

**FACULTY SATISFACTION WITH THE CAPACITY OF THE RESEARCH
AND ACADEMIC SERVICE DEVELOPMENT DIVISION, FACULTY OF SCIENCE
AND TECHNOLOGY, SUAN SUNANDHA RAJABHAT UNIVERSITY**

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Abstract

This study explored faculty satisfaction with the services of the Research and Academic Service Development Division, Faculty of Science and Technology, Suan Sunandha Rajabhat University, and suggested ways to improve its efficiency. Ninety-seven full-time faculty members from all departments participated, and data were collected using a questionnaire. Most respondents were female and used the Division's services. They mainly came from the Departments of Computer Science and Data Innovation, Forensic Science, and Environmental Science and Technology. Overall satisfaction was high. Faculty appreciated clear research policies, systematic procedures, community-focused projects, knowledgeable and polite staff, and sufficient resources. Areas with lower satisfaction included promotion of research funding, network collaboration, timely consultation, support for proposal writing, modernity of online systems, and transparency. In conclusion, faculty were generally satisfied with the Division, especially its staff, resources, and relevant projects. To improve further, the Division should focus on increasing transparency, supporting research proposals, enhancing online systems, promoting funding, and strengthening collaboration.

Keywords: Faculty satisfaction, Academic services, Research support

Introduction

The development of research and academic services is a key mission of higher education institutions. It plays an important role in creating new knowledge, transferring technology, and applying knowledge for the benefit of society and national development. Especially in the Faculty of Science and Technology, research and academic services are directly related to innovation, scientific research, and community and industrial needs.

The Research and Academic Service Development Division has an important role in supporting and facilitating faculty members and researchers. Its work must be efficient and effective to build confidence and motivation among faculty in producing quality research.

However, if the Division's operations do not fully meet the needs of faculty members or face management and support limitations, it may affect their satisfaction and the overall quality of research and academic services. Therefore, studying faculty satisfaction with the Division's capacity is important. The findings can show strengths, weaknesses, and development guidelines to improve efficiency.

This study aims to explore faculty satisfaction with the capacity of the Research and Academic Service Development Division, Faculty of Science and Technology, as part of research-to-routine (R2R) development for the fiscal year 2026.

Research Objectives

1. To examine the satisfaction level of faculty members in the Faculty of Science and Technology toward the capacity of the Research and Academic Service Development Division.
2. To improve and develop the Division’s capacity in order to enhance its efficiency and effectiveness in supporting research and academic services.

Scope of the Research

The population and sample of this study consisted of 97 faculty members from the Faculty of Science and Technology, Suan Sunandha Rajabhat University. They represented 12 academic programs and 1 foreign lecturer as follows:

1. Science and Innovation
2. Industrial Food Microbiology and Biotechnological Innovation
3. Environmental Biology
4. Food Science and Technology
5. Forensic Science
6. Home Economics
7. Sports Science and Health
8. Information Technology
9. Computer Science and Data Innovation
10. Environmental Science and Technology
11. Digital Innovation and Content Management
12. Food Innovation and Professional Chef
13. Foreign Lecturer

In total, there were 97 participants in the study.

Literature Review

This study, “Faculty Satisfaction with the Capacity of the Research and Academic Service Development Division: A Case Study of the Faculty of Science and Technology, Suan Sunandha Rajabhat University,” is based on 8 related theories.

SERVQUAL Theory (Patchanee Thongkham, 2024)

The SERVQUAL model identifies key dimensions of service quality that help evaluate and improve customer satisfaction. It consists of five dimensions:

- Tangibles: the appearance of physical facilities, equipment, personnel, and communication materials.
- Reliability: the ability to perform the promised service dependably and accurately.
- Responsiveness: the willingness to help and provide prompt service.
- Assurance: the knowledge, courtesy, and ability of staff to inspire trust and confidence.
- Empathy: caring and individualized attention to customers.

