MASTER OF BUSINESS ADMINISTRATION (MBA) STUDENT
QUALITY EVALUATION ON THAI-NICHI INSTITUTE OF
TECHNOLOGY: WHAT MATTERS MOST?

WANIDA WADEECHAROEN

RUNGSUN LERTNAISAT

FACULTY OF BUSINESS ADMINISTRATION

THAI-NICHI INSTITUTE OF TECHNOLOGY

2015

Title: Master of Business Administration (MBA) Student Quality Evaluation on Thai-Nichi Institute of Technology: What Matters Most?

Authors: Wadeecharoen, Wanida and Lertnaisat, Rungsun (2015).

ABSTRACT

The study evaluated the education performance quality by percentage rated by student satisfaction. The student perceive quality also measure by the level of student satisfaction by using 'percent weight'. The main objectives of this study is to evaluate the most important factors for MBA student to stay satisfied. MBA program director was in-depth-interview in order to confirm those particular important factors, follow up by student focus group interview before purpose what matter most factors into the new research model. The research instrument 45 items were adapted from Noel-Levitz's, (2011) classified into three dimension namely (1) factors to make student to stay satisfied 26 items; (2) factors to make student enrollment decisions 9 items; (3) campus climate 10 items. These measure structures were test the reliability of respondent's attitudes on students important and satisfaction at above 0.80. The finding found that teaching quality consists with experience intellectual growth, faculty knowledge, major requirement, variety of courses, academic advisor knowledge, quality of instructor, lecturing in Japanese language and teaching methods. Non-teaching service quality consists with information technology approachable, academic support and service meet the needs of student, computer labs are adequate, library resources and service are adequate and hospitality consists with students are made to feel welcome, campus staffs are caring and helpful, staff's friendly attitude towards students, appearance of staff. These are the most important factors to investigate with student satisfaction and loyalty for further study.

Keywords: MBA, TNI, Student, Quality Evaluation

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CHAPTER 1

INTRODUCTION

This chapter is beginning and providing an overview of the study background. Problem statement of the study will be discussed and then narrow the discussion down to the research questions, research objectives, limitation of the study and contribution of the study.

1.1 Background of the Study

It is recognized that education contributes to economic growth, through the production of skilled human resources (Woodhall, 1987). Thus, education is very essential commodity towards crafting and achieving sustainable human resource need for national development. As of this point, we could not denied the relationship between education and national economic growth. Developing human capital via education has proved the positive impact on national economic growth of any nation (Coleman, 2005). The quest for educational excellence is endless as market players try to give services that are market-oriented and meet customers' satisfaction that will eventually lead to repeat sales and improved earnings. Currently, Thailand has 71 TPHEI consists with 39 private universities, 10 institutes and 22 private colleges (Office of Higher Education Commission: OHEC, 2015). TPHEI are offering variety courses of undergraduate and postgraduate programs. The most popular postgraduate program is the Master in Business Administration (MBA) program. MBA degree becomes a proficient course and considered as a former step towards a successful business management career. MBA proficient course is value to people involve in business management position, especially in executive and managerial positions. MBA program is said to be more career-oriented, hands-on, and customer-focused program. Therefore,

there is a keen competition for student enrollment among the universities. Customers' satisfaction often (in this case MBA student) associates with quality assurance. Williams (2002) opines that students' feedback can be a measure of quality assurance and hence, should be given a voice that is listened and act upon in order to enhance quality. One model of measuring quality and satisfaction is through a student satisfaction approach.

1.2 Problem Statement

Increasing in dynamic education environment such as higher competition, higher costs to obtain professional academic program, declining student enrollment due to changing in population demographics, these are some particular issues cause educational institutions realize the important of student satisfaction (Cheng & Tam, 1997; Kotler & Fox, 1995). Suhre, Jansen and Harskamp, (2007) proved that student accomplishment not depends on academic ability but also on student program satisfaction. Thus, the quality of program provide by college/institution appear to be the important factor for student motivation and satisfaction. In case of student expectation are not met, student may feel dissatisfaction and start considering to switch to another study. As a result of students' dissatisfaction with the degree program and accomplishment, they will unlikely to dropout or diminish study motivation (Suhre, Jansen & Harskamp, 2007; Albaili, 1997). Student dissatisfaction cause to poor retention rates and also have an adverse impact on institutions in terms of funding (Rowley, 2003). Thus, the best alternative to enhance student satisfaction is through student evaluation. The purpose of student evaluation is finalized towards upgrading the quality of service, teaching performance quality, educational activities and the course materials provided by university (Petruzzellis et al, 2006). Thus, managing for quality is one of the most important challenges that educational institutions face in today's competitive environment.

1.3 Research Questions

To achieve the purpose of this study, the following questions need to be address.

1. What is the most important for students who have stayed satisfied?
2. Financial aid and cost factors are important for student enrollment decisions?
3. What are the important and satisfaction level in campus climate?
4. What are the important factors via institutional executive director's perspective?
5. What are the validity and reliability of measurement constructs and selected the most important variable for future research?
6. What are the matter most factors to make student intention to study?

1.4 Research Objectives

Premised on these facts and the scant literature on empirical studies in this area in Thailand, we set to embark on specific objectives are as below;

1. To rank the importance of factors influencing MBA student satisfaction.
2. To evaluate the factors effecting MBA student decision making enrollment.
3. To evaluate the important and satisfaction level in campus climate.
4. To examine the important factors via institutional executive directors perspective.
5. To examine the reliability of measurement constructs and selected the most important variable for future research.
6. To examine the matter most factors to make student intention to study.

1.5 Limitation of the Study

The limitations of this study are exist into four scopes are as below;

1. The use of convenient sampling limits the generalizability of the finding and results of the study.
2. The absence of random sampling does not permit the analysis of the data collected using inferential statistics.
3. The finding of this study scope on important and satisfaction factors of MBA students via descriptive statistics.
4. The sampling of this study is limited on Thai-Nichi Institute of Technology (TNI)

1.6 Research Contribution

The contributions of this study logically are contributing widely in three different perspectives are as below;

1.6.1 Determinate of most important and satisfaction factors evaluated by multi-perspective

Since, this study aims to identify the important factors influencing student satisfaction in MBA program at Thai-Nichi Institute of Technology (TNI). The questions are modified from higher education consulting survey in USA (Noel-Levitz students' satisfaction inventory survey) rather than adapted from previous research or self-adapted. This can be conducted at all higher education level (degree, masters and PhD/Doctorate). Particularly, in Thailand academic institutions have not been found any relevant studies applied this concept before in this particular area. In doing so, to point out the important factors of student satisfaction in particular school environment the student should rank the importance not to be selected from the past research finding or adopted from past research relevant, as be confirmed the evident below;

Any surveyed group is more likely to respond to a relevant survey then one that appears to miss the point. Students are much more likely to provide detailed information about issues that are important to students than those that teachers think ought to be important to students. (Harvey et al, 1997, p.11)

After quantitative method was conducted from MBA students, the most important and outstanding factors were bring out and categorized in new parts namely strengths part, should be improvement part and need improvement part (refers to Table 6). MBA director program perspective as same as the dean faculty of business administration was ask to evaluated on each parts within three dimension. The executive director was given evaluation ranking between 60-95 percent, this implied that as the institution evaluated itself attempt to achieve exceptional performance at excellent level (refers to Table 6). Thus, by collecting data from both perspective enable to confirm that MBA program provide by institution is more customer focused and attempts to fulfill what matter most for students to stay satisfied.

1.6.2 Contribute to New Face of Operational Measurement Research

This study evaluate student perception of service quality factors to make students to stay satisfied (26 items); factors to make student enrollment decision (9 items) and campus climate (10 items). This will summarizing in the Table 1 below;

Table 1: Operational Concept and Evaluation

Conceptual	Operational Definition	Methods	Mark/ Interval Level	Evaluation
Perception of Service Quality	*'Perception of Service Quality'* refers to student expectations and student perception of service quality.	*'Percent Weights'* = $\frac{\text{Important (\%)} + \text{Satisfaction (\%)}}{2}$ Student perceived education quality provided by institution on 45 items.	70+ 60-69 50-59 40-49 0-39	Excellent Good Satisfy/Fair Poor Failure

The operational measurements used in this study is *'percent weight'*. Percent weight calculated by percent of important plus percent of satisfaction and

divided by two. This study conducted 45 items within three categories in term of institutional quality of performance measure by percent weight and elaborated in to five dimension are as excellent, good, satisfy/fair, poor, failure. This operational measurement and research method have not been found before in educational research area. Thus, this study is claim to be the first pioneer whose brought this concept to measure the quality of private institution in Thailand.

1.6.3 Contributing to New Research Variable in Academic Area

Based on the finding of the study, the most urgent problem need for improvement is 'the quality of institutional service' provided by TNI academic support units and staff (refer to Table 10 and Table 11). Thus, in order to improve service quality and generate Japanese hospitality style as the students are expected to receive from TNI. Academic support units and staff evaluation should be taken into account in order to generated Japanese hospitality style and recover service quality weakness. Moreover, campus facilities such as canteen, library, discussion room, Wi-Fi and parking are not sufficient for student demand. Public relation is identified as the major problem that TNI could not achieve to target customer. Despite base on the focus group interview, students are much concern on institution reputation, teaching quality consist with professional course, instructor reputation and lecturing in Japanese language. Based on these specific problem concerned, this study elaborate the purpose of further research model exhibited in Figure 1 Student Royalty Model contributing by Wadeecharoen and Lertnaisat, (2015).

CHAPTER 2
LITERATURE REVIEW

This chapter presents a review of the literature related to objective of the study. It proposes the theoretical orientation and customer orientation theories. This chapter will also highlight the conceptual of research model develops in this study.

