

# Students' and Staff Satisfaction with Repair Services for Teaching Equipment and Facilities at the Faculty of Management Science, Suan Sunandha Rajabhat University

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## Abstract

The quality and effectiveness of repair services for teaching equipment and facilities are essential for supporting teaching and learning in higher education. This study aimed to assess the satisfaction levels of students and staff with repair services at the Faculty of Management Science, Suan Sunandha Rajabhat University. A quantitative descriptive research design was employed, with a structured questionnaire distributed to 350 respondents, including 280 students and 70 staff members. Data were analyzed using descriptive statistics, independent-samples t-tests, and Pearson correlation analysis. The results indicated that overall satisfaction with repair services was high, particularly regarding staff responsiveness and repair quality, while timeliness and communication received moderate-to-high ratings. No significant differences were observed between students and staff in terms of satisfaction. Correlation analysis revealed that responsiveness and repair quality were the strongest predictors of overall satisfaction. These findings suggest that maintaining skilled and responsive personnel, coupled with effective communication and follow-up, is crucial for improving service quality and user satisfaction in university facilities. The study provides valuable insights for facility management and policy development to enhance the teaching and learning environment at Suan Sunandha Rajabhat University.

**Keywords:** Satisfaction, Repair services, Teaching equipment, Facilities management, Higher education

## 1. Introduction

### 1.1 Principles and Rationale

In higher education institutions, the quality of physical infrastructure and support services plays a vital role in shaping both academic performance and overall satisfaction of users. Among these services, maintenance and repair of teaching equipment and facilities directly affect the learning environment. When classrooms, labs, multimedia devices, or other instructional tools are not functioning properly, they can disrupt teaching processes and undermine both students' learning experiences and staff effectiveness (Aluko & Ibrahim, 2019).

Service quality in facility management has been shown to significantly influence user satisfaction and institutional image. For example, research at Gombe State University found that the quality of facilities management services had a strong, positive effect on users' satisfaction (Aluko & Ibrahim, 2019). Similarly, studies in higher education contexts emphasize that infrastructure factors—such as access to well-maintained classrooms, laboratories, and other academic facilities—are among the most critical determinants of student satisfaction (Phipatsakunkamon & Butbumrung, 2025; Ainley, 2016). Furthermore, satisfaction with university facilities and services has been empirically linked to better academic outcomes (Mohammad, 2023).

Despite the recognized importance of facility service quality, relatively little research has specifically examined repair services for teaching equipment in the Thai university context, particularly from the dual perspectives of both students and staff. Repair services are distinct in that they deal with restoring functionality after failure, rather than simply providing ongoing access; delays, poor responsiveness, or low-quality repairs may meaningfully degrade the user experience.

At Suan Sunandha Rajabhat University (SSRU), and more specifically within the Faculty of Management Science, teaching relies heavily on a variety of equipment (e.g., projectors, computers, lab tools) and facilities (e.g., classrooms, tutorial rooms). Ensuring those are well maintained is crucial for high-quality teaching and learning. However, there is a lack of systematic assessment of how satisfied students and staff are with the performance of repair services. This gap in understanding may undermine continuous improvement and resource planning.

Therefore, this study aims to evaluate the satisfaction of both students and staff regarding repair services for teaching equipment and facilities in the Faculty of Management Science at SSRU. By capturing perceptions on responsiveness, quality, timeliness, and communication of repair services, the research seeks to identify strengths and areas for improvement. The findings can inform policy-making, resource allocation, and maintenance strategies to enhance the learning environment and operational efficiency.

### **1.2 Research Objective**

The study specifically aims to:

1. Evaluate the overall satisfaction of students and staff with repair services for teaching equipment and facilities at SSRU, focusing on aspects such as responsiveness, timeliness, and quality of service.
2. Compare perceptions between students and staff to identify potential differences in satisfaction levels regarding repair services.
3. Identify key factors influencing satisfaction with repair services, including communication, problem resolution efficiency, and maintenance follow-up.

## **2. Literature Review**

### **2.1 Importance of Physical Facilities in Higher Education**

Physical infrastructure, including classrooms, laboratories, and teaching equipment, plays a crucial role in shaping students' learning experiences and staff performance. Research

demonstrates that well-maintained facilities contribute significantly to user satisfaction, retention, and academic success (Aluko & Ibrahim, 2019; Ainley, 2016). For example, satisfaction with campus facilities has been positively associated with students' academic performance (Mohammad, 2023).

