

การวิเคราะห์องค์ประกอบความพึงพอใจเกี่ยวกับคุณภาพ การบริการในระดับอุดมศึกษา: กรณีศึกษา คณะบริหารศาสตร์ มหาวิทยาลัยอุบลราชธานีในภูมิภาคลุ่มน้ำโขง

A Factor Analysis of Service Quality Satisfaction in Higher Education: A Case Study of the Faculty of Management Science at Ubon Ratchathani University in Mekong-Sub Region

พีชญาดา พันผา

บทคัดย่อ

การเพิ่มขึ้นของคณะและสาขาวิชาในสถาบันอุดมศึกษามีเป็นจำนวนมากในปัจจุบัน นำมาซึ่งการแข่งขันอย่างรุนแรงในธุรกิจการศึกษา จึงทำให้คุณภาพการบริการของมหาวิทยาลัยมีความสำคัญมากที่จะทำให้นักเรียนตัดสินใจเข้าศึกษาต่อในสถาบันอุดมศึกษา งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1. ศึกษาตัวบ่งชี้และองค์ประกอบความพึงพอใจของนักศึกษาเกี่ยวกับคุณภาพการบริการในระดับอุดมศึกษา 2. ตรวจสอบความกลมกลืนของตัวบ่งชี้และวิเคราะห์องค์ประกอบเชิงยืนยันความพึงพอใจของนักศึกษาเกี่ยวกับคุณภาพการบริการของในระดับอุดมศึกษาเชิงทฤษฎีกับข้อมูลเชิงประจักษ์ กลุ่มตัวอย่างคือนักศึกษาระดับปริญญาตรีชั้นปีที่ 4 ภาคเรียนที่ 2/2559 คณะบริหารศาสตร์ มหาวิทยาลัยอุบลราชธานี จำนวน 531 คน จาก 7 สาขา เก็บข้อมูลโดยใช้แบบสอบถามที่มีความเที่ยงเท่ากับ 0.93 ประกอบด้วย 6 องค์ประกอบ 32 ข้อคำถาม สถิติที่ใช้วิเคราะห์ข้อมูลคือ สถิติเชิงบรรยายและการวิเคราะห์องค์ประกอบเชิงยืนยันอันดับที่สองด้วยโปรแกรม MPLUS ผลการวิจัย พบว่า โมเดลองค์ประกอบคุณภาพการบริการของคณะบริหารศาสตร์เชิงทฤษฎีสอดคล้องกับข้อมูลเชิงประจักษ์ ($\chi^2 = 822.993$, $df = 445$) โดยทุกองค์ประกอบของคุณภาพการบริการของคณะบริหารศาสตร์มีนัยสำคัญทางสถิติที่ระดับ .01 นั่นคือทุกข้อคำถามทั้ง 6 องค์ประกอบมีความเที่ยงสูงถึงสูงมาก เมื่อเรียงลำดับคุณภาพการบริการตามน้ำหนักองค์ประกอบจากมากไปน้อยได้ดังนี้ 1) คุณภาพบริการด้านการจัดการเรียนการสอน 2) คุณภาพบริการด้านการวัดและประเมินผล 3) คุณภาพบริการด้านการเตรียมความพร้อมในการปฏิบัติงานวิชาชีพ 4) คุณภาพบริการด้านเนื้อหาในหลักสูตร 5) คุณภาพบริการด้านคุณภาพของอาจารย์ผู้สอน และ 6) คุณภาพบริการด้านอาจารย์ที่ปรึกษา ดังนั้น คุณภาพการบริการด้านอาจารย์ที่ปรึกษา จึงเป็นด้านที่นักศึกษาต้องการให้มีการปรับปรุง

คุณภาพการบริการมากที่สุด โดยเฉพาะนักศึกษาต้องการได้รับคำแนะนำอย่างเพียงพอจากที่ปรึกษาเพื่อใช้แก้ปัญหาด้านวิชาการและที่ปรึกษาควรมีช่องทางการสื่อสารกับนักศึกษาที่หลากหลายและมีประสิทธิภาพ ผลการวิจัยนี้นำไปประยุกต์ใช้ในการวางแผนเชิงกลยุทธ์สู่การปฏิบัติและการบริหารจัดการในคณะบริหารศาสตร์หรือในระดับมหาวิทยาลัยต่อไป

