CONTRIBUTION OF HIGHER EDUCATION QUALITY IMPROVEMENT TO THE SAFE AND SUCCESSFUL OPERATING IN THE GLOBAL WOOD-BASED ENVIRONMENT: STUDENT'S PERSPECTIVE MEASURED BY SERVQUAL MODEL

Lucija Marković,mag. ing. techn. lign.
doc. dr. sc. Kristina Klarić
izv. prof. dr. sc. Andreja Pirc Barčić

15th International Scientific Conference WoodEMA 2022
CRISIS MANAGEMENT AND SAFETY FORESIGHT IN FOREST-BASED SECTOR AND SMES OPERATING IN THE GLOBAL ENVIRONMENT

1. INTRODUCTION

Quality of the study programs with a result of producing highly educated and capable young engineers at University of Zagreb, Faculty of Forestry and Wood Technology

2. MATERIALS AND METHODS

How to be better than
the best?

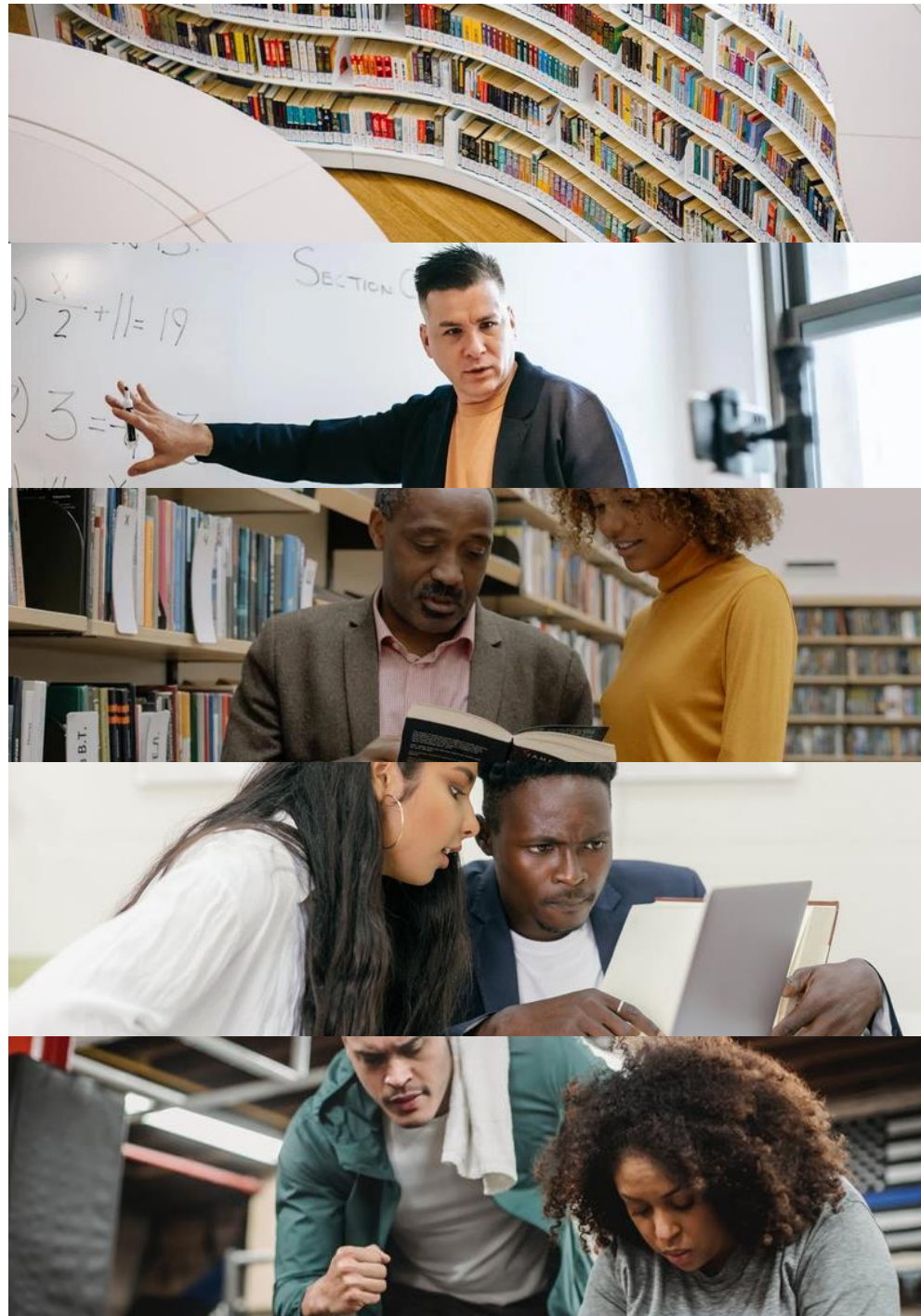quality of **BUSINESS**
measured by client
satisfaction

