THE STUDY OF FULL-ACADEMIC SERVICES ONLINE-REQUEST SATISFACTION: A CASE STUDY OF THE FACULTY OF SCIENCE AND TECHNOLOGY, SUAN SUNANDHA RAJABHAT UNIVERSITY

Pawith Kongprasert[1] and Sopid Sawangjit[2]

[1,2] Faculty of Science and Technology, Suan Sunandha Rajabhat University Email:
[1]pawith.ko@ssru.ac.th, [2]sopid.sa@ssru.ac.th

Abstract.

This study consists of 3 objectives: 1) to develop Full-Academic Services Online-Request system, 2) to study students' understanding of Full-Academic Services Online-Request, and 3) to study students' satisfaction with Full-Academic Services Online-Request services. The researchers randomly sampled 330 students from the 1st – 3rd year of the Faculty of Science and Technology, Suan Sunandha Rajabhat University. The results of the study showed that the subjects had an understanding before and after the training about 'Academic services in an online' There are statistically significant differences ($p < 0.05$) from moderate understanding ($\bar{x} = 3.24$) to good understanding ($\bar{x} = 4.23$), and overall utilization of knowledge gained from training is good ($\bar{x} = 4.25$), and students' overall satisfaction with online academic requests was good ($\bar{x} = 4.40$). Finally, a comprehensive Full-Academic Services Online-Request System has been implemented for students from October 2022 to May 2023, there were a total of 774 students when we considered the frequency of the types of student requests use to access the comprehensive Full-Academic Services Online-Request System with the period, the student's year and their curriculum are the main ones. Therefore, we have the opinion that further research on this issue should be conducted to support future service planning.

Keywords: Online Request, Academic Services, Full-Academic Services

[2, *]Corresponding author

Introduction

From 2019 to 2023, Thailand and the world society have experienced the COVID-19 pandemic, which has resulted in a large number of patients and deaths worldwide. Although the pandemic is still on higher education must continue to drive the education system as well as the country's economic system. During the COVID-19 pandemic, there have been a lot of new technologies and innovations in both freeware and commercials which response to teaching styles, teaching skills, and educational administration (What's Thailand 4.0?, 2023). As a result, teaching and learning management has changed from On-Site through Online applications and on-demand learning during the new pandemic (2019 – 2020) (Suan Sunandha Rajabhat University, 2023). Later, when the situation began to unravel, teaching and learning management was adjusted according to the new normal to new learning management called Blended Learning, which optimized for greater flexibility. Blended Learning is Hybrid Learning in which students can study On-Site and Online applications as well as On-Demand learning at the same time. This leads us to the "Next Normal".

Due to the increasing use of digital and online systems, education services must be adapted in terms of keeping up with the times. Providing services with more ease, convenience, and faster, include collected as a database for searching and can be used in a variety of applications in the future. Therefore, researchers have designed a Full Academic Services Online Request model. This includes requests that students can submit a request by themselves with the online system and they can track their request progress at any time. The requests consist of Late Enrollment or Course addition, Late Course Drop, Student Clearance Certificate, and Field Experience or Cooperative Education Documents (Suan Sunandha Rajabhat University, 2022). Creating a system to accommodate the requests mentioned above. In addition to being completed and ready to use, it needs feedback from students to know the good and weak points to improve the system and meet students' needs even more in the future *(Mindhp.com,* 2023). That's the rationale of "The Study of Full-Academic Services Online- Request Satisfaction: A Case Study of The Faculty of Science and Technology, Suan Sunandha Rajabhat University".

Objectives

1.1   To develop Full-Academic Services Online-Request system
1.2   To study students' understanding of Full-Academic Services Online-Request
1.3   To study students' satisfaction with Full-Academic Services Online-Request services

Methodology
Population and Sample

The population is 1st year students (Students ID 65) – 4th year students (Students ID62) who have course registration in the 2nd Semester of the 2022 Academic Year 1,860 people. The Faculty of Science and Technology has 2 Departments are Science Department and Applied Science Department, which consist of 11 Programs as follow; The Information Technology Program, The Home Economy Program, The Food Science and Technology Program, The Sport Science and Health Program, The Forensic Science Program, The Food Industrial Microbiology and Bioinnovation Program, The Environmental Biology Program, The Science and Innovation Program, The Computer Science and Data Innovation Program, The Environmental Science and Technology Program, and Digital Innovation and Content Management Program.

