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การประชุมทางวิชาการ

สมาคมสถาบันการศึกษาระดับอุดมศึกษาแห่งภูมิภาคเอเชียตะวันออกเฉียงใต้  
ประจำปีประเทศไทย (สออ.ประเทศไทย) ครั้งที่ 40

The Association of  
Southeast Asian Institutions of Higher Learning

ASAIHL

## Higher Education for Diversity and Global Citizenship

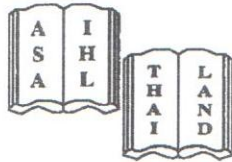


วันที่ 8 มกราคม พ.ศ. 2561  
ณ ห้องเกษมสันนิบาต ชั้น 12 อาคารเกษมนคร  
มหาวิทยาลัยเกษมบัณฑิต วิทยาเขตร่มเกล้า  
กรุงเทพมหานคร

จัดโดย

มหาวิทยาลัยเกษมบัณฑิต ร่วมกับ  
สมาคมสถาบันการศึกษาระดับอุดมศึกษาแห่งภูมิภาคเอเชียตะวันออกเฉียงใต้  
ประจำปีประเทศไทย (สออ.ประเทศไทย)

**2018 ASAIHL CONFERENCE**  
**KASEM BUNDIT UNIVERSITY**



กำหนดการ

การประชุมทางวิชาการสมาคมสถาบันการศึกษาชั้นอุดมแห่งภูมิภาคเอเชียตะวันออกเฉียงใต้  
ประจำประเทศไทย ครั้งที่ 40

เรื่อง “Higher Education for Diversity and Global Citizenship”

วันจันทร์ที่ 8 มกราคม 2561

ณ ห้องเกษมสันนิบาต ชั้น 12 อาคารเกษมนครา มหาวิทยาลัยเกษมบัณฑิต วิทยาเขตร่มเกล้า

- 
- เวลา 09.00 – 09.30 น. -ลงทะเบียน
- 09.30 – 09.45 น. -กล่าวรายงาน  
โดย รองศาสตราจารย์ ดร.คมเพชร ฉัตรศุภกุล  
รองอธิการบดีฝ่ายกิจการพิเศษ มหาวิทยาลัยเกษมบัณฑิต
- กล่าวต้อนรับ  
โดย ดร.วัลลภ สุวรรณดี  
อธิการบดีมหาวิทยาลัยเกษมบัณฑิต
- กล่าวเปิดการประชุม  
โดย ศาสตราจารย์ ดร.สุชีวีร์ สุวรรณสวัสดิ์  
อธิการบดีสถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง  
ประธาน สออ.ประเทศไทย
- 09.45 – 11.00 น. -ปาฐกถาพิเศษ หัวข้อ  
“Diversity and global citizenship: power of higher education engagement”  
โดย ดร.พิเชฐ ดุรงคเวโรจน์  
รัฐมนตรีว่าการกระทรวงดิจิทัลเพื่อเศรษฐกิจและสังคม
- 11.00 – 11.15 น. -พักรับประทานอาหารว่าง
- 11.15 – 11.45 น. -นำเสนอบทความทางวิชาการ ประเภท “Country Report”  
-บทความ ASAIHL01(3011) : Translanguaging: Paradigm Shift in English -  
Language Pedagogy for Thailand, ASEAN, and Beyond (Code:
- 11.45 – 12.15 น. -บทความ ASAIHL11(1212) : Integrative Teaching Methods for Diversity and  
Global Citizenship
- 12.15 – 13.00 น. -พักรับประทานอาหารกลางวัน



เวลา	13.00 – 13.20 น.	-นำเสนอบทความทางวิชาการ ประเภท “Research Paper” บทความ ASAIHL06 (1012) : Promoting Global Citizenship Characteristics for Thai Students
	13.20 – 13.40 น.	-บทความ ASAIHL04 (0812) : Development of an Instructional Model by Integrating Information Problem Solving and Scaffolding for Creative Product Development
	13.40 – 14.00 น.	-บทความ ASAIHL05 (0912) : Impact of Online Marketing on the Role of Hotel Sales Manager: An Experiential Learning of Hotel Sales Management Students
๑	14.00 – 14.20 น.	-บทความ ASAIHL07 (1112) : E-Learning Effectiveness through the Use of Line Chat Application
	14.20 – 14.40 น.	-บทความ ASAIHL08 (1212) : Living Museum: Peace from Local Wisdom in Thailand
	14.40 – 15.00 น.	-บทความ ASAIHL09(1212) : Policy Alternatives for Prompting Effectiveness of Student Assessment in Thailand
	15.00 – 15.20 น.	-บทความ ASAIHL10 (1212) : Applying Value Co-creation Concept in Thai Higher Education : A Case Study of PR Seminar Course at Kasem Bundit University
	15.20 – 15.40 น.	-บทความ ASAIHL12 (1212) : Exploring Student-Centered Techniques in Learning and Assessment of Aviation Management Program, Thai Higher Education Institute
	15.40 – 16.30 น.	-การประชุมคณะกรรมการพิจารณาคัดเลือกบทความ Country Report และ Research Paper
	16.30 – 17.00 น.	-พิธีมอบของที่ระลึกและประกาศนียบัตร

