

SATISFACTION OF INTERNAL SERVICE RECIPIENTS TOWARD THE ANNUAL PROGRAM-LEVEL QUALITY ASSURANCE ASSESSMENT IN THE ACADEMIC YEAR 2024: A CASE STUDY OF THE FACULTY OF SCIENCE AND TECHNOLOGY, SUAN SUNANDHA RAJABHAT UNIVERSITY

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Abstract

The Study on the satisfaction of service recipients (internal departments) toward the annual program-level quality assurance assessment for the academic year 2024 A case study of the Faculty of Science and Technology, Suan Sunandha Rajabhat University, aims to examine the level of satisfaction of service recipients with the annual program-level quality assurance assessment for the academic year 2024 and to explore approaches for improving the service efficiency of the program-level quality assurance process under the Planning and Quality Assurance Division. The population group in this study consisted of 100 full-time lecturers from the Faculty of Science and Technology. Data were collected using a questionnaire, and the statistics used for data analysis included percentage, mean, and standard deviation.

Keywords: Satisfaction, Internal Quality Assurance, Program-Level Quality Assessment

Introduction

At present, higher education institutions place great emphasis on developing and maintaining strict standards of educational quality. Suan Sunandha Rajabhat University, as a leading educational institution, has implemented the Internal Quality Assurance (IQA) system and the ASEAN University Network Quality Assurance (AUN-QA) framework as key mechanisms for monitoring, supervising, and continuously improving the quality of education.

The Faculty of Science and Technology at Suan Sunandha Rajabhat University conducts teaching and research to meet academic standards and performs annual program-level quality assurance assessments. Although often seen as supervision, this assessment can also be viewed as an internal service. The quality assurance unit or assessment committee acts as the service provider, offering a transparent and constructive process, while academic programs, departments, and faculty members are the internal customers who use the assessment results for improvement.

Therefore, the "satisfaction" of these internal service recipients serves as a key indicator reflecting the efficiency and effectiveness of the assessment process. The study of satisfaction in the academic year 2024 is thus essential for understanding the perspectives of the service recipients and identifying approaches to further enhance the quality assurance process to achieve its objectives effectively.

Research Objectives

1. To study the overall satisfaction level of internal service recipients toward the program-level quality assurance assessment for the academic year 2024 of the Faculty of Science and Technology, Suan Sunandha Rajabhat University.

2. To collect problems, obstacles, and suggestions from service recipients to be used as guidelines for improving the quality assurance assessment process in the future.

Scope of the Research

The population and sample in this study consisted of academic staff and faculty members from all 14 departments of the Faculty of Science and Technology, Suan Sunandha Rajabhat University. 1. Biology, 2. Chemistry, 3. Microbiology, 4. Sports Science and Health, 5. Forensic Science, 6. Science and Innovation, 7. Data Management, 8. Environmental Science, 9. Computer Science and Data Innovation, 10. Information Technology, 11. Digital Innovation and Content, 12. Home Economics, 13. Food Science and Technology, 14. Food Innovation and Professional Chef.

Research Methodology

The population and sample in this study consisted of academic staff and faculty members from all 14 departments of the Faculty of Science and Technology, Suan Sunandha Rajabhat University. 1. Biology, 2. Chemistry, 3. Microbiology, 4. Sports Science and Health, 5. Forensic Science, 6. Science and Innovation, 7. Data Management, 8. Environmental Science, 9. Computer Science and Data Innovation, 10. Information Technology, 11. Digital Innovation and Content, 12. Home Economics, 13. Food Science and Technology, 14. Food Innovation and Professional Chef.

Research Steps

Research Instruments and Their Quality Assessment

1. A questionnaire on the overall satisfaction of internal service recipients regarding the program-level quality assurance assessment for the academic year 2024 (B.E. 2567) of the Faculty of Science and Technology, Suan Sunandha Rajabhat University.

2. An open-ended questionnaire on the overall satisfaction of internal service recipients regarding the program-level quality assurance assessment for the academic year 2024 (B.E. 2567).