The researchers calculated for sampling size by Taro Yamane method at a 0.05significance level from 1st year students (Students ID 65) – 4th year students (Students ID 62)

who have course registration in the 2nd Semester of the 2022 Academic Year. We got the sample size is 330 people from 1,860 people.

$$n = \frac{N}{1 + (Ne^2)}$$

In the formula above;
n : the required sample size from the population under studyN : the whole population that is under study
e : the sampling error which is 0.05

Table 1: The population and sampling size of students of the Faculty of Science and Technology, Suan Sunandha Rajabhat University classifies by Program

Departments	Programs	Population	Samplingizes
Science	The Food Science and Technology	93	17
	Forensic Science	168	30
	Food Industrial Microbiology and Bioinnovation	83	15
	Environmental Biology	64	11
	Science and Innovation	47	8
	Environmental Science and Technology	37	7
	Total	**492**	**87**
Applied Science	Information Technology	247	44
	Home Economy	328	58
	Sport Science and Health	408	72
	Computer Science and Data Innovation	263	47
	Digital Innovation and Content Management	122	22
	Total	**1368**	**243**
	Overall	**1860**	**330**

Research Equipment
This research equipment is "The Full-Academic Services Online-Request Satisfaction Questionnaire", which is classified into 3 parts as follows;
Part 1: The characteristics of population 1st year students (Students ID 65) – 4th year students (Students ID 62) who have course registration in the 2nd Semester of the 2022 Academic Year by asking the respondents for basic information.
Part 2: The understanding of education training of "Online Academic Request Services for Students", which is a Likert Rating 5-point scale as Very Good, Good, Moderate,Poor, and Very Poor. That is classified by 6 issues as follows;
1) The understanding of "Online Academic Student Services" Pre-training
2) The understanding of "Online Academic Student Services" Post-training
3) The aspects of the ability to explain the process and details
4) The ability to disseminate or transfer knowledge
5) The ability to counsel others
6) The confidence and ability to use the knowledge
Part 3: The students' satisfaction with online academic request services, which is a Likert Rating 5-point scale as Very Satisfied, Satisfied, Neither Satisfied, Dissatisfied, and Very Dissatisfied. That is classified by 3 issues as follows;
1) Times
2) Services Process
3) Services Personal

Researchers distributed the sample survey by the population of programs ratio and sampling so that each program had a balanced distribution rate based on the sample size calculation.

Researchers determined the weight or score of the questionnaire into 5 levels as shown in Table 2.

Table 2: The weight or score of the questionnaire

Scales	Weight or Scores
Very Good	5
Good	4
Moderate	3
Poor	2
Very Poor	1

The determination of satisfaction level for online academic request services is detailed in Table 3.

Table 3: The satisfaction levels for online academic request services

Average	Satisfaction Levels
4.50 – 5.00	Very Good
3.50 – 4.49	Good
2.50 - 3.49	Moderate
1.50 – 2.49	Poor
1.00 – 1.49	Very Poor

Collected Data

The researchers collected data with "The Full-Academic Services Online-Request Satisfaction Questionnaire" from sample 330 sample consisting of population 1st year students (Students ID 65) – 4th year students (Students ID 62) on 17th March 2023.

Statistical Analysis

The researchers led a satisfaction questionnaire "The Full-Academic Services Online- Request Satisfaction Questionnaire" r e c e i v e d and examine t h e completion o f e v e r y questionnaire and statistical analysis using a computer package for calculation. The analysis was conducted to compare the level of understanding and satisfaction of the samples with Average ($\bar{x}$), Standard Deviation (S.D.), and t-Test.

Results and Discussion

The development of Full-Academic Services Online-Request system

Researchers created a Full-Academic Services Online-Request service system with the Google Form application and generated a QR code for each request (Figure 1) based on the original document. When the design is complete, it is sent to an expert for verification and appropriateness of online application forms before posting them to students. The online request forms are classified into 4 requests;

1. Field Experience or Cooperative Education Documents (Figure 2 (a))
2. Late Enrollment or Course Addition (Figure 2 (b))
3. Late Course Drop (Figure 2 (c))
4. Student Clearance Certificate (Figure 2 (d))

Figure 1: The QR Code for Full-Academic Services Online-Request system

Field Experience or Cooperative Education Documents	
Late Enrollment or Course Addition	
Late Course Drop	
Student Clearance Certificate	

Figure 2: The Online Request Forms

(a)

(b)

(c)

(d)

Remark: (a) Field Experience or Cooperative Education Documents
(b) Late Enrollment or Course Addition
(c) Late Course Drop
(d) Student Clearance Certificate

Online Request Forms
Field Experience or Cooperative Education Documents
       Online Request Form for Field Experience or Cooperative Education is a request for a letter of courtesy to attend Field Experience or a request for courtesy to work in Cooperative Education, including a request for a letter of report to attend Field Experience or to work in Cooperative Education at the entrepreneur during the period of courtesy by creating a database, drafting an external official letter and self-monitoring the letter.

