

Graduate Student's Satisfaction Towards Service Quality of Master of Business Administration Program, Southeast Bangkok University, Thailand

Miao Xixi* Patima Rungruang *Pusit Wonglek*

Pattarada Rungruang* Sudasawan Ngammongkolwong*

Graduate Student of Master of Business Administration Program, Faculty of Accounting and Management Science, Southeast Bangkok University*

sissimagazines@gmail.com, patima.pla2020@gmail.com, Pusit@southeast.ac.th,

pattarada@southeast.ac.th, lukmoonoy_ping@hotmail.com

Received September 6, 2023 Revise October 11, 2023 Accepted October 18, 2023

Abstract

The objective of this research was 1) to study graduate students' satisfaction towards service quality of Master of Business Administration program, Southeast Bangkok University and 2) to compare graduate students' satisfaction towards service quality of Master of Business Administration program by the Southeast Bangkok University. The samples group consisted of the students of the Master of Business Administration program, Southeast Bangkok University, who were registration in the second semester of the academic year 2022 amount 113 students. The instrument of this research was a questionnaire; it valued the content validity (index of congruence: IOC) was 0.67-1.00 and the overall reliability of 0.96. The statistics which used in the data analysis were percentage, mean and standard deviation. The hypothesis test analyzed by using inferential statistics as well as t – test and One-way ANOVA (F-test) for testing of variance as well as pair-wise comparison by means of Scheffe's method which were conducted at the statistical significance level of 0.05.

The research results found that: 1) the graduate students' satisfaction towards service quality of Master of Business Administration program, Southeast Bangkok University. Overall, all aspects are at the highest level. The highest satisfaction was Reliability, followed by Assurance, Tangibility, Responsiveness and Empathy. 2) the graduate students' satisfaction towards service quality of Master of Business Administration program, Southeast Bangkok University who were different year of study at university, they satisfied the services quality of Master of Business Administration program, Southeast Bangkok University that were different in overall at the statistical significance level of 0.05.

Keywords: Satisfaction, Service Quality, Southeast Bangkok University



Introduction

University rankings have become a key factor influencing students' decisions in choosing an educational institution, as it enhances the credibility and perceived competence of graduates. According to the 2019 Quacquarelli Symonds (QS) survey, 32% of international students consider university ranking an essential factor in their decision-making (Prangcharoen, 2022). University rankings also fuel intense competition in the education sector, especially in countries across the Americas, Europe, and Asia, including Thailand.

Higher education plays a critical role in preparing individuals for their professional careers. Graduates must possess qualifications recognized by both employers and society. While Thai higher education has strengths, such as decentralization, relevant course offerings, and strong cooperation between institutions, it also faces challenges. To remain competitive, institutions must continuously improve teaching quality, offer specialized programs, and develop new knowledge and innovations (Prangcharoen, 2022).

The shift toward autonomous universities in Thailand has increased self-reliance among institutions, particularly private universities. These universities are now more focused on generating revenue, often through commercialized programs, including MBA degrees (Techkraichana, 2023). The MBA program, widely offered globally, is a popular choice for students seeking management roles. It focuses on developing skills like teamwork, time management, and human resource management, which are essential in today's business environment. Service quality in MBA programs plays a crucial role in shaping students' experiences and distinguishing institutions in a competitive market (Permpoon & Phrapratanporn, 2021).

Southeast Bangkok University (SBU), a private university authorized by Thailand's Ministry of Higher Education, Science, Research, and Innovation, has offered an MBA program since its establishment in 1999. In response to rapid growth, SBU has been concerned with improving the quality of its graduate education. Educational evaluation, particularly student satisfaction, is a vital tool in assessing and enhancing service quality. Understanding student satisfaction helps institutions meet students' needs and improve service offerings. This study aims to assess graduate students' satisfaction with the service quality of the MBA program at Southeast Bangkok University and use the results to inform strategies for improving the university's services to enhance student satisfaction.

Research Objectives

1. To study graduate students' satisfaction towards service quality of Master of Business Administration program, Southeast Bangkok University.



