

แบบฟอร์มการขอเสนอวาระเข้าที่ประชุม
คณะกรรมการประจำคณะการบริการและการท่องเที่ยว
เรื่อง การเพิกถอนบทความตีพิมพ์ของ Asst. Prof. Dr. Kevin Fuchs

ความเป็นมา

ด้วย Asst. Prof. Dr. Kevin Fuchs ตีพิมพ์บทความในวารสารวิชาการระดับนานาชาติ
Frontiers in Education จำนวน 3 บทความ ได้แก่

- 1) บทความเรื่อง “The importance of competency development in higher education: Letting go of rote learning วารสาร Frontiers in Education” ปีพิมพ์ที่ 7 เล่มที่ 1004876 ฉบับเดือนกันยายน 2565 (หน้าที่ 1-4) และได้รับอนุมัติเงินรางวัลสนับสนุนการตีพิมพ์บทความวิจัย (ตามหนังสือที่ มอ 302.1/65-4312 ลงวันที่ 12 ตุลาคม 2565 จำนวน 40,000 บาท)
- 2) บทความเรื่อง “The Perceived Service Quality in Higher Education: An Empirical Study using the SERVPERF Dimensions” วารสาร Frontiers in Education ปีพิมพ์ที่ 7 เล่มที่ 954797 ฉบับเดือนกันยายน 2565 (หน้าที่ 1-10) และได้อนุมัติเงินรางวัลสนับสนุนการตีพิมพ์บทความวิจัย (ตามหนังสือที่ มอ 302.1/65-3798 ลงวันที่ 15 กันยายน 2565 จำนวน 40,000 บาท)
- 3) บทความเรื่อง “The Difference Between Emergency Remote Teaching and e-Learning” วารสาร Frontiers in Education ปีพิมพ์ที่ 7 เล่มที่ 921332 ฉบับเดือนมิถุนายน 2565 (หน้าที่ 1-3) และได้อนุมัติเงินรางวัลสนับสนุนการตีพิมพ์บทความวิจัย (ตามหนังสือที่ มอ 302.1/65-2186 ลงวันที่ 7 มิถุนายน 2565 จำนวน 40,000 บาท)

ต่อมา เมื่อวันที่ 18 สิงหาคม 2566 บทความทั้ง 3 เรื่องดังกล่าวได้ถูกเพิกถอนการเผยแพร่ จากวารสาร
Frontiers in Education (Retracted) ความละเอียดแจ้งแล้วนั้น

ขั้นตอนที่ได้ดำเนินการไปแล้ว

1. นำเข้าประชุมคณะกรรมการวิจัยคณะกรรมการบริการและการท่องเที่ยว ในคราวการประชุมครั้งที่ 1/2568 เมื่อวันที่ 5 กุมภาพันธ์ 2568
2. มติที่ประชุมคณะกรรมการวิจัย เรื่อง เรียกคืนเงินรางวัลตีพิมพ์บทความวิจัยราย Asst. Prof. Dr. Kevin Fuchs

ข้อมูลประกอบการแจ้งวาระเสนอต่อที่ประชุม

เมื่อวันที่ 18 สิงหาคม 2566 บทความทั้ง 3 เรื่องดังกล่าวได้ถูก เพิกถอนการเผยแพร่จากวารสาร Frontiers in Education (Retracted) ด้วยเหตุ “This article is retracted by Frontiers. The publisher has discovered that the author provided unverifiable information for the peer-review process. As the scientific integrity of the article cannot be guaranteed, and adhering to the recommendations of the Committee on Publication Ethics (COPE), the publisher therefore retracts the article.”

ที่ประชุมคณะกรรมการวิจัย คณะการบริการและการท่องเที่ยว ในคราวประชุมครั้งที่ 1/2568 เมื่อวันที่ 5 กุมภาพันธ์ 2568 มีมติให้เรียกคืนเงินสนับสนุนการตีพิมพ์บทความดังกล่าวซึ่งเป็นไปตามบันทึกแจ้งความประสงค์คืนเงินจาก Asst. Prof. Dr. Kevin Fuchs เมื่อวันที่ 15 มกราคม 2568 จำนวน 120,000 บาท

ประเด็นพิจารณา

ข้อมูลแจ้งเพื่อทราบ



บันทึกข้อความ

ส่วนงาน สำนักงานบริหารคณะ คณะการบริการและการท่องเที่ยว โทร 6820

ที่ มอ 302.1/68 - 0710

วันที่ 11 กุมภาพันธ์ 2568

เรื่อง แจ้งมติที่ประชุมคณะกรรมการวิจัย เรื่อง เรียกคืนเงินรางวัลตีพิมพ์บทความวิจัย

ราย Asst. Prof. Dr. Kevin Fuchs

เรียน คณบดีคณะกรรมการบริการและการท่องเที่ยว

ตามที่ Asst. Prof. Dr. Kevin Fuchs ตีพิมพ์บทความในวารสารวิชาการระดับนานาชาติ
Frontiers in Education จำนวน 3 บทความ ดังรายละเอียดต่อไปนี้

- 1) บทความเรื่อง “The importance of competency development in higher education: Letting go of rote learning วารสาร Frontiers in Education” ปีพิมพ์ที่ 7 เล่มที่ 1004876 ฉบับเดือนกันยายน 2565 (หน้าที่ 1-4) และได้รับอนุมัติเงินรางวัลสนับสนุนการตีพิมพ์บทความวิจัย (ตามหนังสือที่ มอ 302.1/65-4312 ลงวันที่ 12 ตุลาคม 2565 จำนวน 40,000 บาท)
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ต่อมา เมื่อวันที่ 18 สิงหาคม 2566 บทความทั้ง 3 เรื่องดังกล่าวได้ถูกเพิกถอนการเผยแพร่
จากวารสาร Frontiers in Education (Retracted) ด้วยเหตุ “This article is retracted by Frontiers. The
publisher has discovered that the author provided unverifiable information for the peer-review
process. As the scientific integrity of the article cannot be guaranteed, and adhering to the
recommendations of the Committee on Publication Ethics (COPE), the publisher therefore

retracts the article.” แล้วนั้น ที่ประชุมคณะกรรมการวิจัย คณะการบริการและการท่องเที่ยว ในคราวประชุม ครั้งที่ 1/2568 เมื่อวันที่ 5 กุมภาพันธ์ 2568 มีมติให้เรียกคืนเงินสนับสนุนการตีพิมพ์บทความดังกล่าวที่เป็นไปตามบันทึกข้อความจาก Asst. Prof. Dr. Kevin Fuchs เมื่อวันที่ 15 มกราคม 2568 จำนวน 120,000 บาท

จึงเรียนมาเพื่อโปรดพิจารณาอนุมัติในการเรียกคืนเงินสนับสนุนการตีพิมพ์ดังกล่าว จะเป็น
พระคุณยิ่ง


(รองศาสตราจารย์ ดร. ชยานนท์ ภูเจริญ)
รองคณบดีฝ่ายวิจัยและบัณฑิตศึกษา

เรียน คณบดี

เพื่อโปรดพิจารณาอนุมัติ การเรียกคืนเงินสนับสนุน

การตีพิมพ์บทความ จำนวน 3 บทความ มูลค่า 10,000 บาท

รวมเงินอื่นทั้งสิ้น 120,000 บาท ของ Asst. Prof. Dr. Kevin Fuchs

เนื่องจากบทความถูกถอนการเผยแพร่ ทั้ง 3 บทความ จาก

วารสาร Frontiers in Education ตามมติที่ประชุมคณะกรรมการวิจัย

ในคราวประชุม ครั้งที่ 1/2568 วันที่ 5 กุมภาพันธ์ 2568

และตามบันทึกจาก Asst. Prof. Dr. Kevin Fuchs.

ในวันที่ 15 มกราคม 2568.

ขอรับ / เพื่อโปรดพิจารณา
อนุมัติ
14 กพ 68



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RETRACTED: The importance of competency development in higher education: Letting go of rote learning

Kevin Fuchs*

Faculty of Hospitality and Tourism, Prince of Songkla University, Phuket, Thailand

KEYWORDS

higher education, competence development, undergraduate studies, active learning, pedagogy

Introduction

The world has changed a lot in the past few decades, and it continues to change. Technology development has accelerated, and this is also true of social changes and changes related to specific jobs (Pfeiffer, 2021). The job of the future might not exist yet, and old industries are shifting quickly (Halberstadt et al., 2019). This new landscape has led to a ripple of changes across educational institutions as well, because traditional paradigms no longer meet the demands and expectations of this new reality (Kjellgren and Richter, 2021). The traditional approach has been slowly replaced by a focus on competencies, and there are good reasons to push forward for a competency-based approach (Ibarra-Sáiz et al., 2020). The terms competence and competency are often used interchangeably, and we will be employing competency in the sense of having specific abilities, a product of learning and a foundation for action (Chan et al., 2013; Shchvyakova et al., 2021). The article discussed the importance of focusing on competency development in lieu of knowledge-based learning in higher business education.

Discussion

The role of competence-based education

The current job market does not offer opportunities on the basis of a degree alone. Rather, there is an increased search for people who can do things, who can respond to problems and offer solutions (Wallo et al., 2020). In short, there is a search for people who can “take action” rather than those who have knowledge (Velasco et al., 2014). Employers look for people who have skills like communication, teamwork, and beyond, as well as those who can develop new skills as required, who can learn new competencies and put them in practice (Konrad et al., 2019). This suggests that employers seek graduates who have not just knowledge but the combination of skills, knowledge, and ability to put their expertise in practice that can be defined by the word competence or competency. However, it is not just that this is something requested or required by employers. It becomes necessary because the world demands it as well.