quality of **EDUCATION**
measured by students
satisfaction

Great practice,
motivated people,
continual growth

SERVQUAL model

TANGIBLES – a group of question items to get answers about the appearance of physical facilities, equipment, personnel, and communication materials

RELIABILITY - a group of question items to get answers about the ability to perform the promised service dependably and accurately

RESPONSIVENESS - a group of question items to get answers about the willingness to help customers and to provide prompt service

ASSURANCE - a group of question items to get answers about the knowledge and courtesy of employees and their ability to convey trust and confidence

EMPATHY - a group of question items to get answers about the provision of caring, individualized attention to customer.

SERVQUAL model
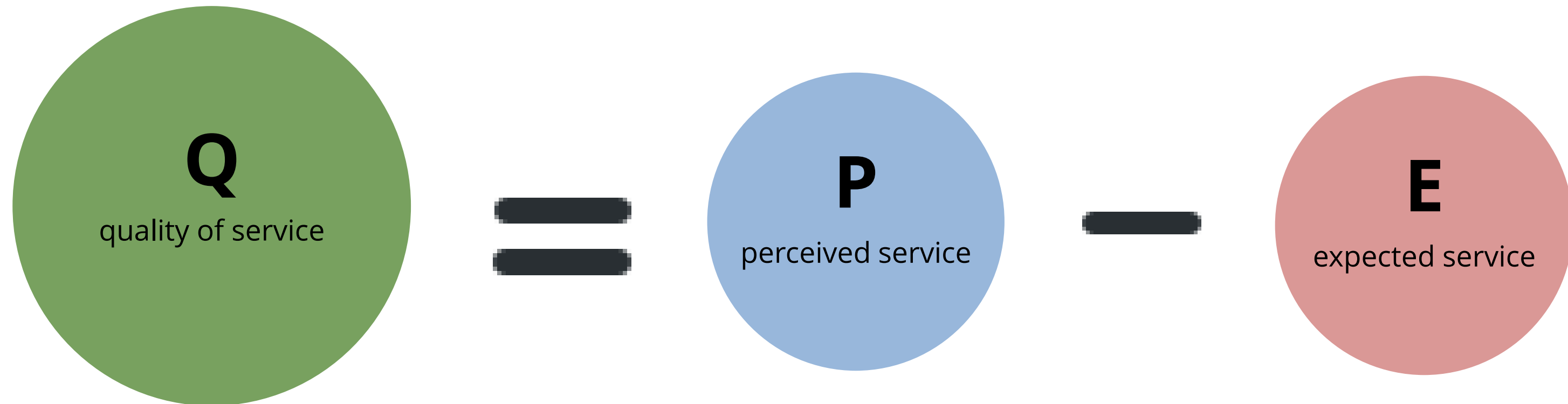
RESPONDENTS

The questionnaire was conducted among the students of Faculty of Forestry and Wood Technology who participated in the implementation of the
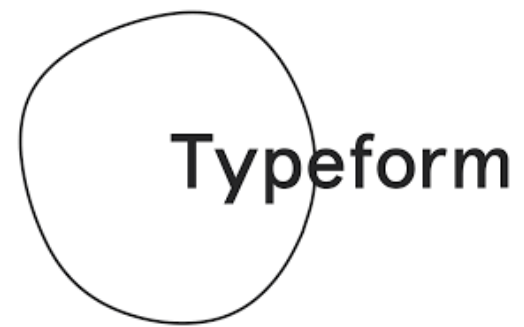
EU project "Development and implementation of professional practice in the studies of the Faculty of Forestry".

