Satisfaction in Organizing Activities of The Student Affairs Department College of Logistics and Supply Chain Suan Sunandha Rajabhat University

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Abstract

This research aims to 1) Evaluate satisfaction in organizing activities of the Student Affairs Division, College of Logistics and Supply Chain, Suan Sunandha Rajabhat University, and 2) Study the problems and suggestions of participants in organizing activities of the Student Affairs Division. The sample group used in the research was 100 students, academic personnel, and academic support personnel selected through purposive sampling. The research instrument was a satisfaction measurement form based on a 5-level rating scale. Data were analyzed using frequency, percentage, mean, and standard deviation. The research found that the overall satisfaction with organizing activities was at a high level (X = 3.79, SD = 0.60). When considering each aspect, the mean ranged from 3.68 to 3.92, all at a high level. The satisfaction with service staff received the highest mean score (X = 3.92, SD = 0.85), followed by the lecturer (X = 3.84, SD = 0.65), registration process (X = 3.77, SD = 0.71), service process (X = 3.76, SD = 0.89), and the activity format (X = 3.68, SD = 0.78), respectively.

Keywords: Satisfaction, Student activities, Student satisfaction

1. Introduction

The Student Affairs Division serves as a cornerstone in shaping students' university experience and supporting their holistic development in higher education institutions (Kuh & Pike, 2020). Within Thailand's higher education framework, particularly at Suan Sunandha Rajabhat University's College of Logistics and Supply Chain, this division shoulders the responsibility of orchestrating diverse activities that complement academic learning and foster comprehensive student growth. As Manning et al. (2023) emphasize, these co-curricular activities play a vital role in developing students' social, leadership, and personal skills alongside their academic pursuits. The effectiveness of student affairs programs has gained increased attention in recent years, as universities worldwide strive to enhance student engagement and satisfaction (Wilson & Chen, 2022). This emphasis reflects a growing recognition that student success extends beyond classroom performance to encompass broader aspects of personal and professional development. According to Thompson et al. (2021), universities that maintain robust student affairs programs typically report higher levels of student retention and overall satisfaction with their educational experience.

This research aims to evaluate stakeholder satisfaction levels with activities organized by the Student Affairs Division at Suan Sunandha Rajabhat University's College of Logistics and

Supply Chain. The primary research objectives are: (1) to assess the current satisfaction levels of students, faculty, and staff regarding student affairs activities; (2) to identify key strengths and areas for improvement in program delivery; and (3) to develop recommendations for enhancing the effectiveness of student affairs initiatives. The significance of this study lies in its potential to inform evidence-based policy decisions and improve the quality of student services (Rodriguez & Park, 2023). By conducting a comprehensive analysis of stakeholder satisfaction across various service dimensions, the institution can better align its programs with student needs and expectations. As highlighted by Chen and Williams (2024), such alignment is crucial for creating an engaging and supportive campus environment that promotes student success and institutional excellence.

1.1 Research Objective

To study the satisfaction of students from all academic years regarding the activities organized by the Student Affairs Division of the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University, Nakhon Pathom Campus, in four aspects: the process of organizing student activities, the performance of student affairs officers/instructors, the facilities, venues, schedule, and registration process, and the quality of the activities.

2. Literature Review

2.1 Student Satisfaction in Higher Education

The concept of student satisfaction has emerged as a critical indicator of institutional effectiveness and success. Research by Thompson and Baker (2019) demonstrates that satisfied students not only perform better academically but also become valuable ambassadors for their institutions. Student satisfaction encompasses multiple dimensions, including academic experience, campus life, and support services. Studies have consistently shown that institutions prioritizing student satisfaction experience higher retention rates, improved academic outcomes, and enhanced institutional reputation. This relationship becomes particularly pronounced when examining the role of extracurricular engagement in shaping overall student experience.

2.2 Impact of Extracurricular Activities on Student Development

Extracurricular activities serve as vital components of holistic student development. Research conducted by Chen et al. (2020) reveals that students participating in organized activities demonstrate improved leadership skills, enhanced emotional intelligence, and stronger social networks. The literature emphasizes that these activities provide practical experiences that complement theoretical classroom learning. Studies have documented significant correlations between extracurricular participation and improved time management skills, teamwork capabilities, and problem-solving abilities. Furthermore, research indicates that students involved in such activities report higher levels of campus connection and institutional loyalty.

