

Student Satisfaction with the Service Quality of Administrative Staff in Special Programs

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Abstract.

Study of Student satisfaction with the quality of service provided by special program officers Logistics Management. The objective is to study the level of student satisfaction with various aspects of service and use the results of the study as a guideline for developing and improving the quality of service for maximum efficiency and effectiveness. The study was conducted on a sample of 134 logistics management students, most of whom were female. Their ages range from 20 - 25 years and are mainly first-year students.

Students are overall satisfied with the quality of service provided by special program staff at a high level. When considering each aspect, it was found that The aspect with the highest average satisfaction was personnel, followed by facilities and technology. and processes and work procedures, respectively. The points that students were most satisfied with were the politeness, humility, and smiles of the staff in welcoming them. Including the efficiency of online communication channels through Line and Facebook that can respond quickly. However, the results indicated that the waiting time for each step of service was the item with the lowest average satisfaction. This is an important issue that agencies should consider in order to plan development and reduce work processes to be faster in the future.

Keywords: satisfaction, service quality, staff, students, and special projects

1. Introduction

College of Logistics and Supply Chain Suan Sunandha Rajabhat University Nakhon Pathom Campus It is an educational agency that is committed to being a leader in creating professional logistics management professionals. With a vision that focuses on developing the quality of organizational management in every dimension to increase productivity. (Productivity) and adhere to the principles of good governance as the key. The College prioritizes the involvement of service users and stakeholders in evaluating its official performance. This participation provides essential data for monitoring, auditing, and elevating operational standards to ensure the highest levels of transparency and efficiency. Currently, the College has expanded educational opportunities through Memorandum of Understanding (MOU) programs with external organizations. These programs primarily target working professionals with specific needs, such as credit transfers and limited study schedules. Consequently, this student group has high expectations for personalized attention and prompt, responsive service

The role of special program staff is crucial in driving the college's service quality, encompassing three primary missions: 1) coordination and student support systems, 2) curriculum management, and 3) document and financial administration. These functions align

with the SERVQUAL concept by Parasuraman et al. (1988), which identifies service quality as a core factor directly impacting customer satisfaction. According to a study by Koatana (2021), achieving service satisfaction in the digital age requires rapid communication and the expertise of support personnel. This is consistent with the perspective of Klaysung (2022), who emphasizes the importance of operational innovation to enhance service efficiency; he notes that streamlining processes for speed and accuracy directly influences satisfaction levels and the organization's corporate image. Furthermore, Othakum (2018) highlights the relationship between information accessibility and service satisfaction, stating that information-seeking behavior and the utilization of convenient, modern online channels are key factors enhancing overall satisfaction within Suan Sunandha Rajabhat University. This aligns with the research of Saengmanee Sirisathitkit et al. (2022), which confirms that Responsiveness and Reliability are the factors most valued by higher education students. Other Thai research supports these findings: Chaonamai (2020) found that service quality in terms of responsiveness and assurance is vital to a program's perceived success. Similarly, Prommanont (2022) stated that for special program students—who balance work and education—professional service and simplified procedures significantly reduce pressure and foster stronger institutional commitment.

For this reason, the researcher is interested in studying student satisfaction with the service quality of special program staff. This study aims to identify actual satisfaction levels and existing challenges regarding personnel, processes, and facilities. The research findings will serve as a crucial guideline for improving operational workflows, reducing redundancy, and establishing service standards that effectively respond to the specific needs of special program students.

1.1 Research Objective

1.1.1 To study the level of student satisfaction with the service quality of special project staff.

1.1.2 To use the research results as guidelines. Develop and improve the service quality of special project officers.

2. Literature review

2.1 Concepts and Theories of Service Quality

1.1 Definition of Service Quality Service quality is a management concept where organizations or agencies seek to develop relationships with service users to ensure their needs are met, with an increasing focus on the service user's perspective (**Thiamkaew, 2013**). Several scholars have provided various definitions of service quality, which the researcher has synthesized as follows:

- **Chiarapradit (2017)** defines service quality as the ability to satisfy the needs of service users. The most critical factor in creating satisfaction is delivering quality that aligns with the users' expectations.
- **Romin (2018)** describes service quality as the degree of performance or compliance with established criteria or standards of excellence. Quality must be determined by the customer's satisfaction with the service provided to be considered highly effective. Perceived service quality is the result of an overall

assessment by the user, comparing the actual service received with their prior perceptions and future expectations.