คำสำคัญ: คุณภาพการบริการ/ อุดมศึกษา/ การวิเคราะห์องค์ประกอบ/ บริหารธุรกิจ

Abstract

Increasing number of higher of education faculties and departments in recent years brings competition in business education therefore service quality in institution is very important for students who have to make decision for choosing a university. The objectives of this research were 1. To identify the indicators and components of student satisfaction of service quality in higher education and 2. To examine the appropriate integration of indicators and confirmatory factor analysis of a student satisfaction of service quality in higher education factor theory to fit an empirical data set across six components of service quality in higher education. A questionnaire was used for data collection. 531 business senior students in academic year 2016 from seven programs in the Faculty of Management Science (FMS), Ubon Ratchathani University were sample. The reliability of questionnaire was 0.93 and number of items of six components were 32. Descriptive statistics and CFA second ordered model from Mplus were used in this study. The results showed that student satisfaction of service quality of FMS factor theory fit an observed set of data ($\chi^2 = 832.794$, $df = 446$). All correlations among the six main factors of student satisfaction of service quality were statistically significant at level 0.01. The items of six factors were high to very high valid. The highest factor loading to the smallest factor loading of student service quality satisfaction were 1) instruction service quality 2) measurement and assessment service quality 3) preparation professional practice service quality 4) program content service quality 5) qualitative aspects of the lecturers service quality, and 6) supervision service quality, thus service quality of supervision has to improve before other components for students. In their view, the advisors should have sufficient advices regarding academic career and have many and sufficiently effective ways to communicate students. The outcomes lead to implication for improving service quality of higher education, strategic planning to practice and administration in the Faculty of Management Science or university level in the future.

KEYWORDS: SERVICES QUALITY/ HIGHER EDUCATION/ FACTOR ANALYSIS/ BUSINESS ADMINISTRATION

Introduction

Increasing number of programs of education institution in Thailand brings completion which also structures the quality. Service quality in higher education is important of understanding what student expects which will help the institution to achieve the first step in delivering service quality and satisfaction (Sudharani, Ravindran, & Kalpana, 2012; Parasuraman, Zeithaml, & Berry, 1994) The education has not only become a major industry and need of the day but it is also an investment by the parents of their children. In Thailand of Mekong Sub-Region as well as in aboard the quality of education is an important factor that is considered for interesting and holding the student who want to get higher education. The educational institution's system is affective and administration is willing to provide the quality services always adore more incoming of vivid and talented students. So as to make the progressive and effective the knowledge of student's expectation, academic preferences, and service quality about the educational environment should be kept by administrators of the institution (Palacio, Menesses and Perez, 2002).

Ubon Racthathani University, Thailand, in Mekong Sub-Region, aims to provide educational opportunities for the people of North-East Thailand, servicing specifically the provinces of Amnat Charoen, Mukdahan, Nakhon Phanom, Sakon Nakhon, Si Sa Ket, Ubon Ratchathani and Yasothon. Based on the role of the Faculty of Management Science in preparing the necessary manpower of objectives of knowledge necessary for business management and appropriate knowledge and training for government jobs, international organizations, business enterprises, and private businesses, this school has to provide services to achieve their objectives. Business administration programs must consider new ideas and develop quality and excellence, because the quality of university or faculty or program services and the performance evaluation process for these services are some of the basic elements of a quality higher education system (Bhatia, 2009). Improving the quality and effectiveness of investment in education. Evaluation of the work of business administration programs of institution is the important role played by quality assurance mechanisms in helping education and training institutions and policy makers to meet today's challenges and developing a quality higher education system (European Commission, 2015)

Student satisfaction is important to be measure of how a school effectiveness in relation to set of student's expectations. Student satisfaction has been considered as a core factor literature or success (Sahin, 2014; Sumaedi, Bakti, & Metasari, 2012) because it can

affect student's trust (Omar, Nazri, Abu, & Omar, 2009). Furthermore, satisfied student can persuade new students by engaging in affirmative word-of-mouth connection to inform their friends and this positive word of mouth transmission may return the previous students to take some programs or courses in their university. Sudharani and et al. (2012) assessed management education students' expectation, perception and satisfaction of services experienced across for categories of institutions and six dimensions quality factors namely location, academics, infrastructure, image, cost and personnel and overall satisfaction. Student perception was a significance difference across four institution categories in all six dimensions of institution quality factors. All five factors exclude cost significantly influence student satisfaction.