2. To compare graduate students' satisfaction towards service quality of Master of Business Administration program by the Southeast Bangkok University by individual factors.

Research Hypothesis

Graduate students who have different personal factors of Gender, Age, and Year at Southeast Bangkok University and have different levels of satisfaction with the services of Master of Business Administration program at Southeast Bangkok University.

Research Benefits

The results of the study can be used as guidelines to improve and develop the quality of services provided by the staff of Southeast Bangkok University to maximize efficiency and effectiveness.

Literature Reviews

Concept of Satisfaction

Oliver (1997) defines satisfaction as the response to customer wishes. It is the evaluation of products and services by customers. Different perceptions of satisfaction depend on the different views of everyone.

Glover (2002) Satisfaction is the feeling or attitude of meeting or exceeding original expectations. It occurs when something is desired or a goal is wanted, and if that need or goal is not met, satisfaction is reduced or not achieved.

Vroom (as cited in Bonner. 2020 : 12) defined satisfaction as the result of one's involvement in it. Positive attitudes show satisfaction, while negative attitudes show a state of dissatisfaction.

Komkong (2022) says that satisfaction means when you think whether the service received is as expected to get what you want. And feel the benefits when you receive the product or service, the achievement of the desired goal brings a good feeling and great satisfaction.

Service-related Concepts

Gronroos (1990) states that service is one or more activities. It has intangible characteristics. In general, not necessarily all cases originate from interactions between customers and service personnel or customers and manufacturing companies, or from service systems provided to help solve customer problems.

Heizer and Render (1999) define a service as an economic activity that produces intangible goods such as education, entertainment, renting, government services, finance, health care, real estate, insurance, and maintenance.



Kotler (2000) states that service means various activities or actions performed by a group of people that can be presented to another group of people. Services are intangible and do not affect the ownership of anything. Such actions may or may not be included in tangible goods.

Concepts of Service Quality

Parasuraman, Zeithaml and Berry (1990) state that the evaluation of the quality of service received by the customer is called "perceived service quality" and "perceived service" is the experience that occurs after the customer receives the service. The following five criteria are used to assess the quality of service. The 5 dimensions including 1) tangibility 2) reliability 3) responsiveness 4) assurance and 5) empathy. The details are as follows.

1. Reliability: The ability to provide a certain level of service accurately performance and dependably.
2. Assurance: Service providers have knowledge, the necessary service skills, courteous and friendly to customers and can build credibility and security for customers.
3. Tangibles: facilities, environment, tools, and equipment.
4. Empathy: easy to Access, good communication and Customer understanding.
5. Responsiveness: willingness to provide timely service (Promptness), and willingness to help (Helpfulness).

The concept of service quality has found application in various industries, including hotels (Wu & Ko, 2013), hospitals (Zarei, 2015), universities (Cardona & Bravo, 2012) and banking (Thongkhum, Wingwon & Piriyaikul, 2022).

Yan and Rungruang (2023) said that students' satisfaction with service quality is the feeling when students receive the services provided by the University and compare the service quality. If the service quality is lower than the students' expectations, then the students will be dissatisfied. If the service quality meets the student's expectation, the student is satisfied. If the service quality exceeds the student's expectation, the student is very satisfied.

Conceptual Framework

The researchers conducting the research applied Parasuraman, Zeithaml, and Berry's (1988) by Parasuraman, Zeithaml, and Berry's concept of service quality from 10 dimensions for assessing service quality to only 5 tightly integrated service dimensions including 1) Tangibility 2) Reliability 3) Responsiveness 4) Assurance, and 5) Empathy were used as the conceptual framework used in this research.