25
students

APPLICATION

Typeform

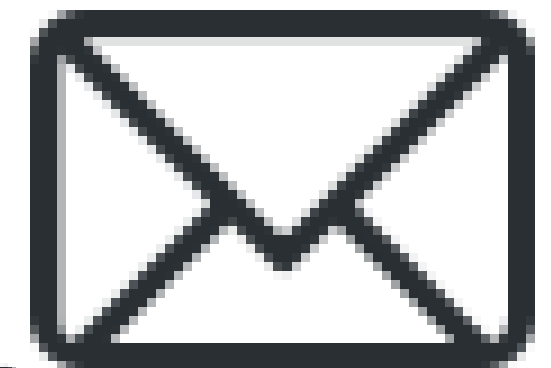questionnaire (People-Friendly Forms and Surveys)

Send by email with an accompanying link and QR code

Skeniraj QR kod

Ispuni upitnik i

Poboljšaj kvalitetu obrazovanja na Fakultetu šumarstva i drvne tehnologije

QUESTIONNAIRE

RESPONDENT PROFILE

The undergraduate study you are studying or have completed: Wood technology / Forestry / Urban Forest

The graduate study you are studying: Wood technology processes / Design of wood products / Engineering, technology, and management in forestry / Growing and arranging forests with hunting management / Urban forestry and nature and environmental protection / I haven't enrolled in graduate studies

Please select the number of years of study by study:
The undergraduate study: 1 / 2 / 3 / 4 / 5 / 6
The graduate study: 0 / 1 / 2 / 3 / 4 / 5 / 6

What is your average grade during your studies according to your studies:
The undergraduate study: 2 / 2,5 / 3 / 3,5 / 4 / 4,5 / 5
The graduate study: 2 / 2,5 / 3 / 3,5 / 4 / 4,5 / 5

Gender: W / M / other

Activities in which you have participated so far during your studies at the Faculty of Forestry and Wood Technology:
Faculty projects / Intersumfak / Fairs / Conferences / Faculty Day / Professional practice / SuZ Review / Humanitarian actions FŠDT / Other:

P

perceived service

TANGIBLES

E

expected service

**10 questions
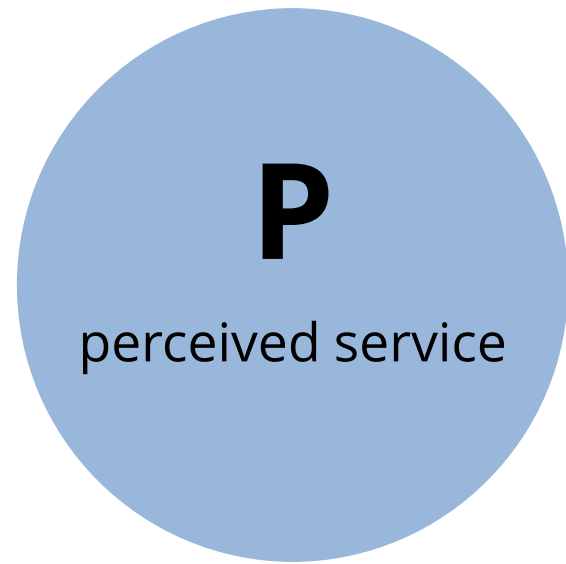formed to ask for perceived service:**

ex. *Faculty classrooms and spaces intended for student use <u>are equipped with</u> modern IT equipment (computers, projectors, etc.)*

other questions were about internet access, laboratories, faculty library, practical work, the number of teachers per student, access to software programs, students' participation in fieldwork, professional practice for students, involving students in research projects

**10 questions
formed to ask expected service:**

ex. *Faculty classrooms and spaces intended for student use <u>should be equipped with</u> modern IT equipment (computers, projectors, etc.)*

other questions were about internet access, laboratories, faculty library, practical work, the number of teachers per student, access to software programs, students participation in fieldwork, professional practice for students, involving students into reasearch projects