OPINION article

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Sec. Higher Education

Volume 7 - 2022 |

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This article is part of
the Research Topic
Education and
Society: New
Approaches for New
Challenges

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RETRACTED: The importance of competency development in higher education: Letting go of rote learning

Retracted

**Kevin Fuchs***

Faculty of Hospitality and Tourism, Prince of Songkla University, Phuket, Thailand

**A retraction of this article was approved in:**

Retraction: The importance of competency
development in higher education: letting go
of rote learning

[Read retraction >](#)

This article has been retracted. Please follow the link to the
full retraction notice for details.

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Retraction: The importance of competency development in higher education: letting go of rote learning

Frontiers Editorial Office*

A Retraction of the Original Research Article

The importance of competency development in higher education: letting go of rote learning

by Fuchs, K. (2022). *Front. Educ.* 7:1004876. doi: 10.3389/feduc.2022.1004876

The journal and Chief Editors retract the 23 September 2022 article cited above.

This article is retracted by Frontiers. The publisher has discovered that the author provided unverifiable information for the peer-review process. As the scientific integrity of the article cannot be guaranteed, and adhering to the recommendations of the Committee on Publication Ethics (COPE), the publisher therefore retracts the article.

The author agrees to this retraction.

This retraction was approved by the Chief Editors of Frontiers in Education and the Chief Executive Editor of Frontiers.

เลขที่มอ 302.1/65-4312

พิมพ์ครั้งที่ 2 วันที่พิมพ์ 19 ตุลาคม 2565

BNF02
เงินรายได้ ปีงบประมาณ 2566
งบกองทุนวิจัยส่วนงาน



จ่ายโดย



บันทึกข้อความ

ส่วนงาน คณะกรรมการบริการและการท่องเที่ยว กองทุนวิจัยคณะกรรมการบริการและการท่องเที่ยว โทร.6809

ที่ มอ 302.1/65-4312

วันที่ 12 ตุลาคม 2565

เรื่อง ขออนุมัติเบิกจ่ายเงินรางวัลสนับสนุนการตีพิมพ์บทความวิจัย

เรียน คณบดีคณะกรรมการบริการและการท่องเที่ยว

27 ต.ค. 2565

ตามบันทึกข้อความที่ มอ. 302.1/65-4225 ลงวันที่ 06 ตุลาคม 2565 คณะกรรมการบริการและการท่องเที่ยวได้อนุมัติเงินรางวัลสนับสนุนการตีพิมพ์บทความวิจัยที่ประสบความสำเร็จ ตามประกาศเรื่องทุนสนับสนุนและส่งเสริมการวิจัย กองทุนวิจัยคณะกรรมการบริการและการท่องเที่ยว ประจำปีงบประมาณ 2564 ข้อที่ 6 ข้อย่อยที่ 6.1.4. ตีพิมพ์บทความจากผลงานวิจัยในวารสารทางวิชาการระดับนานาชาติที่ปรากฏในฐานข้อมูลการจัดการอันดับวารสาร SJR (SCImago Journal Rank: www.scimagojr.com) โดยวารสารนั้นถูกจัดอยู่ในควอเตอร์ที่ 1 หรือ 2 (Q1 หรือ Q2) ในปีล่าสุดที่ตีพิมพ์

ในการนี้ คณะฯ จึงขออนุมัติเบิกจ่ายเงินรางวัลสนับสนุนการตีพิมพ์บทความวิจัยที่ประสบความสำเร็จของ Mr. Kevin Fuchs บทความวิจัย: The importance of competency development in higher education: Letting go of Rote learning เป็นจำนวนเงิน 40,000.- บาท (สี่หมื่นบาทถ้วน) โดยเบิกจ่ายจาก เงินอุดหนุนกองทุนวิจัยคณะกรรมการบริการและการท่องเที่ยว สำหรับจำนวนเงินดังกล่าวโปรดจ่าย Mr. Kevin Fuchs ต่อไป

เลขที่มอ 302.1/65-4312
พิมพ์ครั้งที่ 1 วันที่พิมพ์ 19 ตุลาคม 2565

BNF02
เงินรายได้ ปีงบประมาณ 2566
งบกองทุนวิจัยส่วนงาน
จ่ายโดย



โดยมีรายละเอียดดังนี้

ผู้รับเงิน	รายชื่อตามเอกสารแนบ	จำนวนเงินขอเบิก	40,000.00 บาท
ประเภท	บุคลากรภายใน	Benefit Code	(060) เงินรางวัลการวิจัย
หน่วยงบประมาณ : (23.F54) กองทุนวิจัยคณะกรรมการบริการและการท่องเที่ยว			
รหัสงบประมาณ : 23.F54ER310105.001			
รหัสงบประมาณ Related Revenue : -			
แผนงาน :	แผนงานการวิจัย	งบรายจ่าย :	งบเงินอุดหนุน
งาน :	งานสนับสนุนวิจัย	หมวดรายจ่าย :	ประเภทเงินอุดหนุน
		หมวดรายจ่ายย่อย :	อุดหนุนค่าใช้จ่ายด้านการวิจัย
รหัสบัญชี : 5103010210 ค่าตอบแทนการปฏิบัติงานอื่น	จำนวนเงิน	40,000.00 บาท	

จึงเรียนมาเพื่อโปรดพิจารณาอนุมัติเบิกจ่ายตามรายละเอียดข้างต้น จักเป็นพระคุณยิ่ง

(น.ส.กานต์พิชชา ธนกุลไพสิฐ)

นักวิชาการเงินและบัญชี

เอกสารแนบประกอบการเบิกจ่าย มอ 302.1/65-4312

รายชื่อผู้รับเงิน

ลำดับ	ชื่อ สกุล	จำนวนขอเบิก
1	KEVIN FUCHS	40,000.00
	รวมขอเบิกทั้งสิ้น	40,000.00

21/10/65



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RETRACTED: The perceived service quality in higher education: An empirical study using the SERVPERF dimensions

Kevin Fuchs^{1*}, Keerati Fangpong² and Ashleigh Southam³

¹Faculty of Hospitality and Tourism, Prince of Songkla University, Phuket, Thailand, ²Faculty of
Management Sciences, Ubon Ratchathani University, Ubon Ratchathani, Thailand, ³Faculty of Arts
and Education, Deakin University, Warrnambool, VIC, Australia

Students have become more concerned about their university selection and are more demanding of the universities they chose. In this highly competitive environment, universities need to understand these expectations. This study examines how undergraduate students perceived the service quality in their higher education institution. To answer that question, a questionnaire was developed and was distributed amongst tourism and hospitality students in Thailand. A variety of statistical techniques was used to analyze the 208 eligible responses. The results revealed that year of study is a significant factor on students' reported levels of service quality, whereas gender and nationality were not. This study emphasizes the need to consider the student's year of study (e.g., age) when policymakers and educators evaluate students' needs in undergraduate tourism education. The article concludes by presenting implications for educators, policymakers, and education researchers.

KEYWORDS

service quality, tourism education, higher education, undergraduate, SERVPERF

Introduction

Ali et al. (2016) state that "determining and assessing student satisfaction based on their perception of the quality of a university's services may not be an easy task" (p. 89–90). However, it can be a helpful tool for the institution to build a stronger relationship with their existing and potential students. The higher education sector has become an increasingly competitive market with information detailing an institution's quality being readily available (Gul et al., 2019). Therefore, it is paramount that universities provide quality services and maintain a positive international reputation to attract and retain capable and valuable students (Gul et al., 2019). In order to do this, a university must undergo processes of evaluation of quality measurements to ensure its ability to compete in the education market. Students themselves are seeking quality institutions that can offer them valuable educational experiences and qualifications that are reputable (Abbas, 2020).

BRIEF RESEARCH REPORT article

Front. Educ., 20 September 2022

Sec. Higher Education

Volume 7 - 2022 | <https://doi.org/10.3389/feduc.2022.954797>

RETRACTED: The perceived service quality in higher education: An empirical study using the SERVPERF dimensions

Retracted

 Kevin Fuchs^{1*}  Keerati Fangpong²  Ashleigh Southam³

¹ Faculty of Hospitality and Tourism, Prince of Songkla University, Phuket, Thailand² Faculty of Management Sciences, Ubon Ratchathani University, Ubon Ratchathani, Thailand³ Faculty of Arts and Education, Deakin University, Warrnambool, VIC, Australia

 A retraction of this article was approved in:

Retraction: The perceived service quality in higher education: an empirical study using the SERVPERF dimensions

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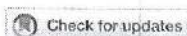
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Retraction: The perceived service quality in higher education: an empirical study using the SERVPERF dimensions

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A Retraction of the Original Research Article

The perceived service quality in higher education: an empirical study using the SERVPERF dimensions

by Fuchs, K., Fangpong, K., and Southam, A. (2022). *Front. Educ.* 7:954797. doi: 10.3389/feduc.2022.954797

The journal and Chief Editors retract the 20 September 2022 article cited above.

This article is retracted by Frontiers. The publisher has discovered that the authors provided unverifiable information for the peer-review process. As the scientific integrity of the article cannot be guaranteed, and adhering to the recommendations of the Committee on Publication Ethics (COPE), the publisher therefore retracts the article.

