

# QUALITY SERVICE ENHANCEMENT, COLLABORATION, EXECUTE, AND SUCCEED

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## ABSTRACT

To maintain the number one ranking of all Rajabhat Universities in Thailand, it is imperative for Suan Sunandha Rajabhat University to have a proper quality service enhancement, collaboration, execute, and succeed. Information technology trainings are offered to students in campus regularly to improve their level of their academic information technology. Active learning and problem based learning are the most popular method required for this kind of trainings to be satisfied by both trainers and students. The success rates of the training programs may be depended heavily on trainees' level of satisfaction from the services quality of the training programs. Hence, it is vital to be objectively to assess and measure the students' level of satisfaction in five different areas: tangible, reliability, responsiveness, assurance, and empathy. The main purposes of this research was to investigate the level of students' satisfaction in five important areas of service quality as well as to provide practical suggestions to enhance the quality of training program and how to enhance the students' level of satisfaction. To answer the research objectives, this study employed a mixed research of both a qualitative research method of ten informants and a survey quantitative research study which was conducted by interviewing with 400 students who were enrolling the information technology training programs. Data collection for the quantitative method was conducted by using questionnaire for survey research, whereas, in-depth interview questions for qualitative research. Statistical analysis was performed by utilizing Excel program and SPSS program. Percentage, mean, and standard deviation were used for data analysis and to conclude for findings. The findings of this research study revealed that the majority of students had reported their high level of satisfaction on information technology programs in three areas of tangible, reliability, and responsiveness and had a medium level of satisfaction in two areas of assurance and empathy. The suggestions from this study the re-design of the service to focus more on the reliability factor since reliability had the highest impact on student satisfaction.

**Keywords:** Trainings, Information Technology, Satisfaction, Five Dimensions of Service

## INTRODUCTION

High level of competitiveness in the higher education of Thailand nowadays in which Suan Sunandha Rajabhat University engages in everyday, this has been one of the main reasons why service enhancement is so vital for the future success of all students, staff, and faculty members. In the higher education of Thailand, for instance, satisfied students have become of great importance. In the world of business, for example, satisfied customers tend to return and make profit to the business firm. However, in the higher education, customer satisfaction or student satisfaction is also important both in the short run and in the long run. Therefore, it is

important to search for determine factors influencing student satisfaction by using SERVQUAL model developed by Parasuraman et. Al. (1985).

Service quality is one of the most effective tools to measure the level the students are satisfied with the service provided by the university or not. Satisfaction of students on services on campus refers to the difference between students' expectation of service and their evaluation of the services they received (Wongleedee, 2016). It is perceived as subjective since it is relied on the judgement of the students. The focus of this study is on information technology trainings which are offered to students regularly. Active learning and problems based learning are two best methods required for effective trainings. It is believed that major success of the training programs and making delivery of quality training a constant objective and predominant priority depends on students' level of satisfaction. Hence, to be objectively measure the students' level of satisfaction, there are five different areas: tangible, reliability, responsiveness, assurance, and empathy. However, this study used 22 factors that influence student satisfaction with the information technology training campus. The 22 factors included physical facilities, equipment, appearance of campus employees, communication materials, timeliness of service, problem solving, efficient service, consistency of service, accuracy of service, problem resolution time, prompt attention to students, willingness to help, flexibility, behavior of employee, safety and security, courtesy of employees, competence of employees, individual attentions, convenient operating hours, personal attention, concern towards student interest, and understanding of student specific needs (Parasuraman, Zeithml, and Berry, 1988).