Late Enrollment or Course Addition
       Online Request Form for Late Course Registration or Course Addition is a request for Late Enrollment or Course Addition, which will be used by the students if the student doesnot enroll within

the period specified by the university for various reasons or enrolls for additional courses, in case the student has sufficient credits remaining and wishes to enroll foradditional courses.

Late Course Drop

Online Request Form for Late Course Drop is a request for Late Course Drop, which will be used by students in case the student does not withdraw from the courses within the period specified by the university for various reasons.

Student Clearance Certificate

Online Request Form for Student Clearance Certificate Conduct is a request for an individual certificate of student conduct, mainly used to certify the student's conduct for students to use as evidence for requesting courtesy to attend Field Experience or request for courtesy to work in Cooperative Education. Applying for scholarships, including exams to measure the knowledge in some Programs.

Self-Tracking the Progress of Request

In addition to creating Online Request Forms. The Full-Academic Services Online- Request system has a Self-Tracking the Progress of Request system for students that has been established so that students can track their progress at all times. By scanning the QR Code of the Self-Tracking the Progress of Request system, students will find the following information; (Figure 3)
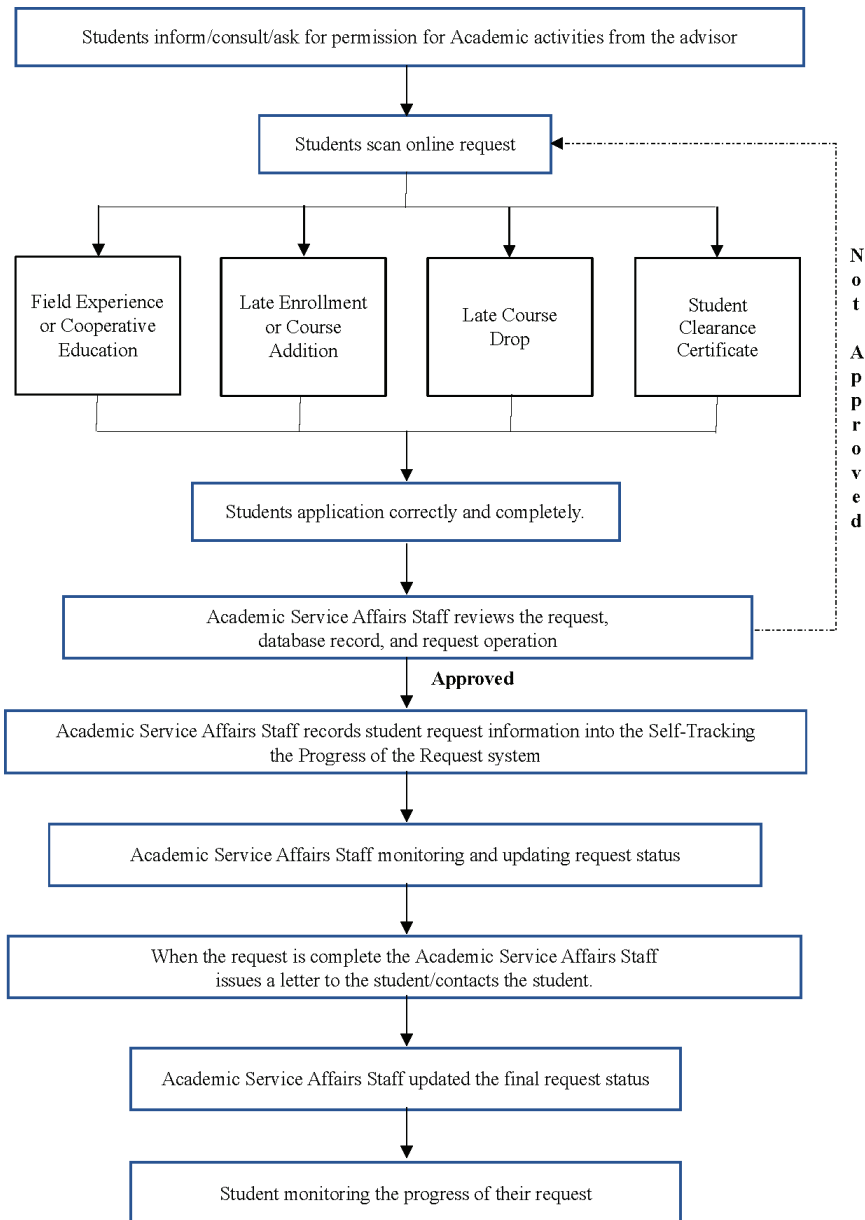
1) Number of Document
2) Reference Number
3) Day/Month/Year for the Faculty Operated
4) Name- Surname's student
5) Request Issues
6) Request Status

