

Services Quality & Students Satisfaction Level

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Abstract. Objective of the research was to explore the relationship flank-by Students satisfaction level with five variables shown in frame-work. Population of this study was whole country (Pakistan). As a sample (7) universities as well as degree awarding institutes were selected by convenient stratified sampling. Field survey was applied. 490 questionnaires were circulated & finally acknowledged (n=446). Response rate was 91%. Likert scale methodology applied in structural questionnaire. Statistical Package for Social Sciences (SPSS) 21st edition analyzed the data. 1st analyzed the Demographic variables statistical portion, (r) correlation, (R²) regression, ANOVA analysis, as well as Coefficient Variance analysis. Level of data reliability can be measured by Cronbachs Alpha (0.941). Hypothesis also retrospective that Students satisfaction level has a strong & positive association flank-by Reliability, Tangibility, Empathy, Assurance and Responsiveness.

Key words: Student, Satisfaction, service quality, consequences & antecedents.

1 Introduction

Universities and HEI (Higher educational institutions) are progressively having supplementary recognition in educational service industry even in history. Regular pupils levels of expectation are higher than irregular students. Many degree awarding institutes and universities estimate the higher superiority level of teaching and non-teaching cost. Enhancing the number of colleges and universities in higher education is an alarming situation for the institutes. Beside these institutes and colleges the expectation level of the students are increasing (Kotler and Fox, 1995). Many services provided by institutes and colleges are not sufficient. Library surveys in domestic and an international level shows the students expectations are increasing day by day from many years (Bell, 1995).

Thus, institutes and colleges, they require recognizing the specific targeted customers, as well as the students and other stakeholders. These things can up-lift the number of only those students who belongs to the specific category. Through this way their expectations can easily be fulfilled (Davidson et al., 2004). Achievements and developments with respect to students performance are based on their educational level. Colleges and degree awarding institutes are the major contributor to enhance the students mental caliber and their positions. Enrollments

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of students are greater in the colleges and universities as compared to previous years (Zemke, 2000).

Marketplaces are now forcing the business educational institutes and colleges to retrace their system and structure according to the strategy of HEC (Higher Education Commission). Technology should be provided according to the customers necessities and students demand. Remove the traditional technology with up-dated technology to deliver the modern education. Superior services and commissioned exams preparation can be handled with the help of these subjects and equipments in the whole country (Froehle et al., 2000). This research paper explores the relationship flank-by students satisfaction with respect to university/degree awarding institutes and colleges (Bolton, 1998).

2 Literature Review

Students satisfaction level depends on the different aspects. Historical perspectives also retrospective that students satisfaction can be quenched by tangibility of those things provided by the university. Students expect the assurance of their degrees that will be complete and they'll fulfill all the requirements easily by all aspects. Image of the university should be reliable in the rival market and in the eyes of the stakeholders. Quick response from the faculty members and administrative bodies take an active part in the students satisfaction level. Finally empathy is our last variable we have studied. It retrospective the understanding level among the students, their other fellow members and with university staff members. So we have tried to take the bird eye view of the above mentioned five variables in the literature review with the help of an authentic researchers studies.

2.1 Tangibility with Students Satisfaction

Tsinidou et al. (2010) expressed that educational activities and services are not tangible, that's why they are hard to measure in the results. Their outcomes are in shape of knowledge transformation, modification of the learners and life skills. ? said that Mostly researchers do not cumulatively agree on quality definition that can be purely applied on the field of education, it varies among different cultures. Individual characteristics and learning environment play a vital role in academic achievements.

2.2 Assurance with Students Satisfaction

Hughes et al. (1995) articulated that the students informational level, social structure system, parents educational level and senior qualified friends suggestion is the major cause to improve the quality level of students with the performance of their academic success. Goddard (2003) also agree that educational level of students, parents and also those friends who suggest the students to get admission in the specific universities/institutes. According to Walberg et al. (1981) educational Productivity determined these three groups, as well as (1) parents instructions (2) students aptitude and (3) educational family environment that really affects the students performance and academic success. Beverland et al. (2007) and Caldas et al. (2007) survey also retrospect that parental education level, occupation, there income level and facilities. These factors play an important role in students achievements. These factors have a positive and strong correlation among students performance and their academic success.

