

SERVICE QUALITY  
INDEX OF

# ASSUMPTION UNIVERSITY

ACADEMIC YEAR 2022



Assumption  
University

Institute for Research and Academic Services

February 2023

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## **Abstract**

The research on Service Quality Index of Assumption University Academic Year 2022 aimed to study by survey method on Assumption University internal service performance in 6 service dimensions 1. Tangibles, 2. Reliability, 3. Responsiveness, 4. Assurance, 5. Empathy, and 6. Information through the eyes of AU's students.

The result of this research might help AU to better know its service quality from the points of view of its Students as well as provide a guideline to develop its weak service dimensions in order to be competent and excellent and to improve itself to be better known in academic industry.

The results of the survey were that very good perception in all items. These results made the overall score of satisfaction is very good perception on Assumption University internal service performance.

## **Preface**

This Service Quality Index (SQI) of Assumption University--- Academic Year 2022 was intended conducted by Institute of Research and Academic Service of Assumption University (IRAS). The aim of the study was to assess the performance of the internal service units of the university as perceived and assessed by the students in a variety of service dimensions. The research report may help AU to know better its quality of service dimensions in order to improve the quality of service.

IRAS collected data from AU's undergraduate students. From January 2023 to February 2023.

IRAS would like to express greatest gratitude to Rev. Bro. Bancha Saenghiran, the honorable President of Assumption University for his visionary mentorship as well as all the Academic & Administrative units to provide support for collecting data from students & staffs. RIAU would also like to thank St. Martin Center for Professional Ethics & Service Learning for facilitating us to collect data from students. Last but not the least RIAU is thankful to all those respondents who provided valuable and useful data to accomplish this report.

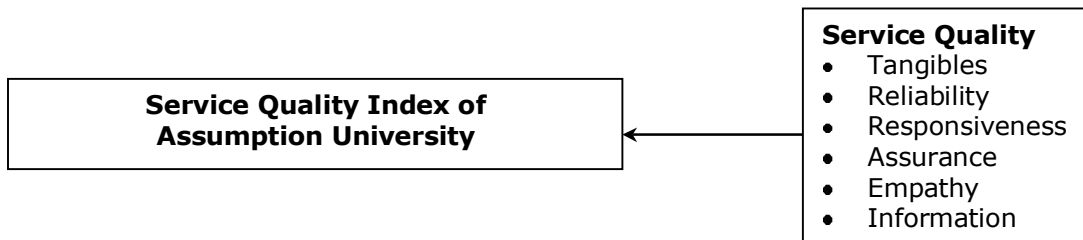
Institute of Research and Academic Service

February 2023.

# Service Quality Index of Assumption University Academic Year 2022

Assumption University has provided educational service as no-profit organization for 50 years. Many AU's students and personnel --- 1. Undergraduate Students, 2. Graduate Students, 3. Lecturers, and 4. Staff --- have involved in its continuity for providing best education and supporting service to those who have been contacted for smooth transaction. AU's students and personnel are valuable to reflect what they have seen, both direct and indirect experiences, on AU and what they have thought of AU in terms of service provided by personnel to students and personnel themselves. This is the way for AU to know itself better.

## Conceptual Framework



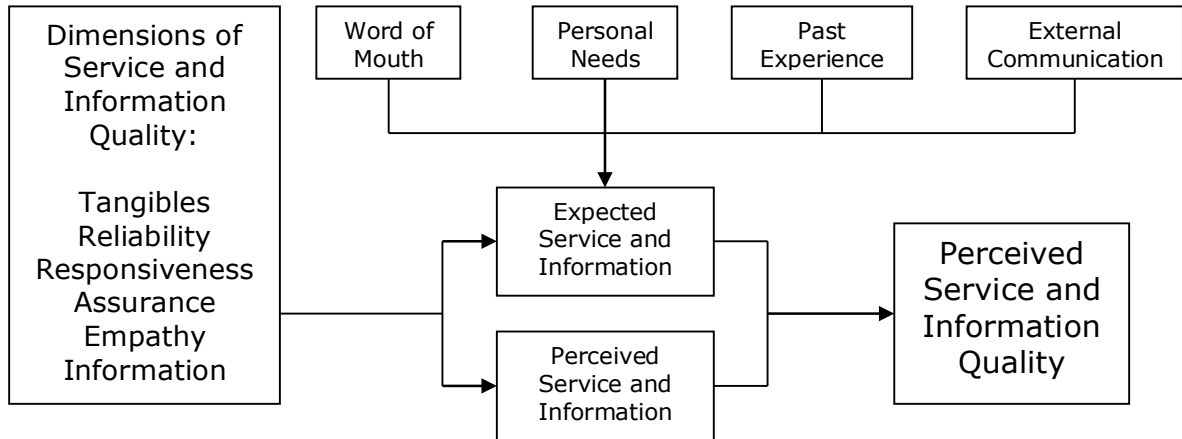
**Based on SERVQUAL --- service quality measurement model --- developed by Zeithaml, Parasuraman, and Berry (1990)<sup>1</sup>, five dimensions --- Tangibles, Reliability, Responsiveness, Assurance, and Empathy --- of each service units of AU were taking into the consideration. As well, Information dimension was added to the consideration according to the service condition of each service units.**

To be more specific, the terms and meanings of those dimensions are as the following.

