

# Important Factors Influencing Satisfaction of MBA Students in Higher Education Institutions in Bangkok and Its Vicinity, Thailand

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## Abstract

This article attempts to study the key factors influencing the satisfaction of MBA students in higher education institutions in Bangkok and its vicinity, Thailand. Subsequently, we intend to rank the important factors that contribute to satisfaction scores given by MBA students. The research instruments are designed based on three observations. 1. What is most important to students has stayed satisfied consists of 26 items. 2. Financial aid and cost factors are important for student enrollment decision consisting of 9 items and 3. The important and satisfaction level in campus climate consists with 10 items The Satisfaction of graduate students toward the service marketing mix of the Executive Master's Degree in Business Administration Chiang Mai University. MBA Program (Chiang Mai) of the Business Administration Faculty, Chiang Mai University (Tontsa, L., Temgoua, E., Bertrand, G., Kengni, L., Makaya Mvoubou, M. C., Njueya Kopa, A., & Mba, F. F., 2023). A compliment with an institutional executive perspective can ensure that those important factors determine the success of the MBA student program by tracking out the specific institutional university characteristics through a mini-structure interview adopted by Yuramas Udomsiri, Sakun Boonit, & and Advisor (2016) and Pazhayattil & Konyu-Fogel, G. (2023). Thus, this study aims to develop an effective research instrument by elaborating on the important factors rated by MBA students who are determined as the key person to ensuring quality assurance and enhancing quality programs (Kanokkan Sananenamahut (2013) Freundt, V. L., & Bortoluzzo, A. B. (2023). At this point, we believe and agree that the concept deserves empirical testing for further research. At this point, we believe and recognize that this concept is worthy of being tested empirically for further research.

**Keywords:** Important Factors Influencing Satisfaction, MBA Students, Higher Education Institutes in Bangkok and Its Vicinity, Thailand, Expectations of Thai Higher Education Institute Students

## Introduction

It is recognized that education contributes to economic growth, through the production of skilled human resources (Kanokkan Sananenamahut, 2013). Thus, education is a very essential commodity for crafting and achieving sustainable human resource needs for national development. The quest for educational excellence is endless as market players try to give services that are market-oriented and meet customers' satisfaction which will eventually lead to repeat sales and improved earnings. Currently, Thailand has 71 THPEI consisting of 39 private universities, 10 institutes, and 22 private colleges in Tanyong, Pongsan, Arporn Phisan, Chanapong, Ichayanan, & Kiattisak. Perception of Educational Service Quality Affecting Satisfaction of Part-time Undergraduate Students, Nakhon Pathom Rajabhat University (Mba, T. N., Obiang, C. S., Kenguele, H. M., Pambo-Pambo, A. B., Mba, I. K. I. Z., Sah, U. L. O., ... & Mickala, P., 2023) are offering a 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 is considered a former step towards a successful business management career. MBA proficiency course is valuable to people involved in business management positions, especially in executive and managerial positions. The MBA program is said to be a more career-oriented, hands-on, and customer-focused program. Therefore, there is keen competition for student enrollment among the universities. Customers' satisfaction often Therefore, the research team was interested in studying the strong competition in student enrollment between universities. frequent customer satisfaction (in this case MBA students) Link to Quality Assurance Yomchinda, T., Yomchinda, L., & Takgawitoonsak, N. (2018). Penrod, D., Shaw, T., Nash, J., Dierkes, M., & Collins, S. (2022) and Henderson, L. H., & Wilson, J. (2023). Opinion that student feedback can be a measure of quality assurance. and because of this A voice should be heard and acted upon to improve quality. One form of measuring quality and satisfaction is the use of a student satisfaction approach and it is empowering and advantageous and answering the test meet the needs of the students further.

