innovative ways; and manage business-related information through the effective use of information technology. Collectively, these objectives ensure that students are equipped with the linguistic, technological, and interpersonal skills essential for success in globalized business environments.

**Previous Studies**

Prior studies have examined educational resources, service quality, and student engagement across various learning contexts. Early research highlighted the importance of adequate physical facilities in supporting academic performance (Nwaham, 2014; Wisivatheranon, 2013). Subsequent studies emphasized the role of perceived service quality in shaping student satisfaction, loyalty, and motivation (Jinarat, 2023; Udomsiri, 2016). Parallel research explored the benefits of extracurricular participation and activity-based learning, demonstrating improvements in confidence, language ability, and practical skill development (Melviza et al., 2017; Parekh et al., 2017; Permana et al., 2020). Additional work on digital educational resources suggests that students increasingly prefer electronic and open-access materials, although challenges remain in licensing awareness and sustainable resource management (Michael & Cheryl, 2018; Zulaiha & Triana, 2023). While these studies provide valuable insights, there remains a gap in integrating culturally grounded teaching methods with resource development, particularly in specialized music and

vocal education, indicating the need for structured teaching manuals informed by learner perceptions and contextual cultural considerations.

Collectively, these previous studies reveal that student perceptions of both institutional resources and structured learning activities significantly influence satisfaction, motivation, and skill development. However, none directly examine Business English major students within the context of program-provided activities and resources, indicating a contextual gap that the present research aims to address. Therefore, the objective of this study is to study perceptions of Business English major students on the provided program activities and resources, which is both timely and justified, responding to the identified need for learner-centered evaluation in higher education program design.

## **Methodology**

### **Research Design**

This research employed a mixed-method design. The quantitative design was to study the perceptions of Business English major students on the provided program activities and resources. However, the qualitative design was to gain more in-depth information about the perceptions of Business English major students on program activities and resources.

### **Population and Samples**

The population of this study consisted of 277 first- to fourth-year Business English major students enrolled in the Faculty of Humanities and Social Sciences during the first semester of the 2025 academic year at Buriram Rajabhat University. The quantitative sample included 162 first- to fourth-year students from the same population. The sample size was determined using the Krejcie and Morgan (1970) sampling table, and participants were selected through simple random sampling.

The qualitative sample comprised eight first- to fourth-year students who demonstrated varying levels of participation in program activities: those who frequently participated (more than five times) and those who participated infrequently (fewer than three times). Participants were identified through activity participation records and researcher observation, and were selected using purposive sampling.

### **Research Instruments**

The research instruments employed in this study consisted of a self-reported questionnaire and a semi-structured interview. The questionnaire was divided into four parts. Part 1 gathered demographic information, including gender, group, year level, and program activities attended. Part 2 consisted of 16 statements assessing students' perceptions of the provided program activities. Part 3 focused on 26 statements related to educational resources, categorized into four dimensions: human resources (7 statements), electronic resources (9 statements), learning support resources (5 statements), and processes (5 statements). This section utilized a five-point Likert rating scale to measure levels of agreement, based on Srisa-ard (2010), as follows:



Meaning		Opinion Level
5	means	Strongly Agree
4	means	Agree
3	means	Neutral
2	means	Disagree
1	means	Strongly Disagree

Part 4 comprised open-ended questions designed to obtain additional qualitative insights into students' perceptions of program activities and resources. The questionnaire was reviewed and approved by experts, and piloted with 30 Business English graduate students who were not part of the main sample.

The content validity of the questionnaire was established through review by three experts in the fields of English and English language teaching. The experts evaluated the relevance, clarity, and alignment of each item with the research objectives. Their feedback was used to revise and refine ambiguous or overlapping items. Item-Objective Congruence (IOC) values ranged from 0.67 to 1.00, indicating acceptable levels of content validity. A pilot test was subsequently conducted with 30 Business English graduate students who were not included in the main sample. Reliability of the instrument was assessed using Cronbach's alpha coefficient, yielding a value of 0.70, which meets the benchmark for acceptable internal consistency in educational research.

