

# Guidelines for Enhancing the Efficiency of Student Services: A Case Study of the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University

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## Abstract

This study aimed to develop guidelines for improving the efficiency of student services at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University. The research employed a random sampling method involving 100 participants, including students, lecturers, government officials, and academic support personnel. A questionnaire was used as the primary research instrument. The statistical methods applied for data analysis included frequency distribution, percentage, mean, standard deviation, and ranking.

The overall research findings indicated that the level of efficiency was rated at the highest level ( $\bar{x} = 4.58$ , S.D. = 0.69). When analyzed by specific aspects, the highest expectation was for the efficiency of online learning ( $\bar{x} = 4.12$ , S.D. = 0.65), followed by efforts to improve online learning ( $\bar{x} = 4.12$ , S.D. = 0.65), perceived benefits of online learning ( $\bar{x} = 4.12$ , S.D. = 0.65), and access to online learning technology ( $\bar{x} = 4.10$ , S.D. = 0.60). The lowest-rated aspect was attention to online learning ( $\bar{x} = 4.07$ , S.D. = 0.49).

These findings provide valuable insights into areas of focus for enhancing student service efficiency, particularly in leveraging online learning technologies to meet the expectations and needs of stakeholders.

**Keywords:** Student Services Efficiency, Online Learning Accessibility, Higher Education Administration

## 1. Introduction

In the new normal era, the world is undergoing significant adjustments. The continuous advancement of information and communication technology has made access to learning technologies easier than ever. As a result, Thai education has adapted to these changes to meet diverse learning needs. Online learning has become an integral part of higher education, aligning with globalization and the concept of borderless education. It has expanded opportunities for learners to access education anytime, anywhere, fostering life-long learning,

enabling adaptation to global societal changes, and cultivating citizens who contribute to the country's sustainability.

Online learning is systematically designed, with clearly defined teaching and learning objectives. It integrates educational theories, learning principles, and psychological frameworks to effectively deliver knowledge. The use of information and communication technology (ICT), particularly internet-based systems, enables learners to access content without restrictions on time and location. E-learning materials typically consist of multimedia formats, including text, images, videos, and sound, presented through courseware software. This automated approach to learning management allows learners to study independently based on their needs. The necessity of online learning in today's world cannot be overstated (Sangsuwon & Yooyong, 2019)

To address the crises and disruptions caused by events like the COVID-19 pandemic, individuals and organizations have had to adapt their work and lifestyles (Panyathorn et al., 2020). Planning for business continuity and strategy evaluation in the post-COVID era requires entrepreneurs to integrate technology and management science into their operations (Kostić & Šarenac, 2020). The rapidly changing world has introduced technologies that increasingly replace human labor, posing challenges for individuals to adapt to new realities, including potential job displacement (Ritthibunchai, 2018).

Teaching and learning methods have been adapted to align with this new way of life, with online education emerging as a practical alternative. While the concept of online learning has been explored and implemented to some extent, literature reviews indicate that organizations worldwide have utilized ICT in teaching and learning to enhance accessibility and convenience for learners. Online learning resources and distance education technologies continue to gain attention and evolve.

Student services are a critical factor directly influencing the quality of education and student satisfaction in educational institutions. This is particularly true for colleges focused on logistics and supply chain management, where effective services not only support learning and skill development but also enhance the institution's image. In this field, where management and coordination skills are essential, high-quality student services enable students to access resources more easily, develop key skills, and prepare for the labor market.

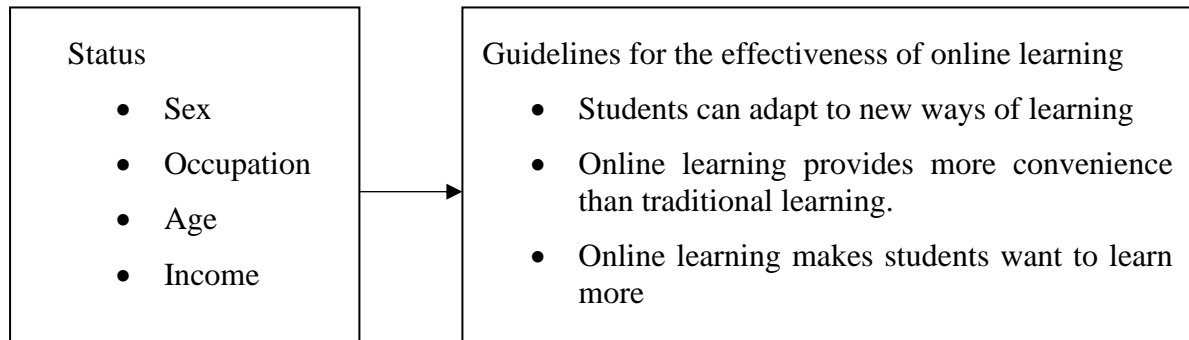
The science of service provision in educational institutions has advanced significantly, focusing on modernizing systems to meet users' needs. A well-organized service system ensures efficiency, convenience, and satisfaction for students and visitors. Effective services provide necessary support to teachers, staff, and stakeholders, fostering collaboration and success. Developing new staff to meet the needs of students and visitors, along with increasing the efficiency of student services, is crucial for educational development within the organization.

To enhance student services, the following guidelines may be considered:

- **Understanding Student Needs:** Listening to and comprehending students' requirements is essential. Satisfaction surveys or need assessments can provide valuable insights to refine services.
- **Providing Guidance:** Offering advice on educational resources, course details, and solutions to academic challenges is key to improving the student experience.

- **Effective Communication:** Clear and effective communication between students and service providers ensures that students feel supported and valued.