<b>Tangibles</b>	Appearance of physical facilities, equipment, personnel, and communication materials.
<b>Reliability</b>	Ability to perform the promised service dependably and accurately.
<b>Responsiveness</b>	Willingness to help customers and provide prompt service.
<b>Assurance</b>	Knowledge and courtesy of employees and their ability to convey trust and confidence.
<b>Empathy</b>	Caring, and individualized attention the firm provides its customers.
<b>Information</b>	Availability, accessibility, accuracy, and timeliness of information provided by the service units and personnel.

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<sup>1</sup> Zeithaml, Parasuraman, and Berry. *Delivering Quality Service: Balancing Customer Perceptions and Expectations*. The Free Press, New York, 1990.



*Customer Assessment of Service and Information Quality as adapted from the original diagram of Zeithaml, Parasuraman, and Berry (1990)<sup>2</sup>*

**Satisfaction is a feeling of happiness or pleasure because customers have achieved something or got what they wanted or the fulfillment of a need, demand, claim, or desire etc.**

Expectation is the belief that something will happen because it is likely or planned, the belief something good will happen in the future, or the belief that something ought to happen or that someone should behave in a particular way.

Perception is the way something is regarded, and it is believed to be what it like, or the way something resulted from the way it has been done or performed.

In this research, satisfaction score is a score derived from sores resulted from expectation and perception. Satisfaction score is the resulted from perception score minus expectation score.

If perception score is greater than or equal to expectation score, the score resulted from the subtraction is positive. It means *satisfaction*.

If perception score is smaller than expectation score, the score resulted from the subtraction is negative. It means *dissatisfaction*.

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<sup>2</sup> Zeithaml, Parasuraman, and Berry. *Delivering Quality Service: Balancing Customer Perceptions and Expectations*. The Free Press, New York, 1990.

## **Score Interpretation**

For this research, perception score as well as the level of importance on service quality and information quality provided varied from 1 to 10 as the following explanations.

- 1 = Extremely Weak
- 2 = Very Weak
- 3 = Weak
- 4 = Below Average
- 5 = Average
- 6 = Above Average
- 7 = Good
- 8 = Very Good
- 9 = Excellent
- 10 = Outstanding

As the result of computation, perception scores and level of importance are mean score of what respondents have experienced according to the issues with correspondent of the questions ask in the questionnaire. The score interval of mean scores can be concluded as the following explanations.

- 0.01 to 1.00 = Extremely Weak
- 1.01 to 2.00 = Very Weak
- 2.01 to 3.00 = Weak
- 3.01 to 4.00 = Below Average
- 4.01 to 5.00 = Average
- 5.01 to 6.00 = Above Average
- 6.01 to 7.00 = Good
- 7.01 to 8.00 = Very Good
- 8.01 to 9.00 = Excellent
- 9.01 to 10.00 = Outstanding

## Respondents' Profile

Category	Sub-Category	Frequency	Percent
<b>Sex</b>	Male	584	38.7
	Female	916	60.7
	Other	9	0.6
	<b>Total</b>	<b>1,509</b>	<b>100.0</b>
<b>Age Range</b>	Younger than 18 years old	33	2.2
	18 – 19 years old	424	28.1
	20 – 21 years old	678	44.9
	22 years old or elder	374	24.8
	<b>Total</b>	<b>1,509</b>	<b>100.0</b>
<b>Nationality</b>	Thai	1,053	69.8
	Non-Thai	456	30.2
	<b>Total</b>	<b>1,509</b>	<b>100.0</b>
<b>Academic Status</b>	1 <sup>st</sup> Year	519	34.4
	2 <sup>nd</sup> Year	314	20.8
	3 <sup>rd</sup> Year	355	23.5
	4 <sup>th</sup> Year	280	18.6
	5 <sup>th</sup> Year	41	2.7
	<b>Total</b>	<b>1,509</b>	<b>100.0</b>
<b>Faculty</b>	Albert Laurence School of Communication Arts	203	13.5
	Bernadette de Lourdes School of Nursing Science	3	0.2
	Louis Nobiron School of Music	32	2.1
	Martin de Tours School of Management and Economics	714	47.3
	Montfort del Rosario School of Architecture and Design	74	4.9
	Theodore Maria School of Arts	361	23.9
	Theophane Venard School of Biotechnology	3	0.2
	Thomas Aquinas School of Law	3	0.2
	Vincent Mary School of Engineering	51	3.4
	Vincent Mary School of Science and Technology	65	4.3
<b>Total</b>	<b>1,509</b>	<b>100.0</b>	

1,509 undergraduate students answered to the questionnaires. They were 584 males (38.7%) 916 females (60.%) and 9 Other (0.6%).