2.1 Theoretical orientation

Globally, international literature review that has been highlighting of *"student satisfaction approach"* has potentially role in quality assessment and enhancement. Since British Quality Agency acts as the central pillar established the quality assurance policy in British system of higher education. At this point, they proposed that *"student is now recognized as the principal 'stakeholder' of any higher education institution and much be allowed a voice that is listened to and acted upon in order to enhance quality in the total learning experience"* (Williams, 2002). The student satisfaction approach was developed by Harvey, (2001) who represented a model of student feedback action. He believes that student's views matter because 'higher *education is first and foremost about the enhancement and empowerment of students as participants in a process of learning'*, thus he argues that student is documented as the key stakeholder in higher education (Harvey, Moon & Plimmer, 1997). Since Harvey, Moon and Plimmer, (1997) introduced the conceptual of *"student satisfaction approach"*, thereafter; there is an ample of study relevance which is more applicable to make a research study tangibly.

2.2 Customer satisfaction theory (CST)

The application of customer satisfaction theory (CST) in education centers on the concepts of expectations, experience, perceived service and evaluation of that service (Hom, 2002). However according to CST, it only requires the use or experience of a service; it does not require the purchase of a product or service. Student satisfaction is a judgment that a product or service feature, or the product or service itself, provides a pleasurable level of consumption related fulfillment including the level of under or over fulfillment (Oliver, 1997). Satisfaction is thus a function of relative level of expectation and perceived performance. Expectations are formed on the basis of past experience with the same or similar situations, statements made by friends or other associates (Kotler & Clarke, 1987). Many universities and colleges practice customer-driven approach, whereby the students are *"customers"* and education is the *"product"* or *"service"* offered (Driscoll and Wicks, 1998; Berger and Walington, 1996; Licata and Franwick, 1996). Kotler (2003) postulates by giving *the customers' satisfaction*, organizations can be in a win-win situation. The components of student satisfaction have been identified in various past studies. In the survey of Student Satisfaction Inventory (SSI) in the US (Noel-Levitz, 2011) indicates that the top five basic attributes among higher institutions are: instructional effectiveness and academic advising, academic and registration services, financial aid services, campus climate, campus life. Subsequently Harvey (2002) introduces the Indicative Generic Student Satisfaction Survey which was conducted in UK identify seven components: course organization and assessment, university facilities and students' union, learning and teaching, student services, library, computing and evaluation. Other studies found that program's infrastructure and core academic courses offered, language, and lecturer contribute to overall satisfaction of masters' students (Colbert, Levary & Shaner, 2000; Pitman,

Motwani, Kumar & Cheng, 1995; Martin & Bray, 1977; Nik Kamariah Nik Mat, Nor Hayati Ahmad & Rusmawati Ismail; 1999, 2004). Riportella, Couste and Torres (2001) report that students' perception of the organization and clarity which their professor perform in class affect satisfaction on program directly. Services provided by a university are intangible and are being provided by many people such as librarians, administration staff and faculty members over an extensive time period (Cathy & Wicks, 1998) and are constantly changing (Ranson, 1993).

2.3 The Propose of Conceptual Research

Based on the international literature reviews as discussing above, the research concept of the study is generated from three observations dimensions are as (1) what is the most important for students to stay a satisfaction which refers to course quality provided by colleges, perceive value of tuition paid, adequate of infrastructure (2) what is the student's decision making enrolment in MBA program refers to financial aid, academic reputation, cost, geographic setting, campus appearance, size of institution, recommendations from family/friend and opportunity to play sports and (3) the important and satisfaction level in campus climate refers to student life in campus, channels for expressing student complaints and approachable administrators. The overall satisfaction is performed as the criterion variable. In doing so, these predictors will be proposed and included in the actual model after the important factors have been rated by MBA students and confirmed by MBA program director.

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CHAPTER 3
RESEARCH METHODOLOGY

This chapter discusses the overall research design, methodology and the relational for using quantitative and qualitative data. This documentary data sources, techniques for collecting data and analysis are discusses in this section. The data used in this study were collected from questionnaire and structure-interview materials. Each of these data sources provided the specific types of information which enable to contributing and supporting the research objectives and research proposition of the study empirically.

3.1 Research Designed

Bases on six research objectives, this study is intent to development a validity and reliability of measurement constructs and selected the most important variable for future research study. The target respondents are the active MBA students from two program, namely M.B.A. Program in Industrial Management (MIM) and M.B.A Program in Executive Enterprise Management (EEM) at Thai-Nichi Technology (TNI). The total respondent of 30 MBA students will be taken for pilot-test study analysis. In-depth interview method is included in the study after interpreting finding result follow up SWOT analysis and focus group interview. Thus, the determinant variable criteria rated by MBA students will be confirmed by strategic marketing used by institutional executive interview. The dean faculty of business administrative is identified as gate keeper personal who are well monitoring overall operating MBA program at Thai-Nichi Institute of Technology. Focus group interview were collected from 15 students study in first and third semesters.

3.2 Instrument Development

A questionnaire has been designed as an instrument for obtain the primary data through survey method. The questionnaire statement has been elaborated according to the research objectives, underpinning theory and theoretical framework of the study. The predictor variables questions were adapted from the student satisfactory inventory (Noel-Levitz's 2011). These predictor variables were modified in three main observations are as (1) what is the most important to students who have stayed satisfaction consist with 26 items (2) financial aid and cost factors are the important for student enrollment decisions consists with 9 items and (3) the important and satisfaction level in campus climate consists with 10 items (Noel-Levitz, 2011). Thus, the questions statement are included with 45 items and all predictors will be measured by using 7-point Likert scale – '1 = not at all important' to '7 = very important'. Criterion variables are measured by 7-items overall satisfaction measured by 7-point Likert scale ranging from '1 = not satisfied at all' to '7 = very satisfied'. The final section will be evaluated student satisfaction in the following aspects such as university as a whole, university management, faculty, department of school, course and potential career prospected. These aspects were adapted from Harvey, (2001) (refers to appendix).

3.2.1 The Operational of Research Measurement

The operational measurements used in this study is 'percent weight'. Percent weight calculated by percent of important plus with percent of satisfaction and divided by two. This method are summarizing in the following below;

$$\text{'Percent Weight'} = \frac{\text{Percent of Important} + \text{Percent of Satisfaction}}{2}$$

After we calculate 'percent weight' then we classified average score into several degree according to Fulbright commission are such as first-class; second class,

upper division; second-class, lower division; third-class (3rd); ordinary degree (pass) as in Table 2 below;

Table 2: Perception of Service Quality and Evaluation Score

British Class	Secured Marks Level	Equivalent grade	Perception of Service Quality
First	70+	A	**Excellent** - Exceptional Achievement
Upper Second	60–69	B	**Good** - Extensive Achievement
Lower Second	50–59	C	**Satisfy/Fair** - Acceptable Achievement
Third	40–49	D	**Poor** - Minimal Achievement
Fail	0–39	F	**Failure** - Inadequate Achievement

Sources: Adapted from the Fulbright Commission

In summary, this study will be evaluating the level of student perception on service quality provided by Thai-Nichi Institute of Technology (TNI) in three content are as *(1) what matter most to make students stay satisfy?* This will refers to the content of course, quality of instruction, perceive value of tuition paid and adequate of infrastructure. *(2)What matter most for student decision making enrolment in MBA program?* This will refers to financial aid, academic reputation, cost, geographic setting, campus appearance, size of institution, recommendations from family/friend and opportunity to play sports. (3) *What matter most for student's satisfaction in campus climate?* This will refers to student life in campus, channels for expressing student complaints and approachable administrators.

3.2.2 In-depth Interview Methods

In-depth interview use to distinguish individual opinions as opposed to focus group about MBA program (Carolymn, Boyce & Palena, Neale. (2006).

This study interviews the two difference sample groups separately are as MBA director program and MBA students. The advantage of in-depth interviews is that they provide much more detailed information than what is available through other data collection methods such as surveys and documentary analysis reported.

After the study have run the quantitative data analysis and point out the most important factors influencing students stay satisfied, students decision making enrolment in MBA program and campus climate. These particular areas of the study will be listed the most important factors based on strengths and weakness parts. Director of MBA program as same as the dean faculty of business administration is identified as the *'key person'* whose monitoring and planning overall MBA program strategies. The interview structure were design from the listed of institution strengths and weakness, this included opportunities and threats. The information collected via in-depth interview method will support the validity and reliability of survey data, provide valuable information and make a clear picture on *'what matter most factors in MBA program'*.

3.2.3 Focus Group Study

Focus group interview will be used to provide insight into multiple and complicated factors effecting student's satisfaction, students decision making enrollment and campus environment. This is because focus group can distinguish when scope of factors related to multifaceted function and characteristic. To answer the research question of the study; *'what are the matter most factors to make students intention to study?'* As of this question, a focus group possessed the capacity ideas to emerge from the group discussion than individuals alone don't possess (Krueger, 2015). Thus, 15 students will be selected for a group discussion regarding to particular areas of the study. The expected outcome of focus group enable the researcher to design a large scale of quantitative study.

Focus groups have provided researcher with valuable insights into conducting complicated quantitative investigations. *'What words or factors do students use to talk about this issue?' 'What do they see as the range of options for answering this research question?'* By using focus group study, these issues will be clarified and exhibited in more detail.

CHAPTER 4
RESULTS OF THE STUDY

The results of the study will be classified into three sections are as questionnaire data, interview data, research measurement development and focus group study. The chapter will be discussion on demographic of the respondent, following by student evaluation in percentage (%) and percent weight. The most important factors for student to stay satisfied on education provider will be representing. The next is the most important factors for student making decision enrolment and most important factors for students' satisfaction in campus. These most important factors will be discussion via the institutional executive interview.

4.1 Demographic of Respondent

Section 1: Questionnaire Data

The total number of respondents are consists with 30 MBA students divided into 2 programs such as M.B.A. Program in Industrial Management (MIM) and M.B.A Program in Executive Enterprise Management (EEM). Most of M.B.A. students are study in final semester follow by (43%) and follow by second semester (33%), first semester (5%) and third semester (3%), respectively (refer to Table 3: Respondents Demographics). The results of the study will be presenting up on the research questions and objectives are as following;

Table 3: Respondents Demographics

Characteristics	Frequency	Percent (%)
Gender (*n=30*)		
Female	13	52.6
Male	17	47.4
Total	**30**	**100**
Major in MBA Program		
M.B.A. Program in Industrial Management (MIM)	23	76.7
M.B.A Program in Executive Enterprise Management (EEM)	7	23.3
Total	**30**	**100**
Year completed so far in M.B.A. program		
1st Semester	5	16.7
2st Semester	10	33.3
3st Semester	2	6.7
4st Semester	13	43.3
Total	**30**	**100**

Research Question 1:   What is the most important factor for students to stayed satisfied?

