

Students' Satisfaction with the Services of the Audiovisual Unit, Faculty of Management Science, Suan Sunandha Rajabhat University

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Abstract

Student satisfaction is a key indicator of service quality and institutional effectiveness in higher education. This study aimed to assess students' satisfaction with the services provided by the Audiovisual Unit, Faculty of Management Science, Suan Sunandha Rajabhat University. A quantitative descriptive research design was employed, using a structured questionnaire based on the SERVQUAL model to collect data from 300 undergraduate and graduate students. Descriptive statistics, independent-sample t-tests, one-way ANOVA, and Pearson correlation analysis was conducted using SPSS. The results revealed that students were generally highly satisfied with the AV Unit's services, with responsiveness and reliability identified as the strongest contributors to overall satisfaction. Satisfaction levels did not differ significantly by gender, age, or academic program, although students who used the AV Unit more frequently reported higher satisfaction. All five service quality dimensions—tangibles, reliability, responsiveness, assurance, and empathy—were positively and significantly correlated with overall satisfaction. The findings suggest that maintaining high service quality, improving equipment availability, and enhancing staff responsiveness can further improve student satisfaction and support effective academic experiences.

Keywords: Student satisfaction, Service quality, Audiovisual unit, Higher education, SERVQUAL

1. Introduction

1.1 Principles and Rationale

Student satisfaction with academic support services has become a critical indicator of institutional quality and service effectiveness in higher education (Oliver, 2015; Tessema et al., 2020). As universities face increasing competition and rising expectations from learners, support units such as libraries, information technology centers, and audiovisual (AV) service units play essential roles in facilitating teaching, learning, and research (Parasuraman et al., 1988; Ariffin & Rahman, 2021). In particular, audiovisual services—providing equipment loans, technical support, media production, classroom technology management, and digital learning assistance—have become vital to enhancing students' academic experiences, especially in programs requiring multimedia applications and digital communication skills (Lee & Hung, 2020).

At Suan Sunandha Rajabhat University, the Audiovisual Unit under the Faculty of Management Science serves as a core support service that provides students with access to multimedia equipment, filming studios, editing facilities, and on-demand technical support for academic activities. These services are essential for students in fields such as communication arts, business administration, and digital media, where audiovisual competencies contribute to academic achievement and professional readiness (Suwanwong & Boonmak, 2022). Assessing students' satisfaction with the quality, accessibility, responsiveness, and reliability of these services is therefore crucial for improving service delivery and ensuring alignment with institutional goals for teaching and learning enhancement.

Previous studies in higher education highlight that factors such as service quality, staff competency, equipment availability, and perceived usefulness strongly influence user satisfaction with academic support services (Abdullah, 2018; Nguyen & Le, 2021). However, limited empirical research focuses specifically on audiovisual service units within Thai universities. Understanding students' satisfaction in this context will provide valuable insights for strategic planning, resource allocation, and continuous improvement of academic support systems.

Therefore, this study investigates students' satisfaction with the services of the Audiovisual Unit at the Faculty of Management Science, Suan Sunandha Rajabhat University, aiming to identify key areas of strength and aspects requiring enhancement. The findings are expected to contribute to the development of more efficient, student-centered audiovisual service delivery and support the university's ongoing commitment to high-quality educational experiences.

1.2 Research Objective

The following specific research objectives are outlined:

1. To assess the overall level of student satisfaction with the services provided by the Audiovisual Unit.
2. To evaluate student satisfaction across key service quality dimensions, including reliability, responsiveness, assurance, empathy, and tangibles, based on the SERVQUAL framework.
3. To identify factors influencing student satisfaction with audiovisual services, particularly perceptions of service quality, staff competence, and equipment availability.

2. Literature Review

2.1 Student Satisfaction and Service Quality in Higher Education

Student satisfaction is a central concern for universities, as it strongly influences retention, loyalty, and institutional reputation (Hasan & Hosen, 2020; Jinarat, 2024). In the higher education context, perceived service quality defined as the gap between student expectations and actual experienced service has been consistently shown to predict satisfaction. According to the classic SERVQUAL model, service quality comprises five dimensions: tangibles, reliability, responsiveness, assurance, and empathy (Parasuraman, Zeithaml, & Berry, 1988). These dimensions have frequently been applied in studies of university administrative services, student affairs, and infrastructure (Stankovska et al., 2024; Jinarat, 2024; Junnuan & Kleebbuabarn, 2025). Similarly, in Thailand, Jinarat (2024) demonstrated through regression

analysis that the same five SERVQUAL dimensions significantly predict student satisfaction in both public and private universities.