Figure 3: Self-Tracking the Progress of the Request Process

The Full-Academic Services Online-Request Process

Figure 4: Full-Academic Services Online-Request Process

```
┌─────────────────────────────────────────────────────────────────┐
│ Students inform/consult/ask for permission for Academic           │
│ activities from the advisor                                       │
└─────────────────────────────────────────────────────────────────┘
                              │
                              ▼
              ┌──────────────────────────────┐ ◄┄┄┄┄┄┄┄┄┄┄┄┐
              │ Students scan online request │              ┆
              └──────────────────────────────┘              ┆
      ┌──────────┬──────────┬──────────┐                   ┆
      ▼          ▼          ▼          ▼                    ┆ Not Approved
┌──────────┐┌──────────┐┌──────────┐┌──────────┐           ┆
│ Field    ││ Late     ││ Late     ││ Student  │           ┆
│ Experience││ Enrollment││ Course   ││ Clearance│          ┆
│ or Coop. ││ or Course ││ Drop     ││ Certif.  │           ┆
│ Education ││ Addition ││          ││          │           ┆
└──────────┘└──────────┘└──────────┘└──────────┘           ┆
      └──────────┴────┬─────┴──────────┘                   ┆
                      ▼                                      ┆
        ┌──────────────────────────────────────┐           ┆
        │ Students application correctly and     │           ┆
        │ completely.                            │           ┆
        └──────────────────────────────────────┘           ┆
                      ▼                                      ┆
        ┌──────────────────────────────────────┐ ┄┄┄┄┄┄┄┄┄┄┘
        │ Academic Service Affairs Staff reviews │
        │ the request, database record, and       │
        │ request operation                       │
        └──────────────────────────────────────┘
                      │ Approved
                      ▼
```

Students inform/consult/ask for permission for Academic activities from the advisor

Students scan online request

Field Experience or Cooperative Education

Late Enrollment or Course Addition

Late Course Drop

Student Clearance Certificate

Not Approved

Students application correctly and completely.

Academic Service Affairs Staff reviews the request, database record, and request operation

Approved

Academic Service Affairs Staff records student request information into the Self-Tracking the Progress of the Request system

Academic Service Affairs Staff monitoring and updating request status

When the request is complete the Academic Service Affairs Staff issues a letter to the student/contacts the student.

Academic Service Affairs Staff updated the final request status

Student monitoring the progress of their request

The Study Students' Understanding of Full-Academic Services Online-Request

Table 4: Average score of understanding and utilization of knowledge from training on academic services onlinerequest for students

Issues	x̄	S.D.
The understanding of "Online Academic Student Services" Pre-training	3.24	0.71
The understanding of "Online Academic Student Services" Post-training	4.23	0.69
The aspects of the ability to explain the process and details	4.26	0.70
The ability to disseminate or transfer knowledge	4.24	0.70
The ability to counsel others	4.23	0.71
The confidence and ability to use the knowledge	4.25	0.69
Overall	4.25	0.71

Table 4 shows the average score of understanding and utilization of knowledge from the training on academic services in an online format. The understanding of "Online Academic Student Services" Pre-training average score of 3.24 is moderate. The understanding of "Online Academic Student Services" Post-training average score of 4.23 is good. The aspects of the ability to explain the process and details average score of 4.26 is good. The ability to disseminate or transfer knowledge average score of 4.24 is good. The ability to counsel others average score of 4.23 is good. The confidence and ability to use the knowledge average score of 4.25 is good. And overall understanding and utilization ofknowledge from training on academic services online average score of 4.25 is good.

Table 5: Comparison of understanding pre- and post-training Academic services online request for students

understanding pre- and post-training Academic services online request		
	Pre-training	**Post-training**
Mean	3.24	4.23
Variance	0.51	0.47
Observations	330	330
Pearson Correlation	0.78	
Hypothesized Mean Difference	0	
df	329	
t Stat	-39.15	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.65	
P(T<=t) two-tail	0.00	
t Critical two-tail	1.97	

From Table 5, when taking into consideration the issue of understanding Academic services online request Pre- and Post-training, it was found that the average score of understanding Academic services online request Pre- and Post-training. There was a statistically significant difference at the 95% confidence level ($p < 0.05$) by understanding Academic services online request average score increased from 3.24 to 4.23.