Research Objective 1:   To rank the importance of factors influencing MBA student satisfaction

Generally speaking, the term of important factors evaluated by students can defined as the *'student expectation'* while student satisfaction can defined as *'perception of service quality'* provided by TNI. Student perceived of service quality has been defined as the degree of excellence of MBA program, importance factors is the expectation, while student's satisfaction appears after consumption (Bigne, Moliner & Sanchez, 2003). The result of this study has shown some difference gap between student expectation and perceived of service quality/product (refer to Table 4).

Table 4: The ranking of most important factors for student to stay satisfied (%)

No	Statement (*n=30*)	Importa nt (I) %	Satisfactio n (S) %	I-S	Weight %	Weight Ranking	Perception of Service Quality
1	I am able to experience intellectual growth here.	97	90	7	94	1	Outstanding
2	The campus is safe and secure for all students.	97	90	7	94	1	Outstanding
3	Nearly all of the faculty are knowledgeable in their field.	93	83	10	88	2	Outstanding
4	Major requirements are clear and reasonable.	93	83	10	88	2	Outstanding
5	It is an enjoyable experience to be a student on this campus.	90	83	7	87	3	Outstanding
6	There is a good variety of courses provided on this campus.	97	77	20	87	3	Excellent
7	My academic advisor is knowledgeable about requirements in my major.	93	73	20	83	4	Excellent
8	The quality of instruction I have received in most of my classes is excellent.	90	73	17	82	5	Excellent
9	Tuition paid is a worthwhile investment.	93	67	26	80	6	Good
10	The content of courses within my major is valuable.	90	70	20	80	6	Good
11	Computer labs are adequate and accessible.	87	73	14	80	6	Good
12	Security staff respond quickly in emergencies.	83	67	16	75	7	Good
13	I am able to register for class I need with few conflicts.	80	67	13	74	8	Good
14	Freedom of expression is protected on campus	90	67	23	79	8	Good
15	Faculties are fair and unbiased in their treatment of individual students.	83	60	23	72	9	Good
16	The instruction in my major field is excellent.	77	63	14	70	10	Good
17	Graduate teaching assistants are competent.	77	63	14	70	10	Good
18	Student disciplinary procedures are fair.	77	63	14	70	10	Good
19	My academic advisor is approachable.	80	57	23	69	11	Satisfy/Fair
20	Library resources and service are adequate.	87	43	44	65	12	Poor
21	Parking lots are well-lighted and secure.	80	43	37	62	13	Poor
22	There is a strong commitment to racial harmony.	70	63	7	59	14	Good
23	Adequate financial aid is available for most students.	70	47	23	59	14	Poor
24	Academic support services meet the needs of students.	63	47	16	55	15	Poor
25	Administrators are approachable to students.	70	40	30	55	15	Poor
26	Tutoring services are readily available.	56	27	29	42	16	Fail

Table 4 shows the most important factors influencing M.B.A. student to stay satisfied. The most important and outstanding factors out performed by TNI are such as student able to experience intellectual growth (I-important =97%; S-satisfaction = 90%); campus is safe and secure (I=97%; S=90%); faculty knowledgeable in their field (I=93%; S=83%); major requirements are clear and reasonable (I=93%; S=83%) and enjoyable experience to be TNI student (I=90%; S=83%). The excellent factors are concerned to variety of courses provided by TNI (I=97%; S=77%), academic advisor is knowledgeable about requirements in my major (I=93%; S=73%) and the quality of instruction in most of MBA classes (I=90%; S=73%).

Tuition fee for MBA course is questioned here *'does tuition paid is a worthwhile investment?'* The student rated the important of this expectation at 93% while the satisfaction they have received is 67%, a different of 26 % far from their expectation. Despite, the performance outcome is evaluated in a good statement (refer to no.9 in Table 3). The next factors is the content of courses is valuable, student rated the important of this expectation at 90% while the satisfaction they have received is 70%, a different of 20 % far from their expectation. However, the performance outcome is evaluated in a good statement (refer to no.10 in Table 4).

The student freedom of expression and faculties are fair and unbiased in their treatment of individual student are concerned as the important factors at 90% and 83 % while student perceived satisfaction is 67% and 60%; a different of 23% far from their expectation. The performance outcome of these factors are evaluated in good level (refer to no.14-15 in Table 4). Similarity, approachable of academic advisor is consider very important factors to make student stay satisfy at 80%, in fact the student satisfy at only 57%, a 23% less than their expectation.The quality of this factors performance is satisfy/fair level (refer to no.19 in Table 4).

Regarding to academic support factors such as library resources and service (I=87; S=43) and parking lots (I=80; S=43). These are the very common and basic facilitates provided by every institution. Despite, the student evaluated these factors very low as normal standard need to be. Particularly, adequate of library resources and service was satisfied by student at only 43%, a 44% less than they expected; parking lots also insufficient for the demand need and can satisfied student at only 43%, a 37% less than they expected. These factors are evaluated as poor quality of performance (refer to no.20-21 in Table 4).

Adequate financial aid available for most of students is consider important while satisfied student need at only 47%; academic support service meet the need of students at only 47%, a 23% and 16% less than they expected (refer to no.23-24 in Table 4). Administrators are approachable to student is satisfied students need at only 40%, a 30% less than they expected, it evaluated as poor quality of performance. Moreover, the available of tutoring service is moderate important while satisfied the student need at only 29%, this quality of performance is fail in student evaluation.

Research Question 2:   Financial aid and cost factors are important for student enrollment decisions?
Research Objective 2:   To evaluate the factors effecting MBA student decision making enrollment.

Table 5 show that personalization attention prior to enrolment is the most important and outstanding factor for student decision making enrolment in M.B.A. programme. The next important factors is geographic setting, cost, follow by academic reputation have been evaluated at excellent performance. Size of institution and recommendations from family/friend are evaluated at satisfy/fair level. Opportunities to play sports and financial aid are considered not the

important factors for student decision enrolment and have not meet student satisfaction.

Interestingly, academic reputation is the very important factors for MBA student making enrolment. Despite, academic reputation was not the primary decision factors for students making enrolment. In fact, personalization attention is the outstanding factor for MBA student decision making. Obviously, student have perceived satisfaction on institution academic reputation at 73 %, surprisingly, there is 3% over than their expectation (refer to no.4 Table 5).

Table 5: Ranking the most important factor for decision making enrolment in MBA program

No	Statement (*n=30*)	Important (I) %	Satisfaction (S) %	I-S	Weight %	Important Ranking	Perception of Service Quality
1	Personalization attention prior to enrolment	87	80	7	84	1	Outstanding
2	Geographic setting	83	73	10	78	2	Excellent
3	Cost	76	73	3	75	3	Excellent
4	Academic reputation	70	73	-3	72	4	Excellent
5	Campus appearance	73	67	6	70	5	Good
6	Size of institution	57	57	-	57	6	Satisfy/Fair
7	Recommendations from family/friend	53	53	?	53	7	Satisfy/Fair
8	Opportunity to play sports	37	33	2	35	8	Failure
9	Financial aid	33	30	3	32	9	Failure

Research Question 3:   What are the important factors and satisfaction level in campus climate?

Research Objective 3:   To evaluate the important factors and satisfaction level in campus climate.

Table 6 show that enjoyable experience belong to TNI student is the most important and outstanding factor to make student satisfied over than their expectation. Freedom of expression is protected and campus safe and secure considered important factors; these factors have achieved excellent quality of performance. Students are made to feel welcome on campus is evaluated at 80%

of very important factors in campus climate while the student perceived quality of performance at 67%, a 13% less than their expectation. However, in overall this factor is rated in a good level.

Campus staffs are caring and helpful is very important factor via student evaluated at 80% while student have perceived satisfaction at only 53%, a 27% less than their expectation. Complementary with the available of channels for expressing student complaints is also important at 73 percent but the student have perceived satisfaction at only 40% while 33% has lost from their expectation. In addition, institution shows concern for students as individuals is considered moderately important while student perceived satisfaction level is poor.

Table 6: Ranking the important factors in campus climate.

No.	Statement (*n=30*)	Important (I) %	Satisfaction (S) %	I-S	Weight	Important Ranking	Perception of Service Quality
1	Enjoyable experience to be student on campus.	80	83	-3	82	1	Outstanding
2	Freedom of expression is protected on campus.	87	77	10	82	1	Excellent
3	Campus is safe and secure for all students.	83	73	10	78	2	Excellent
4	Students are made to feel welcome on campus.	80	67	13	74	3	Good
5	Strong commitment to racial harmony.	80	63	17	72	4	Good
6	Campus staffs are caring and helpful.	80	53	27	67	5	Satisfy/Fair
7	Seldom get "run-around" on campus.	60	53	7	66	7	Satisfy/Fair
8	Channels for expressing student complaints are available.	73	40	33	57	8	Satisfy/Fair
9	Administrators are approachable to students.	60	43	17	52	9	Satisfy/Fair
10	Institution shows concern for students as individuals.	50	33	17	42	6	Poor

Note: I = Important; S = Satisfaction
Weight = I (%) +S (%) /2

Section 2: Interview Data

After finalize data via descriptive data analysis in percentage (%) and percent weight. The next step is to summarizing the most important factors for student to stay satisfied with educational provider. These most important factors will be emphasize on the outstanding and interesting topic; follow up by discussion via MBA program director's perspective. The discussion and results of the study will be presenting up on the research question and objective are as following;

Research Question 4:   What are the important factors via institutional executive director's perspective?

Research Objective 4:   To examine the important factors via institutional executive director's perspective.

Table 7 shows the most important factors in three dimension and classified into strength part and need improvement part. The institutional director's perspective will required to evaluated on institution itself and follow up by structure-interview based on branding, academic content, academic support units, reputation, positive word of mouth, campus experience, hospitality and service. Based on these research finding will elaborated via SWOT analysis and back up by TNI Annual Reported, (2014).

Table 7: The important factors via institutional executive director's perspective.