Letcher and Neves (2010) analysis of the determinants of overall student satisfaction of 1,212 business senior students with 8 factors of student satisfaction. Regression results showed that advising and quality of teaching of subject matter no effect on student satisfaction, however self-confidence, extra-curricular activities and career opportunities, and quality of teaching are the factors with greater affect student satisfaction. And they reported that the psychologists have found that student satisfaction helps to build self-confidence, and that self-confidence helps students develop useful skills, acquire knowledge. The studies of Martirosyan, Saxon & Wanjohi (2014); Ko & Chung (2014); McWherter (2012) also found a significant relationship between student satisfaction and academic performance. So, student satisfaction with university is a significance educational outcome that showed the student expects which will help the institution to achieve the first step in delivering service quality and satisfaction. The current study focuses on program determinants of student satisfaction of service quality with their business school experience. The satisfaction of service quality instrument used in this study measures features that are relevant to the student's business academic program such as program content, qualitative aspects of the lectures, supervision, instruction, and so forth. The outcomes lead to implication for improving service quality of higher education, strategic planning to practice and administration in the Faculty of Management Science, Ubon Ratchathani University or other higher education institutions in the future.

Objectives of the Study

The purposes of this study were: 1. to identify the indicators and components of student satisfaction of service quality the Faculty of Management Science, Ubon Ratchathani University, Thailand. And 2. To examine the appropriate integration of indicators and

confirmatory factor analysis of a student satisfaction of service quality of the Faculty of Management Science, Ubon Ratchathani University, Thailand.

Literature Review

Conceptualization of Service Quality in Higher Education

Service quality has been given different definitions by different scholars. While Parasuraman et al. (1994), defines it as a gap between customers' expectation and perception of performance, Juran and Gryna (1988) says it is fitness for intended use, still it could be seen as conformance to requirements or one that satisfies the customer. Quality in the context of business organizations refers to an administrative philosophy that addresses policy formation or a comprehensive administrative system based on positive essential changes within the organization. The perceived quality is defined as the ones' justification about the excellence of a product or service (Zammuto, Keaveney & O'connor, 1996).

Firdaus (2006) proposed a performance-based measuring scale the HEdPERF model (Higher Education PERFormance-only). This model tries to capture specific determinants of service quality within the Higher Education context. Using both exploratory and confirmatory factor analysis, the analysis six dimensions namely: None Academic Aspects, Academic Aspects, Reputation, Access, Program Issues, and Understanding, his findings concluded that the Access dimension has a significant influence on the overall service quality and therefore perceived to be the most important dimension when compared to the others. Wibisono & Nainggolan (2009) criticized the narrow based of the HEdPERF. They argued that haven been limited only to Malaysia, there is a need for the validity to be tested before being used in areas. Their finding revealed seven dimensions with a slide difference in the six dimension of HEdPERF, nonacademic, academic, reputation, empathy, student activity, facility, and location.

This study uses a questionnaire derived from six different dimensions namely; the quality of program services in business, Program Content Service Quality, Qualitative Aspects of the Lectures Service Quality, Supervision Service Quality, Instruction Service Quality, Measurement and Assessment Service Quality, and Preparation Professional Practice Service Quality. To try and capture students satisfaction and hence service quality in the faculty of management science, Ubon Ratchathani university. A confirmatory factor analysis is carried out to determine the validity and suitability of this instrument in the measurement of service quality in higher education.

Program Content Service Quality

This can also be referred to as; curriculum, and or course content. A number of studies have established a link between program content (Athiyaman, 1997; Farahmandian, Minavand & Afshardost, 2013). This does not only mean the number of courses offered but how well the purpose of these courses are explained to the students. Since university courses are usually group under different classification such as, major course, major electives, required courses and free electives, providing a wider variety of courses increases course choice option for student leading to a greater level of students' satisfaction (Tessema, Ready & Yu 2012). Ability to get the desired classes is one of the factors that relate to overall students' satisfaction (Elliott & Shin 2002). The review of the literature, therefore, supports the inclusion of Program content as a dimension for measuring service quality in higher education.