## Objective

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

1. To rank the importance of factors influencing MBA student satisfaction.
2. To study the level of satisfaction of MBA students of higher education institutions in Bangkok Thailand.
3. To assess the factors affecting the decision of MBA students to enroll.
4. To examine the perspectives of higher education institutions

## Literature Review

Globally, the international literature review that has been highlighting of "student satisfaction approach" has a potential role in quality assessment and enhancement. Since British Quality Agency acts as the central pillar establishing the quality assurance policy in the British system of higher education. At this point, they proposed that the "student is now recognized as the principal 'stakeholder' of any higher education institution and must be allowed a voice that is listened to and acted upon to enhance quality in the total learning

experience” (Panuchnat Permpool, & His Royal Highness Princess Maha Chakri Sirindhorn, 2018) Brown, V. L., & Tegeler, A. C. (2022). The student satisfaction approach was developed Chaiya Yimwilai, & Somchai Phakaphatwiwat. (2023) and Salem, M., & Baidoun, S. (2022) Cham: Springer International Publishing. which represents a pattern of action based on student feedback. He believes that students' views are important because 'Higher education is first and foremost about the improvement and empowerment of students as participants in the learning process'. He, therefore, argues that students are documented as stakeholders. Master in Higher Education introduced the concept of "Student Satisfaction Guidelines" thereafter There are many educational implications that can be used more in the conduct of concrete research.

### **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 (Bruno, M. A., Fotos, J. S., Pitot, M., Franceschi, A. M., Neutze, J. A., Willis, M. H., ... & Wintermark, M., 2022) and Siripipatthanakul, S., Siripipattanakul, S., Limna, P., & Pholphong, L., 2022). However according to CST, it only requires the use or experience of 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 (Zayed, Y., Salman, Y., & Hasasneh, A., 2022). Satisfaction is thus a function of the relative level of expectation and perceived performance. Expectations are formed based on experience with the same or similar situations, and statements made by friends or other associates by W. M., & Huang, G. (2022) and Gupta, S., Jackson, J. E., Shindorf, M. L., Arthur, L. G., Chandler, N., Danielson, P., & Garrison, A. P. (2022). Many universities and colleges practice customer-driven approach, whereby the students are “customers” and education is the “product” or “service” offered (Saragih, M., & Morrison, B. W., 2022) and Salamzadeh, A., Tajpour, M., & Hosseini, E., 2022). Cham: Springer International Publishing. 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 (Akouegnonhou, O., & Demirbaş, N., 2023) and Terwiesch, C., 2023). Would chat GPT3 get a Wharton MBA? A prediction based on its performance in the operations management course. Wharton: Mack Institute for Innovation Management/University of Pennsylvania/School Wharton. 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, and campus life. Subsequently Roy, S. K. (2023) and Fey, C. F. (2022). Introduced the Indicative Generic Student Satisfaction Survey which was conducted in the UK and identified 7 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 contributes to overall satisfaction of masters' students report that students' perception of the organization and clarity with 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 period (Roy, S. K., 2023 and Maulana, H., 2022 and Fey, C. F., 2022)

### **The Purpose of The Research Conceptual**

Based on the international literature reviews as discussed above, the research concept of the study is generated from three observations 1. What is the most important for students to stay satisfied 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 are available 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 institutional executives.

### **Instrument Development & Research Method**

A questionnaire has been designed as an instrument for obtaining the primary data through the survey method. The questionnaire has been elaborated according to the research objectives, underpinning theory, and theoretical framework of the study. The questions for the variable predictor are adapted from the Student Satisfactory Inventory The variable predictor is modified into 3 main observations that are applied in this study 1. what is the most important to students who have stayed satisfaction consists of 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 (Raman, R., & Pramod, D., 2022 and Fey, C. F., 2022). Thus, the research questions are included with 45 items and all predictors will be measured by using 7-point Likert scale – “Not satisfied at all” (1) to “very satisfied” (7). Criterion variables are measured by 7-item overall satisfaction measured by a 7-point Likert scale ranging from (1) “not satisfied at all” to (7) “very satisfied” (refers to appendix).

To ensure the validity and reliability of measurement constructs pilot-tests are chosen for elaborating and finalizing of actual questionnaire. Convenience sampling is chosen for the study as an appropriate method due to the unavailable Population of MBA students. The target groups responding to the questionnaire were MBA Active students from 2 places: Dhonburi Rajabhat University and Phranakhon Rajabhat University. and Bangkok Thonburi University The total population of MBA students of each THPEI is unavailable therefore a total of 150 MBA students will be taken as the appropriate sample size for each THPEI. The interview method is included in the study after interpreting the results of the findings. This confirms the result of the study and interprets the exclusive perspective. Thus, the determinate and variable criteria rated by MBA students will be confirmed by strategic marketing using through executive interview method. The dean of faculty of business administration and chancellor from both institutes are identified as institution exclusive who is well monitoring overall operation in the MBA program from both Populations of MBA students. The target groups responding to the questionnaire were MBA Active students from 2 places: Dhonburi Rajabhat University and Phranakhon Rajabhat University and Bangkok Thonburi University.