Studies show that these dimensions significantly affect service satisfaction. Applying this model to the Research and Academic Service Development Division helps identify which service aspects most influence faculty satisfaction. Phanwan (2024) expanded the model to highlight that responsiveness and personal care have the strongest effects on satisfaction in educational organizations.

System Theory for Academic Service Management (Watcharapong Sukewong et al., 2017)

System Theory provides a holistic framework for academic service management. It includes four key components:

- Input: resources such as skilled staff, research funding, policies, and tools.
- Process: activities that transform inputs into outputs, including planning, consultation, and coordination.
- Output: results such as completed research projects, quality services, and faculty satisfaction.
- Feedback: data or evaluations used to improve future services.

Effective management requires appropriate resource allocation, efficient processes, and continuous improvement based on feedback. This theory helps the Division manage academic services systematically and meet faculty needs effectively.

Resource-Based View (Shoosanuk, A., 2021)

This theory explains that organizations gain competitive advantage through valuable, rare, and hard-to-imitate resources and capabilities. It assumes that (1) organizations differ in the resources they possess, and (2) these resources are not perfectly transferable, so differences persist over time.

Applied to the Research and Academic Service Development Division, this theory suggests that the Division’s capacity depends on having skilled personnel, suitable tools and technologies, and an effective management system. Faculty who receive strong resource support tend to show higher satisfaction.

Competency Theory / Competency Framework (Muna Gentasa, 2022)

The assessment of the Division’s capacity reflects that faculty satisfaction does not depend solely on the system but also on the competencies of personnel providing the services. Analyzing staff competencies—including knowledge, skills, and traits—helps link individual performance to service quality and faculty satisfaction.

According to the international university quality framework, competencies are divided into three key components based on the university’s operational staff standards:

- Knowledge: the specific professional knowledge related to the individual’s field.
- Skill: the ability to perform tasks effectively through practice and experience, whether physical or intellectual.
- Trait: personal characteristics that describe an individual’s behavior, expression, and response to situations.

Each competency area plays a vital role in identifying strengths and weaknesses of personnel, enabling continuous improvement and alignment with organizational strategies and goals. This ensures that human resource development is efficient and maximizes benefits for the organization.

Total Quality Management (TQM) Framework (Kamphon Khemthong, 2023)

TQM is a management framework focusing on continuous organizational improvement to deliver high-quality services that meet customer needs. The main principles of TQM include:

- Customer Focus: all processes must respond to user needs; feedback and satisfaction are central to quality improvement.

- Employee Involvement: all staff participate in quality enhancement through teamwork and cross-functional communication.
- Continuous Improvement (Kaizen): emphasizes ongoing improvement at every stage with regular monitoring and evaluation.
- Fact-Based Decision Making: decisions are based on real data such as surveys, user feedback, and performance statistics.
- Leadership Commitment: management must demonstrate strong support and foster a culture of quality development.

Technology Acceptance Model (TAM) (O.A. Alismaiel, 2022)

TAM explains user behavior toward accepting technology through two main perceptions:

- Perceived Usefulness (PU): belief that using a system improves work performance and efficiency.
- Perceived Ease of Use (PEOU): belief that the system is easy to use and not complex.

These perceptions influence Attitude toward Use and Behavioral Intention, which ultimately lead to Actual System Use. The model helps explain how faculty perceive and adopt new technological systems used in research and academic services.

Instructor Readiness & Satisfaction Model (J. Lim, 2023)

This model emphasizes assessing instructors' readiness and its impact on job satisfaction. It consists of three dimensions:

- Technical Readiness: the level of technical skills and ability to use research-support tools effectively.
- Administrative Readiness: adequacy of administrative resources and institutional support.
- Psychological Readiness: positive attitudes, motivation, and satisfaction toward service and support systems.

Together, these dimensions determine how well instructors can utilize institutional support and how satisfied they feel with the Division's services.

Concept of Organizational Competitiveness (Supakorn, 2024)

This concept highlights that organizational success depends on multiple capabilities — including competitiveness, management innovation, entrepreneurship, and recovery ability — which directly affect overall effectiveness.