### Data Collection

After the questionnaires were distributed to Business English major students, participants were requested to complete and submit them. Data were collected electronically via Google Forms at Buriram Rajabhat University during June and July 2025. The interview questions were adapted from the expert-validated questionnaire to ensure methodological soundness and reliability. The adaptation of items into open-ended formats allowed the interview protocol to align with conversational interaction, facilitating the elicitation of richer and more nuanced information while retaining the conceptual integrity of the original instrument. For the semi-structured interviews, both students who frequently participated in program activities and those who participated infrequently were interviewed to obtain diverse perspectives. Each interview was audio-recorded with participant consent to ensure accurate capture of information and to allow for subsequent review. Upon completion of the interviews, all audio recordings were transcribed verbatim for analysis.

Ethical procedures were observed throughout the research process. Permission to collect data was obtained from the Business English Program, Faculty of Humanities and Social Sciences, Buriram Rajabhat University. Participation was voluntary, and informed consent was secured from all respondents prior to data collection. Participants were assured of anonymity and confidentiality, and they were informed that their responses would be used strictly for research purposes. No personal identifying information was collected, and respondents retained the right to withdraw from the study at any time without penalty. All data were securely stored and accessible only to the researchers, in accordance with institutional research ethics guidelines.

### Data Analysis

The data collected from the questionnaire were analyzed using descriptive statistics, including percentage, frequency, mean ( $\bar{x}$ ), and standard deviation (S.D.), through the Statistical Package for the Social Sciences (SPSS). Cronbach's alpha coefficient was employed to calculate and confirm the reliability of the questionnaire. Personal demographic information, such as gender, group, year level, and participation in program activities, was analyzed using frequency and percentage distributions. Interpretation of the mean scores based on the criteria for Likert scale analysis (Srisaard, 2010), presented as follows:

Scoring Level	Interpretation
4.20 – 5.00	Strongly Agree
3.40 – 4.19	Agree
2.60 – 3.39	Uncertain
1.80 – 2.59	Disagree
1.00 – 1.79	Strongly Disagree

Moreover, qualitative data concerning Business English major students' perceptions of the provided program activities and resources were collected via Messenger Call and analysed using content analysis. This analytical approach involved identifying recurring themes, categorizing participant responses, and interpreting patterns to gain deeper insights into students' experiences and perspectives.

### Results

The findings concerning the perceptions of Business English major students on the provided program activities and resources are illustrated in Table 1:

**Table 1**

*Program Activities Attended by Students*

No.	Program Activities	Frequency	Percentage
1	Orientation of the New Students	156	96.30
2	Business English Day	105	64.80
3	Business English Camp for Careers	70	43.21
4	English for Tourism	79	48.77
5	Wai Khru Ceremony	157	96.91
6	New Year's Day	127	78.40
7	Center for Business English Excellence Activities	76	46.91
8	English Camp for Schools	101	62.35
9	The Last Orientation for Professional Experience Training	101	62.35
10	Goodbye Seniors	124	76.54
11	Welcoming Activity	1	0.62



As shown in Table 1, most students participated in ceremonial activities such as the Wai Khru Ceremony (96.91%) and Orientation of the New Students (96.30%). Moderate participation was observed in academic and skill-based activities such as English Camp for Schools and Business English Day. Conversely, participation in the Welcoming Activity was minimal (0.62%), indicating a need to investigate student engagement factors for this event.

**Table 2**

*Frequency of Students' Participation in Program Activities*

No.	Frequency of Participation	Frequency	Percentage
1	Often	127	78.40
2	Sometimes	12	7.40
3	Rarely	23	14.20
4	Never	0	0
<b>Total</b>		<b>162</b>	<b>100.00</b>

As shown in Table 2, the majority of students (78.40%) reported that they “often” participated in program activities, whereas 14.20% indicated that they “rarely” participated. A small proportion (7.41%) noted participation “sometimes,” and none of the respondents reported never participating in any activities. These findings suggest a generally high level of student engagement in program-organized events.