Qualitative Aspects of the Lecturers Service Quality

Effective teaching can be defined as the creation of situations in which appropriate learning occurs (Braskamp & Ory 1994). Though there are doubts as to the objectivity of students in judging the quality of lecturers' teaching, Theall (2009) argues that students are qualified to judge the lecturers teaching competency. His argument is based on the fact that students' can answer questions about the teachers teaching quality, the value of assignments, and the clarity of the lecturer's explanation. Research shows that efficacious lectures are capable of bringing about change in the students behavior, motivation and learning outcomes (Gordon, 2001).

Supervision Service Quality

The availability of advising is one of the eleven factors suggested by Elliott and Shin (2002) as a predictor of students' satisfaction. The perception of students' academic institution is connected to the level of advising (Peterson, Wagner & Lamb, 2001). They basically said that students are more satisfied when they consider the academic counseling and supervision provided by their institution to be meaningful. Also, Sumaedi et al. (2012) suggested that advisory services in higher education have a positive influence on students' perceived service quality. By implication, an increase advisory or supervision service in higher education will lead to an increase in students' satisfaction and hence higher perceived service quality.

Instruction Service Quality

A knowledge of the aspects and criteria directly linked to the professional development of a lecturer can increase the teaching quality of lectures (Bruce & Ross, 2008). The quality of teaching can be measured by using the students' perception of the different dimensions of the teaching experience (Leckey & Neill, 2001). Considering the fact that lecturers and teaching staff are in direct contact with the students, the aspect of service delivery in higher education takes place mostly through the interaction of lecturers and students. It is based on this that a number of research studies suggest that through the knowledge of students' experiences and expectations, lecturers and teaching staff can assist the students in adapting their manners and approaches towards students' need and by so doing affect students' perceived service quality and satisfaction (Kaipet, Kanjanawasri, & Pratchayapruet, 2013).

Measurement and Assessment Service Quality

The use of measurement and assessment in determining students' satisfaction can be tricky. This is because the grading leniency bias model assumes that students' satisfaction is linked to the grades they receive. This model suggests that students' who have higher grades give higher performance rating to their professors than those who don't. As a result, if a professor gives underserve higher grades, he or she may receive undeserved high evaluation scores. (Krautmann & Sander, 1999). By Implication, therefore, students' who get higher grades should be more satisfied than students' who don't. However, the students' characteristic model argues that certain students' characteristics such as high motivation and reasons for taking a course, results in higher degree of learning and consequently higher evaluation of teachers' performance and students' satisfaction (Siming, Niamatullah, Gao, Xu & Shafi, 2015).

Preparation Professional Practice Service Quality

This dimension refers to the opportunity provided by the university or faculty to enhance their adaptability in the field. I seeks to investigate if the number of additional guest lecturers, keynotes, expert in that field, etc.; additional activities; opportunities to join academic and career competitive activities; support for students to acquire skills for professional practice; encouragement of student to carry out activities for community service, has an effect on students level of satisfaction. Considering the discussion above it is essential to analyze the six institution service quality factors which influence the overall satisfaction

of students' towards the educational institution. Figure 1 shows the conceptual model of service quality in higher education.

