STUDENT SATISFACTION TOWARDS THE SERVICE QUALITY OF EDUCATIONAL MANAGEMENT SERVICES

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ABSTRACT

Abstract— This research aims to study the quality of service that affects student satisfaction towards the service quality of educational management services units in Suan Sunandha Rajabhat University. The sample group used in the research was 400 students who came to use the services of the educational service units in Suan Sunandha Rajabhat University, obtained by stratified sampling method. The tool used was a questionnaire with a reliability value of .95. Data were analyzed using statistics, mean, standard deviation, Chi-square test and multiple regression analysis. The services quality of educational services units in terms of reliability, responsiveness, confidence, empathy, and in term of tangible as the whole opinions were at a high level. In addition, the results showed that the quality of service affected the satisfaction of students who came to use the service of the educational service unit at a statistical significance level of 0.05, which was service quality in the aspect of reliability, empathy, and tangible. All service quality variables could affect the satisfaction of students who use the services of educational units at 56.45 percent.

Keywords— Educational services, Service quality, Student satisfaction

INTRODUCTION

Due to the advancement in information technology and economic and social changes, including learning into the century 21, which is an era of competition for innovation that responds to daily life and work life in all occupational groups. It forces the organization to improve the quality of service with the aim of meeting the needs of the users. which means creating an impression and creating maximum satisfaction from receiving that service and make service users loyal and come back to use the service again later (Galeeva, 2016; Khoo, 2017). Therefore, quality is a measure of ensuring that proper, standardized and error-free implementation of features produces good results. The educational services of higher education institutions are the key to customer satisfaction. The operation of the educational service therefore needs to be well managed, accepted and reliable that will help the service users succeed in their studies.

Educational institutions are organizations that play a role in creating and developing human resources to be ready and respond to the needs of society. Especially educational institutions that provide education at the higher education level, which is an education that focuses on enhancing skills and creating specific expertise for learners. Students graduating from this level will be human resources who create and develop new things that bring progress to society (Munshi, 2019). Therefore, service quality is an important issue and is widely accepted around the world. Due to the fact that the service sector is growing steadily, together with the increasingly competitive environment, executives of business units or organizations Give importance to the quality of services provided to customers in order to meet their needs.

Suan Sunandha Rajabhat University (SSRU) is an integral part of society and the country's higher education system. It has a mission to develop the capacity of human resources to have quality and desirable qualifications and meet the needs of developing countries. SSRU has a vision of "Smart Archetype University of the Society". The university aims to be university of standard quality at the level to become an international university. Graduates from SSRU must be able to compete with international graduates and be able to live in society with quality and virtue. The university therefore has the main mission of producing graduates with front row quality, providing academic services and transferring technology to communities and international society, conserving and developing services as a center for arts and culture service center and sustain Thai culture, as well as conducting research, creating innovation and developing knowledge for society.

Service quality is something that should be emphasized in order to strengthen competitiveness in providing superior service over competitors at all times. The customer is not concerned only with the way in which the provider sends it. But most importantly, the quality of service occurs when there is customer expectation. The concept of service quality, according to Parasuraman et al. (1985), states that service quality is an outcome between perception and expectations of service users. Because the service is intangible, it makes evaluating service quality more difficult than product quality. Service quality assessment takes place between service delivery and service outcomes. The perceived service quality of customers comes from the customer evaluation process by comparing the perceived service delivery and customer expectations (Lovelock, 1996). Parasuraman et al. (1988) developed the concept of Service Quality Gaps Model, divided into 5 dimensions namely reliability, responsiveness, assurance, empathy, and tangible.

Educational services of various departments in SSRU play an important role in promoting learning, teaching and research studies of instructors, personnel and students. It is considered a great source of information for human resource development. Educational management at present focuses on encouraging students to study and research on their own based on the concept of lifelong learning. Various and modern services are important factors in promoting personnel and students to achieve the objectives that meet the needs of service users for the benefit of self-development. Students expect perfect service and perceived service quality by comparing the actual service received with what is expected. For these reasons, the researcher was interested in studying the quality of academic service affecting student satisfaction in higher education institutions. This can be consistent and beneficial to improve the quality of service, which will keep the relationship between students and universities intact and increase the potential for further service development.

LITERATURE REVIEWS

The service process may or may not be provided in conjunction with the sale of the product which the service provider creates and delivers to the service recipient for use or convenience at that time or as soon as that service occurs. Gronroos (1990) defines service as an activity or set of activities that are generally intangible. This usually happens when dealing with a customer and a service employee or with tangible resources or goods or the service provider's system which is solving problems for customers. Kotler (2016) defined the meaning of service as an activity or abstract benefit that one party offers to another without the customer having possession of that service concretely.

