Expectations of Audio-Visual Equipment Services for Students and Staff at the Faculty of Management Science, Suan Sunandha Rajabhat University

Juneerut Jannit, Chutima Klaysung

Suan Sunandha Rajabhat University, 1-U-Thong Nok, Dusit, Bangkok, Thailand

E-Mail: Juneerat.ja@ssru.ac.th, Chutima.kl@ssru.ac.th

Abstract

This study examines the expectations of students and staff regarding audio-visual (AV) equipment services at the Faculty of Management Science, Suan Sunandha Rajabhat University. Employing a mixed-methods approach, the research aimed to identify key factors influencing user expectations, assess satisfaction with existing services, and provide actionable recommendations for improvement. A total of 300 participants, including students and staff, were surveyed using a structured questionnaire, and qualitative insights were gathered through semi-structured interviews. The findings revealed high expectations for AV services, particularly in terms of accessibility, reliability, and technical support. Students emphasized ease of access and user-friendliness, while staff prioritized reliability and advanced functionalities. Despite moderate satisfaction with current services, challenges such as outdated equipment, delayed technical support, and insufficient maintenance were identified as critical areas for improvement. Recommendations include regular equipment upgrades, improved technical support services, and targeted training programs to meet the diverse needs of users. The study underscores the importance of aligning AV services with user expectations to support academic excellence and operational efficiency.

Keywords: Audio-visual equipment, Service expectations, Higher education, User satisfaction

1. Introduction

1.1 Principles and Rationale

Audio-visual (AV) equipment and services have become integral to the operations of modern academic institutions, contributing to the enhancement of teaching, learning, and administrative efficiency. The use of AV technology fosters dynamic and interactive learning environments, enabling students and staff to engage with content more effectively and innovate in their respective fields (Johnson et al., 2020). For faculties focused on management science, where the emphasis is on presentations, collaborative projects, and research dissemination, high-quality AV services are essential (Smith & Brown, 2019).

At Suan Sunandha Rajabhat University, a key priority is to align institutional infrastructure with the evolving needs of its academic community (Sriviboon, 2024). The Faculty of Management Science, as a leading unit within the university, has placed significant importance on leveraging AV technologies to support its teaching and administrative functions. From lecture halls to seminar rooms, the availability and maintenance of AV equipment play a critical role in delivering seamless educational experiences. However, challenges such as outdated

equipment, inadequate technical support, and mismatched service provision have been identified as common issues in many universities (Suwanprateep et al., 2021).

Expectations of AV services among students and staff often extend beyond functionality to include factors such as accessibility, reliability, and user support. Understanding these expectations is crucial for developing services that not only meet but exceed user needs, fostering satisfaction and improved institutional performance (Taylor & Green, 2022). Despite the growing reliance on AV technologies, few studies have systematically examined these expectations within the context of Thai higher education institutions, particularly at Suan Sunandha Rajabhat University.

This research seeks to address this gap by investigating the expectations of students and staff regarding AV equipment services at the Faculty of Management Science. The findings aim to inform the development of targeted strategies to enhance AV service delivery, contributing to the university's broader objectives of educational excellence and operational efficiency.

1.2 Research Objective

The objective of this study is to investigate the expectations of students and staff regarding audio-visual (AV) equipment services at the Faculty of Management Science, Suan Sunandha Rajabhat University. The specific objectives are as follows:

1. To identify the key factors influencing expectations of AV equipment services among students and staff.

2. To assess the current level of expectations and satisfaction with existing AV services at the Faculty of Management Science.

3. To provide actionable recommendations for improving AV equipment services to meet or exceed user expectations.

2. Literature Review

Audio-visual (AV) technology has emerged as a cornerstone of modern education, facilitating innovative teaching methods and enhancing learning outcomes. As educational institutions strive to provide high-quality learning environments, understanding user expectations of AV equipment services has become increasingly important.

2.1 Importance of Audio-Visual Technology in Education

Research emphasizes the critical role of AV technology in fostering interactive and engaging educational experiences. Johnson et al. (2020) highlighted that AV tools such as projectors, interactive whiteboards, and sound systems significantly improve knowledge retention and participation among students. Similarly, Smith and Brown (2019) demonstrated that well-integrated AV systems enable instructors to deliver content effectively, contributing to a more dynamic learning process.