No.	Observation	Students (%) evaluated	Self (%) evaluated	Different (%) Gap	Goal Achieve
1	**The most important factors for student to stay satisfied**				
	Strengths Part – Student Development				
	1.1 Student experience intellectual growth here	90	90	-	Achieved
	1.2 Faculty is knowledgeable in their field	83	90	-7	Nearly
	1.3 Major requirements are clear and reasonable	83	90	-7	Nearly
	Should be Improvement Part – Academic Content				
	1.4 Tuition paid is worthwhile investment	67	90	-23	Gap
	1.5 The variety of course provided on this campus.	77	80	-3	Nearly
	1.6 The academic advisor is knowledgeable about major requirement	73	90	-17	Gap
	1.7 The content of courses is valuable.	70	90	-20	Gap
	1.8 The quality of instruction is excellent.	73	90	-17	Gap
	1.9 Academic advisor is approachable.	73	80	-7	Nearly
	Need Improvement Part - Academic Support Units				
	1.10 Faculty is fair and unbiased in their treatment of individual students	60	80	-20	Gap
	1.11 The adequate of library resources and service*	43	60	-17	Gap
	1.12 The adequate of Parking lots*	43	60	-17	Gap
	1.13 The adequate financial aid for most student*	47	60	-13	Gap
	1.15 Administrators are approachable to student *	47	80	-33	Gap
	1.14 Academic support service meet the need of student*	40	70	-30	Gap

Table 7 (con.): The important factors via institutional executive director's perspective.

No.	Observation	Students (%) evaluated	Self (%) evaluated	Different (%) Gap	Goal Achieve
2	**The most important factors for decision making in MBA Program**				
	Strengths Part – Reputation				
	2.1 Personalization attention prior to enrolment	80	90	-10	Nearly
	2.2 Academic reputation	73	90	-17	Gap
	2.3 Geographic setting	73	90	-17	Gap
	Need Improvement Part – Positive word of mouth				
	2.4 Recommendations from family/friend	53	60	-7	
3	**The important factors in campus climate**				
	Strengths Part – Campus Experience				
	3.1 Enjoyable experience to be student on campus	83	90	-7	Nearly
	3.2 Freedom of expression is protected on campus	77	90	-13	Gap
	3.2 Campus is safe and secure for all students	73	95	-22	Gap
	Need Improvement Part- Hospitality and Service				
	3.3. Student are made to feel welcome on campus	67	80	-17	Gap
	3.4 Administrators are approachable to students	43	80	-37	Gap
	3.5 Campus staffs are caring and helpful*	53	80	-27	Gap
	3.6 Channels for expressing student complaints are available*	40	60	-20	Gap

Dean faculty of business administration who are responsible to monitoring the MBA courses was asked to do self-evaluated for the overall MBA program. The evaluation between students and faculty are contrasted as exhibited in Table 6. Faculty evaluation score is over than student evaluation score, this is because the faculty is expected to serve the best for the student while the students still not achieve what they are expected. As of this gap, the faculty need to improve the

overall performance in every part and expected. Particular, in the part of low score are as academic support unites, hospitality and generating the positive word of mouth. These are the urgent parts need to be improved.

The important factors via institutional executive director's perspective are confirm via Table 7 and also backup by SWOT analysis as exhibited in Table 8. The interview structure will be based on these data started from strengths of MBA program at Thai-Nichi institute of technology which emphasize to academic reputation, geographic setting, student experience intellectual growth, faculty knowledgeable and campus save and secure. The Dean faculty of business administration said *'the faculty are maintain these strengths in the higher position and always improve the quality of teaching performance by invited special guest speaker in some particular topic and subjects'*. These are some specific subject that unavailable to other university such as Shindan, TPS and TQM. These subjects are unique and license under TNI whereby most of student in Master of Industrial Management (MIM) are satisfied with these subjects provide in the MBA course.

Table 8: SWOT Analysis

Strengths	Weaknesses

1. **Academic reputation**
2. **Geographic setting**
3. **Student experience intellectual growth here**
  - Student have opportunity to study and consulting with business specialize (x=4.24); (TNI Annual Reported, 2014)
  - The total master degree student satisfaction is improve from mean 3.86 in 2013 to 4.19 in 2014
  - The most applicable program is Shindan, TPS, TQM
4. **Faculty is knowledgeable in their field**
  - The course provided is more career orientation.
  - The instructors are knowledgeable in their field (TNI Annual Reported, 2014).
5. **Campus is safe and secure for all students**
	1. **Lack of specialize academic advisor in major requirement.**
	  - Enhance the number of proficiency instructors (TNI Annual Reported, 2014)
	2. **Lack of hospitality and welcome student on campus.**
	3. **Institution management and support units are not convenient and approachable to student.**
	  - Institution information is not approach to student.
	  - Institution do not provide the support information for student self-study resources
	  - Lack of channels for expressing student suggestion and complaints.
	4. **Inadequate of library resources and service.**
	5. **Lack of TNI public relation** (TNI Annual Reported, 2014)

Opportunities	Threats
1. Enjoyable experience to be student on campus 2. Student interesting to study Japanese together with business courses. 3. Personalization attention prior to enrolment	1. High competition in among public and private university. 2. Graduate student not recommend TNI to family or friend due to dissatisfaction 3. The course provided on this campus is limited.

The Dean faculty of business administration said *'in this year 2015, we open the new MBJ program (Master of Business Japanese Administration) in order to produce executive who know how to use Japanese language as the intermediate tool enhance their career path'*. The MBJ program will be promote to be **'Champaign Program'** in the next further time. This is because the course content providers have not available in everywhere. This is the most strengths of TNI MBA program which can be promoting and attractive the student attention to

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study MBA at TNI. In other two program namely MIM (Master of Industrial Management), this program we target to produce executive and expert to fulfill industrial sectors demand. We also expects our student who currently work in this field to be promoted in the higher position for example general manager (GM) promoted to managing director (MD). EEM (Master of Business Administration Executive Enterprise Management), this program we try to produce a new face of business entrepreneurship to the domestic market.

Despite, MBJ program is the outstanding course which most of the MBA student have a prior intention to enrolment at TNI. These students are interesting to study Japanese together with business course program. As of this point is the opportunity to attracting a numbers of student enrolment at TNI master degree program. In a high competition in among public and private university, the price or tuition fee is become sensitive for student decision making enrolment. However, TNI have no policy to decrease tuition fee due to course strengths. Moreover, the faculty of business administration have plan to open MBA program in human resources management (HRM) in Japanese style. The trend of HRM in Japanese style is very famous and required in Japanese manufacturing sectors in Thailand.

Finally, the weakness of TNI MBA program is lack of specialize academic advisor in major requirement, this weakness we try to enhance the number of proficiency in particular expert area. The next problem areas are lack of hospitality and welcome student on campus and institution management and support units are not convenient and approachable to student. These problem is very important for fulfill of student need and satisfaction, when the students are satisfied with the institution staff and academic support units then will generated the positive word-of-mouth. The effect of positive word-of-mouth will created

institution positive image which in turn will generated student retention, recommendation to friends/colleagues and loyalty (Rowley, 2003). Lack of channels for expressing student suggestion and complaints, the institution do not provide support information for student self-study resources and public relation have not much be promoted. As of this point, the faculty of business administration have strategic plan to promote 'TNI' via TV media namely 'TNI Focus'.

This project is under the collaboration between Thai-Nichi Institute of Technology and ETV channel by Ministry of Education. This TV program will introduce TNI in several perspectives for example TNI focus on Japanese education Style, Thai-Japanese business and Thai-Japanese management style. TNI instructors will be promoted on broadcast TV and the student can download or watch out from internet. This project will promote TNI in the mass public eye, which in turn generate positive image and student positive feedback.

(Interview: Dean Faculty of Business Administration 10 September, 2015)

Table 8 shows the overall M.B.A. student's satisfaction on institution perspective. The open questions were asked the respondents to giving a percentage on overall picture of these particular contents. For such as, institution as a whole was rated at 79.67%; institution management was 72.97%; Faculty of Business Administration was 74.80%; M.B.A. Programme was 76.80%; M.B.A. course was 78.30% and potential career prospects was 78.97%. These overall perspective was at 76.91%. These indicators are identified a good image and student satisfaction at TNI.

Table 9: The overall M.B.A. student's satisfaction on institution perspective

No.	Institution Perspective	N	Minimum	Maximum	Mean	S.D.
1	Institution as a whole	30	50	100	79.67	9.553
2	Institution Management	30	50	90	72.97	11.828
3	Faculty of Business Administration	30	50	95	74.80	11.825
4	M.B.A. Programme	30	50	95	76.80	11.460
5	M.B.A. Course	30	50	95	78.30	10.144
6	Potential Career Prospects	30	50	100	78.97	10.237
7	The overall Perspective	30	60.83	94.17	76.91	8.71579

Section 3: Research Measurement Development

Research Question 5: What are the reliability of measurement constructs?
Research Objective 5: To examine the reliability of measurement constructs.

As shown in Table 10, the reliability result of the all measurement constructs in three dimension both important and satisfaction are above .70, which is accepted as a high level (Nunally, 1978; Sekaran, 2000). This indicated the internal consistency of the instrument (refer to Table 10: The reliability of respondents' attitudes on student important and satisfaction)

Table 10: The reliability of respondents' attitudes on student important and satisfaction

No.	Observation	No. Items	Cronbach's Alpha Important	Cronbach's Alpha Satisfaction
1	The most important factors for student to stay satisfied	26	.943	.919
2	The decision factor for making enrolment in MBA program	9	.826	.815
3	The important and satisfaction level in campus climate.	10	.909	.855

Table 10 shows three research observation consist with 45 research measurement constructs which are highly reliable as represented in the each previous sections. Bases on these research instrument is effective to capture the

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real picture of student perception on important factors and satisfaction level. Moreover, multi-level of student satisfaction is able to define the quality performance and service of institution towards students. Thus, these measurement are qualified to be able applied in the further research study.

Section 4: Focus group of the Study

Research Question 6: What are the matter most factors to make student intention to study?

Research Objective 6: To examine the matter most factors to make student intention to study.