Data Collection

The study was conducted in two phases: Phase 1: Data were collected through a survey of academic staff and faculty members from all departments regarding the overall satisfaction of internal service recipients with the program-level quality assurance assessment for the academic year 2024 (B.E. 2567).

Phase 2: Questionnaires on service satisfaction with the program-level quality assurance assessment for the academic year 2024 (B.E. 2567) were distributed to the same group of participants surveyed in Phase 1.

Data Analysis

The data on the overall satisfaction of internal service recipients regarding the program-level quality assurance assessment for the academic year 2024 (B.E. 2567) of the Faculty of

Science and Technology were used to calculate the average (Mean) and standard deviation (S.D.). The interpretation of the average values is as follows:

- 4.51 – 5.00: Extremely appropriate
- 3.51 – 4.50: Very appropriate
- 2.51 – 3.50: Moderately appropriate
- 1.51 – 2.50: Slightly appropriate
- 1.00 – 1.50: Least appropriate

Research Results

The study on *the overall satisfaction of service recipients (internal units) with the program-level quality assurance assessment for the academic year 2024* of the Faculty of Science and Technology, Suan Sunandha Rajabhat University, is a quantitative research project, with the details as follows.

The presentation of the data analysis results for the research titled *Overall Satisfaction of Service Recipients (Internal Units) with the Program-Level Quality Assurance Assessment for the Academic Year 2024 of the Faculty of Science and Technology, Suan Sunandha Rajabhat University* is organized into three sections. To ensure clear and consistent communication, the researcher has established the following symbols and abbreviations for use in the data analysis.

Symbols used in the data analysis

n	represent	Sample size
$\bar{x}$	represent	Sample mean
S.D.	represent	Standard Deviation

Section 1 consists of questions regarding the general demographic information of the respondents. The questions are in the form of a checklist, totaling four items: gender, academic position, role, and academic program/field of study.

Table 1: shows the number and percentage of participants in the program-level quality assurance assessment for the academic year 2024, Faculty of Science and Technology, classified by gender.

Gender	Number	Percentage
male	31	31
female	63	63
No response	6	6
Total	100	100.00

From Table 1, it can be seen that among the participants in the program-level quality assurance assessment for the academic year 2024, Faculty of Science and Technology, female respondents outnumbered male respondents. There were 63 females, accounting for 63%, and 31 males, accounting for 31%.

Table 2: shows the number and percentage of participants in the program-level quality assurance assessment for the academic year 2024, Faculty of Science and Technology, classified by academic position.

Personnel	Number	Percentage
Lecturer	17	17
Lecturer Dr.	13	13
Assistant Professor	16	16
Assistant Professor Dr.	40	40
Associate Professor	3	3
Associate Professor Dr.	11	11
Total	100	100.00

From Table 2, shows that most participants in the 2024 program-level quality assurance assessment of the Faculty of Science and Technology were Assistant Professors with doctoral degrees (40%). They were followed by Lecturers (17%), Assistant Professors (16%), Lecturers with doctoral degrees (13%), Associate Professors with doctoral degrees (11%), and Associate Professors (3%).

Table 3: shows the number and percentage of participants in the program-level quality assurance assessment for the academic year 2024, Faculty of Science and Technology, classified by role.

Department	Number	Percentage
Permanent Lecturer	30	30
Program Lecturer	57	57
Head of Department	13	13
Total	100	100.00

From Table 3, it can be seen that among the participants in the program-level quality assurance assessment for the academic year 2024, Faculty of Science and Technology, the majority were Program Lecturers (57 persons, 57%), followed by Full-time Lecturers (30 persons, 30%), and Heads of Department (13 persons, 13%).

Table 4: shows the number and percentage of participants in the program-level quality assurance assessment for the academic year 2024, Faculty of Science and Technology, classified by academic program/field of study.