The authors agree to this retraction.

This retraction was approved by the Chief Editors of Frontiers in Education and the Chief Executive Editor of Frontiers.

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จ่ายโดย



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เรื่อง ขออนุมัติเบิกจ่ายเงินรางวัลสนับสนุนการตีพิมพ์บทความวิจัย

เรียน คณบดีคณะกรรมการบริการและการท่องเที่ยว

ตามบันทึกข้อความที่ มอ. 302.1/65-3693 ลงวันที่ 9 กันยายน 2565 คณะกรรมการบริการและการท่องเที่ยวได้อนุมัติเงินรางวัลสนับสนุนการตีพิมพ์บทความวิจัยที่ประสบความสำเร็จ ตามประกาศเรื่องทุนสนับสนุนและส่งเสริมการวิจัย กองทุนวิจัยคณะกรรมการบริการและการท่องเที่ยว ประจำปีงบประมาณ 2564 ข้อที่ 6 ข้อย่อยที่ 6.1.4. ตีพิมพ์บทความจากผลงานวิจัยในวารสารทางวิชาการระดับนานาชาติที่ปรากฏในฐานข้อมูลการจัดการอันดับวารสาร SJR (SCImago Journal Rank: www.scimagojr.com) โดยวารสารนั้นถูกจัดอยู่ในควอเตอร์ที่ 1 หรือ 2 (Q1 หรือ Q2) ในปีล่าสุดที่ตีพิมพ์

ในการนี้ คณะฯ จึงขออนุมัติเบิกจ่ายเงินรางวัลสนับสนุนการตีพิมพ์บทความวิจัยที่ประสบความสำเร็จของ Mr.Kevin Fuchs บทความวิจัย: "The Perceived Service Quality in Higher Education: An Empirical Study using the SERVPERF Dimensions" เป็นจำนวนเงิน 40,000.- บาท (สี่หมื่นบาทถ้วน) โดยเบิกจ่ายจาก เงินอุดหนุนกองทุนวิจัยคณะกรรมการบริการและการท่องเที่ยว สำหรับจำนวนเงินดังกล่าวโปรดจ่าย Mr.Kevin Fuchs ต่อไป

เลขที่มอ 302.1/65-3798

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รหัสงบประมาณ Related Revenue : -			
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(น.ส.กานต์พิชชา ธนกุลไพสิฐ)

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RETRACTED: The Difference Between Emergency Remote Teaching and e-Learning

Kevin Fuchs*

Faculty of Hospitality and Tourism, Prince of Songkla University, Phuket, Thailand

Keywords: higher education, undergraduate, emergency remote teaching, education, online teaching and learning

INTRODUCTION

Online education is a well-established pedagogical paradigm that has been studied and discussed from numerous perspectives (Kanuka et al., 2007; Blayone et al., 2017). Moreover, online education is often associated with a variety of opportunities and obstacles (Gillet-Sydn, 2017; Ferri et al., 2020). While crises and disasters are not a new phenomenon in education (Winograd, 2016), the global pandemic, namely COVID-19, made contact teaching in an unprecedented move temporarily impossible (Fuchs and Kartha, 2021). The list of countries that mandated their educational institutions to shift toward online education has been growing by the day in 2019 (Ng, 2021). Henceforth, the paradigm of emergency remote teaching (ERT) emerged. Nevertheless, there is a distinguishing difference between emergency remote teaching and e-learning (i.e., online teaching or online learning). This opinion paper discusses implications for educational researchers when using the terms as a synonym and provides a value-added perspective on the differences between ERT and traditional online education.

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Edited by:

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HAMK Häme University of Applied
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DISCUSSION

Emergency remote teaching is a temporary shift in the delivery of education to an alternative delivery model in which all teaching is conducted online (Hodges et al., 2020). It is said that online education has been studied for the better part of the previous two decades (Martin et al., 2017). Furthermore, there is a relative agreement on the aspects that do not add substantially to online education's efficacy (Shen et al., 2013; Alqurashi, 2016).

Modality, pacing, student-instructor ratio, pedagogy, the role of assessment, the instructor's role, the student's role, communication channels, and feedback sources are examples of these characteristics (Hodges et al., 2020). There is reasonable doubt ERT classrooms will feature these properties as educators may not have enough time and experience adjusting their course syllabi and thereby unwillingly creating an unsatisfactory learning environment for the students (Torres Martin et al., 2021).

To provide further content, a search query was executed on 15th April 2022 in Scopus, Google Scholar, ERIC, and Web of Science, which revealed an abundance of literature related to ERT. However, upon taking a closer look, the publications that form the body of knowledge about ERT, are exclusively dated 2020 or more recent (i.e., 2020–2022). To further illustrate, when singling out Elsevier's abstract and citation database Scopus, as of 7th May 2022, there were 532 publications related to emergency remote teaching and learning. The majority of these publications (original research, short communications, conference proceedings, and review articles) relate to the field of social sciences ($n = 402$).

Moreover, most of these publications were indexed in 2021 ($n = 350$), however, the number will likely be surpassed in 2022 as it currently stands at 97. Lastly, the leading authors and experts in the field of emergency remote teaching and learning are Ogata ($n = 7$), Fuchs ($n = 6$), and Majumdar ($n = 5$) with an overall contribution of 5.11% in Scopus related to ERT (see Table 1).

OPINION article

Front. Educ., 02 June 2022

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RETRACTED: The Difference Between Emergency Remote Teaching and e-Learning

Retracted



Kevin Fuchs*

Faculty of Hospitality and Tourism, Prince of Songkla University, Phuket, Thailand



A retraction of this article was approved in:

Retraction: The difference between emergency remote teaching and e-learning

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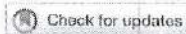
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Retraction: The difference between emergency remote teaching and e-learning

Frontiers Editorial Office*

A Retraction of the Original Research Article

The difference between emergency remote teaching and e-learning

by Fuchs, K. (2022). *Front. Educ.* 7:921332. doi: 10.3389/feduc.2022.921332

The journal and Chief Editors retract the 02 June 2022 article cited above.

This article is retracted by Frontiers. The publisher has discovered that the author provided unverifiable information for the peer-review process. As the scientific integrity of the article cannot be guaranteed, and adhering to the recommendations of the Committee on Publication Ethics (COPE), the publisher therefore retracts the article.

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ที่ มอ 302.1/65-2186

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เรียน คณบดีคณะกรรมการบริการและการท่องเที่ยว

ตามบันทึกข้อความที่ มอ.302.1/65-2107 ลงวันที่ 01 มิถุนายน 2565 คณะการบริการและการท่องเที่ยวได้อนุมัติเงินรางวัลสนับสนุนการตีพิมพ์บทความวิจัยที่ประสบความสำเร็จ ตามประกาศเรื่องทุนสนับสนุนและส่งเสริมการวิจัย กองทุนวิจัยคณะกรรมการบริการและการท่องเที่ยว ประจำปีงบประมาณ 2564 ข้อที่ 6 ข้อย่อยที่ 6.1.4. ตีพิมพ์บทความจากผลงานวิจัยในวารสารทางวิชาการระดับนานาชาติที่ปรากฏในฐานข้อมูลการจัดการอันดับวารสาร SJR (SCImago Journal Rank:www.scimagojr.com) โดยวารสารนั้นถูกจัดอยู่ในควอเตอร์ที่ 1 หรือ 2 (Q1 หรือ Q2) ในปีล่าสุดที่ตีพิมพ์

ในการนี้ คณะฯ จึงขออนุมัติเบิกจ่ายเงินรางวัลสนับสนุนการตีพิมพ์บทความวิจัยที่ประสบความสำเร็จของ Mr.Kevin Fuchs บทความวิจัย: The Difference Between Emergency Remote Teaching and e-learning เป็นจำนวนเงิน 40,000.- บาท (สี่หมื่นบาทถ้วน)

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(น.ส.กานต์พิชชา จนกุลโพธิ์)

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Memorandum



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Faculty of Hospitality and Tourism, Prince of Songkla University
80 Moo 1 Vichitsongkram Road, Kathu, Phuket 83120, Thailand
kevin.f@phuket.psu.ac.th

To: Faculty of Hospitality and Tourism, Prince of Songkla University

Re: Retracted articles in *Frontiers in Education* from 2022

Phuket, 15th January 2025

Dear Assoc. Prof. Dr. Pornpisanu,

With regard to the retraction of three articles I authored and published in 2022 in *Frontiers in Education*, I now understand from our recent discussion that maintaining the academic benefits and monetary rewards derived from research publications requires upholding their active publication status.

The articles in question are:

- *The Importance of Competency Development in Higher Education: Letting Go of Rote Learning*
- *The perceived service quality in higher education: An empirical study using the SERVPERF dimensions*
- *The Difference Between Emergency Remote Teaching and e-Learning*

In light of the publisher's retraction of these articles, the grounds for receiving such benefits no longer exist. As such, **I have removed the respective entries from the university records system** (i.e., *HR-MIS*) to ensure compliance with this principle.

Additionally, **I am prepared to return any monetary rewards I may have received** related to these publications.

I sincerely apologize for any inconvenience this may have caused the university and greatly appreciate your consideration of this matter.

Thank you for your understanding and support in this matter.