**Table 3**

*Perceptions of Business English Major Students on the Provided Program Activities (N = 162)*

No.	Statements	$\bar{X}$	S.D.	Interpretation
1	Students choose to participate in activities that offer rewards, compensation, or volunteer hours.	3.88	1.19	Agree
2	Participating in activities helps students develop teamwork skills, make more friends, and build positive relationships.	4.54	0.73	Strongly agree
3	Participating in activities develops self-discipline.	4.46	0.78	Strongly agree
4	Participating in activities promotes harmony within the group.	4.53	0.70	Strongly agree
5	Participating in activities develops leadership skills and confidence.	4.38	0.80	Strongly agree
6	Participating in activities promotes achievement and self-development.	4.49	0.75	Strongly agree
7	Participating in activities helps broaden students' perspectives.	4.56	0.67	Strongly agree

**Table 3** (*Continued*)

No.	Statements	$\bar{X}$	S.D.	Interpretation
8	Participating in activities allows students to take roles, represent others, and engage in planning.	4.40	0.77	Strongly agree
9	Participating in activities increases the chances of future employment.	4.20	0.94	Strongly agree
10	Public relations and promotion of activities are not widespread.	3.04	1.33	Neutral
11	Activities are useless.	2.29	1.51	Disagree
12	Participating in activities is difficult, exhausting, and complicated.	2.77	1.32	Neutral
13	Participating in activities requires a lot of money.	3.23	1.14	Neutral
14	Participating in activities negatively affects learning.	2.55	1.31	Disagree
15	The activities are not interesting and boring.	2.59	1.35	Disagree
16	Participating in activities wastes time for reading and resting.	2.62	1.38	Neutral
<b>Total</b>		<b>3.66</b>	<b>1.04</b>	<b>Agree</b>

As shown in Table 3, the overall level of students' perceptions toward the provided program activities was at the "agree" level ( $\bar{X} = 3.66$ , S.D. = 1.04). Considering each item, the highest-rated statement was "Participating in activities helps broaden individuals' perspectives" ( $\bar{X} = 4.56$ , S.D. = 0.67), followed by "Participating in activities helps students develop teamwork skills, make more friends, and build positive relationships" ( $\bar{X} = 4.54$ , S.D. = 0.73) and "Participating in activities promotes harmony within the group" ( $\bar{X} = 4.53$ , S.D. = 0.70), respectively. Conversely, the lowest-rated perception was "Activities are useless" ( $\bar{X} = 2.29$ , S.D. = 1.51).

**Table 4**

*Perceptions of Business English Major Students on the Provided Program in Human Resources (N = 162)*

No.	Statements	$\bar{X}$	S.D.	Interpretation
1	The number of teachers is adequate for teaching.	4.41	0.72	Strongly agree
2	The teachers are knowledgeable and professional.	4.62	0.62	Strongly agree
3	The teachers efficiently address students' questions and concerns.	4.57	0.61	Strongly agree
4	The teachers provide clear and helpful guidance.	4.58	0.63	Strongly agree

**Table 4** (*Continued*)

No.	Statements	$\bar{X}$	S.D.	Interpretation
5	The number of officers in the Faculty of Humanities and Social Sciences is adequate.	4.33	0.77	Strongly agree
6	The officers provide polite and friendly service.	4.37	0.69	Strongly agree
7	The officers are attentive, enthusiastic, and willing to assist.	4.37	0.72	Strongly agree
<b>Total</b>		<b>4.46</b>	<b>0.68</b>	<b>Strongly agree</b>