33 students (2.2%) were younger than 18 years old, 424 students (28.1%) were 18 – 19 years old, 678 students (44.9%) were 20 – 21 years old, and 374 students (24.8%) were 22 years old or elder.

1,053 students (69.8%) were Thai and 456 students (30.2%) were non-Thai.

There were 519 1<sup>st</sup> Year (34.4%), 314 2<sup>nd</sup> Year (20.8%), 355 3<sup>rd</sup> Year (23.5%) 280 4<sup>th</sup> Year (18.6%) and 5<sup>th</sup> Year (2.7%) answering to the questionnaire.

There were 203 students (13.5%) from Faculty of Albert Laurence School of Communication Arts, 3 students (0.2%) from Faculty of Bernadette de Lourdes School of Nursing Science, 32 students (2.1%) from Faculty of Louis Nobiron School of Music, 714 students (47.3%) from Faculty of Martin de Tours School of Management and Economics, 74 students (4.9%) from Faculty of Montfort del Rosario School of Architecture and Design, 361 students (23.9%) from Faculty of Theodore Maria School of Arts, 3 students (0.2%) from Faculty of Theophane Venard School of Biotechnology, 3 students (0.2%) from Faculty of Thomas Aquinas School of Law, 51 students (3.4%) from Faculty of Vincent Mary School of Engineering, and 65 students (4.3%) from Faculty of Vincent Mary School of Science and Technology.

### Service and Information Satisfaction Scoring by Sub-Dimension

Tangibles		Number of Respondents	Mean	S.D.	Result
TA1	Suitable personal appearance (Official Dress Code).	1,509	7.65	2.246	Very Good
TA2	Physical facilities are proper and ready for required services.	1,509	7.45	2.105	Very Good

Undergraduate students generally had very good perception on all dimensions.

Reliability		Number of Respondents	Mean	S.D.	Result
RL3	Consistency in providing satisfactory services	1,509	7.42	2.072	Very Good
RL4	Staff provides services as requested	1,509	7.51	2.101	Very Good

Undergraduate students generally had very good perception on all dimensions.

Responsiveness		Number of Respondents	Mean	S.D.	Result
RS5	Accessible anywhere and anytime	1,509	7.31	2.182	Very Good

Undergraduate students generally had very good perception on all dimensions.

Assurance		Number of Respondents	Mean	S.D.	Result
AS6	The competence and skill in delivering the service.	1,509	7.44	2.044	Very Good
AS7	Perceived courtesy, politeness, and respect for the client.	1,509	7.65	2.042	Very Good

Undergraduate students generally had very good perception on all dimensions.

Empathy		Number of Respondents	Mean	S.D.	Result
EM9	Proficient and honest in delivering services.	1,509	7.52	2.046	Very Good
EM10	Earnestly to solve the problem occurred.	1,509	7.53	2.073	Very Good

Undergraduate students generally had very good perception on all dimensions.

Information		Number of Respondents	Mean	S.D.	Result
IN11	Correct and Accurate Information is provided.	1,509	7.69	1.958	Very Good
IN12	Up-to-date information.	1,509	7.62	2.029	Very Good
IN13	Accessible.	1,509	7.60	2.010	Very Good

Undergraduate students generally had very good perception on all dimensions.

Aspect		Number of Respondents	Mean	S.D.	Result
TA	Tangibles	1,509	7.55	2.013	Very Good
RL	Reliability	1,509	7.47	1.980	Very Good
RS	Responsiveness	1,509	7.31	2.182	Very Good
AS	Assurance	1,509	7.57	1.919	Very Good
EM	Empathy	1,509	7.53	1.987	Very Good
IN	Information	1,509	7.64	1.880	Very Good

Undergraduate students generally had very good perception on all dimensions.



### Overall Satisfaction Scoring

Aspect	Number of Respondents	Mean	S.D.	Result
Overall Performance	1,509	7.54	1.827	Very Good

Undergraduate students generally had *very good* perception on overall performance of ***service Quality of Assumption University***.