Service quality is difficult to measure as service is intangible therefore makes it more difficult to assess than the quality of the product. The service quality assessment takes place during the process of service delivery and evaluates the results of the service. Perceived quality of service will come from the customer's evaluation process by comparing between the perceived quality of service and the delivery of the service. and the result of service delivery compared to expectations of existing customers. Each part of the service process is related and affects the service quality (Leonnard, 2018).

SERVQUAL is a tool used to measure the quality of marketing services. It happened in the mid-1980s, led by Parasuraman, Zeithaml & Berry in 1983 to find the gap between the expectations and the service that was actually received. The gaps theory of service quality consists of 5 gaps: 1) Gap 1 is the difference between customer expectations and service provider perceptions. 2) Gap 2 is the difference between service providers' perceptions of customer expectations and service quality criteria. 3) Gap 3 is the difference between service quality criteria and service quality criteria. 4) Gap 4 is the difference between actual service and communication with customers and 5) Gap 5 is the difference between customer expectations and actual service (Parasuraman et al., 1985).

SERVQUAL is a tool to measure service quality that covers 5 service quality dimensions, namely, Reliability, Responsiveness, Assurance, Empathy, and Tangible. 1) Reliability means building confidence and trust in the service process, service personnel are knowledgeable and competent in their work with integrity and sincerity in solving problems and with a strict security system, including the service quality must be accurate since the first time and every time have been served. 2) Responsiveness refers to the readiness and effort to provide service with a willingness while responding to the needs of passengers quickly, including assistance and responsibility for errors and problems. 3) Assurance refers the service provider must give confidence to passengers with knowledge and experience of good service, reliability, friendliness. 4) Empathy refers paying attention of every step of the

passenger service process, understand the needs of passengers, ask and give advice to customer, including provide friendly and equal care. Including 5) Tangibility refers the service quality can be assessed by comparing the actual services received that the service will enable passengers to assess the quality of services such as buildings, facilities, and other facilities, including the dress of the service provider, etc. Each element of the services quality has an effect on the customer's perception of and experience with the service. These experiences and perceptions have a pervasive influence on their satisfaction and loyalty (Parasuraman et al., 1988; Leonnard, 2018; Srisontisuk et al., 2019).

METHODS

The target population was regular students both undergraduate and postgraduate who are studying in the first semester of the academic year 2022, Suan Sunandha Rajabhat University in Bangkok. The sample size was calculated by using the formula of Taro Yamane (1973) with an error of the estimate (e) 0.05 and a confidence level of 95%. A sample of 400 students was obtained using stratified random sampling method by distributing questionnaires to sample groups who use educational services located in SSRU.

Tools used in this research was a questionnaire created by the researcher. By creating questions in accordance with the characteristics to be measured, divided into 2 parts, consisting of Part 1: Demographic information such as gender, age, status, education level, occupation, and average monthly income. Part 2, The Perception of Service Quality. The characteristics of the questionnaire were rated 5 Likert rating scales to select responses according to satisfaction levels. In this regard, the researcher will arrange for a pre-test with preliminary questionnaire of 40 sets. The results of the confidence check were the confidence values of each question were between 0.7-1.00 and got the total confidence of 0.875, which passed the reliability criteria (Hair et al., 2010). The data collection used questionnaires that were tested for the validity and reliability of the questionnaires. After collecting the data, 400 sets of questionnaires were returned, representing 100 percent.

Statistics used in the data analysis was descriptive statistics to describe the demographic characteristics such as frequency, percentage, mean and standard deviation. As well as the inferential statistical analysis was used to test research hypotheses by using multiple regression analysis.

RESULTS

The results from a sample of 400 students, it was found that most of the service recipients were female, representing 62.4 percent, aged 20-30 years, representing 31.54 percent, having a bachelor's degree, representing 69.15 percent, being in second-year students, representing 30.15 percent, monthly income did not exceed 10,000 baht, representing 40.3 percent.

The opinions on the service quality of educational service units of SSRU, it was found that the services quality of the educational service unit as a whole was at a high level. When considering in each aspect, it was found that all aspects were at a high level. The service recipients gave the highest level of service quality in terms of confidence, followed by services quality in term of responsiveness, tangible, reliability, empathy, respectively.

The results of the hypothesis test to compare demographic characteristics such as sex, age, education, occupation, income and service quality of educational service units, it was found that demographic characteristics in terms of age, education, year, occupation, income differences, affected service quality differently with statistically significant at 0.05. However, gender differences did not affect service quality differently.

The results of the hypothesis testing on service quality affecting student satisfaction towards educational services, revealed that the service quality in term of assurance, responsiveness, and tangible had an influence on student satisfaction towards educational services at a statistical significance of 0.05. They were able to predict the satisfaction of student towards educational services with a statistical significance at the value of F=28.61 which all 5 variables could explain the variance of the student satisfaction towards educational services (R^2) at 59.32%. While the service quality in term of reliability and empathy had no influence on their satisfaction with the educational services. When considering the multiple regression coefficient in the form of a standard score, it was found that the forecaster with the highest multiple regression coefficient were the confidence (β=0.312), empathy (β=0.248), and tangible (β=0.178), respectively.