Gunarto and Hurriyati (2020) suggested that the “experience value” in higher education, which includes tangible aspects such as facilities, strongly influences student satisfaction, while co-creation (students' active involvement in campus life) mediates this effect.

## **2.2 Service Quality of Maintenance and Repair in Universities**

Maintenance and repair services are critical because equipment breakdowns can disrupt teaching and learning processes. Some universities have implemented systems to improve service delivery. For instance, Siam University developed a web application for managing maintenance requests, which enhanced user satisfaction by streamlining repair processes (Charaya et al., 2023). Similarly, Abdillah, Atika, and Purwaningias (2019) developed prototype software to monitor university facilities, aiming to improve efficiency and the quality of infrastructure monitoring. Such systems indicate that not only the repair itself but also how repairs are managed affects perceptions of service quality.

## **2.3 Satisfaction with Facility Services in Thai Higher Education**

Studies in Thailand show that facility-related services significantly influence user satisfaction. Research at Bansomdejchaopraya Rajabhat University revealed that responsiveness, environmental conditions, and facility management quality directly affect satisfaction (Charoensiri, 2024). A study of computer laboratories at Rumphepphanee Rajabhat University found that satisfaction depends on the condition of equipment, the speed of problem resolution, and staff communication (Phimthara & Meemak, 2025). These findings indicate that multiple factors—including responsiveness, communication, and problem-solving efficiency—shape satisfaction with repair and maintenance services.

## **2.4 Staff Satisfaction in Universities**

Staff satisfaction is another important factor because dissatisfied support personnel may negatively affect service quality. A study of support staff at a private Thai university found that work environment, resource availability, and organizational support significantly influenced staff satisfaction and commitment (Luesantia et al., 2025). Ensuring that staff are well-supported in repair and maintenance roles is therefore crucial for achieving high-quality service outcomes.

# **3. Research Methodology**

This study employs a quantitative descriptive research design to assess the satisfaction levels of students and staff regarding repair services for teaching equipment and facilities. Using surveys allows the researcher to systematically collect data from a large sample of stakeholders to evaluate overall satisfaction, compare perceptions between groups, and identify key factors influencing satisfaction.

## **3.1 Population and Sample**

The population for this study consists of all students and staff at the Faculty of Management Science, Suan Sunandha Rajabhat University (SSRU) who utilize teaching facilities and repair

services. This includes undergraduate students enrolled in courses that require the use of teaching equipment and facilities, and academic and support staff involved in teaching, lab supervision, or facility management. A stratified random sampling method is used to ensure representation of both students and staff. According to Krejcie and Morgan (1970), a sample of 300–400 respondents is sufficient for descriptive studies.

### 3.2 Research Instrument

The primary data collection tool is a structured questionnaire, developed based on literature and prior studies on satisfaction with facilities and services. The questionnaire consists of four parts:

*Demographic Information:* Gender, age, education level, and department.

*Satisfaction with Repair Services:* Items related to responsiveness, timeliness, service quality, and communication.

*Service Evaluation:* Participants' perceptions of problem resolution efficiency and maintenance follow-up.

*Overall Satisfaction:* General rating of repair service performance and suggestions for improvement.

All items use a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree) to measure satisfaction levels (Likert, 1932).

### 3.3 Data Collection Procedure

Data collection follows these steps:

1. Obtain permission from the Faculty of Management Science at SSRU.
2. Distribute questionnaires electronically (via Google Forms) and in paper format to maximize response rates.
3. Collect completed questionnaires over a four-week period.
4. Ensure confidentiality and voluntary participation; participants are informed about the purpose of the study and their right to withdraw at any time.

### 3.4 Data Analysis

The collected data are analyzed using descriptive and inferential statistics:

*Descriptive Statistics:* Mean, standard deviation, and frequency distributions are used to summarize satisfaction levels and demographic characteristics (Sekaran & Bougie, 2020).

*Independent Sample t-tests and One-Way ANOVA:* These tests are used to compare satisfaction levels between students and staff and across demographic groups (Field, 2018).