2.3 Reliability with Students Satisfaction

Hunter et al. (1990) said that the best reliability analysis practices can be reported as the fortifying slice of consistency in universities. Piloting and building a coding style with different academic variables, ascertaining levels and training raters are the agreement of reliability with students. Bangert-Drowns and Rudner (1991) represents that ideologically two, or may be more researches have the positive view about it. Homburg and Stock (2005) said that no matter if other variables take place, alternatives of the reliability in educational institute can be justified with some justifiable factors. Excellent services cover the uncertainty. Highly qualified faculty, equipped labs & sample experiments and projects can prove the institute as a reliable. Shymansky et al. (1990) studied primary analysis factors and characteristics that organized with descriptive groups to sort out the samples. Second as-well-as third study generates some categories that allows and amendment the alternate variables. Orwin et al. (1994) have studies that Reliability has a very strong and positive association flank-by Students satisfaction level. If university or institute is reliable by all perspectives, students get admission with blind trust and become the source of good word of mouth advertisement.

2.4 Responsiveness with Students Satisfaction

Reisberg (1999) articulated the statistics that 40 percent students leave the higher studies without obtaining their degree due to poor response from the universities. More current and recent statistics specify that 26.4% of students do not yield back from the following fall semester. Moreover 46.2 percent of the students do not graduate from the universities. Its just due to the unadulterated responsiveness of the universities/institutes. Tinto (1975, 1987) argue that previous studies show that 75 percent students slump out in their first two years of the universities/institutes. Educational institutes can forestall that 56 percent of the idiosyncratic the class cohort will not to be graduated from the universities/institutes. Researches agree that responsiveness and students satisfaction have a tremendous relationship. No doubt responsiveness and students satisfaction have a positive and strong correlation with each other. If students dont get proper responsiveness from the universities/institutes then their satisfaction level will decrease. So for the fulfillment of this objective, should be carefully observed students satisfaction level in the universities/institutes to manage it.

2.5 Empathy with Students Satisfaction

Sampaio et al. (2019) said that new moral prerogative which converts the students meaning into customers. Customers/clients are usually paying the fee, therefore they consider as the customers. Research proved that knowledge is more important than fees. No one can pay the alternate of tutors, instructor and teachers; even though its risky to consider students as clients. Another cross boundary research found by Hasan et al. (2008) defined that students are most important pillar in the universities/institutions. In private educational institutes students are the main financial contributors. But dont consider them as customers, because they are paying for the technical facilities provided by the university/ institutes; while no one has capacity to pay the reward of teachers services. If we consider them as a customer, then we legitimize them only study and learning for earning.

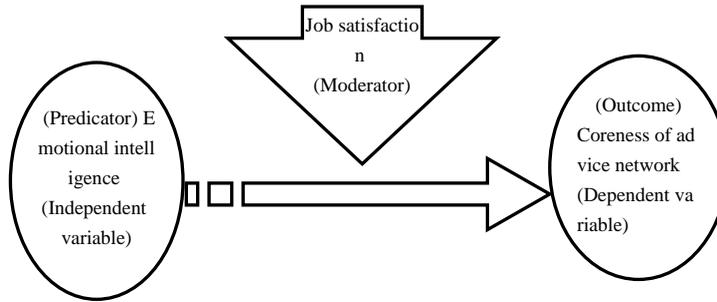


Figure 1: Theoretical Framework

2.6 Hypotheses

H₁: Tangibility & Students satisfactions are strong & positively correlated to each other. H₂: Assurance & Students satisfactions are strong & positively correlated to each other. H₃: Reliability & Students satisfactions are strong & positively correlated to each other. H₄: Responsiveness & Students satisfactions are strong & positively correlated to each other. H₅: Empathy & Students satisfactions are strong & positively correlated to each other.

3 Research Methodology

3.1 Population

Universities and degree awarding institutes of the Pakistan were our population in this research paper.

3.2 Sample

Weve taken 446 filled questionnaires out of 490 from the respondents as a sample data from the seven (7) universities & degree awarding institutes of the Pakistan. It was 91%. Sample includes as (1) BZU Multan, (2) COMSATS IIT Islamabad, (3) GC University Faisalabad, (4) Gomal University DI Khan, (5) NCBA&E-Lahore, Layyah Campus, (6) ISP (Institute of Southern Punjab) Multan, (7) LUMS (Lahore University of Management Sciences).