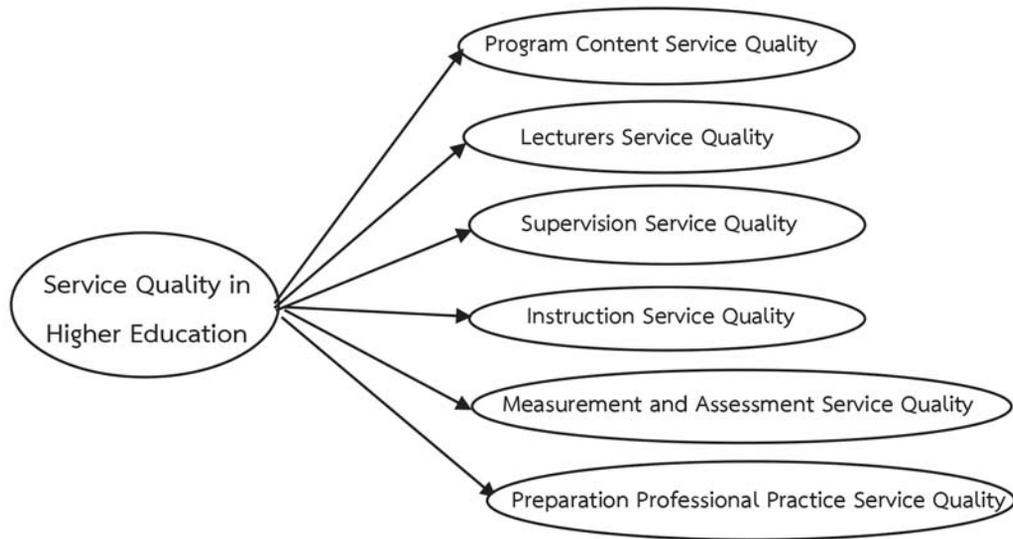


Figure 1 Model of Service Quality in Higher Education

Research Methodology

The faculty has seven undergraduate programs including accounting, international business administration, finance and banking, hotel management, business management, management information system, and marketing. This research was conducted by using a quantitative method and a questionnaire with 32 items was the research instrument. The instrument was developed by the Faculty of Management Science, Ubon Ratchathani University (2015) based on employed validated scales from existing literature for instance Sudharani et al. (2012); Letcher and Neves (2010); Saif (2014); and Ngamkamollert and Ruangkanjanases (2015) to evaluate service quality and to provide an explanation. In this research, the population was 703 senior's students selected through cluster sampling method. 531 students completed and returned the questionnaires in the second semester in academic year 2016. In examining the student satisfaction with perceived service quality factors. The statements are created to request the students to measure their satisfaction with each program of faculty and university education with perceived service quality through a five-point Likert scales ranging from very dissatisfied to very satisfy (5 scales). The descriptive statistics of senior respondents' demographic characteristics showed in table 1.

Table 1 The Descriptive Statistics of Senior Respondents' Demographic Characteristics

Variables		Category	Frequency	Percentage
Gender	Male		82	18.26
	Female		449	81.74
Year	The fourth year		519	97.74
	More than the fourth year		12	2.26
Major	Accounting		128	24.11
	International Business Administration (IBA)		17	3.20
	Finance and Banking		85	16.01
	Hotel Management		73	13.75
	Business Management		102	19.21
	Management Information System (MIS)		88	16.57
	Marketing		38	7.16
	Total			531

Analysis and Findings

The analysis of the data was done by SPSS and Mplus version 7.4. The overall reliability of the data i.e. Cronbach's alpha coefficient was recorded at 0.93 and number of items were 32. Internally inconsistent items were sequentially deleted, therefore maximizing the scales' reliability at 0.70 (Sekaran and Bougie, 2010) this indicating that the measurement instruments were properly reliable.

A Confirmatory Factor Model Results

A confirmatory factor analysis using Mplus program were reported for student service quality satisfaction scores. Six factors were extracted. The results of the goodness-of-fit test of student service quality satisfaction model as in table 3 showed that the Chi-square/degree of freedom was $1.849 < 3$ (Klein, 2011). T was 0.95 relative strength index CFI (CFI; Hu & Bentler, 1999) was 0.958, TLI (TLI; Tucker and Lewis, 1973 cited from Klein, 2011) was 0.953. Comparative Fit Index and Tucker Lewis Index are incremental fit indices. Values can range from 0-1. For these indices values above 0.95 indicated good model fit (Hu & Bentler, 1999). The standardized root mean-square residual (SRMR:

Joreskog & Sorborn, 1996) is an absolute measure of fit. SRMR value was 0.037 < 0.05 suggest good model fit as shown in table 2.