After all objectives were conducted via multiple methods, then focus group can provide insight multi-dimension area concern to student's intention to study. Under what condition and what factors influence a new student's willing to study in MBA program. Therefore, the question begin with *'what are the factors influence a new student's willingness to study MBA program at TNI?'* following by *'what are the weakness of TNI and MBA program'*. There are two questions were asked for students suggestion begin with *'do you have any request and suggestion for TNI education quality improvement'* and *'do you have any suggestion for TNI public relation and reputation enhancement'*. The summary questions for conducting this objectives begin with *'what are the factors for student to stay satisfied?'* and *'what matter most factors in MBA program?'* The interviewer giving these questions openly and most welcome any ideas or suggestion students requested. The target students were range the answering option and their suggestion as exhibited in the following Table 11 below;

Table 11: The Finding Collected from Focus Group Study

No.	Question	The Range of Options for answering a question
1	What are the factors influence a new student's willingness to study MBA program at TNI?	1.1 Institution Reputation 1.2 MBA Programs professional course orientation - Strong in Japanese Education and Networks - Subjects such as Shindan, TPS and TQM are under TNI License. - Lecturing in Japanese Language 1.3 Academic advisor is knowledgeable about requirements in major files. 1.4 The quality of instruction and instructor reputation. 1.5 Institution Location
2	What are the weakness of TNI and MBA program?	2.1 Public Relation - Institutional has not been sufficiency promoted to target customer. - Strengths in academic program are not be advertising and promoting to public and target customer. 2.2 Brand Awareness Problem - Thai-Nichi Institute of Technology (TNI) is not able to clarify its image from Technology Promotion Association Thailand-Japan (TPA-Thailand-Japan) - Target students are confused between TNI and TPA, especially contrasting between MBA program provide by TNI and training program provided by TPA - Generally, the meaning of Thai-Nichi name in public view is implicit and unclear, opposite from Thai-Japan is more explicit in term of institution concept. 2.3 Institution Management and Support Units - Information technology system are not approachable to students regarding to register, subject withdraw and major transfer - Inadequate of library resources and service - Internet and Wi-Fi are not approach to all campus - The admission center is not clear and unstructured - Lack of channels for expressing student suggestion and complaints
3	Do you have any request and suggestion for TNI education quality improvement?	3.1 Class room environment - Class interactive and activities is important and should be promote to public via website, YouTube etc. (By video record and picture) - Case study should be brief in content and can apply to business practice. - Debate is an interactive method for student learning logically. This should be involved into class activities

		by providing class material relevant to the topic discussion to students. - TNI proficiency instructor should be issues monthly article regarding to Japanese business, culture and technology.

4	Do you have any suggestion for TNI public relation and reputation enhancement?	4.1 TNI Business Research Center
		  - TNI poll regarding to Japanese business, culture, technology and investment are interesting and demanding for audience.
		  - Class environment and activities such as debate should be record and promote via multimedia, internet, website etc.
		4.2 Public Relation via Multi Media
		  - Introduce TNI news, article via website, email etc.
		  - Introduce TNI information and knowledge via TV media, radio, you tube, Facebook fan page and so on.
		  - Distribute electric-brochure via recently graduate B.A. students email.
		  - Distribute hard copy brochure to target customer such as Japanese Industrial Estate.
		4.3 TNI Alumni Association
		  - Should be collected all alumni networks and involve in some activities provided by TNI.
		  - TNI alumni association is the connecting center between senior and junior especially in MBA program.
		  - To generate commitment and connection network between senior and junior.

5	What are the factors for student to stay satisfied?	5.1 Course specific
		5.2 Experience intellectual growth
		5.3 Quality of instructor
		5.4 Academic support unites
		  - Library resources and service
		  - Information technology is approachable
		5.5 Academic advisor is knowledgeable and approachable
		5.6 Location advantage and campus appearance

6	What matter most factors to make student intention to study?	6.1 Institution Reputation
		6.2 Career Orientation
		  - Couse program
		  - Guest Speaker/ Professional instructor
		6.3 Institution Connection
		  - Japanese Business Network

Note: *'Debate'* is contention in argument; strife, dissension, quarrelling, controversy; especially a formal discussion of subjects before a public assembly or legislature, in Parliament or in any deliberative assembly.

Based on the data provided in Table 11 exhibited the information given from focus group of the study. The most important factors influencing new students willingness to study MBA program at TNI is institution reputation follow by professional course, career orientation, institution connection network with Japanese business is also concerned as the institution strengths. Despite, there are three parts of TNI weakness which concerned to *'public relation'*; *'brand awareness problem'* and *'institution management support unites'*. Public relation is the major weakness need to be improve, even through, TNI possess professional program and proficiency instructors but TNI have not sufficiency promoted to target customer. Brand awareness problem due to undistinguished between TNI (Thai Nichi Institute of Technology) and TPA (Technology Promotion Association Thailand-Japan) image, mission, goal and objectives. This problem cause target students confused and misunderstood between TNI and TPA especially contrasting between MBA programs provided by TNI and training program provided by TPA. Institution management and support units should be improve regarding to approachable of information technology system i.e. register, subject withdraw, major transfer etc. Moreover, channels for expressing student suggestion and complaints should be provide via internet security.

The group of students discussion has suggest that class room environment is the important factors to make TNI brand difference. Class room environment refers to class interactive and activities such as debate should be promote to public via website, Facebook, YouTube etc. TNI proficiency instructor should be produce Japanese academic article regarding to business, culture and technology which is demanding for public readers. Academic article should be publishing monthly and consistency in content standard. Similarly concepts, to enhance TNI reputation, the focus group suggest that institution should promote *'TNI Poll'* regarding to Japanese business, culture, technology and Japanese opportunities

investment in Thailand. These are the interesting topic for study and demanding for public audience. Public relation via multimedia is also a good alternative to promote TNI into public eye. Introducing TNI executive directors, professional instructors, academic information and knowledge via TV media, radio, YouTube, Facebook fan page and so on; these are the basic way to promote what inside TNI into outsider. Connecting the relationship between institution and graduate students by inform academic news, institution information update and electronic brochure to students email is an indirect advertise effectively. Lastly, focus group recommend to established *'TNI alumni association'* for collecting alumni network and involved in some activities provided by TNI. Meeting party should be organized every year, this open the opportunities for senior and junior to meet and generated TNI alumni network.

CHAPTER 5
DISCUSSION AND CONCLUSION

This final chapter will be presenting the overall results of the study back up by theoretical content, past research and literature relevant. The overall objectives of this study will be discussing and bring out the significance of the student evaluation and matter most factors to improve institutional education quality. The purpose for further research model also represented and discussion in this chapter.

5.1 Conclusion and Discussion

It is recognized that student evaluation is the feedback of institutional quality, those feedback which received from students are useful for the institution to provide the quality improvement and serve the student at the suitable service. With this in mind, the data collected from student can be pre-review by the institutional broad executive in order to ensure the appropriate policy to improve the overall student satisfaction. Schreiner, (2009) found that student satisfaction is a contributing factors to students success and likelihood those students will be retained (Noel-Levitz, 2009). Thus, this study aims to point out the importance determinant of student satisfaction ranks by MBA student at Thai-Nichi Institution of Technology. Three main observations are applied in this study are as (1) what is the most important for students who have stayed satisfied (2) financial aid and cost factors is the important for student enrollment decisions and (3) the important and satisfaction level in campus climate (Noel-Levitz, 2011). In addition, the institutional perspective is refer to the dean, faculty of business administration who recognized as the gate keeper of internal information resources in MBA program. Additionally, this study intends to contribute of MBA

program by tracking out the student satisfaction (customer orientation) to ensure of their courses (product orientation) are more marketable and profitable. This requites well monitoring, observing, and the accurate observation to ensure the quality assurance perceived by MBA student satisfaction.

Table 12: Summary of what matter most Factors?

Past Research Studies			This Research Finding		
Authors	**What matter most Factors?**	**Sampling & Location**	**Authors**	**What matter most Factors?**	**Sampling & Location**
Price, Matzdorf, Smith and Agahi, (2003)	**- Teaching quality** 1.Right course 2.Good teaching, 3.Reputation **- Student service and Support** 1.Available of Computers 2.Quality of library Facilities **- Student environment and equipment** 1. Availability of quite areas 2.Availability of areas for self-study 3.Quality of public transport in the town city 4.Staff's friendly attitude towards students.	Undergraduate students at a number of UK university	Wadeecharoen and Lertnaisat, (2015)	**- Factor for student stay satisfied** 1.Experience intellectual growth 2.Faculty knowledge 3.Major requirement is reasonable 4.Variety of courses 5.Academic Advisor is knowledgeable 6.Quality of instructor 7.Academic support service meet the needs of student 8.Computer labs are adequate 9. Library resources and service are adequate 10.Academic advisor is approachable **-Factor for making enrolment in MBA** 1.Personalization attention 2. Geographic setting 3. Cost 4.Academic reputation **-Campus Climate** 1.Campus experience 2.Freedom of expression 3.Students are made to feel welcome 4.Campus Staffs are caring and helpful	MBA student at Thai-Nichi institute of Technology

After finalize the research finding and interviewed MBA director program, these are the most important factors for study stay satisfied as exhibited in Table 12 above;

According to Price, Matzdorf, Smith and Agahi, (2003) determined the important factors for students to choose a particular number of universities in UK. The top most important factors to determine their decision is the right course, available of computers, quality of library facilities, good teaching, reputation, availability of quite areas, availability of areas for self-study, quality of public transport in the town city and the staff's friendly attitude towards students. These factors are the most influencing factors to make study satisfied. These factors have fall into three categories such as teaching quality, student service and support, student environment and equipment (Price et al., 2003). In this study found that the most important factors to make student satisfied can be classified into new three categories such as *'teaching quality'* refers to experience intellectual growth, faculty knowledge, major requirement, variety of courses, academic advisor, knowledgeable and quality of instructor; *'non-teaching service quality'* academic support and service meet the needs of student, computer labs are adequate, library resources and service are adequate; *'Hospitality'* refers to students are made to feel welcome, campus staff are caring and helpful. The important factors under these three dimensions are consider as the most important factors to generated student satisfaction and effecting to student intension to study as proposal in Figure 1 Student Intension to Study Model contributing by Wadeecharoen & Lertnaisat, (2015). Moreover, these factors also effecting to institution image which has a strong impact on the retention of current students and attraction of new ones (James at el, 1999 cited in Poon & Brownlow, 2014). Thus, it is very important for institution to maintain a good public image to stay competitive. In conclusion the institution weakness, threats and problem have

been summarized and suggestion for improvement as exhibited in Table 13 below;

