
STUDENT SATISFACTION WITH THE DOCTOR OF PHILOSOPHY PROGRAM IN EDUCATIONAL ADMINISTRATION SUAN SUNANDHA RAJABHAT UNIVERSITY

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Abstract

An abstract for the research titled "Satisfaction of Students Towards the Doctor of Philosophy Program in Educational Administration, Suan Sunandha Rajabhat University" is as follows: This research aimed to study and compare the level of student satisfaction with the Doctor of Philosophy Program in Educational Administration at Suan Sunandha Rajabhat University and to use the results as a guideline for improving the program's services. The population for this study consisted of 30 doctoral students from the Doctor of Philosophy Program in Educational Administration, Graduate School, Suan Sunandha Rajabhat University. The data collection tool was a questionnaire, and descriptive statistics including frequency, percentage, mean, and standard deviation were used for data analysis. The overall satisfaction level of students with the Doctor of Philosophy Program in Educational Administration was at the highest level, with a mean of 4.63. When considering each aspect, satisfaction was at the highest level in all areas. The aspects were ranked from most to least satisfying as follows: service personnel ($\bar{x} = 4.70$), service processes ($\bar{x} = 4.66$), and location and facilities ($\bar{x} = 4.54$).

Keywords: Quality, Satisfaction, Service

Introduction

The Doctor of Philosophy in Educational Administration program at Suan Sunandha Rajabhat University has organized and developed a graduate-level curriculum to align with the body of knowledge. The educational system utilizes a schematic credit system as announced by the Higher Education Commission. This research aimed to examine the expectations and satisfaction of students in the Doctor of Philosophy in Educational Administration program. These predictions relate to the fulfillment of needs, leading to behaviors such as seeking or avoiding service. Customers have expectations of good things, which motivate them and drive them toward service. The more satisfied their expectations are, the more likely they are to continue or increase their expectations.

The Educational Administration program emphasizes excellence in teaching and learning to meet the needs of students with a strong sense of responsibility. Service delivery is designed to prioritize and respond effectively to student needs. In this regard, service providers act as intermediaries between the institution and the students, fostering positive relationships by delivering the best possible services. As students are the primary recipients, service

provision becomes the most critical factor. Effective, efficient, and high-quality services are considered the true indicators of success. Strategies to achieve service excellence include providing comprehensive information resources, ensuring a clean and orderly learning environment, employing competent and service-minded personnel, implementing effective communication and public relations, and conducting regular evaluations of student satisfaction. The Educational Administration program has conducted surveys of service needs and student satisfaction across multiple areas. The findings revealed persisting problems and areas for improvement, such as delays in communication, instability in the use of information systems for teaching and learning, inefficiencies in the submission of academic requests (e.g., thesis examination applications), and inconsistencies in assessment and evaluation processes that do not fully align with curriculum objectives. These results are consistent with broader studies on service quality and user satisfaction in higher education.

Maintaining a positive institutional image on a continuous basis is of great importance, and it is fundamentally shaped by frontline service personnel who directly respond to the needs of service users. Therefore, organizations must recognize the critical necessity of prioritizing service quality (Sarunya Noonak, Chayut Phawaphanankun, & Natnicha Chotpittayanon, 2025). As the researcher is actively engaged in providing services, the significance of improving the quality of service in the field of Educational Administration has been observed. Such services must be continuously developed and refined to align with the needs of service users. Accordingly, the Educational Administration program should strive to deliver services with maximum efficiency and effectiveness for its beneficiaries.

Given this context, the researcher is particularly interested in examining graduate students' satisfaction with service quality. The findings, including identified problems and recommendations, are expected to serve as a foundation for enhancing and developing service quality, thereby ensuring greater efficiency and responsiveness in fully meeting the needs of service users.

Research Objectives

1. To study the level of student satisfaction with the Doctor of Philosophy in Educational Administration program.
2. To study the problems and suggestions of service users regarding the quality of the Educational Administration program.

Scope of the Research

1. Population and Sample
The research population consisted of 30 students in the Educational Administration program at Suan Sunandha Rajabhat University.
2. Content The study aimed to explore the satisfaction of Doctor of Philosophy students in Educational Administration (case study institutions) both overall and in each of the following dimensions: (1) curriculum structure and content and alignment with competencies (PLOs); (2) learning management processes and assessment; (3) roles of instructors/advisors and doctoral research procedures; (4) resources, infrastructure, support services, and information systems; (5) academic opportunities, professional networks, and curriculum management; and (6) facilities, learning environment, value, and intention to recommend the program, assessed using a five-point rating scale.
3. Time The research conducted the study between January 2025 and July 2025.
4. Location Graduate School, Suan Sunandha Rajabhat University

Literature Review

Sunaree Chulaphan et al. (2022) Student satisfaction with the teaching management of the Bachelor of Industrial Education Program, Rajamangala University of Technology Phra Nakhon. This research aimed to study student satisfaction with the teaching management of the Bachelor of Industrial Education Program. A questionnaire was used as a tool to collect data in 5 areas: curriculum, instructors, teaching, measurement and evaluation, and management.