หมายเหตุ : กำหนดการอาจมีการเปลี่ยนแปลงตามความเหมาะสม

# E-Learning Effectiveness through the Use of Line Chat Application

Penjuree Kanthawongs, Nippich Narinpaphan, Chaisak Chitcharoen,  
Sunthiti Sundaraketu, Panidhan Panyanidhikul, Pacharanan Mehtakornyingrawee



# **E-LEARNING EFFECTIVENESS THROUGH THE USE OF LINE CHAT APPLICATION**

Penjeree Kanthawongs, Nippich Narinpaphan, Chaisak Chitcharoen,  
Sunthiti Sundaraketu, Panidhan Panyanidhikul, Pacharanan Mehtakornyingrawee

## **ABSTRACT**

This research paper explores the positive impact of computer self-efficacy, digital literacy, motivational goals for using SNS, statements related to LINE usage, and self-regulation toward e-learning effectiveness of the 151 students from School of Business Administration at the private universities in Bangkok and Pathum Thani province of Thailand during April to May of academic year 2015/2016. Social dimension and human interaction have played more significant roles in learning and teaching especially in higher institutions. Web 2.0 introduced many users to generate, share, and reuse contents using SNS like Facebook, Twitter, and LINE. LINE chat application was the third largest SNS application utilized by Thai users. Thai students, who often prefer to listen rather than speak to communicate with their teachers, feel more comfortable to chat with their teacher through virtual worlds using LINE. The results revealed that only motivational goals for using SNS usage and self-regulation had positive impact toward e-learning effectiveness. The highest impact was motivational goals for using SNS usage followed by self-regulation. The example of future research is also suggested in this study.

## **KEYWORDS**

LINE Chat Application, Computer Self-Efficacy, E-Learning Effectiveness, Motivational goals For SNS Usage, Thailand

## **1. INTRODUCTION**

Social Networking Sites (SNS) have been increasingly implemented in educational arena (Li & Liu, 2017; Rap & Blonder, 2017). In Thailand, YouTube was the top SNS used of 97.1%, followed by Facebook (96.6%), LINE (95.8%), Instagram (56%), twitter (27.6%), and Whatsapp (12.1%) from 25,101 respondents of the survey by Electronic Transactions Development Agency (Public Organization) in 2017 (ETDA, 2017). These communication tools especially Line application have been intentionally and unintentionally used by teachers and students for academic purposes (Košir, Horvat, Aram, Jurinec, & Tement, 2016; Rap & Blonder, 2017; Van De Bogart & Wichadee, 2015; G. Veletsianos, 2012). Students see the application as a more efficient and motivating system to face and receive prompt responses from their teachers (Li & Liu, 2017; Novo-Corti, Varela-Candamio, &



Ramil-Díaz, 2013; Van De Bogart & Wichadee, 2015). Therefore, the purpose of this study is to explore the impact of computer self-efficacy, digital literacy, motivational goals for using SNS, statements related to LINE usage and self-regulation toward e-learning effectiveness of undergraduate students at private universities in Bangkok and Pathum Thani province of Thailand.

## 2. RELATED WORKS

Social networking Sites (SNS) especially Line application have been used for academic purposes by higher institutions around the world. In Taiwan, teachers used Line to supplement face-to-face courses to enhance students' sense of community (Shiohara, Tani, & Chen, 2014). In Thailand, Van De Bograt and Wichadee examined how undergraduate students accepted LINE application in terms of using it for classroom-related activities such as submitting homework, following up course information, enquiries contacting, and downloading materials.

Therefore, E-Learning and Face to Face Mixed Methodology (ELFF) combines traditional classroom learning environment with virtual environments (Novo-Corti et al., 2013) such as allowing students to meet the instructors face to face in classes and giving them ability to contact instructors through chat communication program like LINE chat application. Compared to the traditional methods of sending and receiving emails, making and answering phone calls, or meeting face-to-face. Questions related to E-Learning effectiveness in this study involved the perception of students of how E-Learning communication tool like LINE can assist their learning efficiency, performance, and motivation in terms of their studies.

The past researches revealed that self-efficacy has a positive impact and significant relationship on academic achievement. Then, computer self-efficacy defined as an individual's perceptions of one's own ability to use electronic device like computer to accomplish a task (Lu et al., 2016; Sánchez & Hueros, 2010).

The massive resources of digital information can be easily accessed through the use of computer digital devices. It is more convenient than traditional and paper-based learning (Techataweewan & Prasertsin, 2017). Digital literacy skills tend to have constructive effects on students' classroom performance which are necessary for successful learning (Association, 2013; Techataweewan & Prasertsin, 2017) Therefore, questions related to digital literacy for this study includes how the students can exercise their relationship with friends when working in a group or individual through the use of LINE application.