From concepts of service quality and related research, the researcher has summarized the conceptual framework used in this research. As shown in Figure 1



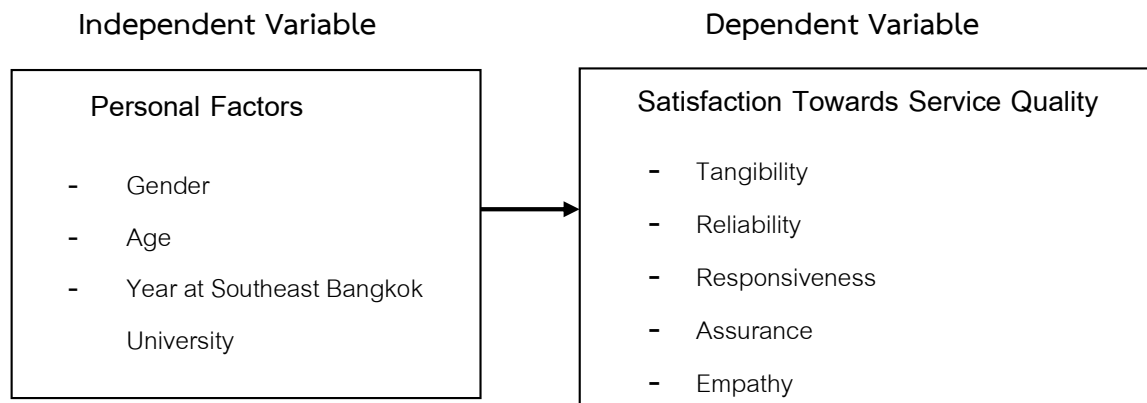


Figure 1 Conceptual Framework for Research

Research Methodology

The topic of this research was Graduate Students' Satisfaction Towards Service Quality of Master of Business Administration Program, Southeast Bangkok University. This study was survey research. By using a questionnaire to obtain complete information according to the research question set.

The populations were the students of the Master of Business Administration program, Southeast Bangkok University, who were registration in the second semester of the academic year 2022 amount 160 students. (Wongdereee, 2022).

The samples were the students of the Master of Business Administration program, Southeast Bangkok University, who were registration in the second semester of the academic year 2022 amount 113 students. The samples were determined by Kreicie and Morgan Table and used a simple random sampling method. (Leekitchwatana, 2022).

The instruments used in this research were questionnaires for data collection and the questionnaires were divided into 3 parts as follows. Part 1: check-list questionnaires concerning personal factors of respondents such as gender, age, and year at Southeast Bangkok University. Part 2: 5-level rating scales questionnaires which focusing on graduate students' satisfaction towards service quality of Master of Business Administration Program, Southeast Bangkok University in 5 areas including 1) Tangibles 2) Reliability 3) Responsiveness 4) Assurance and 5) Empathy. The characteristics of the questionnaire were a 5-level Likert Scale. Part 3: Structured open – ended questionnaire which focusing on recommendations in 5 areas including 1) Tangibles 2) Reliability 3) Responsiveness 4) Assurance and 5) Empathy.

Inspection Instrument, the author was inspected the quality of the research instruments as follows:

1. Sending the draft of questionnaires to the advisor for inspected the suitability of the questionnaire.



2. Revise the draft of questionnaires follow by the recommendation of the advisor.
3. Sending the revised draft questionnaire to the 3 experts for assessed the content validity and analyzed the index of congruence (IOC) between the content and questionnaires used in the study and select questions with an index of consistency is 0.67-1.00.
4. Revise the draft of questionnaires follow by the recommendation of the 3 experts.
5. Sending the revised questionnaires for tried out with non- study sampling group consisting of 30 students of the Master of Business Administration program, Southeast Bangkok University, who were registration in the second semester of the academic year 2022 and analyzed for reliability by using Cronbach's Alpha Coefficient. Total reliability statistic equal to 0.96, The reliability of the 5 areas of satisfaction as follows: (as cited in Leekitchwatana, 2022)

Data collection. The research source is a survey research focusing on Graduate Students' Satisfaction towards Service Quality of Master of Business Administration Program, Southeast Bangkok University. The author was collected data as following:

1. Request the letter from Faculty of Accounting and Management Sciences, Southeast Bangkok University for cooperation in collecting data from the students of the Master of Business Administration program, Southeast Bangkok University, who were registration in the second semester of the academic year 2022 until the permission was granted by the President.
2. Distribute the questionnaires to a total sample of 113 students of the Master of Business Administration program, Southeast Bangkok University, who were registration in the second semester of the academic year 2022 and then waited for the collection of the questionnaires.
3. Checked the completeness of the questionnaires collection and then used a software package to classify the data and use it to analyze the statistical data.