As shown in Table 4, the overall level of students' perceptions toward human resources in the program was at the "strongly agree" level ( $\bar{X} = 4.46$ , S.D. = 0.68). Considering each item, the highest mean score was observed for "The teachers are knowledgeable and professional" ( $\bar{X} = 4.62$ , S.D. = 0.62), followed by "The teachers provide clear and helpful guidance" ( $\bar{X} = 4.58$ , S.D. = 0.63) and "The teachers efficiently address students' questions and concerns" ( $\bar{X} = 4.57$ , S.D. = 0.61), respectively. The lowest mean score, though still rated at a strongly agreeable level, was "The number of officers in the Faculty of Humanities and Social Sciences is adequate" ( $\bar{X} = 4.33$ , S.D. = 0.77).

**Table 5**

*Perceptions of Business English Major Students on the Provided Program in Electronic Resources (N = 162)*

No.	Statements	$\bar{X}$	S.D.	Interpretation
1	Computers are adequately provided	4.06	0.86	Agree
2	Projectors are adequately provided.	4.14	0.85	Agree
3	Speakers are adequately provided.	4.00	0.89	Agree
4	Microphones are adequately provided.	4.12	0.82	Agree
5	Internet access is sufficient.	3.68	4.24	Agree
6	Cameras are adequately provided.	3.91	0.96	Agree
7	Photocopiers are adequately provided.	3.72	1.01	Agree
8	The Business English Program regularly maintains and repairs equipment.	3.96	0.91	Agree
9	The Business English Program continuously purchases new equipment.	3.98	0.85	Agree
<b>Total</b>		<b>3.95</b>	<b>1.27</b>	<b>Agree</b>

As shown in Table 5, the overall perception of electronic resources provided by the Business English Program was at the "agree" level ( $\bar{X} = 3.95$ , S.D. = 1.27). Among the items, projectors ( $\bar{X} = 4.14$ , S.D. = 0.85) and microphones ( $\bar{X} = 4.12$ , S.D. = 0.82) received the highest mean scores, indicating that students are particularly satisfied with the provision of these equipment types. Conversely, Internet access, while still rated positively ( $\bar{X} = 3.68$ , S.D. = 4.24), exhibited the greatest standard deviation, suggesting inconsistent quality or accessibility across different learning contexts.

Photocopiers ( $\bar{X} = 3.72$ , S.D. = 1.01) and cameras ( $\bar{X} = 3.91$ , S.D. = 0.96) also received comparatively lower, but still agreeable, ratings.

**Table 6**

*Perceptions of Business English Major Students on the Provided Program in Learning Support Resources (N = 162)*

No.	Statements	$\bar{X}$	S.D.	Interpretation
1	Tables and chairs are adequate and supportive for learning.	4.21	0.83	Strongly agree
2	Whiteboards are adequate and supportive for instructional purposes.	4.25	0.80	Strongly agree
3	Textbooks used in the program support effective learning.	4.31	0.71	Strongly agree
4	The library or Center for Business English Excellence (CBEE) provides sufficient learning support.	4.55	0.64	Strongly agree
5	Meeting rooms are sufficient and accessible for learning activities.	4.37	0.71	Strongly agree
<b>Total</b>		<b>4.34</b>	<b>0.74</b>	<b>Strongly agree</b>

As shown in Table 6, the overall perception of learning support resources was at the “strongly agree” level ( $\bar{X} = 4.34$ , S.D. = 0.74), indicating that students are highly satisfied with the facilities provided by the program. The highest mean score was observed for the library or Center for Business English Excellence (CBEE) ( $\bar{X} = 4.55$ , S.D. = 0.64), suggesting that this resource is particularly valuable for supporting academic activities. Meeting rooms ( $\bar{X} = 4.37$ , S.D. = 0.71) and textbooks ( $\bar{X} = 4.31$ , S.D. = 0.71) also received strong positive responses. Although tables/chairs ( $\bar{X} = 4.21$ , S.D. = 0.83) and whiteboards ( $\bar{X} = 4.25$ , S.D. = 0.80) were rated slightly lower, they still achieved “strongly agree,” reflecting consistent satisfaction across all learning support resources.