3.3 Sampling Technique

Field survey stratified random sampling technique was used in this research paper. Cross sectional data were taken with the help of five point Likert scale. (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree & 5= Strongly Agree). Data analyzed on Statistical package for Social Sciences (SPSS) 21st version. Primary data based on the questionnaire, filled by random sampling from 7 (seven) universities and degree awarding institutes of Pakistan.

3.4 Data Collection

Multiple techniques were used for data collection, such as Questionnaire, Telephone, Skype and Email. Data were collected from Islamabad (Federal Capital of Pakistan), Multan, Faisalabad, Dera Ismail Khan (KPK, Khyber Pakhton khawah), Layyah and Lahore (Provincial Capital of Punjab).

4 Analysis and Results

Table 4.1: Descriptive Statistical Analysis

Demographics	Variables	n (%)
Sex	Male Students	274 (61.4)
	Female students	172 (38.6)
Age in (Years)	;<18 Years	37 (8.3)
	18-20 Years	197 (44.2)
	21-23 Years	152 (34.0)
	24-27 Years	45 (10.0)
	28 & Above	16 (3.5)
Class in which studying	Bachelor	205 (46.0)
	Master	157 (35.1)
	MS/M. Phil.	81 (18.1)
	Ph.D	04 (0.87)
Status of the Institute (University)	Public Sector	100 (22.4)
	Private Sector	346 (77.6)
Department	Commerce & Business Admin	183 (41.0)
	Computer Sciences	123 (28.0)
	Natural Science	69 (15.0)
	Engineering & Technology	40 (9.0)
	Law	22 (5.0)
	Others	9 (2.0)

The total respondents of our research were 446, from them 374 (61.4%) were male students and 172 (38.6%) female students. There were 37 (8.3%) students who aged less than <18 years, 197 (44.2%) students were between 18-20 years, 152(34%) students were 21-23 years, 45(10%) students were between ages 24-27 years, finally 16(3.5%) students who were 28 years and above.

Class wise in bachelors there were 205(46%) students, in Master level 157 (35.1%), in MS/M.Phil level 81(18.1%) and finally in Ph.D level 4(0.87%) students. Institute status wise there were 100

(22.4%) students from public sector universities and 346 (77.6%) belonged to private sector universities. Public sector students participation was weak.

Department wise there were 183 (41%) students from Commerce and Business department, 123 (28%) from Computer Sciences department, 69 (15%) from Natural Sciences department, 40 (9%) from Engineering & Technology department, 22 (5%) from Law department and finally 9 (2%) from other departments.

Weve distributed total 490 questionnaires in seven (7) universities, 70 in each university /institute, out of them 446 (91.02%) were valid. Then we have used Statistical Package for Social Sciences (SPSS 21.0) for data interpretation.

Table 4.2: Reliability of Individual Variables

Variables	No. of Questions	Cronbachs Alpha ($\hat{\alpha}$)
Tangibility with students satisfaction	17	0.97
Assurance with students satisfaction	9	0.94
Reliability with students satisfaction	9	0.98
Responsiveness with students satisfaction	7	0.89
Empathy with students satisfaction	5	0.96

Cronbachs Alpha ($\hat{\alpha}$) shows the reliability of the questionnaire and data. The above five (5) Independent Variables individual Cronbachs Alpha ($\hat{\alpha}$) has fulfilled the standard criteria that should not be less than 0.7 according to [Nunnally \(1978\)](#) & [Sekaran et al. \(2003\)](#).

Table 4.3: Reliability Statistics

Cronbach's Alpha($\hat{\alpha}$)	N of Items
0.941	61

The minimum level of reliability of data is 0.7 (Ismail et al., 2016). The sum of five subscales and divided it on total number of I.V that were five. There were 47questions of IVs, 8 were demographic questions and 6 questions from D.V. Total number of questions were 61. So finally we got 0.941 Cronbachs Alpha (). Our study shows 0.941 values of reliability of data that is excellent level.