Data Analysis

The author employed a computer package to analyze the data as following:

1. Part 1: personal information factors of the respondents such as gender, age and year at Southeast Bangkok University analyzed by using frequency and percentage value.
2. Part 2: students' satisfaction towards service quality of Master of Business Administration Program, Southeast Bangkok University in 5 aspects including 1) Tangibles 2) Reliability 3) Responsiveness 4) Assurance and 5) Empathy analyzed by using mean value ($\bar{x}$) and standard deviation (S) value which criteria. (Leekitchwatana, 2022)



3. Part 3: recommendations analyzed by using content analysis.
4. Hypothesis test analyzed by using inferential statistics as well as t – test, F - test and pair-wise comparisons of differences using Scheffe' method at the 0.05 level of statistical significance.

Research Results

Results of analysis of graduate students' satisfaction towards service quality of Master of Business Administration program, Southeast Bangkok University, summarized as follows:

1. Summary of graduate students' satisfaction towards service quality of Master of Business Administration program, Southeast Bangkok University.

Table 1: Presents the mean and standard deviation of graduate students' satisfaction towards service quality of Master of Business Administration program, Southeast Bangkok University.

Service Quality of MBA Program at Southeast Bangkok University	n = 113		Level of Satisfaction
	$\bar{X}$	S	
1. Tangibility	4.77	0.37	Highest
2. Reliability	4.82	0.33	Highest
3. Responsiveness	4.76	0.44	Highest
4. Assurance	4.81	0.32	Highest
5. Empathy	4.76	0.45	Highest
Total Average	4.79	0.34	Highest

Table 1 shows that graduate students' satisfaction towards service quality of Master of Business Administration program, Southeast Bangkok University. Overall, all aspects are at the highest level ($\bar{X}$ = 4.79). The highest satisfaction was Reliability ($\bar{X}$ = 4.82), followed by Assurance ($\bar{X}$ = 4.81), Tangibility ($\bar{X}$ = 4.77), Responsiveness and Empathy ($\bar{X}$ = 4.76), as shown above.

2. Summary of the comparison of graduate students' satisfaction towards service quality of Master of Business Administration program, Southeast Bangkok University.



Table 2: Shows overall satisfaction with graduate students' satisfaction towards service quality of Master of Business Administration program and a comparison of the dimensions of gender.

Service Quality	Male		Female		t	p-value
	$\bar{X}$	S	$\bar{X}$	S		
1. Tangibility	4.81	0.37	4.75	0.38	0.77	0.44
2. Reliability	4.90	0.29	4.78	0.34	2.01	0.05
3. Responsiveness	4.86	0.41	4.70	0.45	1.71	0.09
4. Assurance	4.87	0.27	4.78	0.34	1.53	0.13
5. Empathy	4.83	0.43	4.72	0.46	1.21	0.23
Total	4.85	0.31	4.75	0.35	1.61	0.11

* $p \leq 0.05$

From Table 2 shows that graduate students of different genders are satisfied with the service quality of Master of Business Administration program in general and in all aspects. The statistical significance level is 0.05.

Table 3: Shows overall satisfaction with graduate students' satisfaction towards service quality of Master of Business Administration program and a comparison of the dimensions of age.

Service Quality	Less than		25 – 30		31 – 35		Over 35		F	p-value
	25 years		years		years		years old			
	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S		
1. Tangibility	4.78	0.36	4.72	0.39	4.87	0.27	4.73	0.44	1.15	0.33
2. Reliability	4.98	0.07	4.79	0.28	4.86	0.31	4.78	0.42	1.02	0.39
3. Responsiveness	4.93	0.21	4.72	0.43	4.84	0.37	4.69	0.53	1.21	0.31
4. Assurance	5.00	0.00	4.79	0.30	4.86	0.30	4.75	0.38	1.74	0.16
5. Empathy	4.95	0.09	4.76	0.38	4.84	0.35	4.62	0.62	1.96	0.12
Total	4.93	0.09	4.76	0.30	4.85	0.31	4.71	0.43	1.52	0.21

* $p \leq 0.05$

From Table 3 shows that graduate students of different age are satisfied with the service quality of Master of Business Administration program in general and in all aspects. The statistical significance level is 0.05.