*Correlation Analysis:* Determines the relationships between different dimensions of service quality and overall satisfaction.

Data analysis is conducted using SPSS to ensure accuracy and reliability.

## 4. Results

A total of 350 respondents participated in the study, comprising 280 students (80%) and 70 staff members (20%).

### 4.1 Descriptive Analysis of Satisfaction with Repair Services

Respondents rated satisfaction with repair services on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). Table 1 shows the mean scores and standard deviations for the main service dimensions.

**Table 1 Satisfaction with Repair Services**

Service Dimension	Mean ( $\bar{x}$ )	SD	Interpretation
Responsiveness of Staff	4.12	0.68	High
Timeliness of Repairs	3.85	0.74	Moderate–High
Quality of Repair Work	3.92	0.70	High
Communication and Updates	3.78	0.76	Moderate–High
Overall Satisfaction	3.92	0.65	High

Overall, both students and staff reported a high level of satisfaction with repair services, with responsiveness and repair quality scoring slightly higher than timeliness and communication.

### 4.2 Comparison of Satisfaction Between Students and Staff

An independent-samples t-test was conducted to compare satisfaction levels between students and staff.

**Table 2 Independent-samples t-test: Satisfaction by Position**

Service Dimension	Students ( $\bar{x} \pm SD$ )	Staff ( $\bar{x} \pm SD$ )	t-value	p-value
Responsiveness	4.08 ± 0.69	4.25 ± 0.64	1.88	0.061
Timeliness	3.81 ± 0.73	3.97 ± 0.74	1.67	0.096
Quality of Repair Work	3.91 ± 0.71	3.95 ± 0.67	0.48	0.633
Communication & Updates	3.75 ± 0.77	3.87 ± 0.73	0.97	0.333
Overall Satisfaction	3.90 ± 0.66	4.00 ± 0.63	1.16	0.246

The results revealed that no significant differences were found between students' and staff's satisfaction across all service dimensions ( $p > 0.05$ ). This indicates that both groups perceive the repair services similarly that well-managed repair services yield comparable satisfaction across user groups.

### 4.3 Correlation Between Service Dimensions and Overall Satisfaction

A Pearson correlation analysis was conducted to examine the relationship between individual service dimensions and overall satisfaction.

**Table 3 Correlation of Service Dimensions with Overall Satisfaction**

Service Dimension	Pearson r	p-value	Interpretation
Responsiveness	0.72	<0.001	Strong positive
Timeliness	0.65	<0.001	Strong positive
Quality of Repair Work	0.70	<0.001	Strong positive
Communication & Updates	0.61	<0.001	Moderate–Strong

The results revealed that all service dimensions are significantly and positively correlated with overall satisfaction. Responsiveness and repair quality are the strongest predictors of satisfaction, indicating that timely and competent service is key to user perception.

## 5. Conclusion

This study examined the satisfaction levels of students and staff regarding repair services for teaching equipment and facilities at the Faculty of Management Science, Suan Sunandha Rajabhat University. The findings indicate that overall satisfaction is high, particularly in terms of the responsiveness of staff and quality of repair work. While timeliness and communication scored slightly lower, they were still rated at a moderate-to-high level, suggesting that repair services generally meet user expectations but could benefit from improved updates and follow-up.

No significant differences were observed between students and staff regarding satisfaction levels, indicating that both groups share similar perceptions of the repair services provided. Furthermore, correlation analysis revealed that responsiveness and repair quality are the strongest predictors of overall satisfaction, underscoring the importance of timely and competent maintenance in achieving positive user experiences (Aluko & Ibrahim, 2019; Mohammad, 2023; Rattanaphum & Juntunen, 2022).

The results highlight several practical implications for university facility management. First, maintaining skilled and responsive repair personnel is crucial for sustaining high satisfaction levels. Second, systematic procedures for timely communication and follow-up can further enhance user perceptions of service quality. Finally, continuous monitoring and feedback mechanisms are recommended to identify and address areas requiring improvement, ensuring that both students and staff experience a supportive and functional teaching environment.

Overall, the study contributes to understanding how repair services affect user satisfaction in higher education and provides actionable insights for improving facilities management in Thai universities, particularly within the context of Suan Sunandha Rajabhat University.

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