**Table 7**

*Perceptions of Business English Major Students on the Provided Program in Processes (N = 162)*

No.	Statements	$\bar{X}$	S.D.	Means
1	Admission processes are clear and effective.	4.25	0.77	Strongly agree
2	Academic services are efficient and supportive.	4.25	0.76	Strongly agree
3	Co-curricular activities are well-organized and beneficial.	4.39	0.71	Strongly agree

Table 7 (Continued)

No.	Statements	$\bar{X}$	S.D.	Interpretation
4	Advising and counselling services are helpful and accessible.	4.69	1.05	Strongly agree
5	Professional preparation processes are effective.	4.38	0.66	Strongly agree
<b>Total</b>		<b>4.39</b>	<b>0.79</b>	<b>Strongly agree</b>

As shown in Table 7, the overall level of students' perceptions toward program processes was at the "strongly agree" level ( $\bar{X} = 4.39$ , S.D. = 0.79). The highest mean score was recorded for "Advising and counselling services are helpful and accessible" ( $\bar{X} = 4.69$ , S.D. = 1.05), demonstrating strong appreciation for academic guidance. Co-curricular activities ( $\bar{X} = 4.39$ , S.D. = 0.71) and professional preparation processes ( $\bar{X} = 4.38$ , S.D. = 0.66) were also highly rated. Admission processes and academic services received slightly lower, but still strongly positive ( $\bar{X} = 4.25$ , S.D. = 0.77).

As for the semi-structured interviews, five guiding questions provided deeper insight into students' perceptions of program activities and resources. Regarding the first question on whether students enjoyed attending activities, several participants expressed positive perceptions, noting that such activities helped build knowledge, provide new experiences, and strengthen interpersonal relationships. Students 2 and 6 emphasized that the activities offered opportunities to meet new people and engage in diverse events, including cultural exchanges, which promoted unity, teamwork, time management, and personal growth. Conversely, a small number of students indicated less interest in participating due to personal preferences. For example, Student 1 reported discomfort with crowded environments, while Student 4 preferred spending time alone rather than engaging in group activities.

In terms of participation frequency and preferred activity types, five students (Students 1, 2, 5, 7, and 8) reported taking part only sometimes or infrequently. Student 1 engaged in activities mainly to meet new people, and Student 5 noted participation in English Camp but expressed limited enjoyment. Meanwhile, Student 7 participated in freshman orientation, and Student 8 rarely attended activities overall. In contrast, three students (Students 3, 4, and 6) indicated more frequent participation whenever opportunities were available, with Student 3 stating that they joined almost every activity. Collectively, the most preferred activities identified were Business English Day, Orientation for New Students, English Camp for Schools, English Camp for Careers, and New Year's Day events.

Findings related to the quality of resources provided by the Business English Program were generally positive. Students 1, 2, 3, 4, and 6 highlighted that facilities such as computers, air conditioning, books, and comfortable spaces supported their academic learning and daily practices. However, a minority of students (Students 5 and 8) expressed that although resources were acceptable, certain technological components required further improvement.

Moreover, when asked about problems encountered in using program resources, the majority of participants (Students 2, 3, 4, 5, 6, 7, and 8) identified issues related to limited physical space, unstable internet connectivity, and occasional technical malfunctions involving computers and printers. Several offered recommendations to mitigate these challenges. In contrast, Student 1 reported no difficulties in accessing or using available resources.

Regarding suggestions for increasing or decreasing certain activities, resources, or processes, most students perceived the current offerings as satisfactory but recommended specific enhancements. These included adding more English comic books and leisure reading materials (Student 1), increasing seating during lunch breaks (Student 3), providing additional printers (Student 4), upgrading computer systems (Student 5), organizing more team-building events such as Sports Day (Student 6), and improving Wi-Fi quality (Student 8). Nevertheless, two students expressed satisfaction with the current situation and did not suggest any changes.