Best regards,
Kevin Fuchs



RETRACTED: The Difference Between Emergency Remote Teaching and e-Learning

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Keywords: higher education, undergraduate, emergency remote teaching, education, online teaching and learning

INTRODUCTION

Online education is a well-established pedagogical paradigm that has been studied and discussed from numerous perspectives (Kanuka et al., 2007; Blayone et al., 2017). Moreover, online education is often associated with a variety of opportunities and obstacles (Gillett-Swan, 2017; Ferri et al., 2020). While crises and disasters are not a new phenomenon in education (Winograd, 2016), the global pandemic, namely COVID-19, made contact teaching in an unprecedented move temporarily impossible (Fuchs and Karila, 2021). The list of countries that mandated their educational institutions to shift toward online education has been growing by the day in 2019 (Ng, 2021). Henceforth, the paradigm of emergency remote teaching (ERT) emerged. Nevertheless, there is a distinguishing difference between emergency remote teaching and e-learning (i.e., online teaching or online learning). This opinion paper discusses implications for educational researchers when using the terms as a synonym and provides a value-added perspective on the differences between ERT and traditional online education.

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DISCUSSION

Emergency remote teaching is a temporary shift in the delivery of education to an alternative delivery model in which all teaching is conducted online (Hodges et al., 2020). It is said that online education has been studied for the better part of the previous two decades (Martin et al., 2017). Furthermore, there is a relative agreement on the aspects that do not add substantially to online education's efficacy (Shen et al., 2013; Alqurashi, 2016).

Modality, pacing, student-instructor ratio, pedagogy, the role of assessment, the instructor's role, the student's role, communication channels, and feedback sources are examples of these characteristics (Hodges et al., 2020). There is reasonable doubt ERT classrooms will feature these properties as educators may not have enough time and experience adjusting their course syllabi and thereby unwillingly creating an unsatisfactory learning environment for the students (Torres Martín et al., 2021).

To provide further content, a search query was executed on 15th April 2022 in Scopus, Google Scholar, ERIC, and Web of Science, which revealed an abundance of literature related to ERT. However, upon taking a closer look, the publications that form the body of knowledge about ERT, are exclusively dated 2020 or more recent (i.e., 2020–2022). To further illustrate, when singling out Elsevier's abstract and citation database Scopus, as of 7th May 2022, there were 532 publications related to emergency remote teaching and learning. The majority of these publications (original research, short communications, conference proceedings, and review articles) relate to the field of social sciences ($n = 402$).

Moreover, most of these publications were indexed in 2021 ($n = 350$), however, the number will likely be surpassed in 2022 as it currently stands at 97. Lastly, the leading authors and experts in the field of emergency remote teaching and learning are Ogata ($n = 7$), Fuchs ($n = 6$), and Majumdar ($n = 5$) with an overall contribution of 5.11% in Scopus related to ERT (see Table 1).

TABLE 1 | Summarized findings from the database inquiry in Scopus.

Inquiry date	Type	2020	2021	2022	Total
15 April 2022	Overall	85	350	97	532
	Social sciences	51	269	81	402
7 May 2022	Overall	98	389	125	612
	Social sciences	79	282	98	459

Consequently, it is reasonable to state that the phenomenon of emergency remote teaching and learning emerged in 2019 with the appearance of the global pandemic, namely COVID-19. Many landmark studies address the perceived usefulness, opportunities, challenges, as well as good practices (Adedoyin and Soykan, 2020; Ferri et al., 2020; Fuchs and Karrila, 2021; Gelles et al., 2020; Fuchs, 2021; Iglesias-Pradas et al., 2021; Stewart and Lowenthal, 2022). When comparing ERT with online teaching/learning, it is noteworthy to mention that online teaching/learning “carries a stigma of being lower quality than face-to-face learning, despite research showing otherwise (Hodges et al., 2020, p. 2).

Therefore, when the newly emerged paradigm of ERT is being compared with a rather established mode of education, it creates two implications. First, it affirms the stigma and general perception that online education is of lesser quality, and therefore, deteriorates the reputation of an educational paradigm that is likely to grow in the future. Second, the temptation of comparing ERT with online teaching/learning is comparing apples to oranges. Indeed, both are educational models with opportunities and shortcomings, however, the nature of planning, implementation, and execution is fundamentally different.

A study by König et al. (2020) further illustrates the misperception that a synonymous application of both paradigms entails creates. The authors studied how teachers adapted to the temporary shift toward ERT while erroneously referring to online teaching. They conclude that “opportunities to learn digital competence are instrumental in adapting to online teaching” (p. 608).

However, I would argue that the necessity for digital competence would largely differ in the context of ERT compared to traditional online teaching. Going a step further, beyond the simultaneous application of both terminologies, it also creates confusion for future research. For example, a review study conducted by Masalimova et al. (2022) sought to examine students’ attitudes toward studying online during COVID-19. However, the study neglects to mention the paradigm of ERT and consequently, uses the search items “Distance learning” AND “University” AND “COVID” omitting a vast majority of studies that correctly address the paradigm of emergency remote teaching/learning.

Research conducted by Topuz et al. (2022) examines the use of online assessment systems, but specifically delimits the scope to ERT to establish a clear distinction between regular online teaching and emergency remote teaching. Although, it could be conjectured that, with time, emergency remote

teaching transitions into the paradigm of regular online teaching (Guppy et al., 2022). All barriers and shortcomings perceived by educators and institutions that were addressed by Hodges et al. (2020) would eventually diminish over time and a transition toward online education would take place. For example, Donham et al. (2022) identified that ERT would entail at least twice as many barriers compared with regular online education, wherein educators and students are conceptually prepared to conduct classes online.

Similarly, there are elemental misalignments between online education and emergency remote teaching as relatedly firmed by Rapanita et al. (2020). There are elemental misalignments between online education and emergency remote teaching. Online education, for example, assumes an existing organizational infrastructure that serves the aims of online teaching and learning. In contrast, COVID-19’s emergency remote teaching has frequently been improvised without much proper time to consider implementation (Ferri et al., 2020; Fuchs and Karrila, 2021).

Establishing an effective online course or teaching online within the paradigm of e-learning takes several implementations to eliminate flaws and improve course content (Magunje and Chigona, 2021). The first word in ERT stands for emergency, and that is the fundamental difference between ERT and e-learning. In ERT, there are no longer planning cycles or several course implementations that allowed educators to mature their course content to precision. Emergency remote teaching can be envisioned as a mere patch on a burst bicycle tire that still has a few kilometers to run. In that analogy, ERT is the patch that allows continuity for institutions, educators, and students before resuming a traditional classroom arrangement. Therefore, it would feel appropriate to measure and evaluate ERT through the same lenses as e-learning.

CONCLUSION

To put it in a nutshell, studies on the impact of the COVID-19 pandemic on teaching and learning around the world conclude that valuable lessons have been learned and certainly pose the opportunity to advance the paradigm of online education in the future. Nevertheless, I would like to argue that it is profoundly misleading to put emergency remote teaching/learning on the same pedestal as online teaching/learning. Academia and the research community would benefit from a clear distinction between the two educational paradigms and recognize them

for what they are, otherwise, we face the risk to feed into the general perception that online education is of lesser quality.

ENDNOTE

The author synonymously interprets the terminology “emergency remote teaching” and “emergency remote learning”

in the context of this paper, wherein teaching and learning refer to the perspective of the corresponding stakeholder, i.e., teacher and student.

AUTHOR CONTRIBUTIONS

The author confirms being the sole contributor of this work and has approved it for publication.

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Retraction: The difference between emergency remote teaching and e-learning

Frontiers Editorial Office*

A Retraction of the Original Research Article

[The difference between emergency remote teaching and e-learning](#)

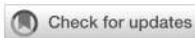
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The journal and Chief Editors retract the 02 June 2022 article cited above.

This article is retracted by Frontiers. The publisher has discovered that the author provided unverifiable information for the peer-review process. As the scientific integrity of the article cannot be guaranteed, and adhering to the recommendations of the Committee on Publication Ethics (COPE), the publisher therefore retracts the article.

The author agrees to this retraction.

This retraction was approved by the Chief Editors of Frontiers in Education and the Chief Executive Editor of Frontiers.



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RETRACTED: The importance of competency development in higher education: Letting go of rote learning

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KEYWORDS

higher education, competence development, undergraduate studies, active learning, pedagogy

Introduction

The world has changed a lot in the past few decades, and it continues to change. Technology development has accelerated, and this is also true of social changes and changes related to specific jobs (Pfeiffer, 2021). The job of the future might not exist yet, and old industries are shifting quickly (Halberstadt et al., 2019). This new landscape has led to a ripple of changes across educational institutions as well, because traditional paradigms no longer meet the demands and expectations of this new reality (Kjellgren and Richter, 2021). The traditional approach has been slowly replaced by a focus on competencies, and there are good reasons to push forward for a competency-based approach (Ibarra-Sáiz et al., 2020). The terms competence and competency are often used interchangeably, and we will be employing competency in the sense of having specific abilities, a product of learning and a foundation for action (Chan et al., 2013; Shevyakova et al., 2021). The article discussed the importance of focusing on competency development in lieu of knowledge-based learning in higher business education.

Discussion

The role of competence-based education

The current job market does not offer opportunities on the basis of a degree alone. Rather, there is an increased search for people who can do things, who can respond to problems and offer solutions (Wallo et al., 2020). In short, there is a search for people who can “take action” rather than those who have knowledge (Velasco et al., 2014). Employers look for people who have skills like communication, teamwork, and beyond, as well as those who can develop new skills as required, who can learn new competencies and put them in practice (Konrad et al., 2019). This suggests that employers seek graduates who have not just knowledge but the combination of skills, knowledge, and ability to put their expertise in practice that can be defined by the word competence or competency. However, it is not just that this is something requested or required by employers. It becomes necessary because the world demands it as well.