Table 2 The Results of the Goodness-of-Fit Test of Student Satisfaction Model

Student Satisfaction Model				Goodness of Fit Measures					
sample group	χ^2	df	P	χ^2/df	RMSEA	CFI	TLI	SRMR	AIC
529	822.993	445	0.00	1.849	0.040	0.958	0.953	0.037	Smallest

The second order CFA of the student satisfaction model of construct validity and p-values in this study, The results show that the loadings for these item ranged from 0.505 to 0.808 which were higher than 0.5 (Hair, Black, Babin, Anderson, & Tatham, 2006), The values of the reliability of item deleted (Cronbach’s alpha) ranged from 0.927-0.931 which was greater than 0.7. And p-values of all indicators are 0.000 < 0.01 (** P < 0.01) thus, these results indicate that the items of 6 factors of the student satisfaction are valid as shown in table 3.

Table 3 The Factor Loading the First Order of All Items of Service Quality in Higher Education

Items	Fac1	Fac2	Fac3	Fac4	Fac5	Fac6
Service Quality of Program Content						
1. The program provided program content base on objectives of the curriculum.	0.700**					
2. The program provided appropriate study plan.	0.690**					
3. The content of the subjects met my expectations, which were based on the information in, for instance, the subject descriptions.	0.671**					
4. The program was in trend and serve for the labor market.	0.602**					
5. The program offered sufficient of professional courses.	0.505**					
6. The program offered sufficient of elective courses.	0.535**					

Table 3 The Factor Loading the First Order of All Items of Service Quality in Higher Education (Cont.)

Items	Fac1	Fac2	Fac3	Fac4	Fac5	Fac6
Service Quality of Qualitative aspects of the Lecturers						
7. The lecturers demonstrated a sufficient command of knowledge about their discipline.	0.662**					
8. The lectures were appropriate for the chosen teaching methods.	0.765**					
9. The lecturers promoted students to develop their self and self-studying.	0.714**					
10. The lecturers demonstrated sufficiently effective teaching skills.	0.778**					
11. The lecturers had ethics and morals.	0.631**					
Service Quality of Supervision						
12. I received sufficient advice regarding my academic career (e.g. scheduling, problems affecting academic performance and/or study skills).			0.763**			
13. The student advisor had many and sufficiently effective ways to communicate students.			0.709**			
14. Schedule times for meet advisor were appropriate.			0.798**			
15. I received sufficient information and advice regarding study results and progress			0.808**			
16. The advisor was regularly to encourage the student.			0.695**			
17. The student advisor has followed up student and found the method to solve student's problem.			0.709**			
Service Quality of Instruction						
18. The instructions had contents and activities base on objectives of the curriculum.				0.766**		
19. There were sufficient media in teaching activities.				0.734**		
20. The program supported my skills for professional practice.				0.715**		

Table 3 The Factor Loading the First Order of All Items of Service Quality in Higher Education (Cont.)

Items	Fac1	Fac2	Fac3	Fac4	Fac5	Fac6
21. The program was integrated research or academic services or culture to teaching activities.				0.629**		
22. Teach skill like critical thinking and problem-solving.				0.666**		
23. Program has tutoring courses to support poor students.				0.562**		
24. The teaching activities promoted students to be 5 skills include: Ethics, Knowledge, Cognitive, Relationships and Responsibility, and Analytic of Number, Communication and use technology to gather information.				0.687**		
Service Quality of Measurement and Assessment						
25. The measurement and assessments were representative of course description and teaching activities.					0.785**	
26. The measurement and assessments criteria for papers, assignments, and exams were clearly communicated in advance.					0.797**	
27. The measurement and assessments were clearly marking and transparent.					0.718**	
Service Quality of Preparation professional practice						
28. Sufficient additional guest lecturers, keynotes, expert in that field, etc.						0.650**
29. Sufficient additional activities.						0.684**
30. The program supports student to join academic and career competitive activities.						0.678**
31. Program support students to have sufficient skills for professional practice.						0.740**
32. The program pursues students to do sufficient good activities for service community.						0.673**

** $\alpha < 0.01$

Table 4 The Factor Loading the Second Order of Six Components of Service Quality

Latent construct	latent construct	Estimate	S.E.	Est./S.E.	P-Value
Service Quality Satisfaction	Program content	0.848	0.022	38.233	0.000
	Qualitative aspects of the				
	Lecturers	0.837	0.021	40.500	0.000
	Supervision	0.779	0.023	33.551	0.000
	Instruction	0.998	0.012	84.544	0.000
	Measurement and Assessment	0.882	0.019	46.875	0.000
	Preparation professional practice	0.865	0.020	42.658	0.000