CONCLUSION AND FUTURE WORK

Conclusion and discussion

The results of the service quality of educational service units of SSRU in Bangkok, found that the services quality of the educational service unit as a whole was at a high level. When considering in each aspect, it was found that all aspects were at a high level. The service recipients gave the highest level of service quality in terms of confidence, followed by services quality in term of responsiveness, tangible, reliability, empathy, respectively. This is consistent with the results of Thiamkaew (2018), Srisontisuk et al. (2019) found that satisfaction with the service quality of the academic resource center in university as a whole and each aspect were at a high level. It shows that the educational service unit pays attention to solving service problems in order to achieve the highest quality for service users. As well as the operation of various work groups, there were meetings to exchange knowledge on various problems and obstacles to find ways to improve service quality because service quality and service user satisfaction are related (Gronroos, 1990; Kotler, 2016).

The results of the hypothesis test to compare demographic characteristics, it was found that gender demographic differences did not affect service quality differently. However, the demographic characteristics in terms of age, education, year, occupation, income differences, affected service quality differently with statistically significant at 0.05. This is consistent with partial research results of Inrod (2015) found that the members with different genders, ages, educational levels and incomes did not experience different levels of service quality at the sports center. This is consistent with the concept of demographic factors of Sereerat et al. (2009) that describes the population characteristics or demographic factor consisting of sex, age, education, income and occupation are important to marketing services. It shows that service users with age, education, income and occupation are one of the factors affecting ideas, ideologies, values, tastes and needs that are different for things and behaviors that are the same or different. Because the service will be able to meet the needs of consumers with different demographic characteristics. As a result, marketers have searched for the needs of the niche market by focusing on the target customers.

The results of the hypothesis testing on service quality affecting student satisfaction towards educational services, revealed that the service quality in term of assurance, empathy, and tangible had an influence on student satisfaction towards educational services. This was consistent with the idea of Gronroos (1990) states that perception is very important to customer satisfaction. Perceived quality arises from service providers being able to provide services that meet customer expectations. The service recipient will consider comparing between the actual service received and the expected service. If compared, the perceived service was obtained at or above the expected service. Service recipients will be satisfied. But on the other hand, if the perceived service is lower than expected service. Service recipients will not be satisfied.

In addition, the results shown that the service quality in term of reliability and empathy had no influence on their satisfaction with the educational services. This is inconsistent with the concepts of Zeithaml et al. (1990) and Lovelock (1996). It shows that educational services have a trustworthy service quality or reliability which is the ability to provide services in accordance with the promises made to the service recipients. Every service provided is accurate in every point of service. This consistency gives clients the impression that the service they receive is reliable and they can be trusted. In terms of empathy or knowing and understanding customers, it shows that educational services have the ability to take care of clients according to the different needs of each client. Including in terms of the tangibles of the service showing that the educational service unit has the physical appearance of various facilities, including places, personnel, equipment, tools, documents used in communication and symbol, including an environment that makes clients feel cared for and cared for by service providers. The services that are presented in a concrete form will make the service recipients perceive the service more clearly and increase the value of the service delivered to the customer (Klaysung, 2022). Moreover, the results were consistent with partial study of Srisontisuk et al. (2019) indicated that there were three service quality factors that can predict the satisfaction of international students, namely tangibility, responsiveness, and empathy with a predictive power of 59 % and a predictive error of $\pm$ 0.37.

Recommendations and future work

From the research findings, it was found that the service quality in term of reliability and empathy had no influence on their satisfaction with the educational services. Reliability is the ability to provide services that meet the promises made to the service recipient. Every service provided is accurate in every point of service. This

consistency gives clients the impression that the service they receive is reliable and they can be trusted. Educational service units should build confidence and trust in the service process, service personnel are knowledgeable and competent in their work with integrity and sincerity in solving problems and with a strict security system. The service quality must be accurate since the first time and every time have been served. Moreover, in terms of empathy or knowing and understanding customers, it shows that educational services have the ability to take care of clients according to the different needs of each client. Educational service units should pay attention to every step of the passenger service process, understand the needs of passengers, ask and give advice to customer, including provide friendly and equal care.

Suggestions for further research should be conducted by each educational service unit in order to improve the service quality of each service unit with different services. In addition, it should study of student service needs to be used as a guideline for determining the quality of service that is appropriate and in line with the needs of students, as well as a study of the expectations of staff and faculty members on the service quality of educational service. Moreover, there should conduct a qualitative research study in terms of factors influencing service success with in-depth interviews to obtain more information to issues that are quantitatively studied.

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