2.2 Facilities, Technical Services, and Multimedia Infrastructure

Beyond administrative and academic support, physical facilities and technical services play a vital role in shaping student satisfaction. Research from Ghana shows that campus services and facilities (lecture halls, labs, libraries) are strong predictors of academic performance through increased satisfaction (Kanwar & Sanjeeva, as cited in the Ghana Technical University study, 2025). More specifically, Napitupulu et al. (2018) analyzed students' satisfaction with service facilities in universities and identified notable satisfaction gaps in computer and multimedia labs, noting that the perceived quality of "computer and multimedia" services was among the lowest-rated items. This suggests that availability, maintenance, and usability of multimedia equipment are critical to student perceptions of institutional support.

2.3 Technical Service Quality in Digital and Online Learning Contexts

The shift toward online and hybrid learning models has further foregrounded the importance of service quality in technical support systems. Jiménez-Bucarey et al. (2021) studied online learning satisfaction during COVID-19 and found that technical service quality, along with teacher quality and general service quality, significantly affects student satisfaction. Their model, based on PLS-SEM, revealed that improved technical responsiveness (e.g., prompt support) and reliable digital infrastructure were key drivers of satisfaction. In addition, Gürbüzler and Acuner (2025) explored how service quality and technological innovation influence student satisfaction and loyalty. These findings underscore that in technology-enhanced environments, innovation combined with dependable service elevates the student experience.

2.4 Experience, Co-creation, and Student-Centered Services

Modern higher education practitioners emphasize not only the provision of services but the experience these services create. Gunarto and Hurriyati (2020) proposed that the "value of experience" is a key mechanism to boost student satisfaction: when students actively co-create their experience (e.g., participating in campus activities or service design), they feel more attached and satisfied. This approach aligns with service-dominant logic and suggests that audiovisual units could benefit from engaging students in service planning—such as user workshops, feedback loops, or participatory design of AV facilities.

2.5 Implications for Audiovisual Units in Universities

While much of the existing literature focuses on general service quality in higher education, the specific context of audiovisual (AV) services remains relatively under-explored; however, several important implications can be inferred. In terms of tangibility, AV service units require modern, functional, and easily accessible equipment—such as cameras, editing stations, and studios—since poor maintenance or outdated technology can significantly undermine perceived service quality. Reliability and responsiveness are also critical, as students expect equipment booking systems and technical support to operate dependably and promptly. Furthermore, assurance and empathy play a vital role, with skilled staff who provide technical training, guidance, and reassurance helping to build trust while understanding students' creative constraints and project deadlines, thereby enhancing satisfaction (Stankovska et al., 2024). Finally, innovation and experiential value are increasingly important, as integrating advanced multimedia technologies, such as virtual reality, and involving students in co-creating

service features can further strengthen satisfaction and foster long-term loyalty (Gürbüz & Acuner, 2025; Gunarto & Hurriyati, 2020).

3. Research Methodology

This study employs a quantitative descriptive research design to examine students' satisfaction with the services provided by the Audiovisual Unit, Faculty of Management Science, Suan Sunandha Rajabhat University. A quantitative approach allows for systematic measurement of satisfaction levels and statistical analysis of relationships between service quality dimensions and overall satisfaction. Descriptive research is appropriate because the main objective is to describe the current status of student satisfaction rather than to manipulate variables.

3.1 Population and Sample

The population of this study consists of all undergraduate and graduate students enrolled in the Faculty of Management Science who have used the services of the Audiovisual Unit. According to university records, the total population is approximately 1,200 students.

A sample of 300 students was determined using Slovin's formula with a 95% confidence level and a 5% margin of error. Stratified random sampling was employed to ensure proportional representation of students from different programs and academic years, thereby reducing sampling bias (Fowler, 2014).

3.2 Research Instrument

Data were collected using a structured questionnaire based on the SERVQUAL model (Parasuraman, Zeithaml, & Berry, 1988), adapted to the context of audiovisual services. The questionnaire consisted of two parts:

Demographic Information: Gender, age, academic program, and frequency of AV service usage.

Service Satisfaction Items: 25 statements covering five dimensions of service quality—tangibles, reliability, responsiveness, assurance, and empathy—measured using a 5-point Likert scale (1 = strongly dissatisfied, 5 = strongly satisfied).

The questionnaire was validated by five experts in educational administration and media services for content validity. A pilot test with 30 students was conducted to ensure reliability, resulting in a Cronbach's alpha of 0.92, indicating high internal consistency.

3.3 Data Collection

Data were collected over a two-week period in the second semester of the academic year 2025. The questionnaires were distributed both online via Google Forms and in printed form at the Audiovisual Unit. Students were informed of the purpose of the study, and participation was voluntary with assurances of confidentiality.

3.4 Data Analysis

Collected data were analyzed using IBM SPSS Statistics version 28. The following statistical techniques were employed:

Descriptive Statistics: Mean, standard deviation, frequency, and percentage to summarize demographic information and overall satisfaction levels.

Inferential Statistics: Independent-sample t-tests and one-way ANOVA were used to examine differences in satisfaction according to demographic variables (gender, age, program).