The capacity of the Research and Academic Service Development Division can be viewed as an organizational competitiveness factor. Innovative management practices, such as using information technology to simplify processes or providing new research support tools, can greatly enhance faculty satisfaction. Moreover, the professionalism and readiness of support staff act like entrepreneurial attributes, enabling timely decision-making, coordination, and problem-solving — all of which foster trust and satisfaction among faculty users.

Research Methodology

Population and Sampling

The population and sample of this study consisted of faculty members of the Faculty of Science and Technology, Suan Sunandha Rajabhat University, covering 12 academic programs and one international lecturer.

Research Instruments and Instrument Quality

The research instruments used in this study included a questionnaire, which was divided into two main parts.

1. General demographic information of the respondents (e.g., gender, age, academic position, and experience in using the services).
2. Faculty satisfaction with various aspects of the services

Data Collection

The data collection process was conducted in two phases

- Phase 1: Data were collected through interviews with faculty members who had used the services of the Research and Academic Services Development Division, Faculty of Science and Technology
- Phase 2: A satisfaction evaluation form was developed in the form of a Google Form and distributed to the same group of faculty members who participated in Phase 1

Data Analysis

The data on Faculty Satisfaction with the Capacity of the Research and Academic Service Development Division, Faculty of Science and Technology, Suan Sunandha Rajabhat University, were analyzed using the mean (Average) and standard deviation (S.D.)

Research Results

It was found that the majority of service users of the Research and Academic Services Development Division, Faculty of Science and Technology, were lecturers, totaling 78 individuals.

The results of the analysis of faculty members' Satisfaction with the Capacity of the Research and Academic Service Development Division, Faculty of Science and Technology, Suan Sunandha Rajabhat University, were examined in the following aspects.

1. Research Management	Mean 4.13, SD 0.69
2. Academic Services	Mean 4.16, SD 0.68
3. Personnel and Staff	Mean 4.45, SD 0.60
4. Supporting Resources	Mean 4.40, SD 0.57
5. Faculty Development	Mean 4.22, SD 0.65
6. Information Systems and Technology	Mean 4.05, SD 0.71
7. Image and Credibility	Mean 4.30, SD 0.63
8. Overall Capacity of the Division	Mean 4.28, SD 0.64

Conclusion and Discussion

Research Management

Overall, the satisfaction level was very high. Considering each item, the highest score was for the clarity of research policy, followed by the systematic research process, while the lowest was the public relations of research funding.

Academic Services

Overall, the satisfaction level was very high. The highest score was for community-responsive projects, followed by the appropriateness of content, while the lowest was collaborative networking.

Personnel and Staff

Overall, the satisfaction level was very high. The highest score was for staff knowledge and competence, followed by polite and willing service, while the lowest was timeliness of consultation.

Supporting Resources

Overall, the satisfaction level was very high. All items were rated at a high level. The highest score was for adequacy of budget, followed by availability of equipment and tools, while the lowest was ease of information access.

Faculty Development

Overall, the satisfaction level was very high. The highest score was for support in research publication, followed by training and seminars, while the lowest was support for proposal writing.

Information Systems and Technology

Overall, the satisfaction level was very high. The highest score was for reliability and accuracy of data, followed by convenient submission systems, while the lowest was modernity of website and online systems.

Image and Credibility

Overall, the satisfaction level was very high. The highest score was for organizational image, followed by trust in operations, while the lowest was transparency and accountability.

Overall Capacity of the Division

Overall, the satisfaction level was very high. The highest score was for overall satisfaction, while the lowest was adequate capacity to support research.

Recommendations

1. The Division should develop its public relations and information systems to be more modern, user-friendly, and accessible through various channels, so that information about research and academic services can reach faculty members more easily and quickly.
2. The Division should promote the capacity of staff and faculty members by organizing practical workshops on research proposal writing and providing continuous motivation for research publication and academic dissemination.

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