Table 4: Shows overall satisfaction with graduate students' satisfaction towards service quality of Master of Business Administration program and a comparison of the dimensions of year of study at university.

Service Quality	First year		Second year		More than two years		F	p-value
	$\bar{X}$	S	$\bar{X}$	S	$\bar{X}$	S		
1. Tangibility	5.00	0.00	4.76	0.39	4.64	0.41	8.36	0.00
2. Reliability	4.94	0.18	4.81	0.37	4.76	0.34	2.26	0.09
3. Responsiveness	4.97	0.12	4.72	0.49	4.68	0.46	4.19	0.02
4. Assurance	4.98	0.07	4.78	0.37	4.75	0.33	4.842	0.01
5. Empathy	4.96	0.13	4.76	0.46	4.62	0.53	4.95	0.01
Total	4.97	0.07	4.77	0.39	4.69	0.35	5.98	0.00

* $p \leq 0.05$

From Table 4 shows that graduate students of different year of study at university are satisfied with the service quality of Master of Business Administration program in different in 4 aspects, which are Tangibility, Responsiveness, Assurance, and Empathy. The statistical significance level is 0.05.

The study on graduate students' satisfaction with the MBA program at Southeast Bangkok University reveals that the overall satisfaction is at the highest level across all dimensions of service quality. This includes the key service quality dimensions of Tangibility, Reliability, Responsiveness, Assurance, and Empathy. The findings align with the service quality framework proposed by Parasuraman, Zeithaml, and Berry (1990), which highlights the importance of these dimensions in shaping customer satisfaction. This study's results also echo the findings of similar research in other contexts, confirming the robustness of these dimensions in evaluating service quality.

Tangibility

The satisfaction with the tangibility of the MBA program at Southeast Bangkok University is reported to be at the highest level. Tangibility, as defined by Parasuraman et al. (1990), refers to the physical environment, facilities, and equipment that service providers offer. In this case, the MBA program is praised for its clean and safe environment, which contributes to a positive service experience for the students. The staff's professional appearance and the availability of appropriate resources and facilities further enhance the tangibility dimension, which reflects well on the overall satisfaction. Similar findings have been reported in studies like Thathong (2020), where the physical aspects of service were identified as a significant contributor to overall service



satisfaction. Likewise, Sanit & Sopakul (2022) found high satisfaction levels with the tangibility of educational services, reinforcing the importance of a well-maintained physical environment in enhancing service quality.

Reliability

Reliability, another critical service quality dimension, refers to the ability of service providers to deliver promised services consistently and dependably (Parasuraman et al., 1990). In the context of the MBA program, the staff's ability to provide consistent, accurate, and dependable services has resulted in high levels of satisfaction. Students trust the MBA program's ability to meet their educational needs, which is a key indicator of reliable service. This finding is consistent with the research by Thathong (2020), which found that reliability was a core component of service quality in university settings. Similarly, Udomwong (2020) found that reliability played a crucial role in customer satisfaction across various service sectors, including educational services.

Responsiveness

Responsiveness refers to the willingness and ability of service providers to assist customers and address their needs promptly (Lovelock, 1996). The MBA program staff's ability to provide timely and accurate information and resolve any concerns efficiently has contributed to the high satisfaction levels observed in this study. Students appreciate the staff's readiness to address their inquiries and provide assistance whenever needed, enhancing the overall service experience. This finding mirrors the results of Thathong (2020), where responsiveness was a key factor in the high satisfaction levels at the University of Phayao. Udomwong (2020) also highlighted that responsiveness significantly contributes to customer satisfaction, especially in environments where quick decision-making and problem-solving are essential.