Waraporn Lertkhampon (2023) Student satisfaction with the teaching and learning of the Bachelor of Business Administration Program, Faculty of Business Administration, Chaiyaphum Rajabhat University. When considering the overall picture, students are very satisfied. And when considering each aspect, it was found that students are very satisfied in all 4 aspects. The satisfaction with the teaching and learning is the first aspect, followed by the instructors, the teaching and learning support factors, and the teaching and learning management, respectively. This shows that the Faculty of Business Administration, Chaiyaphum Rajabhat University has good teaching and learning, especially the curriculum, which is a modern curriculum that is consistent with the current world and the needs of learners. The curriculum is interesting.

Somruedee Phongsena, Kanya Bowornchokchai, and Orrawan Riwthong (2021). The curriculum offered at Suan Sunandha Rajabhat University must be accredited by the Office of the Higher Education Commission and revised every five years. However, administrators must be responsible for overseeing and managing the curriculum to ensure continued efficiency and effectiveness. The curriculum management committee should have roles and responsibilities in managing three key areas: course content, instructor and teaching system design, student assessment, and quality assurance. The curriculum comprises the curriculum, teaching, and student assessment. This is to align with the qualifications standards framework established by the Office of the Higher Education Commission. Assessment indicators must prioritize course content that is up-to-date, keeping pace with ever-changing scientific advancements, organizing student-centered learning activities, and promoting 21st century learning skills (Suan Sunandha Rajabhat University, 2016, p. 81).

Pakornyt Wittayanathanarom (2021) studied the study of statistics and satisfaction of service recipients and stakeholders towards One Stop Service, College of Logistics and Supply Chain, Suan Sunandha Rajabhat University, Nakhon Pathom Campus. The study was based on questionnaire data collection from service recipients and stakeholders towards One Stop Service, College of Logistics and Supply Chain, Suan Sunandha Rajabhat University, Nakhon Pathom Campus, a total of 482 people. Regarding the demographic characteristics of the respondents, the questionnaire used data from the survey, including gender, income, occupation, education level, age, satisfaction of service recipients and stakeholders towards One Stop Service, College of Logistics and Supply Chain, Suan Sunandha Rajabhat University, Nakhon Pathom Campus.

Research Methodology

This research employed a quantitative research methodology. The sample size was selected through purposive random sampling. Data were collected using a questionnaire

1. The research population consisted of 30 students in the Educational Administration program at Suan Sunandha Rajabhat University

2. Instrument: The research instrument employed in this study was a questionnaire, which was designed to collect data based on statistical analysis considerations. To ensure the

quality of the questionnaire, the researcher assessed its validity and reliability. Specifically, two aspects were examined: (1) content validity, to evaluate the appropriateness and comprehensiveness of the questionnaire items, and (2) reliability, to assess the consistency and stability of the measurement results. The questions were rated on a Likert scale with five levels: most, high, medium, low, and least.

3. Data collection: Data were collected from a sample of 30 students in the Educational Administration program at Suan Sunandha Rajabhat University, using purposive sampling. The research instrument was an online questionnaire (Google Form), administered between January and August 2025

4. Data analysis: The statistical methods employed in this study included mean, standard deviation.

Research Results

The results of the analysis of Student Satisfaction with the Doctor of Philosophy Program in Educational Administration Suan Sunandha Rajabhat University are presented both overall and across four aspects of service provision: The detailed results are shown in Tables 1– 4.

Table 1: Results of the Analysis of Student Satisfaction with the Doctor of Philosophy Program in Educational Administration

Item	\bar{x}	S.D.	Satisfaction level
1. Service Process	4.66	0.466	the most
2. Service Personnel	4.70	0.479	the most
3. Location and Facilities	4.54	0.508	the most
Total	4.63	0.021	the most

From Table 1, the results of the analysis of student satisfaction with the Doctor of Philosophy Program in Educational Administration were found to be at the most level overall, with an average of 4.63. When considering each aspect, it was found that all aspects had the most level of opinions, ranked from highest to lowest as follows: Service personnel, with an average of 4.70; service process, with an average of 4.66; and location and facilities, with an average of 4.54, respectively.

Table 2: Results of the analysis of student satisfaction with the Doctor of Philosophy Program in Educational Administration in the area of service processes.

list	\bar{x}	S.D.	Satisfaction level
1. The website has an easy-to-understand website design, making it convenient and fast to search for information.	4.70	0.467	the most
2. The service format is appropriate at every step.	4.72	0.449	the most
3. The service format is secure.	4.58	0.507	the most
4. The service format is modern and powered by technology.	4.64	0.490	the most
Total	4.66	0.466	the most

Table 2 shows the results of the analysis of student satisfaction with the Doctor of Philosophy in Educational Administration program regarding overall service processes, with an average of 4.66. When considering each item, the most score was found for the service delivery process, which was appropriate at every step, with an average of 4.72. The second most score was for the website design, which was easy to understand and facilitated quick information search, with an average of 4.70. The second highest score was for the modern, technologically advanced service delivery, which was 4.64.

