

# STUDENT SATISFACTION WITH LOAN-RETURN SERVICES FOR AUDIOVISUAL EQUIPMENT IN THE FACULTY OF MANAGEMENT SCIENCE AT SUAN SUNANDHA RAJABHAT UNIVERSITY

**Phakaporn Detanant & Charawee Butbumrung**

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

*E-Mail: Phakaporn.de@ssru.ac.th, Charawee.bu@ssru.ac.th*

## ABSTRACT

Abstract—This study delves into the nuanced landscape of student satisfaction with loan-return services for audiovisual equipment within the Faculty of Management Science at Suan Sunandha Rajabhat University. Integrating both quantitative and qualitative methodologies, the research aims to provide a comprehensive understanding of student experiences and perceptions regarding the provision of audiovisual aids for academic purposes. The quantitative analysis, encompassing responses from a diverse sample of students, reveals a predominant trend of high satisfaction levels, particularly in aspects related to overall service quality, equipment accessibility, and perceived equipment quality. However, a divergence in perceptions surfaces in the realm of communication effectiveness, pointing to potential areas for improvement. The qualitative analysis unveils rich insights into the student experience. Positive themes emerge, emphasizing the efficiency of the borrowing process, the helpfulness of staff, and the overall seamlessness of transactions. Simultaneously, areas for improvement are identified, notably centered around the need for clearer and more timely communication channels. The study concludes with actionable recommendations tailored to address these key themes, including strategies for communication enhancement, staff training, the establishment of a feedback mechanism, and the exploration of technology integration.

Keywords—Audiovisual equipment, Loan-return services, Student satisfaction

## INTRODUCTION

The advent of technology has transformed the landscape of education, demanding innovative approaches to teaching and learning. In response to this shift, academic excellence is intertwined with technology, the demand for audiovisual equipment is paramount in facilitating effective learning experiences. As such, the provision of loan-return services for audiovisual equipment plays a pivotal role in supporting the educational endeavors of students. Recognizing the significance of multimedia resources, the Faculty of Management Science at Suan Sunandha Rajabhat University has established a loan-return service for audiovisual equipment, aimed at providing students with accessible tools to enhance their learning processes.

The Faculty of Management Science, as a hub for academic and professional development, recognizes the importance of integrating audiovisual aids into the learning process. To ensure that students have seamless access to these resources, the faculty operates a loan-return service, allowing students to borrow audiovisual equipment for academic purposes. This service aims not only to enhance the quality of education but also to foster a dynamic and interactive learning environment.

Audiovisual equipment, ranging from projectors to multimedia players, has become indispensable in delivering dynamic lectures, presentations, and collaborative projects. The Faculty of Management Science acknowledges the vital role these tools play in fostering engagement and comprehension among students. To bridge the gap between traditional teaching methods and contemporary technological demands, the faculty initiated the loan-return service, allowing students to borrow audiovisual equipment for academic purposes (Srihera & Chansuchai, 2023).

The success of any academic institution is intricately tied to the satisfaction of its students. Understanding the unique challenges and opportunities presented by the integration of audiovisual aids, the Faculty of Management Science seeks to assess the satisfaction levels of students availing themselves of the loan-return services. This

evaluation is fundamental for ensuring that the services align with the evolving needs and expectations of the student body.

Understanding the level of satisfaction among students regarding the loan-return services is crucial for continuous improvement and optimization. This research seeks to identify the strengths and areas for enhancement in the existing services, ultimately contributing to the overall enhancement of the academic experience within the Faculty of Management Science. By delving into the perspectives and experiences of students who utilize the loan-return services for audiovisual equipment, this study aims to provide valuable insights that can inform strategic decisions and improvements in service delivery. Through an exploration of student satisfaction, we aim to create a more efficient and responsive system that aligns with the evolving needs of contemporary education.

## OBJECTIVES

The study aims to enhance the loan-return services for audiovisual equipment in the Faculty of Management Science at Suan Sunandha Rajabhat University, ultimately ensuring a high level of student satisfaction and a seamless user experience. The objectives of the study are as follows:

1. Conduct a comprehensive assessment of the current loan-return services for audiovisual equipment within the Faculty of Management Science, analyzing existing procedures, policies, and the overall service workflow.
2. Analyze the expectations and preferences of students regarding loan-return services for audiovisual equipment, considering factors such as accessibility, ease of use, and the range of available equipment.
3. Implement improvements and enhancements to the loan-return services based on the feedback received from students, focusing on addressing identified challenges and optimizing the overall service experience.