Assurance

Assurance is defined as the knowledge and competence of staff, which instills confidence and trust in customers (Parasuraman et al., 1990). The MBA program's staff are highly regarded for their expertise, professionalism, and ability to make students feel secure and confident in the services provided. Students reported that the staff's competence and proficiency in delivering academic services were crucial in shaping their overall satisfaction. This is in line with findings from Thathong (2020), which emphasized the importance of assurance in enhancing customer confidence and satisfaction. Additionally, studies like Udomwong (2020) and Chavengsup (2021) support the notion that assurance is a key determinant of satisfaction in various service sectors, including education and healthcare.



Empathy

Empathy, which refers to the ability of service providers to understand and address the individual needs of their customers (Parasuraman et al., 1990), is another dimension in which the MBA program excels. The program staff are noted for their personalized approach to student needs, offering services that cater to individual preferences and concerns. Students feel that the staff genuinely care about their educational experience, which significantly boosts their satisfaction levels. This is consistent with research by Thathong (2020), where empathy was identified as a major factor in service satisfaction in university settings. Wongsriphuak (2021) also reported that high levels of empathy contribute to positive customer satisfaction in a variety of service industries.

Comparison with Previous Studies

The findings of this study are consistent with previous research on service quality in educational and other service sectors. Thathong (2020) highlighted that all dimensions of service quality, including tangibility, reliability, responsiveness, assurance, and empathy, were significant predictors of satisfaction in university services. Similarly, Udomwong (2020) found that these dimensions play a crucial role in customer satisfaction in retail and educational settings. Sanit & Sopakul (2022) and Wongsriphuak (2021) also reported that satisfaction with service quality was highest in the dimensions of tangibility, reliability, and empathy across various service industries, further supporting the validity of the results in this study.

Discussion of the Results of Hypothesis Test

The comparison of graduate students' satisfaction towards the service quality of the Master of Business Administration (MBA) Program at Southeast Bangkok University revealed the following findings:

Gender: There was no significant difference in overall satisfaction between male and female students. However, female students reported higher satisfaction with the service quality than male students.

Age: No significant difference in overall satisfaction was found among students of different age groups, indicating that age does not impact satisfaction with the MBA program's service quality.

Year of Study: Graduate students at different years of study showed varying levels of satisfaction. Specifically, differences in satisfaction were observed in the dimensions of tangibility, responsiveness, assurance, and empathy. However, there was no significant difference in satisfaction regarding the reliability of services across different years of study.



Recommendations

For Application of Results:

Responsiveness: MBA staff should ensure that they provide complete and timely information and resolve student issues quickly and accurately.

Empathy: Staff should show genuine care for students and maintain confidentiality of their personal information.

Tangibility: The MBA program should offer sufficient facilities, clear service process instructions, and easily accessible contact information.

Assurance: Staff should possess strong service skills and be able to answer questions directly and clearly.

Reliability: Staff should be communicative, building trust and credibility with students through clear and effective communication.

For Future Research: Future studies should explore the factors of service quality that influence graduate students' satisfaction in the MBA program at Southeast Bangkok University, in order to refine services and better align them with students' needs and expectations.

References

- Bonner, T. (2020). **Customers' Satisfaction Towards the Quality of Shuttle Van Service of Choknittaya Tour Limited Partnership**. Independent Study in the Fulfillment of Master of Business Administration, Faculty of Accounting and Management Sciences, Southeast Bangkok University.
- Cardona, M. M., & Bravo, J. J. (2012). Service quality perceptions in higher education institutions: the case of a colombian university. **Estudios gerenciales** 28(125), 23-29.
- Chavengsup, P., Rungruang, P., & Wonglek, P. (2021). Service quality relating to outpatients' satisfaction Chularat 3 international hospital. **Southeast Bangkok Journal** 7(2), 64-81.
- Glover, J. A. (2002). **Cognitive psychology for Teachers**. New York: Mcmillan.
- Gronos, C. (1990). **Service Management and Marketing Managing the Moments of Truths in Service competition**. Lexing, Massachusetts: Lexington Books.
- Heizer, D. & Render, A. (1999). **Operations Management**. 6th ed. New York: Prentice-Hall.
- Komkong, N. (2022). **Customer's satisfaction towards services quality of Sopha Accounting and Law Company Limited**. Independent Study in the Fulfillment of Master of Business Administration, Faculty of Accounting and Management Sciences, Southeast Bangkok University.