## **Limitation of The Research**

### **Contribution of The Study**

The contributions of this study logically are contributing widely from two different perspectives. Those are micro and macro organization perspectives, the micro refers to student views (customer satisfaction) and the macro refers to institutional broad executive views (producer view) of the particular product (MBA program). Thus, to explain this logical comparison, two perspectives are represented as below;

Determinate important factors are rated by students

This study aims to identify the important factors influencing student satisfaction in MBA programs. Thus the range of questions is modified from a higher education consulting survey in the USA (Noel-Levitz students' satisfaction inventory survey) rather than adapted from previous research or self-adapted. This can be conducted at all higher education levels (degree, master's, and Ph.D./Doctorate). Particularly, in Thailand academic institutions have not found any relevant studies that applied this concept before in this particular area. In doing so, to point out the important factors of student satisfaction in a particular school environment the student should rank the importance not be selected from the past research finding or adopted from past research relevant, as confirmed below; Any surveyed group is more likely to respond to a relevant survey than 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. (Devkota, N., Rana, M., Parajuli, S., Bhandari, U., & Paudel, U. R. 2022 and Lu, J. G., Nisbett, R. E., & Morris, M. W., 2022)

Institutional Perspective Orientation

The interview method will be applied after important factors are identified by MBA students. This ensures that THPEI administrators could gain some insights into improving master programs, especially in improving the expectation of MBA students' experience required, academic support services meeting the student needs, administrators being approachable or being able to communicate with individuals more easily, and campus climate. The interview structure is represented such legal ownership, mission, fields of study, size, types & and age, and location, these are the indicators to indicate the institutional overall characteristics. Thus, this study attempts to propose these indicators under the concept of "institutional perspective orientation". With this word, this study will be exploring the diversity dimension of the different institution into tangible research which not much study have done in Bangkok.

## **Discussion & Contribution**

It is recognized that student evaluation is the feedback of institutional quality, the feedback received from students is useful for the THPEI to provide quality improvement and serve the student at a suitable service. With this in mind, the data collected from students can be pre-reviewed by the institutional broad executive to ensure the appropriate policy to improve overall student satisfaction (Pongkorn Chandra Chor., 2023 and Scaringella, L., Górska, A., Calderon, D., & Benitez, J., 2022). Found that student satisfaction is a contributing factor to students' success and the likelihood those students will be retained. (Methawin, & Phon Yothi., 2022 and Jeckells, H., 2022). Thus, this study aims to point out the important determinant of student satisfaction ranks by Population of MBA students. The target groups responding to the questionnaire were MBA Active students from 2 places: Dhonburi Rajabhat University and Phranakhon Rajabhat University. and Bangkok Thonburi University 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 important for student enrollment decisions and 3. The important and satisfaction level in campus climate (Kunthida Kingsawat, Prinya Jitaram, Suthisak Surirak, Pornchai Khunkongmee, Chiranan Tulchat, & Supanit Thapchai., 2022 and Siripipattanakul, S., Siripipattanakul, S., Limna, P., & Auttawechasakoon, P., 2022). In addition, the institutional perspective is confirmed by the institutional broad executive including the dean of faculty of business administration from both institutions who recognized as the gatekeeper of internal information resources in MBA program. Additionally, this study intends to contribute in MBA program by tracking student satisfaction (customer orientation) to ensure that their courses (product orientation) are more marketable and profitable (Peerapol Sriwichai, & Supamonta Tata., 2022 and Walter, N., Asgari, O., & Cleff, T., 2022). This requires good monitoring, observation, and accurate observation to ensure the quality assurance perceived by MBA student satisfaction (Belur, J., & Patil, S. V., 2022).

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