If before, people could get a job, get promoted within the same company and then retire from the same place, today, that is a lot less common. Between the ages of 18 and 24, people change jobs 5.7 times on average, and, while that number decreases with age, it still remains higher than 1. Fifty-three percentage of adults will use half of their education or less in their jobs, and many more will shift careers, sometimes once, sometimes more than once (ApolloTechnical, 2022). This means that people will often rely not on the specific knowledge they acquired from university but more general abilities, as well as the capacity to acquire new skills as required. This is why competencies are especially important. There are several competencies that become particularly significant in the modern world. Competence means that you have the ability to do something well. You are capable of performing a task or job effectively (Zhiping, 2020).

Competence can include the knowledge and skills needed to solve a quadratic equation. Or, it can comprise the much larger and more diverse clusters of skills, or competencies, needed to lead a multinational corporation. The concept of competence is creeping into our lives, pervading our thinking about developing people of all ages—from new babes to weathered professionals. We find it in modern human resources departments in our workplace, and in innovating schools experimenting with competence-based education. Is defined as the capacity to respond to individual, or societal, demands in order to perform an activity or complete a given task.

They are developed through acting and interacting in both formal and informal educational or professional contexts, and require going beyond the mere reproduction of acquired knowledge. At its highest level, this conceptualization of competence implies to choose and adapt from within the acquired processes those ones necessary to solve an unknown complex task or problem. The ability to action something successfully or efficiently. Also synonymously referred to as “skills”.

One that has received a lot of attention, both positive and negative, is intercultural competence (Gregersen-Hermans, 2017). This refers to the ability to understand and respect other cultures and operate successfully within diverse teams (McGill et al., 2020). The competency can serve the individual within a variety of fields and contexts and becomes essential for working in a globalized world. Universities and schools are becoming aware of this and consider intercultural competencies a part of their program. But at the same time, in many educational contexts, the term becomes a catch-all concept or is given insufficient attention (Gregersen-Hermans, 2017). While competencies are becoming more popular, they are not always integrated fully into the curriculum, given enough attention, or differentiated from more traditional approaches in a meaningful way.

This shows that countries and institutions have been slower or faster in adopting this model. While there is some consensus

in the literature on the benefits of a competency-based model over other forms of education and the requirements for new approaches, this has not always been enough to spur institutions into action, which means that even institutions that state they use competencies have sometimes held back, something that can negatively affect the employability of their students.

The role of higher education

Higher education is expected to provide professional attributes more in line with competence models, albeit not all schools have adapted to it and have been quick to modernize their approaches. But what is the alternative? Traditional approaches often focus more on rote learning. This is especially true of some spaces. For example, a paper focused on Pakistan context mentions rote learning as the leading approach on all levels of education from elementary to higher education and how it is something that keeps students from acquiring 21st century skills. Rote learning is focused on memorization rather than deep learning. It also does not consider practical applications or skills as much, rather centering on reproducing knowledge close to the text (Ahmed and Ahmed, 2017).

The problems of rote learning have been described in the literature (Ahmed and Ahmed, 2017). While it is useful for simpler skills, it does not offer a deeper understanding of the subject and it does not create opportunities to apply the knowledge beyond the basics. The modern world demands greater and more flexible skills that can be used in practice. Rote does not allow for flexibility because the knowledge is expressed and memorized as is, on a superficial level, which often means the person can reproduce what they know but not modify it or use it creatively.

There are many different models that describe competencies and that outline the specific competencies that universities should focus on (Fuchs, 2021). Some common ones include self-confidence, problem solving, communication, critical thinking, flexibility, innovation, creativity, application of knowledge, and more, as well as career management and job-specific competencies that might vary from school to school. A competency-based model does not neglect specific knowledge, such as human anatomy for doctors or programming languages for IT specialists (Sáez-López et al., 2021).

The competence-based model works to ensure that students emerge with the main basic skills that can be adapted for practice right away and that also can be modified depending on what they require later in life. Instead of offering specialized knowledge or, rather, only specialized knowledge, the objective is to also bring generalizable skills that students will be able to use later on.

But if the competence model offers so many benefits, why has it not been yet adopted everywhere? Why are there systems that continue to focus on rote learning or other traditional

TABLE 1 A comparison of characteristics between rote learning vs. competency-based learning [adopted from Crosslin (2016)].

Characteristics of rote learning	Characteristics of competency-based learning
Passive learning; mere memorization of facts	Active and immersive learning
Short-term recall	Long-term understanding
Retention of knowledge	Transfer of knowledge (using existing knowledge to solve new problems)
Faster, quicker way to remember information	A gradual process leading to a more comprehensive understanding of concepts
Difficult to focus, mental exhaustion	Engaging and fun
Little to no development of cognitive skills such as logical-thinking, analyzing, reasoning, or problem-solving	Opportunity to fine-tune cognitive skills

approaches that center knowledge? Change is not easy and requires a significant overhaul of existing practices. This takes time and investment, as well as significant effort, which might not always be possible for all institutions. Traditional programs remain in place, and many educators have been working with these throughout their lives.

The modern world changes quickly and demands far more advanced skills from people pursuing higher education. They need to solve problems in novel ways, create skills and promote innovation. It is not enough to reproduce what they know, but people have to adapt it to new situations. Due to changes in technology and other advancements, the world shifts constantly. One example that illustrates the use of general competencies was the recent pandemic. It meant major changes to people's lifestyles and jobs, the need to adapt quickly and work independently from home. Managers and employees had to use their competencies to fit with their new situation and continue to thrive even as the world around them massively changed.

Moreover, rote learning is deeply embedded in the basis of the educational theory of instructivism. The ideology of that theory maintains a stance that knowledge should be transferred directly into the mind of the learner from the instructor (Crosslin, 2016). An opposing viewpoint is the educational theory of constructivism, which supports competency development over mere memorization techniques

(as summarized for comparison in Table 1). Competency-based learning begins by identifying specific competencies or skills and enables learners to develop mastery of each competency or skill at their own pace (Crosslin, 2016).

Conclusion

Competencies prepare people to face the world, whether they end up working in something directly related to their education or changing careers because there is a high probability that they will change careers at some point in their professional life. Competencies cover more general skills and develop the person for the modern world with all its high demands and requirements. While it cannot be said that a competence-based model will be the future of all education, it is a better option at the moment. It strives to develop general skills and responds to the demands of an increasingly fast-paced and changing world, so it better serves students and higher learning institutions. It might also better help society, offering more people the chance to develop skills like communication, critical thinking, and beyond that can be applied beyond a single workplace. They can help people make a change in their relationships, communities, and their projects as well.

Author contributions

The author confirms being the sole contributor of this work and has approved it for publication.

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The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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Retraction: The importance of competency development in higher education: letting go of rote learning

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A Retraction of the Original Research Article

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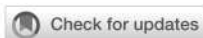
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The journal and Chief Editors retract the 23 September 2022 article cited above.

This article is retracted by Frontiers. The publisher has discovered that the author provided unverifiable information for the peer-review process. As the scientific integrity of the article cannot be guaranteed, and adhering to the recommendations of the Committee on Publication Ethics (COPE), the publisher therefore retracts the article.

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RETRACTED: The perceived service quality in higher education: An empirical study using the SERVPERF dimensions

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Students have become more concerned about their university selection and are more demanding of the universities they chose. In this highly competitive environment, universities need to understand these expectations. This study examines how undergraduate students perceived the service quality in their higher education institution. To answer that question, a questionnaire was developed and was distributed amongst tourism and hospitality students in Thailand. A variety of statistical techniques was used to analyze the 208 eligible responses. The results revealed that year of study is a significant factor on students reported levels of service quality, whereas gender and nationality were not. This study emphasizes the need to consider the student's year of study (e.g., age) when policymakers and educators evaluate students' needs in undergraduate tourism education. The article concludes by presenting implications for educators, policymakers, and education researchers.

KEYWORDS

service quality, tourism education, higher education, undergraduate, SERVPERF

Introduction

Ali et al. (2016) state that “determining and assessing student satisfaction based on their perception of the quality of a university's services may not be an easy task” (p. 89–90). However, it can be a helpful tool for the institution to build a stronger relationship with their existing and potential students. The higher education sector has become an increasingly competitive market with information detailing an institution's quality being readily available (Gul et al., 2019). Therefore, it is paramount that universities provide quality services and maintain a positive international reputation to attract and retain capable and valuable students (Gul et al., 2019). In order to do this, a university must undergo processes of evaluation of quality measurements to ensure its ability to compete in the education market. Students themselves are seeking quality institutions that can offer them valuable educational experiences and qualifications that are reputable (Abbas, 2020).

Students' learning is strongly linked to their contentment with their courses and the learning environment in which they find themselves (Osman and Saputra, 2019). Effective teaching is multidimensional and no single criterion is sufficient in itself (Rueda et al., 2017). It is defined by a number of characteristics, including demonstrating excitement, providing feedback to students, comprehending students' difficulties, and presenting subjects in an engaging manner. These factors result in real disparities in teaching quality, which can be measured (Alves and Raposo, 2009). The ability of organizations to create an overall positive image to prospective students through their various decision-making mechanisms, operating systems, and human resource practices is critical to the enhancement of higher education service quality (Khodayari and Khodayari, 2011).