Academic program	Number	Percentage
Biology	6	6
Chemistry	5	5
Microbiology	5	5
Forensic Science	11	11
Home Economics	8	8
Data Management	4	4
Sports and Health Science	9	9
Science and Innovation	4	4

Academic program	Number	Percentage
Information Technology	7	7
Environmental Science	10	10
Digital Innovation and Content	8	8
Food Innovation and Professional Chef	7	7
Computer Science and Data Innovation	10	10
Food Science and Technology	6	6
Total	100	100.00

From Table 4, shows that most participants in the 2024 program-level quality assurance assessment were from Forensic Science (11%), followed by Environmental Science and Computer Science & Data Innovation (10% each). Other notable groups included Sports and Health Science (9%), Home Economics and Digital Innovation & Content (8% each), Information Technology and Food Innovation & Professional Chef (7% each). Smaller proportions came from Biology and Food Science & Technology (6% each), Chemistry and Microbiology (5% each), and Science & Innovation (4%).

Section 2: Results of the analysis of the overall satisfaction of service recipients (internal units) with the program-level quality assurance assessment for the academic year 2024, Faculty of Science and Technology, Suan Sunandha Rajabhat University.

The results of the analysis of the overall satisfaction of service recipients (internal units) with the program-level quality assurance assessment for the academic year 2024, Faculty of Science and Technology, Suan Sunandha Rajabhat University, are presented in **four components: Process/Procedures, Assessors, Assessment Results and Recommendations, and Overall Perspective and Benefits**, as shown in Tables 4.2.5 – 4.2.8.

Process, Procedures, and Coordination

Table 5: Average and standard deviation of the overall satisfaction of service recipients (internal units) with the program-level quality assurance assessment for the academic year 2024, Faculty of Science and Technology, Suan Sunandha Rajabhat University.

Process, Procedures, and Coordination	Rating Scale		
	$\bar{x}$	SD.	Interpretation
1. Clarity of communication and publicity (calendar, schedule, contact channels)	4.56	0.59	Highest
2. Clarity of documents/evidence requested for the program to prepare in advance	4.52	0.63	High
3. Appropriateness of the time allocated for the assessment (neither too short nor too long)	4.48	0.66	High
4. Coordination and assistance from the central coordinator (e.g., faculty staff)	4.60	0.54	Highest
5. Readiness of the venue, equipment, or systems (for online/onsite assessment)	4.58	0.57	Highest
Total for Process, Procedures, and Coordination	4.55	.60	Highest

From Table 4.2.5 shows that overall satisfaction among internal service recipients with the 2024 program-level quality assurance assessment was at the highest level. The highest-rated aspects were clear communication and publicity, effective coordination and support from the central coordinator, and the readiness of venues, equipment, or systems. These were followed by the clarity of required documents and the appropriateness of the assessment timeframe.

Assessors

Table 6: Average and standard deviation of the overall satisfaction of service recipients (internal units) with the program-level quality assurance assessment for the academic year 2024, Faculty of Science and Technology, Suan Sunandha Rajabhat University.

Process, Procedures, and Coordination	Rating Scale		
	$\bar{x}$	SD.	Interpretation
1. Etiquette, demeanor, and creating a friendly atmosphere	4.72	0.47	Highest
2. Knowledge and understanding of the assessment criteria and the program context	4.68	0.49	Highest
3. Time management and conducting the assessment according to the schedule	4.63	0.52	Highest
4. Clarity in asking questions, questioning, and listening to opinions	4.65	0.51	Highest
5. Impartiality in the assessment (free from bias and based on empirical evidence)	4.67	0.50	Highest
Total for Process, Procedures, and Coordination	4.67	.49	Highest

From Table 6, shows that overall satisfaction with the assessors in the 2024 program-level quality assurance assessment was at the highest level. All items also received the highest ratings, including assessor professionalism and friendliness, understanding of criteria and program context, effective time management, clear communication, and impartial, evidence-based evaluation.