RELIABILITY

P
perceived service

E
expected service

**6 questions
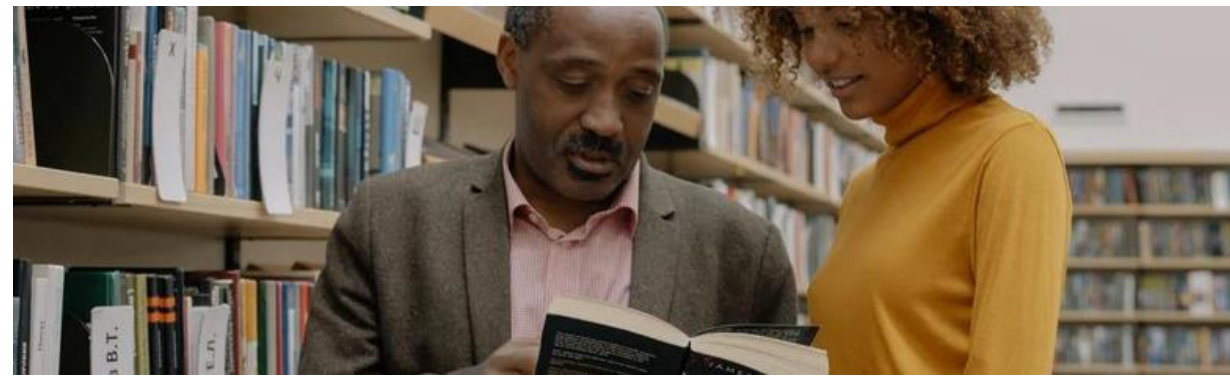formed to ask for perceived service:**

ex. *The learning outcomes of the course <u>are clearly defined</u>, and the knowledge and skills that students acquire from each course*

other questions were about acquired knowledge during study, lectures and exercises, class schedule, exams, e-learning

**6 questions
formed to ask about expected service:**

ex. *Course learning outcomes <u>should be clearly defined</u>, and the knowledge and skills that students need to acquire from each course*

other questions were about acquired knowledge during study, lectures and exercises, class schedule, exams, e-learning

P

perceived service

RESPONSIVENESS

E

expected service

**7 questions
formed to ask for perceived service:**

ex. *Consultations for students <u>are organized</u> outside of class time*

other questions were about effective learning through workshops, students mentoring support, the possibility of continuing studies, advice on future careers, student office, resolving students' inquiries and complaints

**7 questions
formed to ask expected service:**

ex. *Consultations for students <u>should be organized</u> outside of class time*

other questions were about effective learning through workshops, students mentoring support, the possibility of continuing studies, advice on future careers, student office, resolving students' inquiries and complaints

P
perceived service

E
expected service

ASSURANCE

**4 questions
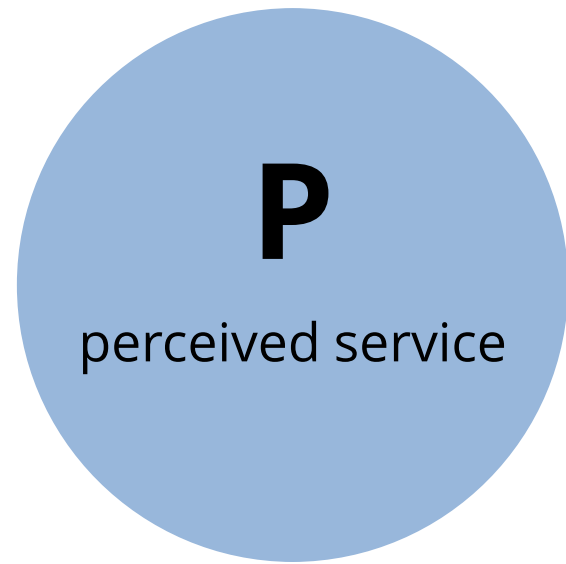formed to ask for perceived service:**

ex. *The content and quality of compulsory courses* <u>follow</u> *the modern market and the requirements of the economy*

other questions were about the content, quality and offer of elective courses, teachers modern approach to education, teachers advice and support to students

**4 questions
formed to ask expected service:**

ex. *The content and quality of compulsory courses* <u>should follow</u> *the modern market and the requirements of the economy*

other questions were about the content, quality and offer of elective courses, teachers modern approach to education, teachers advice and support to students

P perceived service

E expected service

EMPATHY

**6 questions
formed to ask for perceived service:**

ex. *The teaching staff <u>is friendly</u> and available to students and motivates them to learn*

other questions were about teachers objectivity and individual approach to students, administrative staff, providing student support

**6 questions
formed to ask expected service:**

ex. *Teaching staff <u>should be friendly</u> and available to students and motivate them to learn*

other questions were about teachers objectivity and individual approach to students, administrative staff, providing student support