It can be concluded that the qualitative findings support the quantitative results indicating generally positive student perceptions of program activities and resources. Students affirmed that participation fosters teamwork, personal development, and social engagement, aligning with high mean scores found in the survey data. Additionally, recurring suggestions regarding technological improvements and resource adequacy correspond with areas in the quantitative results that received relatively lower, but still positive, scores. Together, both data sets suggest strong satisfaction overall, with targeted areas for enhancement.

## **Discussion**

The findings of this study indicate that Business English major students generally held positive perceptions toward the program's activities, resources, and supporting processes. Quantitative results showed high levels of agreement regarding the benefits of program activities, particularly in the areas of teamwork, personal development, leadership skills, and perspective broadening. These findings align with Udomsiri (2016), who found that positive service quality perceptions enhance student satisfaction, motivation, and engagement. Similarly, Bota and Tulbure (2017) concluded that well-structured school activities contribute to improved attitudes and strengthened interpersonal relationships, reinforcing the notion that extracurricular engagement promotes holistic student development.

The results also revealed high satisfaction with human resources, particularly the professionalism, helpfulness, and responsiveness of the teaching staff and faculty officers. This finding supports the work of Nwaham (2014), who emphasized that the adequacy and quality of instructional staff directly enhance learning experiences and educational outcomes. Additionally, the strong positive perceptions of academic guidance and counseling processes corroborate Jinarat (2023), who reported that assurance, empathy, and reliability significantly influence student satisfaction in higher education contexts. These elements appear to be well implemented within the Business English program under investigation.

Conversely, while electronic resources were generally rated favorably, both quantitative and qualitative results suggest areas for improvement, particularly regarding internet connectivity and technological reliability. Similar concerns were reported by Michael and Cheryl (2018), who highlighted challenges related to the



sustainability and accessibility of digital educational resources. Students' recommendations to upgrade computer systems and improve Wi-Fi access further suggest that digital infrastructure requires ongoing attention as learning environments become increasingly technology dependent. This aligns with Xie (2019), who found that contemporary learners prefer electronic and communicative learning approaches over traditional materials.

The positive perceptions of learning support resources, such as textbooks, meeting rooms, and the Center for Business English Excellence (CBEE), indicate that the program provides an adequate environment to support academic activities. This finding resonates with Wisivatheranon (2013), who noted that sufficient physical resources contribute to student satisfaction and academic performance. Moreover, the emphasis on extracurricular and co-curricular participation echoes conclusions by Parekh et al. (2017) and Permana et al. (2020), who found that activity-based learning and fieldwork experiences enhance practical skills, motivation, and learning outcomes. Qualitative interview findings also revealed variation in participation patterns. While some students actively engaged in most activities, others participated less frequently due to personal preferences or perceived lack of relevance. This aligns with Changto (2021), who identified demographic and motivational factors influencing extracurricular involvement. Students' suggestions, such as increasing leisure reading options, improving equipment availability, and organizing team-building events, indicate a demand for greater diversity and accessibility in program offerings.

Overall, the convergence of quantitative and qualitative findings reinforces the conclusion that the Business English program effectively supports student development through a combination of curriculum activities, adequate facilities, and supportive human resources. However, identified limitations relating to technological infrastructure and physical space reflect persistent issues reported in prior studies and highlight areas requiring institutional investment. Addressing these concerns may lead to improved student satisfaction, increased participation, and enhanced learning opportunities. Thus, these findings contribute to the growing body of literature emphasizing the importance of comprehensive resource management, activity-based learning, and student-centered services in higher education. Continued improvement in these areas may further strengthen program outcomes and promote student success within the increasingly competitive academic landscape.