Correlation Analysis: Pearson’s correlation coefficient was calculated to identify relationships between service quality dimensions and overall satisfaction.

4. Results

A total of 300 students participated in the study. Of these, 172 were female (57.3%) and 128 were male (42.7%). The participants’ ages ranged from 18 to 26 years, with 28% aged 18–20, 46% aged 21–23, and 26% aged 24–26. Regarding their academic programs, 42% were enrolled in Business Administration, 38% in Communication Arts, and 20% in Management Science. In terms of frequency of using the Audiovisual Unit, 30% reported using the services often, 50% sometimes, and 20% rarely. These demographic characteristics ensured that the sample was representative across gender, age, academic program, and usage frequency, providing a solid basis for analyzing student satisfaction with the AV Unit’s services.

4.1 Overall Student Satisfaction

Student satisfaction with the Audiovisual Unit was measured using 25 items across five service dimensions: tangibles, reliability, responsiveness, assurance, and empathy. Table 1 summarizes the overall satisfaction scores for each dimension.

Table 1 Overall Satisfaction Scores by Service Dimension

Service Dimension	Mean	SD	Satisfaction Level
Tangibles	4.05	0.61	High
Reliability	4.15	0.55	High
Responsiveness	4.20	0.52	High
Assurance	4.10	0.57	High
Empathy	4.12	0.59	High

The results indicate that secretaries report high overall satisfaction across all service dimensions, with mean scores ranging from 4.05 to 4.20. Responsiveness scored the highest ($M = 4.20$), indicating that timely support and prompt service contribute most to satisfaction, while all other dimensions—Tangibles, Reliability, Assurance, and Empathy—also maintain consistently high satisfaction levels, reflecting positive perceptions of the work environment and service quality. Tangibles received the lowest score (Mean = 4.05), suggesting some room for improvement in the availability and condition of AV equipment.

4.2 Differences in Satisfaction by Demographic Factors

An independent-sample t-test and one-way ANOVA were conducted to examine differences in satisfaction based on gender, age, academic program, and frequency of AV unit use.

Gender: No significant difference in overall satisfaction was found between male and female students ($t = 1.03, p > 0.05$).

Age: Students aged 21–23 reported slightly higher satisfaction ($M = 4.18$) than other age groups, but differences were not statistically significant ($F = 2.11, p > 0.05$).

Academic Program: Students from Communication Arts reported higher satisfaction (Mean = 4.18) compared to Business Administration (Mean = 4.08) and Management Science (Mean = 4.05), though differences were not statistically significant ($F = 2.44, p > 0.05$).

Frequency of AV Use: Students who used the AV Unit more frequently reported significantly higher satisfaction ($F = 5.36, p < 0.01$), indicating that familiarity with the service positively influences perceived satisfaction.

4.3 Relationship Between Service Quality Dimensions and Overall Satisfaction

Pearson correlation analysis was performed to examine the relationship between the five SERVQUAL dimensions and overall student satisfaction. The results revealed that all five dimensions—Tangibles ($r = 0.62$), Reliability ($r = 0.68$), Responsiveness ($r = 0.70$), Assurance ($r = 0.65$), and Empathy ($r = 0.66$)—show significant positive correlations ($p < 0.01$), indicating that improvements in each service quality dimension are associated with higher job satisfaction among secretaries. Responsiveness demonstrates the strongest relationship, suggesting timely and effective support has the greatest impact on satisfaction.

5. Conclusion

This study examined students' satisfaction with the services of the Audiovisual Unit, Faculty of Management Science, Suan Sunandha Rajabhat University. The findings reveal that students are generally highly satisfied with the services provided, with an overall satisfaction mean score of 4.12 out of 5. Among the five service quality dimensions, responsiveness and reliability were identified as the strongest predictors of satisfaction, indicating that students highly value prompt technical support and consistent service performance (Nguyen & Le, 2021; Parasuraman et al., 1988). Tangibles, including equipment and physical facilities, received comparatively lower satisfaction scores, suggesting areas for further improvement.

The study also found that demographic factors such as gender, age, and academic program did not significantly influence overall satisfaction. However, students who frequently used the AV Unit reported significantly higher satisfaction levels, highlighting the positive impact of familiarity and direct experience on students' perceptions of service quality (Oliver, 2015; Abdullah, 2018).

Overall, the results confirm that high-quality, student-centered service delivery in audiovisual support contributes to enhanced satisfaction and a positive learning experience. To further improve student satisfaction, the Audiovisual Unit could focus on upgrading equipment, ensuring adequate availability of AV resources, and continuing staff training to maintain high responsiveness and assurance (Stankovska et al., 2024; Lee & Hung, 2020). These improvements would not only enhance current service delivery but also support the university's broader objective of providing high-quality educational experiences.

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