Furthermore, Poondej and Lerdpornkulrat suggested that students' motivational goals orientation referred to perceptions of the classroom learning environment with learning strategies. Therefore, questions related to motivational goals for using SNS usage for this study includes how the students can contact with friends, find new friends, and follow courses' requirements by chatting with their peers and instructors. The researcher of this study adjusted the questionnaire items from Facebook usage into Line usage, which were such as "LINE was part of my daily routine" or "I think my studying should be linked with LINE" (Rap & Blonder, 2017).

Moreover, several researchers have reported a relationship between adolescent self-regulation and adult outcomes, highlighting the impact self-regulation has on academic achievement, (Conover & Daiute, 2017).

Hair, Renaud, & Ramsay (2007) indicated statements related to email usage in terms of relaxed, driven, or stressed activities. For this study, the researcher adjusted the questionnaire items into LINE usage and chose to use only relaxed and driven activities since LINE usage were unlikely to use as stressed activities in Thai context. Also, the researcher adapted statement related to Facebook usage into LINE usage for this research (Rap & Blonder, 2017).

Therefore, the definition could lead to the following hypothesis that computer self-efficacy, digital literacy, motivation goals for using SNS usage, statements related to LINE usage, and self – regulation had positive influence toward E-Learning effectiveness of undergraduate students at private universities in Bangkok and Pathum Thani province of Thailand.

### **3. RESEARCH METHOD**

The research method used in this study was a questionnaire survey. The items had been adapted from previous studies from the literature review above. The four independent variables were computer self-efficacy, digital literacy, motivation goals for using SNS usage, statements related to LINE usage and one dependent variable was E-Learning effectiveness. Of the 200 questionnaires distributed, 151 were utilized for analysis. The overall response rate was 77.5%. Descriptive statistics was used initially including frequencies and percentages for description of sample group demographics. Then, multiple regression analysis was implemented to prove hypothesis. Cronbach's alpha coefficient values were 0.669 - 0.856. All of which were above 0.65 (Hair et al., 2007) which was required to verify reliability.

### **4. RESEARCH RESULTS**



The demographic information showed that most of them were men (86%), at the age of 19 years old (46%), in sophomore year (77%), with cumulated GPA of 2-2.99 (77%), and in School of Business. From Table 1, multiple regression analysis by entering method was implemented to identify the positive influence of computer self-efficacy, digital literacy, motivation goals for using SNS usage, statements related to LINE usage, and self-regulation toward E-Learning effectiveness with the level of statistical significance at .05. The results showed to accept hypothesis by having the highest standardized beta coefficient of 0.545 for motivational goals for using SNS usage and 0.171 for self-regulation which positively affected E-Learning effectiveness respectively. All the independent factors could explain the E-Learning effectiveness by using LINE chat application of the private universities' students at the 47.80 percent of variance.

Table 1: Dependent Variable: E – Learning Effectiveness,  $r = 0.704$ ,  $R^2 = 0.495$ , Constant = -.234

Independent Variables	Std. Error	Standardized Coefficients Beta	Sig.	VIF
Computer self-efficacy	.121	.065	.389	1.637
Digital literacy	.083	-.079	.238	1.293
Motivational goals for using SNS usage	.081	.545*	.000	1.479
Statements related to LINE usage	.093	.123	.100	1.599
Self-regulation	.110	.171*	.025	1.637

\*statistical significant level of .05

## 5. CONCLUSION

Digital era has changed the way students are educated. Social dimension and human interaction have played more significant roles in learning and teaching especially in higher institutions. LINE chat application was the third largest SNS application utilized by Thai communities with limited researches with this SNS application. The hypothesis was accepted as there was the influence of

motivational goals for using SNS usage and self-regulation toward E-Learning effectiveness. The highest impact was motivational goals for using SNS usage followed by self-regulation. These results confirmed that the LINE chat application, as an E-Learning effectiveness environment, allowed students to contact teachers more efficiently and effectively (Gökçearslan et al., 2016; Novo-Corti et al., 2013; Rap & Blonder, 2017)

Instructors can emphasize motivational goals for using SNS by encouraging their students to use this instant-messaging-like interface to submit questions through a chat window and to receive replies from instructors (Schiller, 2016; Van De Bogart & Wichadee, 2015). Then, the instructors can be certain that students have enough self-regulation in using LINE as a tool for students to communicate using cultural norms to enable them to learn how to interpret and respond to and across various contexts with the use of diverse media (Gökçearslan, Mumcu, Haşlaman, & Çevik, 2016; Conover & Daiute, 2017). The example of future research should be studying of how cultural dimensions can impact E-Learning effectiveness. Data collections from public universities can provide a clearer picture of the results.

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