## **Recommendations**

### **Implications of the Findings**

The findings of this study offer several implications for higher education policy, instructional practice, and curriculum development within the Business English program. First, the consistently high perceptions of faculty knowledge, professionalism, and responsiveness suggest that continued investment in teacher development and academic advising will further strengthen student satisfaction and learning outcomes. This aligns with principles of student-centered education, emphasizing guidance, mentorship, and interpersonal support. Beyond the Business English context, these results highlight that ELT practitioners in general can benefit from adopting similar supportive instructional roles, as effective advising and responsive teaching contribute significantly to learner engagement across diverse ELT settings.

Second, the moderate concerns regarding electronic infrastructure, particularly internet connectivity and technological reliability, indicate a need for institutional policy enhancements related to digital resource management. Upgrading computer systems, expanding access to printers, and improving Wi-Fi quality would support both academic coursework and extracurricular engagement while reducing learning disruptions. This implication extends to ELT programs broadly, as technology-enhanced language learning relies heavily on stable digital tools and accessible electronic resources.

Third, students' strong engagement in co-curricular activities underscores the value of integrating experiential learning opportunities into the curriculum. Expanding activity types, such as team-building events, career-focused workshops, and English-language immersion experiences, may enhance motivation, confidence, and professional preparedness. For ELT practitioners more widely, these findings reaffirm the importance of incorporating project-based tasks, cultural exchanges, and interactive activities that foster communication, teamwork, and affective engagement. Libraries and learning centers, including the Center for Business English Excellence, should continue to promote leisure reading materials (e.g., comic books) to increase informal language exposure and reading fluency.

Finally, the findings suggest that systematic evaluation of physical learning spaces, particularly seating availability during peak hours, can contribute to a more supportive academic environment. Such environmental considerations are essential not only for Business English students but also for ELT learners in general, as comfortable and well-organized learning spaces help promote concentration, well-being, and overall language learning productivity.

### **Limitations and Suggestions for Further Studies**

This study is subject to several limitations. First, data were collected from a single academic program at one university, which may limit the generalizability of the findings to other disciplines or institutions. Future studies should expand the sample to include multiple programs or universities to capture broader learning environments.

Second, participation in the qualitative phase was limited to eight students. Although content saturation was achieved, including a wider variety of perspectives, such as alumni or instructors, may yield richer insights into program effectiveness.

Third, perceptions of resource quality and activity usefulness were self-reported, potentially introducing response bias. Future research could triangulate data using classroom observations, utilization records, or performance indicators to validate findings.

Additionally, rapid technological changes may influence how students perceive electronic resources over time. Longitudinal studies could examine how improvements in digital infrastructure impact academic behaviors and satisfaction across academic years.

## References

- Aman, M., Ali, S., Hussain, H., & Rehman, A. (2023). Students' perceptions of online learning and academic support services in higher education. *Journal of Educational Research and Practice*, 13(2), 45-59.
- Arifin, E., Fuady, A., & Kuswarno, E. (2017). Factor analysis that affects university student perception in Untirta about existence of region regulation in Serang City. *Jurnal Penelitian Komunikasi dan Opini Publik*, 21(1), 88-101.
- Biggs, J. (1999). *Teaching for quality learning at university*. Open University Press.
- Bonwell, C. C., & Eison, J. A. (2000). *Active learning: Creating excitement in the classroom*. ERIC Clearinghouse on Higher Education.
- Bota, A., & Tulbure, C. (2017). Students' and teachers' perceptions of school and learning activities. *Journal of Educational Sciences*, 15(2), 42-55.
- Changto, K. (2021). Factors affecting extracurricular participation among undergraduate students at Rajamangala University of Technology Suvarnabhumi. *Journal of Higher Education Studies*, 8(1), 35-45.
- Chisholm, L., & Brown, P. (2005). *Learning and teaching for the twenty-first century*. UNESCO Publishing.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press.
- Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. Macmillan.
- Eccles, J. S., & Barber, B. L. (2003). Extracurricular activities and adolescent development. *Journal of Social Issues*, 59(4), 865-889.
- Feldman, R. S. (1999). *Understanding psychology* (5th ed.). McGraw-Hill.
- Graddol, D. (2006). *English next: Why global English may mean the end of 'English as a foreign language'*. British Council.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses on achievement*. Routledge.
- Jinarat, C. (2023). Student satisfaction with educational service quality in Thai universities. *Journal of Educational Measurement and Evaluation*, 19(2), 89-102.
- Jones, A. (2020). *Student engagement in blended learning environments*. Routledge.
- Kachru, B. B. (1992). *The other tongue: English across cultures* (2nd ed.). University of Illinois Press.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.
- Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55(1), 170-183.
- Melviza, C., Ys, S., & Erdiana, N. (2017). Students' perceptions of English club activities in developing speaking skills. *Studies in English Language and Education*, 4(2), 143-151.
- Michael, G., & Cheryl, H. (2018). Student-tutor experiences in creating and reusing digital educational resources. *African Journal of Education and Development Studies*, 6(1), 29-38.