### Conceptual Framework



### 1.1 Research Objective

- To study the components of student service efficiency
- To study personal factors that affect the efficiency of student service
- To study the efficiency of student service

## 2. Methods

- Population and sample

The data for this research was collected through questionnaires distributed to a sample population of 100 individuals, comprising students and academic personnel from the College of Logistics and Supply Chain. The sample included 70 students, 10 lecturers, 10 government officials, and 10 academic support staff, totaling 100 participants. The sample size was determined using the Taro Yamane formula (Kunthonbut, 2007) as follows:

$$n = \frac{N}{1+N(e^2)} \quad (1)$$

where n is the number of samples, N is the population, and e is the error of the sample.

- Study methods

The research instrument used was a questionnaire designed in line with the research objectives, focusing on improving the efficiency of student services and supply chains at Suan Sunandha Rajabhat University, Nakhon Pathom Campus. The questionnaire consisted of two main parts:

#### Part 1: General Information of Respondents

This section included closed-ended questions with single-answer options and comprised four items:

1. **Gender:** Measured using a nominal scale.
2. **Age:** Measured using an ordinal scale.
3. **Occupation:** Measured using a nominal scale.
4. **Income:** Measured using an ordinal scale.

## Part 2: Factors Influencing Online Learning Achievement

This section assessed various factors such as performance expectations, effort expectations, perceived benefits, technology use, empathy, and public relations. It measured feelings and perceptions using the SERVQUAL scale. The section was further divided into four parts:

1. General information about the respondents.
2. Questions on behavior related to e-learning system usage.
3. Questions on factors influencing the need for e-learning systems.
4. Space for additional suggestions.

### • Data Analysis

Data analysis was conducted using statistical methods to test the research hypothesis. The process included the following steps:

1. **Data Recording:** Recording and verifying the accuracy of the data.
2. **Data Processing:** Analyzing the demographics of respondents, such as gender, education level, academic year, and field of study.
3. **Descriptive Statistics:** Employing frequency and percentage to summarize data.

The analysis of student satisfaction with online academic services at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University, utilized statistical tools such as frequency, percentage, arithmetic mean, standard deviation, and ranking.

## 3. Results and Discussion

A survey was conducted involving 100 participants, including 70 students, 10 lecturers, 10 government officials, and 10 academic support personnel. The data collected from the survey was analyzed using statistical software. The results of the study are summarized as follows:

*Table 1: General information of respondents*

Category	Number (people)	Percentage (%)
<b>Gender</b>		
Male	45	45.00
Female	55	55.00
<b>Total</b>	100	100.00
<b>Identity</b>		
Students	70	70.00
Academic Personnel	10	10.00
Support Personnel	10	10.00
Official Visitors	10	10.00
<b>Total</b>	100	100.00

The study was conducted among a sample group of 100 participants from the **College of Logistics and Supply Chain**, Suan Sunandha Rajabhat University. The findings are as follows:

- The overall satisfaction with the efficiency of student services was rated at a **high level** ( $\bar{x} = 4.58$ , S.D. = 0.69).
- When broken down by specific aspects, the results showed:
  1. **Accessing Services**: Rated the highest ( $\bar{x} = 4.12$ , S.D. = 0.65).
  2. **Stress in Accessing Services**: Rated as the next most significant factor ( $\bar{x} = 4.12$ , S.D. = 0.65).
  3. **Efficiency in Receiving Benefits from Services**: Rated similarly ( $\bar{x} = 4.12$ , S.D. = 0.65).
  4. **Provision of Student Services**: Rated slightly lower ( $\bar{x} = 4.10$ , S.D. = 0.60).
  5. **Trust and Reliability in Services**: Rated the lowest ( $\bar{x} = 4.00$ , S.D. = 0.49).

Factors influencing the acceptance of online learning by students and teachers The research results of the student sample group found that the factors influencing the acceptance of online learning by students were the factors of perceived benefits, the factors of entertainment in use, the factors of caring, the factors of technical support, and the factors of expectation in effort. As for the motivation factor, it did not influence the acceptance of online learning by students because the teachers were the ones who assigned the students to access online learning. In addition, it was found that the personal factors that influenced the acceptance of online learning by students with a statistical significance of 0.01 were the year of study. The research results of the teacher sample group found that the factors influencing the acceptance of online learning by teachers were the factors of entertainment in use, the factors of technical support, the factors of caring, the factors of public relations, the factors of training, the factors of convenience in use, the factors of perceived benefits, and the factors of motivation. As for the technology factor, it did not influence the acceptance of online learning by teachers because the teachers were ready with media production tools and had technology to support the use of online learning. In addition, it was found that the personal factors that influenced the acceptance of online learning by teachers with a statistical significance of 0.01 were faculty experience and gender.

## 4. Conclusion

### Encouraging Collaborative Activities

1.1 Implement group activities or initiatives that foster collaboration and strengthen relationships among members. These activities should aim to develop effective communication systems and ensure alignment across all parties involved.

### Provision of Modern Technology

1.2 Invest in up-to-date technology, equipment, and tools to support tasks requiring precision and speed, addressing the demands of the modern work environment.

### Systematic Personnel Development

1.3 Develop a structured plan for personnel training and development at all levels to equip staff with the skills and knowledge needed to adapt to rapidly changing situations.

Promoting Self-Development

1.4 Encourage individuals to engage in self-improvement by recognizing the importance of lifelong learning. Provide access to various electronic learning resources tailored to their interests and needs.

## 5. Acknowledgment

The author would like to extend heartfelt gratitude to Suan Sunandha Rajabhat University for providing financial support and to the faculty of college of logistics and supply chain for their invaluable assistance in ensuring the successful completion of this research. Additionally, the author is deeply appreciative of the insightful suggestions and guidance offered by all those who generously provided consulting advice throughout the course of this study.

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