This study aims to examine and identify students' perceived satisfaction with their educational institution. The literature provides a variety of suitable frameworks to measure service equality in higher education, however, the body of knowledge presently lacks empirical evidence as to what factors influence the perceived service quality by undergraduate hospitality and tourism students¹ in Thailand. It is the aim of this project to close this gap by achieving the following research objectives:

- (RO.1) To examine undergraduate hospitality and tourism students' perceived satisfaction with their higher education institution.
- (RO.2) To compare how socio-demographic factors (age, nationality, and gender) influence the perceived service quality amongst hospitality and tourism students.
- (RO.3) To provide a baseline for future research and identify practical implications that are useful for the administration as well as educational tourism researchers.

Literature review

Service quality measurements of universities and higher education institutions involve the measurement of factors such as organizational and methodological frameworks, reputational studies, learning environments, faculty research productivity, and student experiences and outcomes (Latif et al., 2019). Universities must frequently measure service quality in order to control and enhance the level of services provided (Latif et al., 2019). Service quality perceptions of academic institutions frequently differ based on the needs of the service's customer. In the educational setting, the customer can be seen as

the potential or existing student. A student may consider a certain class, curriculum, or university to be of high-quality, while another may regard the same experience to be ordinary (Quinn et al., 2009). To further complicate matters, industry-based quality measurements and procedures often focus on student.

Student learning is influenced more by their perceptions on the learning context than by the learning context itself (Trautwein and Bosse, 2017). As a result, the learning and teaching issue is influenced not only by how teachers plan and structure their subjects and courses, but also by how students perceive and interpret this design and structure (Rueda et al., 2017). Students' constructs of learning in tourism education are generally based on their interpretations of task needs, evaluation, and the teaching and learning environment (Fuchs, 2021a).

Higher education, like many other service industries, has had a difficult time measuring service quality. Abbas (2020) claimed that in order to preserve quality, a steady and deliberate effort is required (Abbas, 2020). People, procedures, and systems at educational institutions are dedicated to continuous training and improvement (Gupta and Kaushik, 2018; Latif et al., 2019). Therefore, continuous improvement is an important aspect to the sustainability of service quality. Measuring service quality can be categorized into five key factors that relate to teaching and learning, they are; tangibles, reliability, responsiveness, assurance, and empathy (Latif et al., 2019). Tangibles refer to aspects of a student's learning experience such as the facilities, the campus, technology and the quality of learning materials (Latif et al., 2019). It is also necessary to analyze the institutions reliability and responsiveness (Gupta and Kaushik, 2018), which is not limited to but includes items such as consistent grading criteria, precise student records, or conduct by staff.

Developing quality assurance refers communication from staff and faculty to the students and the ability of academic staff to professionally answer questions posed to them (Hwang and Choi, 2019). It also refers to the knowledge of academic personnel as well as their capacity to provide a high-quality standard of teaching (Gul et al., 2019). Another factor that reportedly has an impact on the perception of service quality is empathy (Latif et al., 2019). Empathy in the context of the student experience is defined as the ability to connect with and affirm a student's feelings, even if the academic staff are unable to resolve the problem (Gul et al., 2019). Empathy involves allowing the learner to feel heard by acknowledging their sentiments, hence improving their learning experience (Hwang and Choi, 2019; Fuchs, 2021b).

The meaning of quality education is pedagogically and developmentally sound and educates the student in becoming an active member of society (Ewell, 2010). International bodies, researchers, and stakeholders in the field of higher education tend to define the term "quality in higher education" in different settings because it is a compound concept that depends on

1. To simplify the manuscript and improve the readability, the authors intentionally use the term *tourism students*, which in the context of the study always refers to *hospitality and tourism undergraduate students*.

many dimensions (Duque, 2021). For the assessment of quality status at the institute of higher education, certain criteria are required to be fixed first, and then the present status is required to be assessed both qualitatively and quantitatively (Seyfried and Pohlenz, 2018; Turyahikayo, 2019). Management of quality in higher education is a complex phenomenon and involves many separate units, departments and teams (Beerrens, 2018). These units and departments consist of academic units, which comprise of faculty and students, administrative units and departments that support student admission and registration, and, other support services such as laboratory and library facilities (Alzafari and Ursin, 2019).

In recent literature, Camilleri (2021) conducted a comprehensive review suggesting that institutions in higher education can use different performance indicators and metrics to evaluate their service quality in terms of “their resources, student-centered education, high-impact research, and stakeholder engagement” (p. 268). By doing so, it allows them to evaluate the perceived service quality, which is potentially altered as a result of migrating the delivery of higher education services from traditional and blended learning approaches to fully virtual and remote course delivery during the first wave of COVID-19 (Camilleri, 2021). Moreover, Borishade et al. (2021) suggest that a significant association between service quality and student loyalty exists, wherein this relationship is “mediated by student satisfaction” (p. 7). Demir et al. (2020) agree with Borishade et al. (2021) and further suggest “a direct relationship between quality and willingness to pay”

(p. 1,436), proposing that service quality does not only indicate educational reputation but also influences students’ willingness to pay different levels of tuition (Demir et al., 2020).

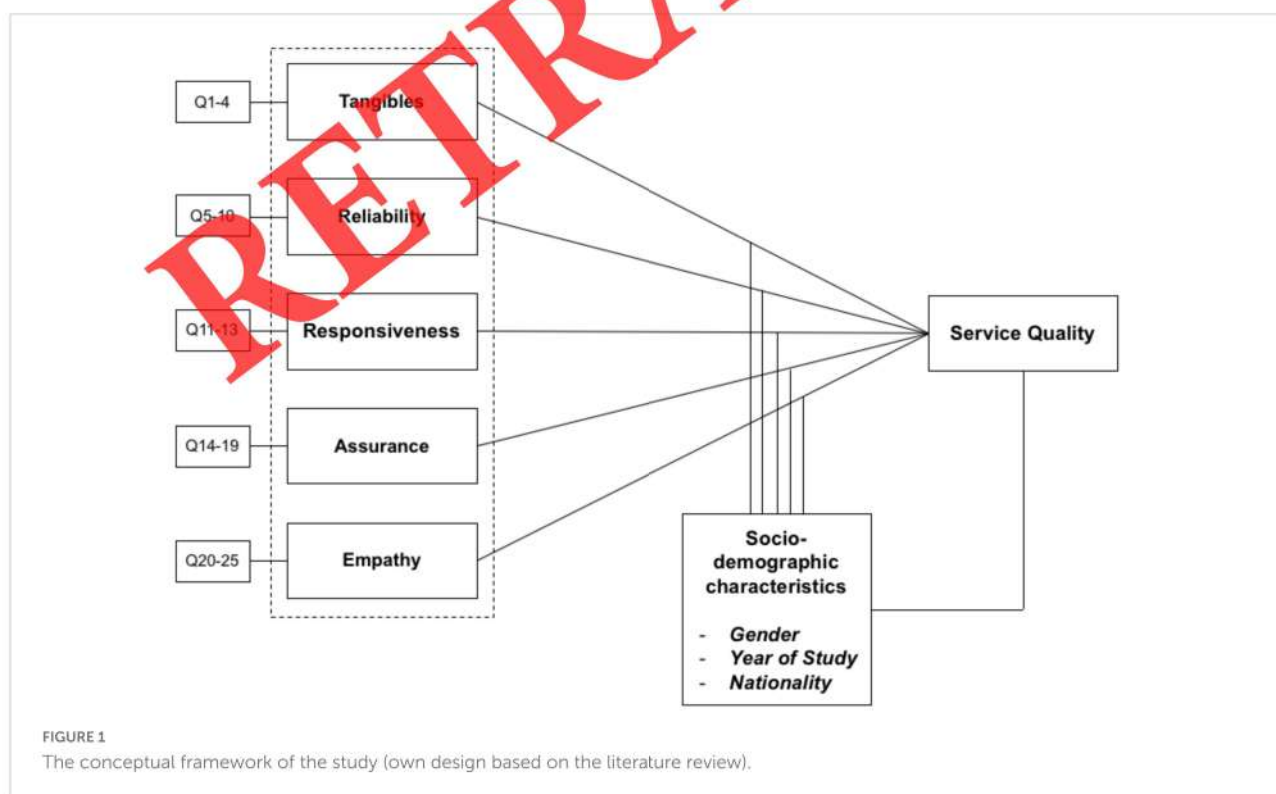
A range of studies (Ham and Hayduk, 2003; Min and Khoon, 2014; Ada et al., 2017; Gul et al., 2019; Skarpeta et al., 2019) suggest that socio-demographic characteristics such as age and gender influence the perceived service quality in higher education. It is noted that the year of study and nationality play a significant role concerning the perceived service quality in the educational context (Min and Khoon, 2014; Gul et al., 2019). However, at present, there appears to be a significant gap in the literature on how socio-demographic factors affect the way tourism students evaluate service quality. Henceforth, the last hypotheses of this study will examine the moderating role of gender, year of study, and nationality toward the perception of students on service quality in their educational institution.

The following conceptual framework guides the research project based on the reviewed literature to sufficiently answer the research objectives that were set forth (Figure 1).