** \square 0.01

As showed from Table 4, it was evident that factor loading the second order factor analysis among the six main service quality factors were statistically significant at level 0.01. In addition, the highest factor loading value was instruction. The estimation was equal to 0.998 and shows a very positive direction which emphasizes that the increased attention to instruction leads to higher student satisfaction especially teaching activities promoted students to be five skills include: ethics, knowledge, cognitive, relationships and responsibility, and analytic of number, Communication and use technology to gather information. The second-factor loading value was measurement and assessment. The estimations were equal to 0.882 and show a positive direction which emphasizes that the increased attention to measurement and assessment leads to higher student satisfaction especially measurement criteria for papers, assignments, and exams were clearly communicated in advance.

The third-factor loading value was preparation professional practice. The estimations were equal to 0.865 and show a positive direction which emphasizes that the increased attention to measurement and assessments criteria for papers, assignments, and exams were clearly communicated in advance leads to higher student satisfaction especially Program support students to have sufficient skills for professional practice. The fourth-factor loading value was program content. The estimations were equal to 0.853 and show a positive direction which emphasizes that the increased attention to preparation professional practice leads to higher student satisfaction especially programs provided contents base on objectives of the curriculum. The fifth-factor loading value was lecturers' quality.

The estimations were equal to 0.837 and show a positive direction which emphasizes that the increased attention to program content leads to higher student satisfaction especially the lecturers demonstrated sufficiently effective teaching skills. And the last factor loading value was supervision. The estimations were equal to 0.779 and show a positive direction which emphasizes that the increased attention to supervision leads to higher student satisfaction especially sufficient information and advice regarding study results and progress.

Conclusions

The results of CFA using Mplus program for the proposed research hypotheses indicate that all the factors of the study have positive relations and significant impact on student service quality satisfaction. Such results corroborate those results obtained in previous studies Khosravi, Poushaneh, Roozegar & Sohrabifard (2013); National research report of Noel-Levitz (2009); these results are considered as the main findings through which the research achieved the research objectives of this study. The results of the present study indicates that students in academic year 2016 perceived service quality in Ubon Ratchathani University depend on six factors. As shown from the analysis in table 5, respectively from the largest factor loading to the smallest factor loading of student service quality were instruction, measurement and assessment, preparation professional practice, program content, qualitative aspects of the lecturers, and supervision.

The first critical factor is supervision especially the advisor has to regularly to encourage student (Ngamkamoolert and Ruangkanjanes, 2015), the advisor should follow up student and has problem-solving abilities, and student received sufficient information and advice regarding study results and progress as important service. Such results corroborate those results obtained in previous studies (Khosravi et al., 2013; Noel-Levitz (2009); Letcher & Neves, 2010). Regarding the second smallest factor loading, lecturer quality, they determine what a student's needs are. Lecturers in FMS and UBU should have ethics and morals, and demonstrated a sufficient command of knowledge about their discipline because students' satisfaction has effect on the relationship between teacher quality and student outcome (Ko & Chung, 2009). Also, the program offered sufficient of elective courses. Thus, Faculty of Management Science, UBU, should be serious bout enhancing advising system effectiveness in these aspects. Particular concern was the field of faculty supervision services and lecturer quality. The priority of policy makers is at the program level of lecturer quality and they must try to improve the lecturer quality attributes such as ethics

morals training and teaching methods because teaching quality is the foundation of service marketing in education. All these quality attributes are under the control of the administrators. Thus, faculty quality is the most important for educational administrators to concentrate on.

Limitations and Recommendations

This research investigated the perceived student service quality satisfaction of Faculty of Management Science (FMS), Ubon Ratchathani University in Mekong Sub-region in academic year 2016, it should compare the results from students perceived service quality in academic year 2015 and find the best solution for FMS. This results just studied one faculty in Ubon Ratchathani University (UBU) so, the finding of this research cannot be generalized to all faculties in UBU. Therefore, further studies may focus on sample sizes from other faculties. This study do not examine the effects of environment, supporting learning of students such as library, computer, WiFi system, instruments for learning along perceived service quality satisfaction, thus researchers in the future studies should add these factors into their studies to help improve the overall performance of organizations.

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