RESPONDENT PROFILE

The response rate was **68%**

(17 of 25 responded to the questionnaire).
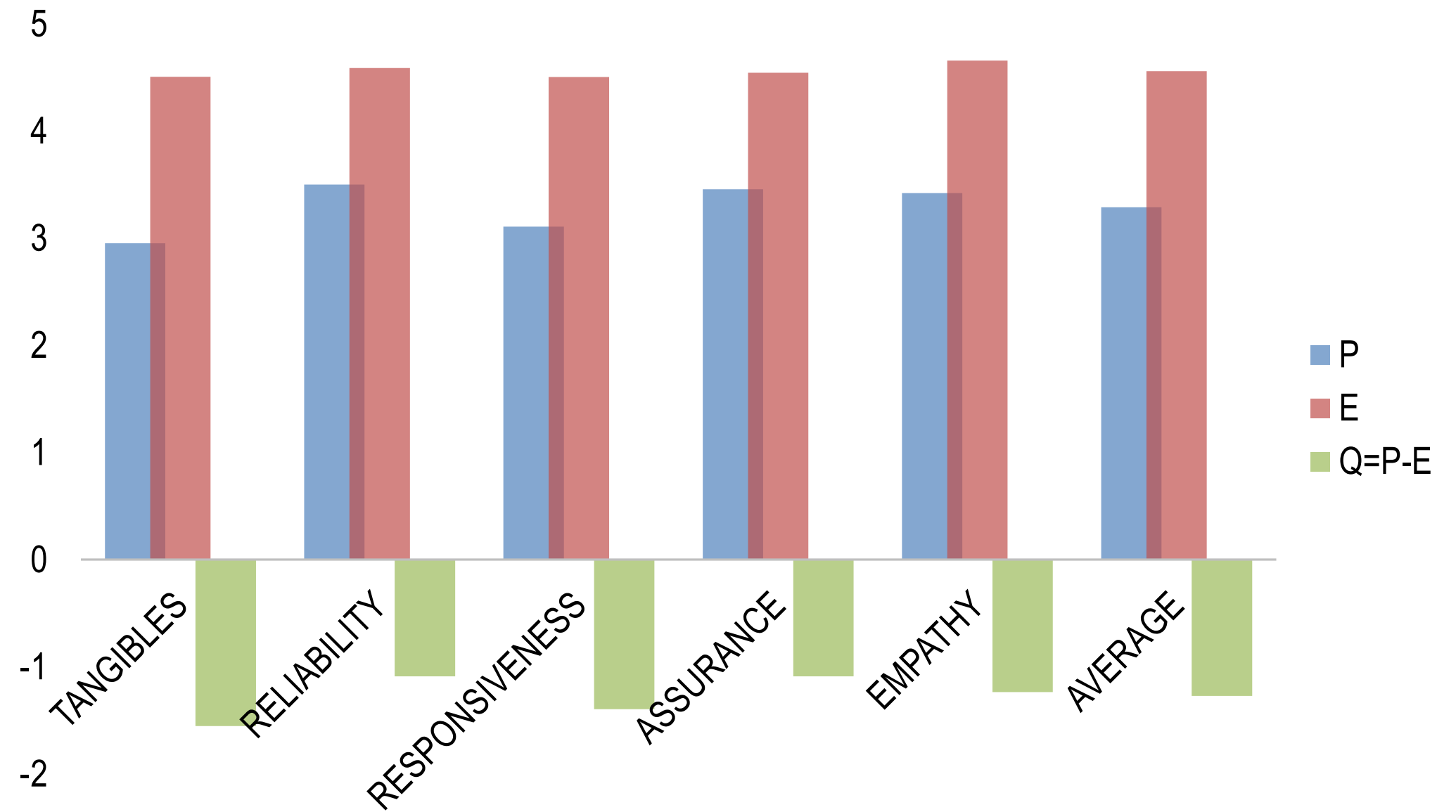
-1,55