Methodology

Research instrument

The most widely used technique for measuring service quality (Parasuraman et al., 1988; Leonnard, 2018; Gregory, 2019) is the SERVQUAL model. The study



adopted a modified version of a SERVQUAL questionnaire (i.e., SERVPERF, the component that measures only the performance) that was previously used to measure service quality in higher education (Fuchs and Fangpong, 2021). The choice between SERVQUAL and SERVPERF metrics for service quality measurement is often subjective (Rodrigues et al., 2011). The SERVQUAL scale possesses higher diagnostic power to pinpoint areas for improvement, whereas the SERVPERF metrics are more efficiently administered (Sohail and Hasan, 2021). Silva et al. (2017) and Sydorov et al. (2020) suggest that evaluating for validity, reliability, and methodological soundness of service quality the SERVPERF scale is superior for these metrics.

The questionnaire was adapted to fit the context of this study while maintaining the original scale. The questionnaire contains twenty-five items split into five factors (Table 1). The factors *Tangibles*, *Reliability*, *Responsiveness*, *Assurance*, and *Empathy* are designed to examine the service quality. According to Heo et al. (2015) a Cronbach's Alpha value larger than 0.80 ($\alpha \geq 0.8$) suggests good internal consistency. The Cronbach's Alpha was calculated and quantified with 0.809 for the overall reliability of all 25 items. Moreover, the students were asked to report their level of satisfaction concerning the 25 statements on a forced-options scale (i.e., Likert-type scale) ranging from (1) Strongly Disagree, (2) Somewhat Disagree, (3) Neutral, (4) Somewhat Agree, and (5) Strongly Agree. Furthermore, the questionnaire was professionally translated into Thai and administered bilingual (with both language options showing simultaneously).

Lastly, the questionnaire was tested for comprehension with a limited sample ($n = 12$), though these responses from the pilot were not included in the final data analysis.

Sampling

The data was collected from tourism and hospitality students at the Faculty of Hospitality and Tourism, Prince of Songkla University in Phuket, Thailand. At the time of sampling, the participants were fulltime undergraduate degree students specializing either in Tourism Management and Hospitality Management. In addition to the 25 statements of the SERVPERF instrument, the students were asked to report their socio-demographic information relative to age, year of study, nationality, and gender (Table 2). Based on the 208 eligible responses, it can be noted that 75% ($n = 156$) of the respondents were female, whereas 25% ($n = 52$) were male. Furthermore, the age of the participants ranged from 18 to 26 years of age with a mean value of 20.45 years. Lastly, the majority of students are Thai nationals with 91% ($n = 189$), whereas the remainder is foreign degree students (9%; $n = 19$). The exact socio-demographic characteristics of the participants can be seen in Table 2. At the time of sampling, there were 460 undergraduate students enrolled at the faculty, which indicates

that the sample represents 45% of the entire student population. Moreover, the ratios with regard to gender and nationality are representative for the overall population of the faculty based on current student enrollment demographics.

Data collection and ethics

The researchers used convenience sampling to distribute paper questionnaires in the students' classrooms and arbitrarily recruit them to voluntarily participate in the study. All participants of the research were given informed consent about their rights and the scope of the study. A total of 350 questionnaires were distributed and 223 questionnaires were collected in February 2022. After discarding 15 incomplete questionnaires, a total of 208 questionnaires were included in the study, corresponding to a response rate of 59.4%

TABLE 1 The questionnaire consisting of 25 items grouped by their respective factor (adopted from Fuchs and Fangpong, 2021).

Tangibles	
1	The faculty has modern technical equipment in the classrooms for the education process
2	The building and premises of the faculty are modern and visually likeable
3	Academic staff, support staff and management of the faculty appear professional and neat
4	Teaching materials are easily available and up-to-date (e.g., brochures, student guides)
Reliability	
5	Classes are held in accordance with the schedule of lectures and without delays
6	Working hours of the Academic Office are in accordance with students' needs
7	Staff and the faculty provide support and help to students
8	Academic staff have precise records of students' activities (e.g., exam results, attendance)
9	Academic staff apply consistent grading criteria
10	Students are informed about the realization of extracurricular activities in a timely manner
Responsiveness	
11	Inquiries, requests, and claims of students are handled and resolved promptly
12	Academic staff conduct themselves in students' best interests
13	Academic staff provide help to students in resolving their problems
Assurance	
14	Academic staff have the necessary knowledge adequate communication skills
15	The faculty implements educational programs with clear aims for each specialization
16	Quality of education processes is at a high level
17	Staff conduct fills students with confidence
18	The reputation and position of the faculty in the environment is adequate
19	Academic staff provide professional answers to students' questions
Empathy	
20	Academic staff understand students' needs
21	Academic staff show positive attitudes toward students
22	Academic staff treat students equally and with respect
23	Academic staff are available for consultations and are forthcoming with students
24	The faculty value and acknowledge feedback from students for improving processes
25	Staff are polite, kind, and professional in communications with students

TABLE 2 Socio-demographic profile of the participants (summarized from the questionnaires).

Characteristic (total $n = 208$)	Frequency	Percentage (%)
Gender¹		
Female	156	75
Male	52	25
Year of study		
First year	43	21
Second year	54	26
Third year	75	36
Fourth year	36	17
Age range		
18–19 years old	53	26
20–21 years old	113	54
22–23 years old	35	17
24 years or above	7	3
Nationality		
Thai	189	91
Foreign	19	9

¹For the socio-demographic profile of the participants, the following options relative to gender were offered: *male, female, others* and *do not wish to say*, where in the last two options were removed from Table 2 as they did not yield any responses.

(= 208/350). The paper questionnaires were converted into a spreadsheet that allowed further purification and analysis of the data. For ethical considerations and to protect the identity of the participants, some specific information in the socio-demographic profile was generalized before disclosure in this paper, namely some specific minority nationalities were labeled as “foreign” instead of displaying the particular nationality, which could potentially allow exposing the identity of the participant.

Data analysis and results

The responses were examined using JASP to obtain for each item a mean value, median value, and standard deviation. To answer the previously stated research objectives as well as hypotheses, several statistical analyses were carried out. A series of *t*-test and ANOVA were performed to test differences in factors between groups of students based on their socio-demographic characteristics. The findings are discussed and interpreted in the following sections of this report.

Table A1 (in the Appendix) reports the distribution of responses including the mean rating, median rating, and standard deviation for each item. The mean ratings (x) range from 3.77 (Q11) to 4.17 (Q4) with a standard deviation (s) ranging from 0.93 (Q14) to 1.13 (Q1). The summary revealed that the students have the highest level of satisfaction with the items “Teaching materials are easily available and up-to-date, e.g., brochures, student guides” (Q4; $x = 4.17$; $SD = 1.08$) and “Staff and the faculty provide support and help to students” (Q7; $x = 4.12$; $SD = 1.08$). Conversely, the lowest level of satisfaction

TABLE 3 Top three and bottom three items based on their mean (summarized from the survey questionnaire).

Item	Statement	Factor	Rank	Mean	SD
Top three					
Q4	Teaching materials are easily available and up-to-date, e.g., brochures, student guides	Tangibles	1	4.17	1.08
Q7	Staff and the faculty provide support and help to students	Reliability	2	4.12	1.08
Q15	The faculty implements educational programs with clear aims for each specialization	Assurance	3	4.11	1.00
Q19	Academic staff provide professional answers to students' questions	Assurance	3	4.11	1.03
Bottom three					
Q22	Academic staff treat students equally and with respect	Empathy	23	3.88	1.12
Q12	Academic staff conduct themselves in students' best interests	Responsiveness	24	3.83	1.04
Q11	Inquiries, requests, and claims of students are handled and resolved promptly	Responsiveness	25	3.77	1.04

was recorded for the items “Inquiries, requests, and claims of students are handled and resolved promptly” (Q11; $x = 3.77$; $SD = 1.04$) and “Academic staff conduct themselves in students' best interests” (Q12; $x = 3.83$; $SD = 1.04$) as summarized in Table 3.

Table 4 reports the *t*-test results comparing the five factors that contribute toward the perceived service quality between male and female hospitality and tourism students. Overall, male students report higher mean levels for factors tangibles (+0.115), reliability (+0.260), and assurance (+0.008), whereas female students report higher mean levels for responsiveness (+0.135) and empathy (+0.086). However, male and female students demonstrate statistically significant mean differences in only one factor, i.e., reliability. The finding illustrates that female students have lower mean levels of reliability ($t = -2.374$, mean = 3.962) as compared to their male peers (mean = 4.222).

As reported in Table 5, *t*-test results were conducted to test differences in mean values of the same set of service quality factors under study between Thai nationals and foreign students. Overall, the Thai students reported higher mean values for three factors, i.e., reliability (+0.002), responsiveness (+0.073), and empathy (+0.145). Conversely, the foreign degree students reported higher mean values for factors tangibles (+0.159), and assurance (+0.242) as well as a higher mean value for the overall service quality (+0.040). However, none of the factors were found to illustrate statistically significant differences in mean

TABLE 4 T-test of differences in factors tangibles, reliability, responsiveness, assurance, empathy, and overall service quality amongst male and female students.

Factor	Mean		T-Test		
	Male (M) (<i>n</i> = 52)	Female (F) (<i>n</i> = 156)	<i>t</i>	<i>p</i>	Mean difference (M–F)
Tangibles	4.139	4.024	–1.004	0.316	0.115
Reliability	4.222	3.962	–2.374	0.019	0.260
Responsiveness	3.737	3.872	1.012	0.313	–0.135
Assurance	4.084	4.076	–0.066	0.948	0.008
Empathy	3.891	3.977	0.858	0.392	–0.086
Service quality	4.038	3.992	–0.654	0.514	0.046

TABLE 5 T-test of differences in factors tangibles, reliability, responsiveness, assurance, empathy, and overall service quality amongst Thai and foreign students.