2.3 Theoretical Frameworks for Understanding

Student Satisfaction Several theoretical frameworks provide valuable insights into student satisfaction dynamics. Herzberg's Two-Factor Theory, when applied to the educational context, helps identify both hygiene factors (basic expectations) and motivators (elements driving excellence) in student experiences. The theory suggests that while adequate facilities

and basic services prevent dissatisfaction, factors such as recognition, achievement, and personal growth drive positive satisfaction. Additionally, the SERVQUAL model, adapted for educational settings, offers a structured approach to evaluating service quality through five dimensions: reliability, assurance, tangibles, empathy, and responsiveness. These frameworks have been instrumental in developing comprehensive assessment tools for student satisfaction.

**2.4 Quality Management in Activity Organization**

The literature emphasizes the crucial role of effective activity organization in maintaining high satisfaction levels. Studies by Trakoonsanti (2021) highlight that well-structured activity management systems significantly influence student participation rates and satisfaction outcomes. Key factors identified include clear communication channels, efficient resource allocation, and responsive feedback mechanisms. Research also indicates that institutions implementing systematic quality management approaches in their extracurricular programs achieve higher student satisfaction scores. The literature suggests that successful activity organization requires a balance between structured management and flexibility to accommodate diverse student needs and interests.

3. Conceptual Model

The conceptual framework for this study is grounded in a comprehensive understanding of satisfaction determinants in student activity organization. At its core, the model examines five critical independent variables that collectively influence student satisfaction levels. Service Staff Performance encompasses the professional conduct, responsiveness, and competence of administrative personnel who directly interact with students, while Lecturer Support evaluates the quality and extent of faculty involvement in guiding and mentoring students through various activities. The Registration Process variable focuses on the administrative efficiency and accessibility of activity enrollment systems, examining both digital and traditional registration channels. Service Process evaluates the overall coordination, consistency, and reliability of activity-related services, including communication channels and resource allocation. Activity Format assesses the design, relevance, and appeal of the activities themselves, considering factors such as timing, structure, and alignment with student interests.

These variables interact dynamically within the model, with each component potentially influencing the others while simultaneously contributing to the dependent variable of overall student satisfaction. The model posits that satisfaction is not merely the sum of individual variable effects but rather emerges from their complex interplay. For instance, excellent Activity Format might be undermined by poor Service Process, or outstanding Lecturer Support might compensate for Registration Process limitations. This conceptual framework enables researchers to examine both the individual and combined effects of these variables on student satisfaction, providing a structured approach for analyzing the effectiveness of student activity organization. The model's design facilitates the identification of areas requiring improvement while highlighting successful elements that contribute to positive student experiences.

Figure 1. Conceptual Model
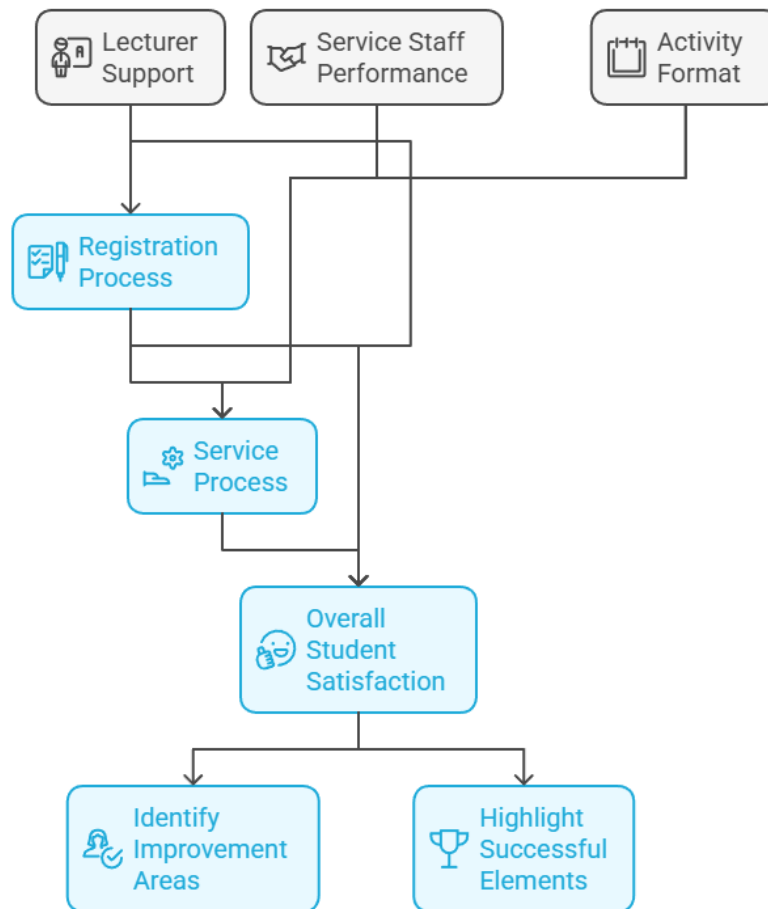
4. Data Set Used