Table 3: shows the results of the analysis of student satisfaction with the Doctor of Philosophy in Educational Administration program regarding service personnel.

list	\bar{x}	S.D.	Satisfaction level
1. Careful and accurate service by employees.	4.74	0.430	the most
2. Reliable service by employees.	4.72	0.466	the most
3. Providing accurate advice to customers.	4.66	0.498	the most
Total	4.70	0.479	the most

From Table 3, the results of the analysis of student satisfaction with the Doctor of Philosophy Program in Educational Administration in terms of service personnel were found to be at the most level overall, with an average of 4.70. If considering each item, it was found that the carefulness and correctness of the service provided by the staff were the highest average score was 4.74, followed by the reliability of the staff's service with an average of 4.72 and the ability to provide accurate advice to customers with an average of 4.66, respectively.

Table 4: Results of the analysis of student satisfaction with the Doctor of Philosophy Program in Educational Administration, regarding location and facilities.

list	\bar{x}	S.D.	Satisfaction level
1. The office location is clearly signposted.	4.54	0.504	the most
2. There are sufficient desks and seating for the number of students.	4.58	0.507	the most
3. Various facilities are provided.	4.52	0.507	the most
Total	4.54	0.508	the most

From Table 4, the results of the analysis of student satisfaction with the Doctor of Philosophy Program in Educational Administration regarding the location and facilities were found to be at the most level overall, with an average of 4.54. When considering each item, it was found that there were sufficient tables and seats for the number of students who came to contact, with an average of 4.58, the highest. Next, there were clear signs indicating the office location, with an average of 5.54, and various facilities were provided, with an average of 5.52, respectively.

Conclusion and Discussion

The research results on the satisfaction of students in the Doctor of Philosophy Program in Educational Administration, Suan Sunandha Rajabhat University, found that students were highly satisfied overall. The research results indicated that students were highly satisfied with

the Doctor of Philosophy Program in Educational Administration. When considering each aspect, the most satisfaction was found in the service personnel ($\bar{x}=4.70$), followed by the service process ($\bar{x}=4.66$), and finally, the location and facilities ($\bar{x}=4.54$). This indicates that human factors and service process are important strengths of the program. This research result is consistent with previous research, such as the research of Kanyaphat Suwan-on et al. (2017), which found that undergraduate students were highly satisfied with their advisors, and the research of Sunaree Chulaphan et al. (2018), which found that students were most satisfied with their instructors, indicating that personnel play an important role in student satisfaction. In terms of service personnel, the highest satisfaction was found in the carefulness and accuracy of the staff's service ($\bar{x}=4.74$), which is consistent with the research of Panpanat Janha et al. (2020) that found that important issues in the management of the curriculum and instructors affect student satisfaction. For the service process, the highest satisfaction is that there is an appropriate service format at every step ($\bar{x}=4.72$) and the website has an easy-to-understand design structure ($\bar{x}=4.70$), which is consistent with the research of Krittara Poonpipatkit et al. (2015) who recommended developing public relations media to be up-to-date and provide convenient and fast access to information. As for the location and facilities, although the overall satisfaction was at the highest level ($\bar{x}=4.54$), the research results of Kasemani Karin et al. (2015) recommend that educational institutions develop and improve classrooms and learning equipment to be modern. In addition, the research also found that overall student satisfaction did not differ by gender, but differed by academic year with statistically significant differences, which is consistent with the research of Woraya Thong-un and Chanjiraporn Panyindee (2017), which found similar results.

Recommendations

Based on the analysis of the research results on student satisfaction with the Doctor of Philosophy Program in Educational Administration at Suan Sunandha Rajabhat University, the following recommendations for overall development can be summarized:

1. Maintain and enhance the quality of personnel: The quality and reliability of service personnel, along with their thoroughness and accuracy in providing student advice, should be maintained, as these factors contribute to student satisfaction.
2. Develop communication and public relations channels: The website and other public relations media should be modernized and accessible, as well as disseminate relevant information to students more quickly.
3. Improve and prepare facilities: Classrooms and learning equipment should be developed and improved to ensure they are always up-to-date and ready. Sufficient seating should be provided for the number of students who come to visit.
4. Improve teaching and learning: Emphasize practical learning over theoretical learning in some courses. Consider developing a teaching format that stimulates student interest.
5. Promote student participation: Students should be given the opportunity to choose their own thesis advisors to better meet student needs.

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