Table 13 Summary of Institution Weakness/Threats/Problem and Suggestion

Weakness/Threats/Problem	Suggestion
1. Lack of specialize academic advisor in major requirement	1.1 Enhance the number of proficiency instructors (TNI Annual Report, 2014)
2. Lack of hospitality and welcome student on campus.	2.1 Public Awareness/Service Mind 2.2 Japanese hospitality style 2.3 Generated channels for expressing student suggestion and complaints.
3. Institution management and support units are not convenient and approachable to students - Institutional info is not approach to student. - Institution do not provide the support information for student self-study resources - Lack of channels for expressing student suggestion and complaints. - The admission center is not clear and unstructured	3.1 Enhance IT system effectiveness regarding to registration/major transfer/subject withdraw 3.2 Sending institutional info via student email 3.3 Innovative in approaches to teaching and learning often using IT 3.4 Created channels for study suggestion via internet system 3.5 Structuring steps apply for admission and follow up the procedure by using IT
4. Inadequate of library resources and service	4.1 e-library resources must be approachable to student. 4.2 Discussion room service must be available and providing book, thesis or any class material. 4.3 Lunch and brake should be provided by institution
5. High competition in among public and private university	5.1 Promoting TNI via multi-media 5.2 Distribute electric and hard copy brochure to target customer 5.3 Promoting 'TNI Champaign Program' 5.4 Using PR strategy
6. Graduate student not recommend TNI to family and friend	6.1 Providing scholarship and financial add to students. 6.2 Improving student satisfaction and service quality.
7. The course provided on this campus is limited	7.1 Introduce new MBA program such as Human Resources Management (HRM) in Japanese Style.

Weakness/Threats/Problem	Suggestion

8. TNI reputation is not widely recognition	8.1 TNI business research center
	   - TNI poll regarding to Japanese business, culture, technology and investment are interesting and demanding for audience
	   - Class investment and activities such as debate should be record and promote via multimedia, internet website etc.
	8.2 Public Relation via multi media
	   - Introduce TNI education news, article via website, email etc.
	   - Introduce TNI info and knowledge via TV media, radio, YouTube, Facebook fanpage and so no.
	8.3 TNI alumni association
	   - To generate commitment and connection network between senior and junior

9. Class room environment is too traditional	9.1 Class interactive and activities is important and should be promote via website, YouTube etc. 9.2 Debate is an interactive method for student learning logically. This should be involved into class activities by providing class material relevant to the topic discussion to students.

5.2 Suggestion for Further Research Study

5.2.1 Propose of Further Research Model

The finding of this study indicated that academic service quality both education service quality and non-education service quality and hospitality are the key factors influencing students satisfaction. Student satisfaction is a source of competitive advantage with outcomes such as positive word of mouth (WOM) communication, student retention and loyalty (Arambewela & Hall, 2009).
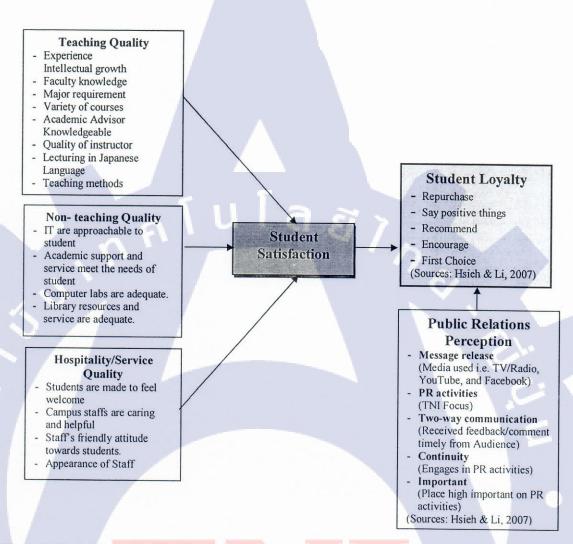
Figure 1: Student Intension Model contributing by Wadeecharoen and Lertnaisat, (2015)
Source: Adapted from Bigne, Moliner & Sanchez, (2003).

Service quality factors refers to educational and non-educational services is a key performance measure for excellence in education and a major strategic variable for universities service providers; with all these factors in turn enable the universities to increase market share (Donaldson & Runciman, 1995 cited in Arambewela & Hall, 2009).

There is growing managerial interest in customer satisfaction as a means of evaluating quality (Anderson & Sullivan, 1993). In this study, the quality of institution were evaluated by student satisfaction as the good indicator of institutional and MBA program achievement. A high customer satisfaction rating are widely believed to be the best indicators of company's future profits (Kotler, 1991, page19). Similarly, in this case we rating the important and satisfaction factors in *'percent weight'* and elaborate the outstanding factors into new group of variable as exhibited in Figure 1: Student Royalty Model contributing by Wadeecharoen and Lertnaisat, (2015). These factors are expected to be an effective indicators to generating high level of student satisfaction and student loyalty for further market share enhancement. Thus, higher student loyalty implies a higher market share, therefore, increase student loyalty enable to reduce marketing costs, attract more customers, foster positive word-of mouth promotion, defy competitors' strategies and generate higher corporate profits (Hsich & Kai Li, 2007)

In today educational environment the student's expectations are continually rising, thus, higher education institutions need to be improving service quality as it identified critical for success (Sharabi, 2013). Oliver and Linda (1981) suggested that service quality could be an antecedents of customer satisfaction. When the level of perceived quality greater than expectations directly affects satisfaction for duration (Churchill & Suprenant, 1982). Institutional image and reputation, academic program and teaching method are influencing student's satisfaction (El-Hilali, AL-Jaber & Hussein, 2015). According to Reportella, Cousts and Torres, (2001) proposed that teaching quality indicators are the antecedents of the student's satisfaction with instructors and master programs. To maintain the competitive and secure of student retention rates, the educational institution must be elaborate their efforts on the improvement for both

teaching quality and non-teaching service quality (Arambewela & Hall, 2009; Petruzzellis, D'Uggento & Romanazzi, 2006).

In concluded our finding indicate that to increase the number of students depend on satisfying students in the present. If institution consistently providing high student satisfaction leads to higher repurchase intention, then the expected number of students should be rise accordingly (Anderson & Sullivan, 1993). Thus, the elaboration of this finding will purpose to new research model for the further research study as exhibited in Figure 1 Student Intension to Study Model contributing by Wadeecharoen & Lertnaisat, (2015). Based on this conceptual model, we expected to enhance the overall student satisfaction, generated positive word-of-mouth and would also help to foster student recruitment in a high competitive environment.

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APPENDIX

Research Questionnaire

Title: Master of Business Administration (MBA) Student Quality Evaluation on Thai-Nichi Institute of Technology: What Matters Most?

SECTION: A/General Student Information (ข้อมูลนักศึกษาโดยทั่วไป)

1) Sex เพศ   [ ] Male   ชาย   [ ] Female   หญิง

2) What type of Private Education Institution (THPEI) are you studying in?
สถาบันการศึกษาเอกชนที่คุณกำลังศึกษาอยู่จัดเป็น ประเภทใดดังต่อไปนี้

    [ ] Institution   สถาบัน

    [ ] College   วิทยาลัย

    [ ] University   มหาวิทยาลัย

3) What is the major subject you have chosen in MBA program?
ในหลักสูตรบริหารธุรกิจมหาบัณฑิต คุณเลือกศึกษาในสาขาใดต่อไปนี้

    [ ] Financial   [ ] Account   [ ] Logistic Management
    [ ] Management   [ ] International Marketing   [ ] Banking
    [ ] other (please specify) ....

4) In which semester are you studying in MBA program.
คุณกำลังศึกษาอยู่ในชั้นปีที่เท่าไหร่ของหลักสูตรบริหารธุรกิจมหาบัณฑิต

    [ ] First Semester   [ ] Second Semester   [ ] Third Semester   [ ] Final Semester

Please take a moment to evaluate the quality of services offered by the faculty (instructors) at Thailand Higher Private Education Institution (THPEI). Indicate your level of satisfaction or dissatisfaction by tick the appropriate number

กรุณาใช้ดุลยพินิจในการประเมินคุณภาพการศึกษาของคณาจารย์ในสถาบันอุดมศึกษาเอกชน โดยประเมินระดับของความพึงพอใจ โดยทำเครื่องหมาย (x) ลงใน หมายเลขที่เหมาะสม

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SECTION: B Research Questionnaire
Observation 1: What is the most important factor to have students stayed satisfied
ตัวบ่งชี้ที่ 1: อะไรคือสิ่งที่สำคัญที่สุดที่ทำให้นักศึกษา พึงพอใจในการเรียน

Research Content	Important							Satisfaction						
	Not at all Important						Very Important	Very Dissatisfied						Very Satisfied
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
1 The content of courses within my major is valuable. บริบทของรายวิชาในสาขาของฉัน เป็นสิ่งที่มีค่ามาก	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2 The instruction in my major field is excellent. การเรียนการสอนในสาขาของฉัน เป็นไปอย่างยอดเยี่ยม	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3 Nearly all of the faculty are knowledgeable in their field. คณาจารย์ เกือบทั้งคณะเป็นผู้ที่มีความรู้ ในสาขานั้นๆเป็นอย่างดี	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4 The quality of instruction I have received in most of my classes is excellent. คุณภาพ การเรียนการสอน ที่ได้รับจากชั้นเรียน เป็นไปอย่างยอดเยี่ยม	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5 I am able to register for class I need with few conflicts. ฉันสามารถลงทะเบียนเรียนได้ ถึงแม้ว่าบางครั้งอาจเจอปัญหาขัดข้องในการลงทะเบียนบ้างเล็กน้อย	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6 My academic advisor is knowledgeable about requirements in my major. อาจารย์ที่ปรึกษาของฉัน มีความรู้เป็นอย่างดี เกี่ยวกับสาขาที่ฉันต้องการศึกษา	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7 Tuition paid is a worthwhile investment. ค่าลงทะเบียนที่จ่ายไป เป็นสิ่งที่คุ้มค่าต่อการลงทุน	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8 I am able to experience intellectual growth here. ฉันสามารถที่จะใช้ ประสบการณ์ทางความคิด เพื่อใช้การเติบโตในสายอาชีพ	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9 It is an enjoyable experience to be a student on this campus. มันคือประสบการณ์ที่น่าเพลิดเพลิน ที่ได้มีโอกาสเป็นนักศึกษาของสถาบันแห่งนี้	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10 There is a good variety of courses provided on this campus. มีหลักสูตรที่ดี มากมาย ที่สถาบันแห่งนี้จัดเตรียมให้	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11 The campus is safe and secure for all students. ทำเลที่ตั้งของสถาบัน มีความปลอดภัย สำหรับนักศึกษา	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