## METHODOLOGY

There are various stages to achieve the results such as research design, target, population, sampling design, data collection, instruments, data analysis, findings and discussion. The aim of this research were to investigate and examine the level of students' satisfaction in five important areas: tangible, reliability, responsiveness, assurance, and empathy as well as to provide suggestions to improve the quality of training program and how to enhance the students' level of satisfaction. The population of quantitative research method included the population of all students in the campus of Suan Sunandha Rajabhat Univeristy about 28,800 students currently. By utilizing small sample group, a total of 400 samples was determined (Kulnides & Somjai, 2015). Moreover, the sample size should be enough to be able to generalization. Since the predetermined variables was 2 2variables, the 20 times of 22 variables was about 40 samples. However, due to limited time of study and budget constraints, the minimum of 400 samples were more than sufficient in this research study. In addition, 10 key informants were randomly selected from students from various departments in campus to provide in-sight data and information as a qualitative research method. The purposive sampling method was utilized for data collection which would lead to data analysis. For the research tool, the questionnaire was designed and developed by using the Likert Five Scales for the important process of data collection. Test of content validity and reliability were conducted to ensure that it passed the basic requirements of IOC and Cronbach Alpha. In terms of practicality, there was a try out to test the quality of the questionnaire. Statistical analysis was conducted to test the mathematical expression for the regression model was utilized to obtain the level of relationship of each variables. For qualitative research method, the researcher focused on documentary review and analysis as well as an in-depth interview with key informants of students and integrate the findings with the finding from the quantitative research method. The linear regression model can be expressed in the mathematical expression.

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \varepsilon$$

Where Y is the independent variable representing student satisfaction,  $\alpha$  is a constant in the model or the intercept of

the model while  $\varepsilon$  is the error term, whereas, X1, X2, X3, X4, and X5 are all five independent variables representing the five service quality in SERVQUAL model of five quality dimensions which are Tangible, Reliability, Responsiveness, Assurance, and Empathy respectively.

## FINDINGS

From the research findings, the important values were obtained. And the regression model can therefore be expressed as follows:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \varepsilon$$

$$Y = 5.566 + 0.765X_1 + 0.919X_2 + 0.764X_3 + 0.713X_4 + 0.779X_5 + \varepsilon$$

Therefore;

$$\text{Student satisfaction} = Y = 5.566 + 0.765\text{Tangibles} + 0.919\text{Reliability} + 0.764\text{Reponsiveness} + 0.713\text{Assurance} + 0.749\text{Empathy} + \varepsilon$$

By using the five percent level of significance, the three variable of Tangible, Reliability, and Responsiveness were statistically significance since their p-value were above the acceptable level. On the other hand, the Assurance and Empathy were statistically insignificant since p-value were below the acceptable level. From the findings, it revealed that positive effects were found on all five dimensions of service which were tangibles, reliability, responsiveness, assurance, empathy with regression coefficients of 0.765, 0.919, 0.764, 0.713, and 0.749 respectively. First, the linear regression model of this study suggested that a unit increase in tangible dimension of service, taking all the other variable constant at zero, this could result in a 0.765 increase in student satisfaction. Second, the linear regression model of this study suggested that a unit increase in reliability dimension of service, taking all the other variable constant at zero, this could result in a 0.919 increase in student satisfaction. Third, the linear regression model of this study suggested that a unit increase in responsiveness dimension of service, taking all the other variable constant at zero, this could result in a 0.764 increase in student satisfaction.

Fourth, the linear regression model of this study suggested that a unit increase in assurance dimension of service, taking all the other variable constant at zero, this could result in a 0.713 increase in student satisfaction. Finally, the linear regression model of this study suggested that a unit increase in empathy dimension of service, taking all the other variable constant at zero, this could result in a 0.749 increase in student satisfaction.

## Suggestions

The suggestions from this study included the focus on the reliability factors of the five dimension of services since it was a factor that contribute most toward student satisfaction followed by tangibles and responsiveness. The fact is the service providers of the university should understand that each factor of the five dimensions of service influence the level of satisfaction of students in the campus of Suan Sunandha Rajabhat University at different level. However, since the factor of reliability had the highest level of influence, the service providers should focus on error free service process, timeliness of service delivery, provide sincere

interest in solving students' problems, and the high level of attention towards efficiency of service.

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