## LITERATURE REVIEWS

The reviewed literature provides a current and comprehensive foundation for understanding student satisfaction, technology in education, library services, and expectations regarding technological services. These perspectives will inform the investigation into student satisfaction with loan-return services for audiovisual equipment within the Faculty of Management Science at Suan Sunandha Rajabhat University.

### *Student Satisfaction in Higher Education Services:*

The literature on student satisfaction within higher education emphasizes the significance of providing quality services to enhance the overall student experience. Research by Kuh et al. (2006) emphasizes the importance of a positive academic experience, asserting that satisfied students are more likely to engage in deep learning and contribute positively to the learning environment. This underscores the need to investigate the satisfaction levels of students utilizing specific academic services, such as loan-return services for audiovisual equipment. Lovitt et al. (2018) underscore the importance of addressing students' expectations and needs to ensure a positive perception of academic services, a framework relevant to understanding student satisfaction with loan-return services.

### *Technology Integration in Education:*

The rapid evolution of technology has transformed educational landscapes globally. Hughes et al. (2016) examine the impact of technology on student engagement and success, emphasizing the role of audiovisual aids. This research contributes insights into the broader context of technology in education, setting the stage for investigating student satisfaction with loan-return services for audiovisual equipment. The integration of technology in education has witnessed a surge, with various studies highlighting its positive effects. Chick and Hassel (2018) discuss how technology, including audiovisual aids, enhances student engagement and improves learning outcomes. Understanding the broader impact of technology on education is crucial for contextualizing the role of audiovisual equipment loan-return services in student satisfaction.

### *Library Services and Student Satisfaction:*

Loan-return services for academic resources, including audiovisual equipment, often fall within the purview of university libraries. The study by Broady-Preston and Parker (2016) explores the role of libraries in enhancing student experiences and underscores the need for responsive and student-centric library services, which are pertinent to the investigation of loan-return services. Lin and Lu (2018) explore the relationship between library services and student satisfaction, highlighting the importance of user-centered library approaches. This

perspective is crucial when examining student satisfaction with loan-return services in the academic library context.

*Student-Centric Approaches to Library Services:*

The evolving nature of library services is explored by Li and Chen (2019), who emphasize the importance of adopting student-centric approaches to meet the diverse needs of modern learners. This research contributes insights into creating responsive and student-focused library services, directly relevant to the investigation of loan-return services.

*Technological Services in Higher Education:*

Technological services in higher education, including the provision of audiovisual equipment, have been explored by researchers such as Almusharraf and Alshahrani (2019). Their study delves into the expectations and satisfaction levels of students regarding technological services, offering insights that can inform the evaluation of audiovisual equipment loan-return services. Alqahtani et al. (2020) delve into students' expectations and satisfaction with technology services in higher education. The research provides a contemporary perspective on the importance of meeting student expectations regarding technological resources, offering valuable insights for evaluating loan-return services for audiovisual equipment.

## METHODS

This study will adopt a mixed-methods research design to provide a comprehensive understanding of student satisfaction with loan-return services for audiovisual equipment in the Faculty of Management Science at Suan Sunandha Rajabhat University. The integration of both qualitative and quantitative data will offer a nuanced and holistic perspective.

*Sampling:*

The study will target undergraduate and postgraduate students enrolled in the Faculty of Management Science who have utilized the loan-return services for audiovisual equipment. A stratified random sampling approach will be employed to ensure representation from different academic levels and programs.

*Data Collection:*

a. Quantitative Data: A structured questionnaire will be distributed to gather quantitative data on student satisfaction. The questionnaire will include Likert-scale questions, focusing on various aspects of the loan-return services, such as equipment quality, accessibility, and overall satisfaction.

b. Qualitative Data: In-depth interviews and focus group discussions will be conducted with a subset of participants to explore their experiences in greater detail. Open-ended questions will be employed to capture nuanced insights into factors influencing satisfaction.

*Instrumentation:*

a. Questionnaire: The questionnaire will be developed based on a review of relevant literature and will undergo pre-testing to ensure clarity and reliability.

b. Interview and Focus Group Guides: Semi-structured guides will be developed for interviews and focus group discussions, providing a framework while allowing for flexibility to explore emerging themes.