12	Major requirements are clear and reasonable. สาขาวิชาที่ต้องการศึกษา มีความชัดเจน และสมเหตุสมผล	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
13	Adequate financial aid is available for most students. นักศึกษาส่วนใหญ่ ได้รับเงินช่วยเหลือทางการศึกษาอย่างเพียงพอ	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
14	My academic advisor is approachable. ที่ปรึกษาทางวิชาการของฉันสามารถเข้าหาได้ง่าย	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
15	Faculties are fair and unbiased in their treatment of individual students. ทางคณะมีความยุติธรรม และไม่ลำเอียง ในการดูแลนักศึกษา แต่ละปัจเจกคน	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
16	Library resources and service are adequate. การบริการทางห้องสมุด จัดเตรียมไว้ได้อย่างพอเพียง	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
17	There is a strong commitment to racial harmony. มีแนวทาง ข้อปฏิบัติที่ชัดเจน ในการอยู่ร่วมกันระหว่างเชื้อชาติที่แตกต่างได้อย่างกลมกลืน	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
18	Freedom of expression is protected on campus สถาบันแห่งนี้ เปิดกว้างทางความคิดและให้อิสระในการแสดงออก	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
19	Computer labs are adequate and accessible. ห้องปฏิบัติการคอมพิวเตอร์ สามารถรองรับนักศึกษาเข้าใช้ได้อย่างเพียงพอ	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
20	Graduate teaching assistants are competent. ผู้ช่วยอาจารย์ เป็นผู้มีความรู้ความสามารถ	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
21	Security staffs respond quickly in regard of emergencies. เจ้าหน้าที่รักษาความปลอดภัย มีการตอบสนองอย่างรวดเร็ว ทันทีที่เกิดเหตุร้ายขึ้น	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
22	Academic support services meet the needs of students. ศูนย์บริการและสนับสนุนทางการศึกษา สามารถตอบสนองความต้องการของนักศึกษา	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
23	Student disciplinary procedures are fair. การดำเนินการทางวินัยของนักศึกษา เป็นไปอย่างเคร่งครัดและยุติธรรม	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
24	Administrators are approachable to students. นักศึกษาสามารถเข้าหาผู้บริหารของสถาบันได้	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
25	Parking lots are well-lighted and secure. ที่จอดรถ มีแสงสว่างที่เพียงพอ และมีความปลอดภัย	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
26	Tutoring services are readily available. บริการกวดวิชาสามารถหาได้ทั่วไป	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐

Observation 2: What is the student's decision for making enrolment in MBA programme.

ตัวบ่งชี้ที่ 2: อะไรคือปัจจัยที่ทำให้นักศึกษา ตัดสินใจเลือกเรียน ในหลักสูตรบริหารธุรกิจมหาบัณฑิต

	Research Content	Important							Satisfaction						
		Not at all Important						Very Important	Very Dissatisfy						Very Satisfied
		1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	Financial loan กองทุนกู้ยืม	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2	Academic reputation ชื่อเสียงของสถาบัน	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3	Cost ต้นทุนทางการศึกษา	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4	Personalization attention prior to enrolment ความสนใจส่วนบุคคลก่อนที่จะเข้าเรียน	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5	Geographic setting สถานที่ตั้ง	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6	Campus appearance ภาพลักษณ์ของวิทยาเขต	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7	Size of institution ขนาดของสถาบันการศึกษา	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8	Recommendations from family/friend การแนะนำจาก ครอบครัว/เพื่อน	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9	Opportunity to play sports มีโอกาศในการเล่นกีฬา	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Observation 3: The important ranking and satisfaction level in campus climate items.

ตัวบ่งชี้ที่ 3: จัดอันดับความสำคัญและความพึงพอใจ เกี่ยวกับสภาพแวดล้อมของสถาบัน

	Research Content	Important							Satisfaction						
		Not at all Important						Very Important	Very Dissatisfy						Very Satisfied
		1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	Enjoyable experience to be student on campus. มีประสบการณ์ที่ดี ในการได้เป็นนักศึกษาของสถาบันแห่งนี้	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2	Campus is safe and secure for all students. สถาบันมีความปลอดภัย ต่อนักศึกษา	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3	Institution shows concern for students as individuals. สถาบันแสดงถึง ความเอาใจใส่ต่อนักศึกษา เป็นรายบุคคล	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4	Campus staffs are caring and helpful. เจ้าหน้าที่ของสถาบัน มีความเอาใจใส่ และคอยให้ความช่วยเหลือ	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

5	Students are made to feel welcome on campus. นักศึกษามีความรู้สึกปิติยินดีที่ได้เข้ามาเป็นส่วนหนึ่งของสถาบันแห่งนี้	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
6	Freedom of expression is protected on campus. สถาบันแห่งนี้ เปิดกว้างทางความคิดและให้อิสระในการแสดงออก	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
7	Seldom get "run-around" on campus. น้อยครั้งมาก ที่จะได้มีโอกาส เดินเล่นในสถาบัน	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
8	Channels for expressing student complaints are available. ช่องทางที่นักศึกษาสามารถแสดงความคิดเห็นและร้องเรียนมีอยู่ทั่วไป	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
9	Strong commitment to racial harmony. มีแนวทาง ข้อปฏิบัติที่ชัดเจน ในการอยู่ร่วมกันระหว่างเชื้อชาติที่แตกต่างได้อย่างกลมกลืน	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐
10	Administrators are approachable to students. นักศึกษาสามารถเข้าหาผู้บริหารของสถาบันได้	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐

YOUR EVALUATION การประเมินภาพโดยรวม

Please write in the boxes below an estimate of your overall satisfaction with the following aspects of your university education.

กรุณาประเมิน ความพึงพอใจของท่านลงในกล่องช่องว่าง โดยแบ่งออกเป็นแง่มุมต่างๆในด้านการศึกษาของมหาวิทยาลัย

A rating of 0% means you are totally dissatisfaction and a rating of 100% means you are totally satisfied

คุณสามารถให้คะแนนเป็น เปอร์เซนต์ โคนเริ่มจาก 0% คือไม่พึงใจ ถึง 100 % คือพึงพอใจมากที่สุด

University as a whole
(ภาพลักษณ์มหาวิทยาลัยโดยรวม) _____ %

University management
(การจัดการของมหาวิทยาลัย) _____ %

Your Faculty
(คณะที่คุณศึกษาอยู่) _____ %

Your Department or School
(แผนกที่คุณศึกษาอยู่) _____ %

Your course
(รายวิชาที่คุณศึกษา) _____ %

Potential career prospects
(ความสามรถในการประกอบอาชีพในอนาคต) _____ %

Appendix 1: Research Questionnaire

Observation 1:: *Characteristic of the most important factors and student who have stayed satisfied*

NO.	Research Content (n=30)	Important — Not at all important						Very Important	Satisfaction — Very Dissatisfied						Very Satisfied
		1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	The content of courses within my major is valuable.			1 3.3%	2 6.7%	10 33.3%	13 43.3%	4 13.3%				9 30%	12 40%	7 23.3%	2 6.7%
2	The instruction in my major field is excellent.			1 3.3%	6 20%	10 33.3%	11 36.7%	2 6.7%			2 6.7%	9 30%	12 40%	7 23.3%	
3	Nearly all of the faculty are knowledgeable in their field.				2 6.7%	4 13.3%	17 56.7%	23.3%			3 10%	2 6.7%	16 53.3%	6 20%	3 10%
4	The quality of instruction I have received in most of my classes is excellent.				3 10%	10 33.3%	12 40%	5 16.7%			1 3.3%	7 23.3%	18 60%	2 6.7%	2 6.7%
5	I am able to register for class I need with few conflicts.				6 20%	13 43.3%	7 23.3%	4 13.3%			1 3.3%	9 30%	9 30%	8 26.7%	3 10%
6	My academic advisor is knowledgeable about requirements in my major.		1 3.3%		1 3.3%	7 23.3%	13 43.3%	8 26.7%	1 3.3%			7 23.3%	11 36.7%	8 26.7%	3 10%
7	Tuition paid is a worthwhile investment.				2 6.7%	7 23.3%	15 50%	6 20%		1 3.3%	2 6.7%	7 23.3%	8 26.7%	10 33.3%	2 6.7%
8	I am able to experience intellectual growth here.				1 3.3%	9 30%	17 56.7	3 10%			1 3.3%	2 6.7%	14 46.7%	12 40%	1 3.3%
9	It is an enjoyable experience to be a student on this campus.			1 3.3%	2 6.7%	11 36.7%	9 30%	7 23.3%			2 6.7%	3 10%	11 36.7%	9 30%	5 16.7%
10	There is a good variety of courses provided on this campus.				4 13.3%	13 43.3%	11 36.7%	5 16.7%			1 3.3%	6 20%	12 40%	9 30%	2 6.7%
11	The campus is safe and secure for all students.				1 3.3%	10 33.3%	15 50%	4 13.3%				3 10%	14 46.7%	9 30%	4 13.3%
12	Major requirements are clear and reasonable.				2 6.7%	7 23.3%	14 46.7%	7 23.3%				5 16.7%	10 33.3%	14 46.7%	1 3.3%
13	Adequate financial aid is available for most students.	2 6.7%	1 3.3%	3 10%	3 10%	13 43.3%	6 20%	2 6.7%	3 10%	1 3.3%	2 6.7%	10 33.3%	13 43.3%		1 3.3%
14	My academic advisor is approachable.	1 3.3%		1 3.3%	4 13.3%	8 26.7%	9 30%	7 23.3%	1 3.3%		3 10%	9 30%	9 30%	4 13.3%	4 13.3%
15	Faculties are fair and unbiased in their treatment of individual students.	1 3.3%			4 13.3%	9 30%	11 36.7%	5 16.7%	1 3.3%	1 3.3%	1 3.3%	9 30%	9 30%	5 16.7%	4 13.3%
16	Library resources and service are adequate.		2 6.7%	1 3.3%	1 3.3%	8 26.7%	11 36.7	23.3	4 13.3%	4 23.3%	9 30%	7 23.3%	6 20%		