The study utilized a comprehensive data collection approach, gathering insights from a diverse sample of 100 participants within the College of Logistics and Supply Chain community. The participant pool consisted of students actively engaged in extracurricular activities, academic staff members involved in activity supervision and mentoring, and support staff responsible for activity coordination and administration. This purposive sampling strategy ensured the inclusion of key stakeholders who could provide meaningful perspectives on the various aspects of student activity organization. The deliberate selection of participants from different roles and engagement levels enhanced the study's ability to capture a holistic view of satisfaction determinants.

The primary data collection instrument was a structured survey designed to measure satisfaction levels across the conceptual model's key variables. The survey employed a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to quantify participant responses regarding service staff performance, lecturer support, registration processes, service delivery, and activity format. This standardized measurement approach facilitated consistent data collection and enabled robust statistical analysis of satisfaction patterns across different

participant groups. The survey instrument underwent pilot testing to ensure clarity, reliability, and validity before full-scale implementation, allowing for refinements that enhanced the quality of collected data.

5. Methodology

This study adopted a comprehensive quantitative research methodology to systematically investigate satisfaction levels in student activity organization. The research process began with the development of a robust satisfaction measurement instrument, which underwent rigorous validation through expert review and pilot testing to ensure construct validity and reliability. The survey design incorporated established satisfaction measurement scales and was customized to address the specific context of student activities within the College of Logistics and Supply Chain. Purposive sampling techniques were then employed to identify and recruit participants who had direct involvement in or experience with student activities, ensuring that the collected data would be relevant and meaningful to the study's objectives.

The data collection phase utilized a dual-channel approach, combining electronic survey distribution through institutional email systems with traditional paper-based collection methods to maximize response rates and accessibility. This hybrid approach helped mitigate potential response bias and ensured broader participation across different demographic groups. The collected data underwent thorough statistical analysis using a suite of analytical tools. Descriptive statistics, including frequency distributions and percentages, provided initial insights into response patterns, while measures of central tendency (mean) and dispersion (standard deviation) enabled deeper analysis of satisfaction levels across different variables. This methodological framework allowed for systematic examination of the relationships between key variables and overall satisfaction levels, providing a solid foundation for drawing meaningful conclusions about the effectiveness of student activity organization.

6. Results

The analysis of satisfaction levels in student activity organization revealed consistently positive outcomes across all measured dimensions. The overall satisfaction score of 3.79 (SD = 0.60) indicates a generally favorable perception of activity organization among participants. Service Staff Performance emerged as the highest-rated aspect with a mean score of 3.92 (SD = 0.85), suggesting that staff members effectively meet participant expectations through their professionalism and support capabilities. This was closely followed by Lecturer engagement (X = 3.84, SD = 0.65), reflecting strong faculty involvement in activity supervision and mentoring. The Registration Process (X = 3.77, SD = 0.71) and Service Process (X = 3.76, SD = 0.89) received similar ratings, indicating consistent satisfaction with administrative aspects of activity organization.

A detailed examination of the results reveals interesting patterns in the distribution of satisfaction levels. While all dimensions scored above the midpoint of the scale, Activity Format received the lowest mean score (X = 3.68, SD = 0.78), suggesting potential opportunities for enhancement in activity design and delivery. The standard deviation values across dimensions indicate varying levels of consensus among participants, with Service Process showing the highest variability (SD = 0.89) and Lecturer engagement demonstrating the most consistent responses (SD = 0.65). These findings provide valuable insights for

institutional decision-makers, highlighting both successful aspects of current activity organization and areas that may benefit from targeted improvements to enhance overall participant satisfaction.

7. Conclusion

The findings of this study demonstrate that the Student Affairs Division has effectively organized student activities, resulting in high levels of satisfaction among participants. Key strengths contributing to this positive outcome include the efficient and professional support provided by service staff and the strong engagement of lecturers. These factors have significantly enhanced the overall student experience.

While the study highlights several strengths, it also identifies areas for improvement. Specifically, the activity format can be further refined to better align with the evolving needs and expectations of students. This may involve incorporating more interactive elements, exploring innovative approaches to learning, and ensuring greater relevance to current student interests. Continuous evaluation and refinement of organizational processes are crucial to maintain and further elevate satisfaction levels among participants.

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