- Kotler, P. 2000. **Marketing Management**. the Millennium Edition. New Jersey: Prentice Hall International.
- Leekitchwatana, P. (2022). **Research Methods in Education**. 12th Edition. Bangkok: Mean Service Supply.
- LoveLock, H. C. (1996). **Managing Services**. New York: McGraw-Hill.
- Oliver, R.L. 1997. **Satisfaction: A behavioral perspective on the consumer**. New York: McGraw-Hill.
- Parasuraman, A. , Zeithaml, V.A. , & Berry, L.L. (1988). Servqual: A multiple-item scale for measuring consumer perceptions of service quality. **Journal of Retailing** 64 (1), 12 - 40.
- Parasuraman, V.A., Zeithaml & Berry, L.L. (1990). **Delivering Quality Service: Balancing Customer Perceptions**. New York: The Free.
- Permpoon, P. , & Phrapratanporn, B. (2021). Service Quality Affecting Decision Making through Master of Business Administration Selection: Case of Student of Suan Sunandha Rajabhat University. **The Journal of Development Administration Research** Vol.11 No.1, 89-90
- Prangcharoen, N. (2022). **World University Rankings with the development of Thai education**. Retrieved February 3, 2023, from <https://www.posttoday.com/politic/columnist/684419>.
- Sanit, A. , & Sopakul, R. (2022). Quality of Educational Services Satisfaction of Undergraduate Students of the Faculty of Business Administration and Accounting Sisaket Rajabhat University. **Journal of Modern Learning Development** 7(4), 25-36.
- Thathong, K. (2020). **Service Quality of Srinakharinwirot University Savings Cooperative Limited At University of Phayao Branch**. Independent Study in the Fulfillment of Master of Business Administration, University of Phayao.
- Techkraichana, A. (2023). **A study of issues and guidelines for quality development of higher education in Thailand**. Retrieved February 3, 2023, from <https://www.gotoknow.org/posts/285169>.
- Thongkhum, P., Wingwon, B., & Piriyaikul, M. (2022). The Mediating Role of Electronic Trust and the Moderating effect of Customer Oriented and Innovativeness on the influence of Electronic Service Quality towards Electronic Satisfaction of Electronic Banking Users in Thailand. **Journal of Business Administration The Association of Private Higher Education Institutions of Thailand** 11(1), 32-54.
- Udomwong, N. (2020). **The Effect of Customer Perceived Value and Service Quality on Customer Satisfactin in Chain Drugstores**. Independent Study in the Fulfillment of Master of Business Administration, Faculty of Commerce and Accountancy Thammasat University.
- Wongderree, R. Interviewee, November 10, (2022). Miao Xixi Interviewer. **Number of students in the second semester, academic year 2022**. Registrar Office, Southeast Bangkok University.



- Wongsriphuak, W. (2021). **Service Quality Affecting to Customer's Satisfaction of Eurotechniche (Thailand) Company Limited.** Faculty of Business Administration Programs in Management, Ramkhamhaeng University.
- Wu, H. C., & Ko, Y. J. (2013). Assessment of service quality in the hotel industry. **Journal of Quality Assurance in Hospitality & Tourism** 14(3), 218-244.
- Yan, Z. , & Rungruang, P. (2023). Service Quality Relating to Students' Satisfaction of Student Affairs Departments in University: Case study in China. **International Journal of Development Administration Research** 6(1), 31-46. Retrieved February 7, 2023, from <https://so02.tci-thaijo.org/index.php/ijdar/article/view/263770>
- Zarei, E. (2015). Service quality of hospital outpatient departments: patients' perspective. **International journal of health care quality assurance** 28(8), 778-790.