TANGIBLES

-1,39

RESPONSIVENESS

-1,23

EMPATHY

-1,08
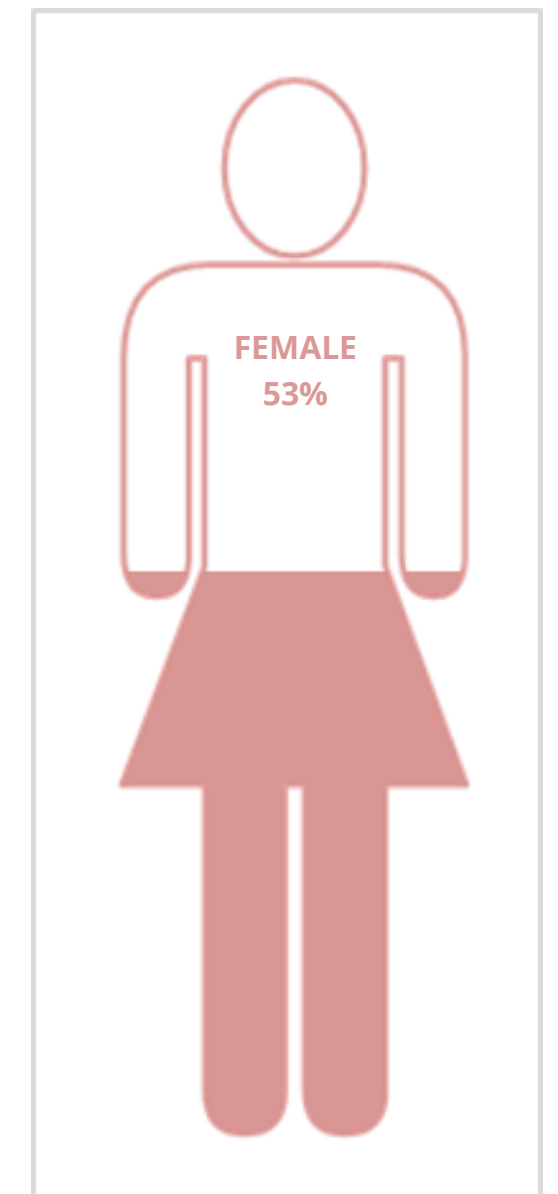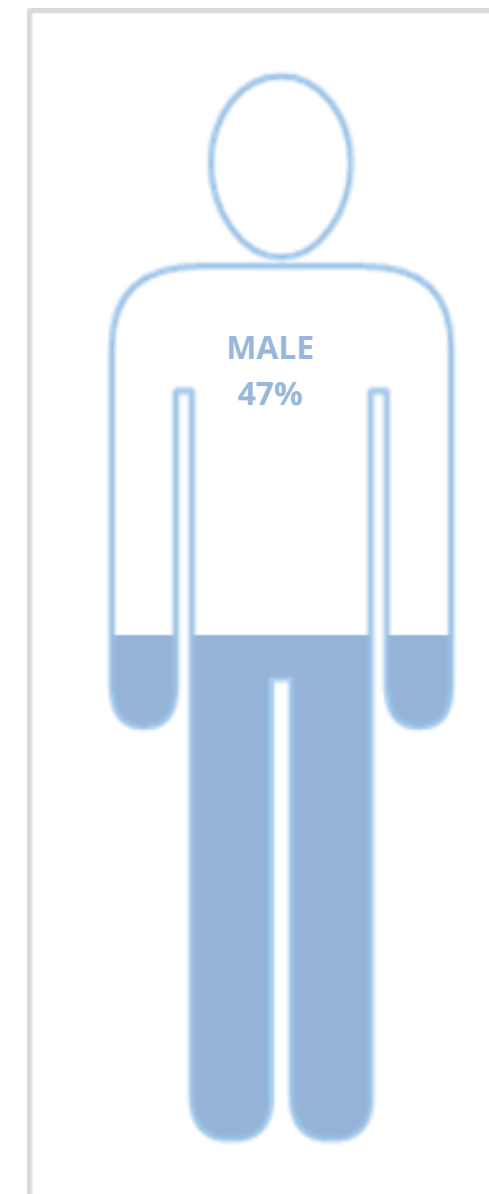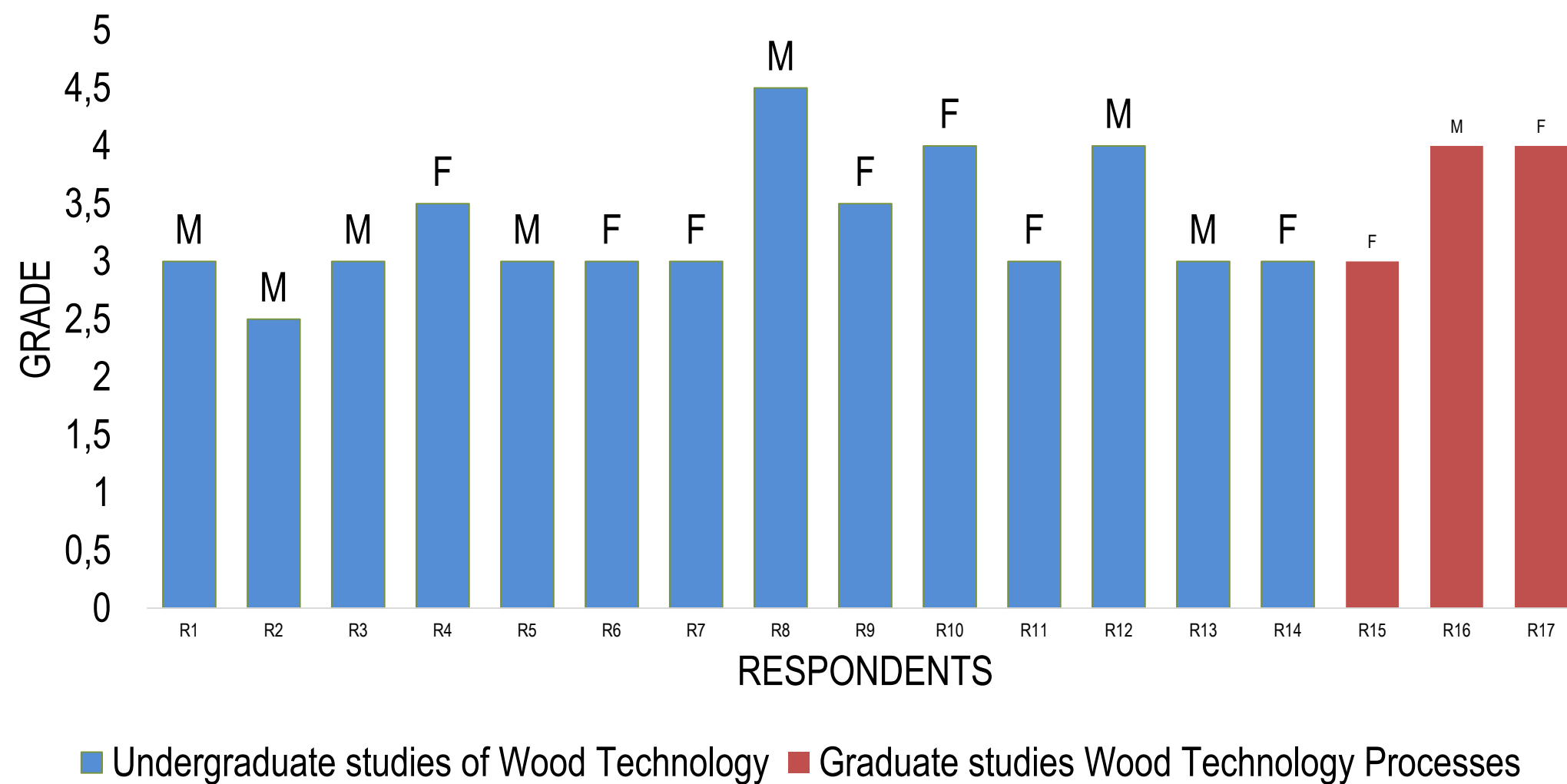
RELIABILITY = ASSURANCE

4. CONCLUSION

- Students from the Faculty of Forestry and Wood Technology have a quite negative perception of the service quality - negative result is obtained in all 5 SERVQUAL model categories

- The lowest gap was for reliability that is a good practice of teaching and the ability to perform education service accurately, and the same gap result was for assurance which represents the knowledge and courtesy of teachers and their ability to convey trust and confidence to students

- The results of responsiveness and empathy had similar gaps between perception and expectation

- The highest gap was defined in the category of tangibile service, which defines the appearance of physical facilities, equipment, personnel, and communication materials.

Thank you for your attention!