Evaluation Results and Recommendations (Report)

Table 7: Mean and Standard Deviation of Overall Satisfaction of Service Recipients (Internal Units) Regarding the Curriculum- Level Quality Assurance Assessment for the Academic Year 2024 of the Faculty of Science and Technology, Suan Sunandha Rajabhat University

Evaluation Results and Recommendations (Report)	Rating Scale		
	$\bar{x}$	SD.	Interpretation
1. Clarity, consistency, and accuracy of the evaluation results presented in the report	4.46	0.61	High

Evaluation Results and Recommendations (Report)	Rating Scale		
	$\bar{x}$	SD.	Interpretation
2. Clarity and concreteness of the recommendations/strengths/good practices	4.50	0.60	High
3. Usefulness of the recommendations in facilitating real improvements and development of the curriculum	4.47	0.63	High
4. Timeliness in preparing and delivering the complete evaluation report	4.49	0.59	High
Overall Evaluation Results and Recommendations (Report)	4.48	0.61	High

From Table 7, shows that overall satisfaction with the evaluation results and recommendations (report) from the 2024 curriculum-level quality assurance assessment was high. All items were rated at a high level, with the highest scores given to the clarity and accuracy of the reported results, the clarity and practicality of recommendations and strengths, the usefulness of the suggestions for curriculum improvement, and the timely delivery of the complete report.

Overall Perspective and Benefits Gained

Table 8: Mean and Standard Deviation of Overall Satisfaction of Service Recipients (Internal Units) Regarding the Curriculum- Level Quality Assurance Assessment for the Academic Year 2024 of the Faculty of Science and Technology, Suan Sunandha Rajabhat University

Overall Perspective and Benefits Gained	Rating Scale		
	$\bar{x}$	SD.	Interpretation
1. This assessment has helped the program identify clearer directions for development.	4.62	0.52	Highest
2. The assessment process has promoted a quality culture within the program.	4.58	0.55	Highest
3. Overall satisfaction with this year' s quality assurance assessment process.	4.60	0.53	Highest
Overall Perspective and Benefits Gained	4.60	0.53	Highest

From Table 8, shows that overall satisfaction with the 2024 curriculum-level quality assurance assessment, in terms of overall perspective and benefits gained, was at the highest level. All items received the highest ratings, especially the assessment's role in helping programs identify clearer development directions, promoting a quality culture, and overall satisfaction with this year's assessment process.

Discussion

The research findings revealed that the overall satisfaction of service recipients regarding the quality assurance assessment was at the “highest level”, reflecting the remarkable

success of the Faculty of Science and Technology in developing the internal assessment process to be widely recognized and to achieve its objective as a genuine mechanism for improvement. The key findings can be discussed as follows.

1. Key Factor for the Highest Success: “People” as the Heart, “System” as the Supporting Mechanism

The research clearly indicates that the factors driving this success stem from two main components, both of which were rated at the “highest level”.

- Evaluators (Aspect 2): were the most important key success factor, receiving the highest ratings in all areas, especially in professionalism and creating a friendly atmosphere. This reflects the faculty’s success in developing evaluators who serve as supportive advisors. Their approach fosters trust, reduces feelings of being judged, and strengthens the program’s willingness to accept questions and developmental feedback.

- Process Aspect (Aspect 1): This functions as a strong support mechanism. The highest satisfaction with coordination and clear communication shows that the faculty has an efficient assessment management system, reducing concerns and paperwork while providing the clarity needed for programs to prepare effectively.

2. Opportunity for Excellence: The “Gap” Between “High” and “Highest”

The key development opportunity lies in the fact that “Evaluation Results and Recommendations” was rated only “High,” while all other aspects achieved the “Highest” level. This gap suggests that although the assessment process and evaluators performed excellently, the final reports and recommendations still need improvement. Programs may expect more specific, sharper, and more actionable guidance, especially given the scientific context of the faculty. It is also possible that strong verbal recommendations given during the assessment were not fully captured or emphasized in the written report.

3. Conclusion: Achieving a Tangible “Quality Culture”

The “Overall Perspective and Benefits Gained” results (Aspect 4) were rated at the highest level in every item, strongly confirming the program’s success. Service recipients agreed that the assessment process fosters a quality-driven culture and clarifies development directions. This shows that the faculty has moved beyond basic compliance and is now using the assessment as a tool for continuous improvement. Recipients no longer view it as a burden but as a valuable part of the work cycle that genuinely benefits the organization.

Recommendation

The results of this study should be utilized to consider improvements in the provision of services for the curriculum-level internal quality assurance assessment in the following year.

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