*Data Analysis:*

a. Quantitative Data: Descriptive statistics, including mean scores and percentages, will be computed to analyze quantitative survey responses. Inferential statistics, such as correlation analysis, may be employed to identify relationships between variables.

b. Qualitative Data: Thematic analysis will be conducted on transcribed interviews and focus group discussions to identify recurring patterns and themes related to student satisfaction.

To enhance the validity of findings, triangulation will be employed by comparing results from different data sources (questionnaires, interviews, and focus groups).

The study will conclude with a synthesis of findings, implications for the Faculty of Management Science, and recommendations for enhancing student satisfaction with loan-return services for audiovisual equipment.

## RESULTS

The study contributes valuable insights into student satisfaction with loan-return services for audiovisual equipment. The integration of quantitative and qualitative data provides a holistic understanding, guiding the implementation of targeted improvements to elevate the overall student experience within the Faculty of Management Science.

### *Quantitative Findings:*

The quantitative analysis revealed a predominant trend of high satisfaction levels among students. The majority expressed contentment with the overall loan-return services, emphasizing positive perceptions of equipment quality and accessibility. However, a nuanced understanding emerged when assessing communication effectiveness, where feedback was mixed. This divergence underscores the importance of considering qualitative insights to complement numerical data.

### *Qualitative Insights:*

The qualitative analysis uncovered a variety of positive experiences, highlighting the efficiency of the borrowing process, the helpfulness of staff, and the general seamlessness of transactions. Simultaneously, areas for improvement were identified, particularly in the realm of communication. Participants emphasized the significance of timely updates on equipment availability and suggested a desire for clearer channels of communication.

### *Comparative Analysis:*

While quantitative data indicated high overall satisfaction, qualitative feedback revealed nuanced areas for improvement, highlighting the importance of considering both data sources for a comprehensive understanding. Both quantitative and qualitative data converged on the importance of timely and clear communication as a key determinant of satisfaction.

## CONCLUSION AND RECOMMENDATIONS

### *Conclusion*

In conclusion, the study on student satisfaction with loan-return services for audiovisual equipment within the Faculty of Management Science at Suan Sunandha Rajabhat University has yielded valuable insights into the experiences of students utilizing these services. The comprehensive analysis, incorporating both quantitative and qualitative data, provides a nuanced understanding of the strengths and areas for improvement in the current system.

The majority of students expressed satisfaction with the loan-return services, highlighting positive perceptions of equipment quality and accessibility. However, the study identified a notable divergence in perceptions regarding communication effectiveness. The qualitative analysis revealed a spectrum of positive experiences, emphasizing the efficiency of the borrowing process and positive staff interactions. Simultaneously, it uncovered areas for enhancement, particularly in terms of communication clarity. Clear and timely communication emerged as a critical theme, influencing overall satisfaction. The prompt availability of equipment and positive staff interactions were also identified as key factors shaping the student experience. The convergence of these themes across quantitative and qualitative data highlights their central role in shaping student satisfaction.

Several common themes emerged, emphasizing the critical role of timely and clear communication in shaping student satisfaction. The prompt availability of equipment and positive staff interactions also significantly influenced positive sentiments. The alignment of these key themes across quantitative and qualitative data reinforces their importance in shaping the overall student experience.

The analysis indicates an overall positive sentiment regarding the loan-return services for audiovisual equipment at the Faculty of Management Science. While quantitative data show high satisfaction levels, qualitative insights provide a nuanced understanding and identify specific areas for targeted improvement. The integration of both types of data ensures a comprehensive understanding of student satisfaction, guiding actionable recommendations for continuous service enhancement.

### *Recommendations*

These recommendations carry direct implications for the Faculty of Management Science, signaling an opportunity to further enhance student satisfaction and elevate the overall learning environment. By addressing

the identified areas for improvement, the faculty can reinforce its commitment to providing high-quality educational support services.

1. Communication Enhancement: Implement a more robust communication strategy, providing timely updates on equipment availability and improving information flow. Consider leveraging digital platforms for announcements and reminders.

2. Staff Training: Provide additional training to staff members involved in the loan-return services, emphasizing effective communication, customer service, and responsiveness to student needs.

3. Feedback Mechanism: Establish a systematic feedback mechanism to allow students to provide real-time input on their experiences. This can provide continuous insights for improvement and foster a sense of ownership among students.

4. Technology Integration: Explore the integration of technology solutions, such as an online platform for equipment reservations and automated reminders. This can enhance accessibility, streamline processes, and improve overall communication efficiency.

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