The Study Students' Satisfaction with Full-Academic Services Online-RequestServices

Table 6: Average of Students' Satisfaction with Full-Academic Services Online-Request Services

Issues	x̄	S.D.
The service is provided for a specified period of time	4.39	0.53
Speed of service	4.41	0.50
Public relations process and period of service	4.40	0.50
Sequencing of service process as announced	4.40	0.50
Overaall	4.40	0.51

Table 6 shows that the study Students' Satisfaction with Full-Academic ServicesOnline-Request in Issues with the service is provided for a specified period of time average score of 4.39 is good. Issues with the speed of service average score of 4.41 is good. Issues with the public relations process and period of service average score of 4.40 is good. The average score of 4.40 is good, and when considering the overall, it was found that thesatisfaction score of Students' Satisfaction with Full-Academic Services Online-Request Services average score of 4.40 is good.

Conclusions and Future Work

Based on the research results, it was found that the development of a Full-Academic Services Online-Request system for students consists of the following important steps; Contacting the advisor for approval or requesting comments, Filling out an online request, Online Request Tracking, and post request practices. By following these steps, the staff will receive complete information on their work. It can be applied to various package software to shorten the time required for the preparation of requests, meet the needs of students, and save more paper resources. But there are also some types of requests that require keeping the implementation of the same procedures. This is due to the higher detail and resolution of the audit, which is strongly related to future students' graduation requests, which corresponds with the research result of Daosawan (2017).

Based on the research results, it was found that the Study Students' Understanding of Full-Academic Services Online-Request in issues of Understanding of "Online Academic Student Services" pre-training average score of 3.24 was moderate, and when considering issues of Understanding of "Online Academic Student Services" post-training average scoreof 4.25 is good. By providing academic services online, students who attend the training have a better understanding of the process, which corresponds with the research result of Pongsiri (2021).

Based on the research results, it was found that the Study Students' Satisfaction withFull-Academic Services Online-Request services in issues of the service is provided for aspecified period of time average score of 4.39 is good. Issues with the speed of serviceaverage score of 4.41 is good. Issues of Public relations process and period of service averagescore of 4.40 is good. Issues of Sequencing of the service process as announced the averagescore of 4.40 is good, and when considering the overall, it was found that the satisfactionscore of the Full-Academic Services Online-Request services with an average score of 4.40 isgood. This is corresponded with the research of Rotrungwat *et al*. (2020) that said that fastservice delivery to service recipients directly affects the satisfaction level of service recipientsConsidering the frequency of the types of applications students who access the Full-Academic Services Online-Request system, it varies with periods. The student's year and course are the main ones. Therefore, researchers are of the opinion that further research on this issue should be conducted. To support future service planning.

Acknowledgements

References

Daosawan Ruenrom. (2017). *The Satisfaction of Travel Agencies in Tourism Business and Guide Registration Office North Branch Area 1* (Individual Study). Chiang Mai: Chiang Mai Rajabhat University.

What's Thailand 4.0?. (2023). Retrieved from https://www.excise.go.th/cs/groups/public/documents/document/dwnt/mjgy/~edisp/uatucm2826 81.pdf

Pongsiri, P. (2021). *Development of administrative system and public service online: A Case Study of Bang Saray Subdistrict Municipality* Individual Study) .Bangkok:Ramkhamhaeng University

Suan Sunandha Rajabhat University. (2023). *Administration and Development University Policy.* Retrieved from https://ssru.ac.th/about_vision-and-strategy.php#policy

Suan Sunandha Rajabhat University. (2022). *Suan Sunandha Rajabhat University StudentHandbook 2022*. Bangkok: Suan Sunandha Rajabhat University.

Mindhp.com. (2023). *What's E-Service*?. Retrieve from https://www.mindphp.com/%E0%B8%84%E0%B8%B9%E0%B9%88%E0%B8%A1%E0%B8 %B7%E0%B8%AD/73%E0%B8%84%E0%B8%B7%E0%B8%AD%E0%B8%AD%E0%B8%B 0%E0%B9%84%E0%B8%A3/2119-e-service- %E0%B8%84%E0%B8%B7%E0%B8%AD%E0%B8%AD%E0%B8%B0%E0%B9%84%E0% B8%A3.html

Rotrungwat, P., Surabhidbhdih, D. and Sitthiwarongchai, C. (2020). Development Guide Academic Service (Rising Revenue) College of Innovation and ManagementSuansunandha Rajabhaat University. *International Academic Multidisciplinary Research Conference in Switzerland 2020*, pp. 123-126.