- **Thepkayon (2019)** states that service quality is the ability to meet the requirements of the service business. It is a vital differentiator that allows a business to gain a competitive advantage. Offering service quality that meets expectations is essential; users are satisfied when they receive what they need, at the right place, and in the format they desire.

1.2 Creating Service Quality Service quality arises from the user's comparison between **Expected Service** and **Perceived Service**. If the service provider can deliver service that meets or exceeds the user's expectations, it is considered high-quality service, leading to satisfaction. Several scholars have presented concepts regarding the creation of service quality, summarized as follows:

- **Klanklin (2001)** notes that service quality is a crucial factor in business differentiation. If an organization or agency can provide services that meet expectations or satisfy customer needs, it creates satisfaction and a lasting impression, encouraging repeat usage. This reflects what most customers expect to receive when utilizing a service.

3. Methodology

3.1 Population and Sample Group

- **Population:** The population for this study consists of 200 students currently enrolled in the Bachelor of Business Administration program in Logistics Management (Special Program) at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University, Nakhon Pathom Campus.
- **Sample Group:** The sample size was determined using Taro Yamane's formula (1967) with a significance level (error margin) of 0.05, resulting in a total of 134 respondents. The researcher employed Purposive Sampling by selecting students who have directly utilized the services provided by the special program staff to ensure the participants could provide relevant and direct feedback on service quality.

3.2 Research Procedure

1. Conduct a literature review of documents, books, textbooks, articles, and related research to analyze the required data characteristics.
2. Synthesize the gathered knowledge to develop the conceptual framework, research scope, and research instruments.
3. Draft a questionnaire based on the research objectives and define the tools for measurement.
4. Verify the accuracy and comprehensiveness of the questionnaire items and make revisions based on expert recommendations.
5. Produce the final version of the questionnaire for data collection from the target population.

3.3 Location

College of Logistics and Supply Chain, Suan Sunandha Rajabhat University, Nakhon Pathom Education Center.

3.4 Duration of Study

October 2025 – July 2026

3.5 Data Analysis

The researcher will analyze the collected data using Descriptive Statistics. The analysis of the questionnaire is divided into two parts:

- Part 1 Demographic data of the respondents, including gender, personnel type, educational level, work experience, and job position at the College of Logistics and Supply Chain. This section consists of 5 close-ended questions utilizing a checklist format (one answer allowed per question).
- Part 2 Questions regarding student satisfaction with service quality across three dimensions: personnel, processes/procedures, and facilities. The data will be analyzed using Mean and Standard Deviation (S.D.). The interpretation of the mean scores will be based on a 5-point Likert Scale (Rating Scale) according to the method of Boonchom Srisa-ard (2002).

4. Results

The majority of the sample group consisted of females (58.2%). The most prevalent age group was 20–25 years old (30.60%), and the largest proportion of respondents were first-year students (37.31%). The study included a total of 134 students, all from the Logistics Management program. The findings regarding satisfaction levels are as follows:

1. Personnel Dimension This dimension received the highest satisfaction level (Mean = 4.20). Students were most impressed by the politeness, humility, and friendly personality (cheerful demeanor) of the staff.

2. Facilities and Technology Dimension This dimension ranked second in satisfaction (Mean = 4.19). The key strength identified was the responsiveness and speed of online communication channels (such as Line and Facebook).

3. Process and Procedure Dimension Satisfaction in this area was also at a high level (Mean = 4.01). A notable strength was the clear prioritization of service steps. However, the area identified for further development was the waiting time required for certain procedures.

5. Conclusion

1. Personnel Dimension: The politeness and equitable treatment provided by the staff were the factors that generated the highest satisfaction (Mean = 4.54). This aligns with the concept of Service Excellence. Since special program staff must coordinate with diverse groups of students, maintaining a professional personality and a Service Mind is essential. These attributes foster a sense of comfort and encourage students to seek academic guidance without hesitation.

2. Facilities and Technology Dimension: The high satisfaction with rapid online communication channels (Mean = 4.44) reflects that students in the digital age prioritize accessibility without time or location constraints. Utilizing platforms like Line or Facebook to provide information effectively bridges the gap between the institution and its students. Furthermore, clear service signage reduces confusion and enhances the department's professional image.

3. Process and Procedure Dimension: Although the overall satisfaction remained at a high level, the item "waiting time for service" received the lowest score (Mean = 3.78). It can be discussed that during peak periods, such as registration or examination weeks, a high volume of students may access services simultaneously, leading to delays. To address this, the department should consider implementing an online queuing system or improving task delegation to enhance efficiency and reduce congestion at service points.

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