Factor	Mean		T-Test		
	Thai (T) (<i>n</i> = 189)	Foreign (F) (<i>n</i> = 19)	<i>t</i>	<i>p</i>	Mean difference (T–F)
Tangibles	4.038	4.197	–0.921	0.358	–0.159
Reliability	4.027	4.025	0.010	0.992	0.002
Responsiveness	3.845	3.772	0.366	0.715	0.073
Assurance	4.056	4.298	–1.356	0.176 ^a	–0.242
Empathy	3.969	3.824	0.960	0.338	0.145
Service quality	4.000	4.040	–0.383	0.702	–0.040

^aLevene's test is significant ($p < 0.05$), suggesting a violation of the equal variance assumption.

TABLE 6 Comparison in factors tangibles, reliability, responsiveness, assurance, empathy, and overall service quality based on the year of study.

Factor	Mean				<i>F</i>	<i>p</i>	Post-hoc (Gabriel)
	Year 1 (<i>n</i> = 43)	Year 2 (<i>n</i> = 54)	Year 3 (<i>n</i> = 75)	Year 4 (<i>n</i> = 36)			
Tangibles	4.076	3.894	4.193	3.972	2.043	0.109	3 > 2
Reliability	4.020	3.963	4.134	3.908	1.114	0.345	
Responsiveness	3.845	3.741	4.013	3.611	2.295	0.079	3 > 2, 4
Assurance	4.182	3.979	4.211	3.824	2.881	0.037	
Empathy	3.969	3.848	3.980	4.051	0.846	0.470	
Service quality	4.034	3.901	4.110	3.897	3.411	0.018	3 > 2

scores between the two groups ($p \geq 0.176$). Furthermore, Levene's test is significant ($p < 0.05$) for the factor assurance ($p = 0.176$), suggesting a violation of the equal variance assumption.

In addition, ANOVA was performed to test differences in factors tangibles, reliability, responsiveness, assurance, and empathy toward perceived service quality amongst students in different years of study (Table 6). Overall, two factors were found to display statistically significant differences among the sample groups, including assurance ($F = 2.881$, $p = 0.037$) and perceived service quality ($F = 3.411$, $p = 0.018$). After inspecting the Gabriel post-hoc test results, there are patterns to suggest that third-year students tend to differ in three factors from students in years 2 and 4. The third-year students were found to have higher mean scores in factors tangibles (mean = 4.193), responsiveness (mean = 4.013), and overall service quality (mean = 4.110).

Discussion and conclusion²

The study aims to examine undergraduate hospitality and tourism students' perceived satisfaction with their educational institution. Three socio-demographic factors were used to compare their influence on the perceived service quality amongst hospitality and tourism students, these were gender, year of study (i.e., age) and nationality. Service quality was divided and categorized into five key factors, tangibles, reliability, responsiveness, assurance, and empathy. The analysis of the empirical data revealed a variety of noteworthy results. Overall, it is reasonable to assume that the students are modestly satisfied with the perceived service quality of their educational institution in general.

² Any opinions, recommendations, and conclusions expressed in this paper are solely the intellectual result of the authors and do not reflect the viewpoint of the Faculty or University.

One noteworthy result was that the factor *assurance* plays a significant role when comparing the influence of various factors by year of study (i.e., students' age). In detail, students in their third-year had higher mean ratings on all five factors compared to their peers in the second year. However, no particular evidence was found in the literature or discovered during the analysis that explained this observation. Giannakis and Bullivant (2016) added that the perceived service quality is also impacted by students' identities and past experiences. It is reasonable to hypothesize that they affect how students perceive the factors tangibles, reliability, responsiveness, assurance, and empathy. This may account for the result of this current research that student year of study influenced their perception of service quality.

It is possible that the more junior students in the earlier years of their study need additional support and assistance from their program and their university and faculty (Lee et al., 2016). This could be provided in the form of financial assistance such as scholarship and funding options as well as academic, by providing tutoring services and writing services to the more inexperienced university students. By supporting developing students and improving their connection to the university, the reported service quality of newer university students may be improved. Faculty could provide information for contacts who can identify and assist students who may need support financially, academically, socially, and mentally so students are better integrated into university life and their study program. Student year of study and its relationship to service quality could be an area of further research.

In the context of perceived service quality in higher education in this study, some notable differences were observed based on the gender of the students. For example, the factor reliability was rated higher amongst male students compared to their female peers, which is in contrast to the findings by Twaissi and Al-Kilani (2015) who reported "no differences on the perceived service quality in higher education based on gender" (p. 88). A possibility to reinforce reliability, and associated quality assurance practices, can be the pursuit of accreditation or academic audit through an official body (Ewell, 2010). These essentially generic processes can be conducted voluntarily under the auspices of academic professional organizations and demonstrate a high level of reliability to external stakeholders (Seyfried and Pohlenz, 2018).

Ensuring the students' satisfaction has another important dimension for the higher education system in Thailand. The number of high school graduates has been decreasing gradually over the last decade, whereas the number of available undergraduate places has increased through the introduction of new study programs or increased competition in the form of private universities. For institutions in higher education to remain competitive it is important to evaluate the needs of current and future students, as well as, act upon the students' responses to continuously improve the service quality (Quinn et al., 2009).

Establishing and sharing a transparent and standardized method of how study programs are being evaluated will create value for their stakeholders. It allows the institutions to benchmark their performance to similar programs or institutions in order to identify areas of improvement (Chui and Ahmad, 2016). Finally, creating an internal quality culture that facilitates an institution's organizational innovation can also promote the development of individuals—for academic personnel as well as students (Yingqiang and Yongjian, 2016).

The outcomes of this empirical study must be weighed against certain limitations, as acknowledging these boundaries may lead to new research directions in the future. Firstly, the results of this study are not generalizable to other industries since the methodology and its associated findings are for this particular service setting. Another drawback concerns SERVPERF's measurement items, which were all stated in positive terms, perhaps leading to "yes-saying." In most cases, including both positively and negatively worded items is considered excellent research practice (Salazar, 2013).

However, respondents who make comprehension errors and take longer to read the questionnaire may suffer as a result of this technique. In terms of future study areas, developing a measuring instrument from other perspectives, such as internal customers, employers, government, parents, and the general public, may be worthwhile. Although students are the key customers in higher education (Quinn et al., 2009; Mark, 2013), the industry generally has many complementary and contradictory customers. This study has concentrated on the students as customers only, but it is recognized that education has other customer groups which must be satisfied.

Data availability statement

The empirical raw data supporting the conclusions of this article will be made available by the corresponding author upon reasonable request.

Ethics statement

The studies involving human participants were reviewed and approved by the Research Committee of the Faculty of Hospitality and Tourism, Prince of Songkla University. Written informed consent for participation was not required for this study in accordance with the national legislation and the institutional requirements.

Author contributions

KFu and KFa collected the empirical data and analyzed the data. KFu prepared the first draft of the manuscript. AS made substantial contributions to the final version of the manuscript.

All authors contributed to the conceptualization of the study, read, and approved the final version.

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Appendix

TABLE A1 Distribution of responses, mean value, median value, and standard deviation (summarized from 208 questionnaires).

Factor	No.	Distribution of responses*					Mean (x)	Median (x _p)	SD (s)
		1	2	3	4	5			
Tangibles	Q1	7	16	42	47	96	4.00	4	1.13
	Q2	5	12	46	70	75	3.95	4	1.02
	Q3	4	8	39	73	84	4.08	4	0.96
	Q4	5	14	34	42	113	4.17	5	1.08
Reliability	Q5	2	11	57	60	78	3.97	4	0.97
	Q6	5	8	42	65	88	4.07	4	1.00
	Q7	8	9	36	53	102	4.12	4	1.08
	Q8	4	11	52	51	90	4.02	4	1.04
Responsiveness	Q9	6	5	43	81	73	4.01	4	0.96
	Q10	9	14	34	67	84	3.98	4	1.11
	Q11	4	18	63	60	63	3.77	4	1.04
	Q12	5	16	55	65	67	3.83	4	1.04
Assurance	Q13	4	13	46	79	66	3.91	4	0.98
	Q14	1	10	46	66	85	4.08	4	0.93
	Q15	6	5	42	62	93	4.11	4	1.00
	Q16	7	10	42	53	96	4.06	4	1.08
Empathy	Q17	6	4	45	65	88	4.08	4	0.99
	Q18	8	9	41	61	89	4.03	4	1.07
	Q19	7	7	38	61	95	4.11	4	1.03
	Q20	4	6	55	72	71	3.96	4	0.95
	Q21	8	2	46	66	86	4.06	4	1.01
	Q22	9	13	52	55	79	3.88	4	1.12
	Q23	5	9	57	63	74	3.92	4	1.01
	Q24	9	9	46	70	74	3.92	4	1.07
	Q25	6	8	48	64	82	4.00	4	1.02

*Ratings obtained on a five-point forced-option scale ranging from lowest rating to highest rating, i.e., Strongly Disagree (1), Somewhat Disagree (2), Neutral (3), Somewhat Agree (4), and Strongly Agree (5).



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