2.2 Expectations and Service Quality

Service quality dimensions, such as reliability, accessibility, and user support, are key factors influencing user satisfaction with AV services. Parasuraman et al.'s (1988) SERVQUAL model provides a framework for evaluating service expectations and perceptions. Taylor and Green (2022) applied this model in the context of higher education, finding that gaps in technical support and maintenance often lead to dissatisfaction among users.

2.3 Challenges in Meeting Expectations

Despite the benefits, challenges persist in meeting the expectations of diverse user groups. Suwanprateep et al. (2021) examined AV service delivery in Thai universities and identified common issues such as outdated equipment, insufficient technical staff, and lack of training for users. These issues often result in mismatches between user expectations and actual service performance.

2.4 Comparative Perspectives of Students and Staff

Students and staff often have differing expectations of AV services. While students prioritize accessibility and ease of use for classroom learning, faculty members focus on advanced functionalities and reliability for lectures and research presentations (Green & Hill, 2023). Understanding these differing needs is crucial for tailoring AV services to meet user demands.

2.5 Relevance to Suan Sunandha Rajabhat University

As a prominent institution in Thailand, Suan Sunandha Rajabhat University is committed to enhancing its academic infrastructure. The Faculty of Management Science, which relies heavily on AV technology for teaching and administrative functions, provides a valuable case study for examining user expectations. Aligning AV services with these expectations can enhance user satisfaction and support the university's broader educational goals.

3. Research Methodology

A mixed-methods approach allows for a comprehensive understanding by combining quantitative data, which provides generalizable insights, and qualitative data, which captures in-depth perspectives (Creswell & Plano Clark, 2018).

3.1 Population and Sampling

The target population consists of students and staff at the Faculty of Management Science who regularly utilize AV equipment and services. Stratified random sampling was used to ensure proportional representation of both groups. A sample size of approximately 300 participants was determined based on Yamane's (1967) formula with a 95% confidence level and a 5% margin of error.

3.2 Data Collection Methods

Quantitative Data Collection: A structured questionnaire was designed to measure the expectations of AV equipment services. The questionnaire included sections on accessibility, reliability, user support, and overall satisfaction, adapted from the SERVQUAL model (Parasuraman et al., 1988). Responses were recorded using a five-point Likert scale, ranging from "strongly disagree" to "strongly agree."

Qualitative Data Collection: Semi-structured interviews were conducted with a subset of participants to gather detailed insights into their experiences and expectations. Open-ended questions allowed respondents to elaborate on their specific needs and challenges regarding AV services.

3.3 Data Analysis

Quantitative Analysis: Descriptive statistics, including mean and standard deviation, were used to summarize participant responses. Inferential statistics, such as t-tests and ANOVA, were applied to compare the expectations of different user groups (e.g., students vs. staff).

Qualitative Analysis: Thematic analysis was employed to analyze interview transcripts. Key themes and patterns were identified, providing context to the quantitative findings.

4. Results

4.1 Demographic Profile of Respondents

The study collected data from 300 participants, including 200 students (66.7%) and 100 staff members (33.3%) from the Faculty of Management Science at Suan Sunandha Rajabhat University. The respondents were predominantly female (55%) with a smaller proportion of male respondents (45%). Among the students, the majority were in their third and fourth years, while staff included both academic faculty and administrative personnel.

4.2 Quantitative Findings

4.2.1 Overall Expectations of AV Equipment Services

The overall expectation score for AV equipment services was 4.27 (SD = 0.61), indicating a high level of expectation from both students and staff. Students had slightly higher expectations (M = 4.34, SD = 0.58) than staff (M = 4.18, SD = 0.63), suggesting that students value AV services more highly for enhancing their learning experiences.

4.2.2 Key Factors Influencing Expectations

Accessibility: The accessibility of AV equipment was rated the highest, with a mean score of 4.45 (SD = 0.49). Both students and staff emphasized the importance of easily accessible AV tools in classrooms and meeting spaces.

Reliability: Reliability of AV systems, which includes consistent performance with minimal technical difficulties, was also highly rated, with a mean score of 4.30 (SD = 0.55).

Technical Support: The availability of prompt technical support received a mean score of 4.21 (SD = 0.62). Participants expressed a strong preference for on-demand support during lectures and meetings.