- Nwaham, C. (2014). Educational resources and service quality in Nigerian universities. *International Journal of Education and Literacy Studies*, 2(4), 73-81.
- Owoaka, R. S., & Olise, C. (2022). Influence of institutional resources on student academic success in Nigerian universities. *International Journal of Educational Policy*, 17(3), 101-112.
- Parekh, A., Gupta, S., Mehta, R., & Patel, N. (2017). Effectiveness of activity-based learning in physiology for medical students. *Journal of Medical Education*, 32(1), 23-28.
- Permana, H., Saefudin, A., & Amprasto, B. (2020). Students' perceptions of field study activities. *Journal of Field Education Research*, 5(1), 55-62.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford University Press.
- Robbins, S. P. (2002). *Organizational behavior* (10th ed.). Prentice-Hall.
- Romlah, N., Rasyid, A., & Setiawan, I. (2021). Strengthening school resources to improve educational quality: A qualitative study at SMA Pasundan 3 Indonesia. *Journal of Educational Management*, 10(3), 44-52.
- Saifuddin, M. (2020). Student satisfaction and institutional service quality in higher education. *Journal of Education and Learning*, 14(2), 95-105.
- Schunk, D. H. (2012). *Learning theories: An educational perspective* (6th ed.). Pearson.
- Selwyn, N. (2012). *Education and technology: Key issues and debates*. Bloomsbury.
- Shandi, M. (2020). Co-curricular participation and its impact on student skill development. *Journal of Applied Education Studies*, 8(1), 32-41.
- Udomsiri, P. (2016). Service quality perceptions and satisfaction among MBA students in Thailand. *Journal of Business Administration Research*, 9(4), 67-75.
- Wisivatheranon, C. (2013). Assessment of physical facilities for graduate studies at Srinakharinwirot University. *Journal of Fine Arts Education*, 7(2), 89-101.
- Xie, X. (2019). English major undergraduates' needs and perceptions of business English activities and resources in a Chinese university. *English Language Teaching*, 12(5), 36-48.
- Zulaiha, S., & Triana, N. (2023). EFL students' perceptions of open educational resources for writing development. *Indonesian Journal of Applied Linguistics*, 13(1), 102-114.

## Authors

**Chontichaline Kaenson** is an Assistant Professor and Lecturer in the Business English Program at Buriram Rajabhat University, Thailand. Her Master's degree is English language. She is interested in studying writing analysis, English for Specific Purposes, English language teaching, and business English.

**Pallapa Lertcharoenwanich** is an Assistant Professor and Lecturer in the Business English Program at Buriram Rajabhat University, Thailand. She holds a Ph.D. in English Language Teaching. Her research interests include English language teaching, English for Specific Purposes, syntax, and corpus studies.

**Sasimapon Wongtimarat** is a Lecturer in the Business English Program at Buriram Rajabhat University, Thailand. Her Master's degree is English language. She is interested in studying speaking analysis, English for Specific Purposes, English language teaching, and business English.