NO.	Research Content	Important							Satisfaction						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7
17	There is a strong commitment to racial harmony.			2 6.7%	7 23.3%	8 26.7%	8 26.7%	5 16.7%			2 6.7%	9 30%	9 30%	7 23.%	3 10%
18	Freedom of expression is protected on campus			3 10%	9 30%	13 43.3	5 16.7				2 6.7%	8 26.7%	9 30%	9 30%	2 6.7%
19	Computer labs are adequate and accessible.			3 10%	1 3.3%	13 43.3%	12 40%	1 3.3%			3 10%	5 16.7%	18 60%	4 13.3%	
20	Graduate teaching assistants are competent.	1 3.3%	1 3.3%	2 6.7%	3 10%	9 30%	11 36.7%	3 10%			2 6.7%	9 30%	12 40%	7 23.3%	
21	Security staff respond quickly in emergencies.			1 3.3%	4 13.3%	8 26.7%	12 40%	5 16.7%		1 3.3%	3 10%	6 20%	12 40%	6 20%	2 6.7%
22	Academic support services meet the needs of students.			4 13.3%	10 10%	9 30%	7 23.3%			1 3.3%	2 6.7%	13 43.3	7 23.3%	4 13.3%	3 10%
23	Student disciplinary procedures are fair.		1 3.3%	2 6.7%	4 13.3%	15 50%	7 23.3%	1 3.3%		1 3.3%	2 6.7%	8 26.7%	16 53.3%	3 10%	
24	Administrators are approachable to students.	1 3.3%	1 3.3%	2 6.7%	5 16.7%	14 46.7%	5 16.7%	2 6.7%	1 3.3%	1 3.3%	4 13.3%	11 36.7%	9 30%	3 10%	
25	Parking lots are well-lighted and secure.	4 13.3%	1 3.3%	1 3.3%	13 43.3%	7 23.3%	4 13.3%	1 3.3%	5 16.7%	4 13.3%	7 23.3%	11 36.7%	2 6.7%		
26	Tutoring services are readily available.		2 6.7%	5 16.7%	6 20%	13 43.3%	3 10%	1 3.3%		4 13.3%	6 20%	12 40%	7 23.3%	1 3.3%	

Note:

Observation 2: Why is the student's decision making enrolment in MBA programme.

NO.	Research Content (n=30)	Important							Satisfaction						
		Not at all important						Very Important	Very Dissatisfied						Very Satisfied
		1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	Financial aid	9 30%	4 13.3%	4 13.3%	3 10%	6 20%	3 10%	1 3.3%	2 6.7%	2 6.7%	5 16.7%	12 40%	6 20%	2 6.7%	1 3.3%
2	Academic reputation	-	2 6.7%	2 6.7%	5 16.7%	8 26.7%	8 26.7%	5 16.7%	-	-	-	8 26.7%	13 43.3%	7 23.3%	2 6.7%
3	Cost	-	1 3.3%	2 6.7%	4 13.3%	5 16.7%	13 43.3%	5 16.7%		1 3.3%	1 3.3%	6 20%	9 30%	10 33.3%	3 10%
4	Personalization attention prior to enrolment	-	3 10%	1 3.3%	-	11 36.7%	6 20%	9 30%	-	1 3.3%	1 3.3%	4 13.3%	12 40%	7 23.3%	5 16.7%
5	Geographic setting	-	2 6.7%	3 10%	9 30%	12 40%	4 13.3%			1 3.3%	7 23.3%	8 26.6%	8 26.7%	6 20%	
6	Campus appearance		1 3.3%	3 10%	4 13.3%	10 33.3%	7 23.3%	5 16.7%	-	-	-	10 33.3%	10 33.3%	6 20%	4 13.3%
7	Size of institution	-	2 6.7%	4 13.3%	7 23.3%	11 36.7%	5 16.7%	1 3.3%	1 3.3%	-	1 3.3%	11 36.7%	11 36.7%	6 20%	-
8	Recommendations from family/friend	1 3.3%	3 10%	4 13.3%	6 20%	9 30%	5 16.7%	2 6.7%	1 3.3%	2 6.7%	1 3.3%	10 33.3%	11 36.7%	4 13.3%	1 3.3%
9	Opportunity to play sports	5 16.7%	5 16.7%	4 13.3%	5 16.7%	9 30%	2 6.7%	-	1 3.3%	6 20%	5 16.6%	8 26.7%	7 23.3%	3 10%	-

Observation 3: The important ranking and satisfaction level in campus climate items

NO.	Research Content (n=30)	Important Not at all important					Very Important		Satisfaction Very Dissatisfied					Very Satisfied	
		1	2	3	4	5	6	7	1	2	3	4	5	6	7
1	Enjoyable experience to be student on campus.	-	1 3.3%	-	5 16.7	7 23.3%	9 30%	8 26.7	1 3.3%	-	-	4 13.3%	11 36.7%	8 26.7%	6 20%
2	Campus is safe and secure for all students.	-	-	1 3.3%	4 13.3%	8 26.7%	11 36.7%	6 20%	-	-	-	8 26.7%	6 20%	11 36.7%	5 16.7%
3	Institution shows concern for students as individuals.	-	1 3.3%	1 3.3%	4 13.3%	10 33.3%	9 30%	5 16.7%	-	1 3.3%	3 10%	14 46.7%	7 23.3%	4 13.3%	1 3.3%
4	Campus staffs are caring and helpful.	1 3.3%	-	-	5 16.7%	8 26.7%	9 30%	7 23.3%	1 3.3%	1 3.3%	2 6.7%	10 33.3%	7 23.3%	4 13.3%	5 16.7%
5	Students are made to feel welcome on campus.	1 3.3%	-	-	5 16.7%	7 23.3%	11 36.7%	6 20%	-	-	2 6.7%	8 26.7%	8 26.7%	7 23.3%	5 16.7%
6	Freedom of expression is protected on campus.	1 3.3%	-	-	3 10%	12 4-%	8 26.7%	6 20%	-	-	1 3.3%	6 20%	14 46.7%	7 23.3%	2 6.7%
7	Seldom get "run-around" on campus.	1 3.3%	-	3 10%	11 36.7%	7 23.3%	6 20%	2 6.7%	-	3 10%	1 3.3%	16 53.3%	6 20%	4 13.3%	-
8	Channels for expressing student complaints are available.	-	1 3.3%	2 6.7%	5 16.7%	10 33.3%	9 30%	3 10%	-	2 6.7%	5 16.7%	11 36.7%	8 26.7%	3 10%	1 3.3%
9	Strong commitment to racial harmony.	-	1 3.3%	-	11 36.7%	5 16.7%	10 33.3%	3 10%	-	-	-	14 46.7%	8 26.7%	4 13.3%	4 13.3%
10	Administrators are approachable to students.	1 3.3%	2 6.7%	1 3.3%	8 26.7%	12 40%	4 13.3%	2 6.7%	1 3.3%	4 13.3%	3 10%	9 30%	10 33.3%	3 10%	-

YOUR EVALUATION

Please write in the boxes below an estimate of your overall satisfaction with the following aspects of your university education.

A rating of 0% means you are totally dissatisfaction and a rating of 100% means you are totally satisfied

University as a whole	79.67 %	Your Department or School	76.80 %
University management	72.97 %	Your course	78.30 %
Your Faculty	74.80 %	Potential career prospects	78.97 %

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CURRICULUM VITAE

Name: Dr. Wanida Wadeecharoen

Date of Birth: 16 May 1979

Present Address: 13/29 S.Navamin69 Navamin Rd,
Klonghum Bungkum
BKK 10240

E-mail address: wadeecharoen@gmail.com

Current Work: Lecturer, Master of Business Administration (Japanese Business Administration)
Thai-Nichi Institute of Technology
1771/1, Soi 37, Pattanakarn Rd, Suan Luang, Bangkok, 10250

Academic and Professional Qualifications

- 2011　PhD (Business Management) University Utara Malaysia (UUM)
- 2003　M.Com (Master of Commerce/Management) Aligarh Muslim University (AMU), India
- 2001　BA. (Business Management) Rajabhat Institute Phranakhon, Thailand

Main Expertise Research Areas

- International Joint Venture (IJV) in Manufacturing
- International Marketing
- Competitive Advantage
- Japanese-Thai Partnership commitment
- Tourism Industry
- Cross-Culture Management & Conflict Resolution
- Thailand Higher Private Education Institution (THPEI)

CURRICULUM VITAE

Name:	Assistant Professor Rungsun Lertnaisat
Date of birth:	28 December 1951
Present Address:	1 Nakniwas 27 Yak.22, Nakniwas road,
	Ladprao, Bangkok, Thailand 10230
E-mail address:	orbusiness@hotmail.com
Current Work:	Dean Faculty of Business Administration
	Thai-Nichi Institute of Technology
	1771/1, Soi 37, Pattanakarn Rd, Suan Luang, Bangkok, 10250

Academic and Professional Qualifications

- 1970-1980   Bachelor, Master, Ph.D.(candidate)

  Kyoto University, Japan (Japanese Government Scholarship student)

  Major in Marketing and Business Administration

Main Expertise Research Areas

- Kaizen
- Cost Reduction/Competitive Advantage
- Japanese Human Resources Management Style
- Japanese Investment Inflow
- Marketing Management in Japanese Style
- Japanese Business Administration