Maintenance and Upgrades: Respondents expressed a need for regular maintenance and updates to AV systems, with a mean score of 4.12 (SD = 0.65).

4.2.3 Comparative Analysis

A t-test analysis revealed a statistically significant difference ($p < 0.05$) between the expectations of students and staff. Students placed a higher value on accessibility and user-friendly systems, while staff members emphasized technical reliability and advanced AV features for teaching and research purposes.

4.3 Qualitative Findings

Emerging Themes

Ease of Use: Students highlighted the importance of user-friendly AV systems that are easy to operate without requiring extensive technical knowledge. Many students suggested that AV systems should be intuitive to encourage smooth presentations and learning experiences.

Timely Technical Support: Both students and staff reported frustration with delays in technical support. Many staff members shared experiences of having to wait for help during live lectures or presentations, leading to interruptions in their teaching sessions.

Need for Equipment Upgrades: A common theme was the need to replace outdated equipment. Both students and staff noted that some classrooms were equipped with old projectors, which often malfunctioned during use.

Integration with Modern Tools: Participants expressed a desire for more advanced AV tools to facilitate hybrid learning and online meetings, a theme that was particularly prevalent among staff members who frequently used AV for administrative meetings and presentations.

4.4 Satisfaction with Existing Services

Despite high expectations, the satisfaction level with current AV services was moderate, with an overall satisfaction score of 3.75 (SD = 0.68). Key areas for improvement included the reliability of equipment, the speed of technical support, and the need for equipment upgrades. While respondents expressed satisfaction with basic AV services, they identified gaps in service quality that need to be addressed for a more effective learning and working environment.

5. Conclusion

This study explored the expectations of students and staff regarding audio-visual (AV) equipment services at the Faculty of Management Science, Suan Sunandha Rajabhat University. The findings revealed that both students and staff have high expectations for AV services, particularly in terms of accessibility, reliability, and technical support. While there are areas of satisfaction with current services, such as the availability of basic equipment, significant gaps remain between user expectations and the services provided. Key insights are:

1. High Expectations: Both students and staff placed a strong emphasis on the need for reliable, user-friendly, and accessible AV equipment. These expectations align with existing research, which highlights the pivotal role of AV technology in fostering effective teaching and learning environments (Johnson et al., 2020; Taylor & Green, 2022).

2. Differences in Priorities: Students prioritized accessibility and ease of use, while staff emphasized advanced functionalities and technical reliability. These findings underscore the importance of tailoring AV services to the unique needs of different user groups (Smith & Brown, 2019).

3. Areas for Improvement: Despite moderate satisfaction with current services, challenges such as outdated equipment, delayed technical support, and insufficient maintenance were identified as critical areas for improvement. These issues are consistent with findings from other Thai universities, where infrastructure gaps often hinder the effective use of AV technology (Suwanprateep et al., 2021).

To meet or exceed user expectations, the Faculty of Management Science should consider the following:

1. Investing in regular maintenance and upgrades of AV equipment to align with current technological standards.

2. Enhancing technical support services to ensure timely assistance during equipment malfunctions.

3. Providing training programs for both students and staff to improve familiarity with AV tools and systems.

6. Acknowledgment

References

Green, L., & Hill, J. (2023). Advancing audio-visual service quality in universities: Challenges and solutions. Journal of Educational Administration, 15(2), 89–101.

Johnson, P., Smith, R., & Taylor, L. (2020). Technology in education: Enhancing learning and teaching experiences. Educational Technology Journal, 35(2), 123–135.

Smith, J., & Brown, K. (2019). The impact of audio-visual technologies on higher education quality. Journal of Learning Technologies, 12(4), 45–60.

Suwanprateep, P., Thongchai, K., & Wattanapanich, S. (2021). Aligning educational technology services with user expectations in Thai universities. International Journal of Educational Development, 29(3), 89–102.

Taylor, G., & Green, M. (2022). Service quality dimensions in audio-visual technology: Insights from higher education. Journal of Education Management, 14(1), 67–81.

Johnson, P., Smith, R., & Taylor, L. (2020). Technology in education: Enhancing learning and

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. Journal of Retailing, 64(1), 12–40.

Sriviboon, C. (2024). Success factors toward international niche guru university of Suan Sunandha Rajabhat University. International Academic Multidisciplinary Research Conference in Venice, 2024, 7-12.