Correlation shows the association and relationship among dependent and independent variables. Here Tangibility, Assurance, Reliability, Responsiveness and Empathy (I.Vs) have a standard and certified criterion of linkage with each other. In the above correlation analysis flank by D.V and I.V represent that 1.00 value with each variable. That shows the positive, significance and reliable relation between these variables.

Analysis of variance (ANOVA) shows the overall significance. Here it shows the variations of relationship flank-by variables. Sum of Squares 2999.584 represents that it is a discrepancy of the model. Students satisfaction varies in different situations (variables). Residual (3591.447) with respect to 328 which reviews the un-explained variation of the model. It means that variation of model is literally bit different from the Regression. Degree of freedom (df) and Mean

Table 4.4: Correlation

	Student Satisfaction	Tangibility	Assurance	Reliability	Responsiveness	Empathy
Student satisfaction	1					
Tangibility	0.553	1				
Assurance	0.568	0.609	1			
Reliability	0.532	0.489	0.678	1		
Responsiveness	0.559	0.449	0.59	0.701	1	
Empathy	0.546	0.546	0.435	0.127	0.621	1

Table 4.5: ANOVA Results

Model		ANOVA ^a				Sig.
		Sum of Squares	df	Mean Square	F	
1	Regression	2999.684	13	812.211	49.495	.000b
	Residual	3591.447	328	21.31		
	Total	7657.214	315			

a. Dependent Variable: student satisfaction

b. Predictors: (Constant), tangibility, Assurance, Reliability, Responsiveness, Empathy.

Square with respect to frequency (F) shows the similarity flank-by variables. At the end Significance (Sig) 0.000, its values always should be <0.05. Now it also advocates our results that Students satisfaction greatly depends on the above given five variables.

Table 4.6: Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	0.689	0.374	0.364	3.8098	0.474	44.735	5	248	0	1.755

Coefficient of Multiple correlations (r) shows 0.689 values. It means moderate relationship exists between Dependent & Independent Variables. The value of Coefficient of determination (R²) shows that only 37% variation in DV explained by all IVs. Results of Regression could not be overestimated, that's why we have taken the Adjusted R Square (R²). It also advocates that 0.01 differences, that is acceptable. Sig. F Change (over-all significance) of the regression has .000 values, which is in acceptable range. Durbin-Watson (auto-correlation) values should

remain between 0 - 4. If approach to 0. It means positive autocorrelation. Here it is 1.755. So we can say that Students satisfaction really depends on the tangibility, Assurance, Reliability, Responsiveness & Empathy.

Table 4.7: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error				Beta	Zero-order	Partial	Part	Tolerance
1 (Constant)	-2.663	1.696		-1.57	0.118					
tangibility	0.134	0.03	0.263	4.443	0	0.553	0.272	0.205	0.607	1.647
Assurance	0.119	0.067	0.128	1.77	0.01	0.568	0.112	0.082	0.404	2.474
Reliability	0.031	0.064	0.036	0.488	0	0.532	0.031	0.022	0.383	2.61
Responsiveness	0.186	0.082	0.166	2.261	0.002	0.559	0.142	0.104	0.392	2.55
Empathy	0.351	0.111	0.239	3.169	0.02	0.601	0.197	0.146	0.371	2.693

a. Dependent Variable: student satisfaction

In coefficient weve observed In Tangibility, B/Std. Error=t (0.134/0.030= 4.443) Sig (Significance) level is 0.00. Its value should be less than <0.05. In Assurance 0.119/0.067=1.770 here Sig. is 0.010 (acceptable). In Reliability 0.031/0.064=0.488, here Sig. is 0.00 (acceptable). In Responsiveness B/Std. Error (0.186/0.082=2.261) here Sig. is 0.002(acceptable). In Empathy B/Std. Error (0.351/0.111=3.169) here Sig. is 0.020, weak but acceptable. It shows that only 20% students do not rely on Empathy from the Universities / degree awarding institutes.

5 Discussion

5.1 Findings & Results

Rivalry market creates the new challenges in the current century. Universities, Colleges & Degree awarding institutes are facing the problems regarding students satisfaction. Our study has unveiled the specific aspects. Tangibility, Assurance, Reliability, Responsiveness & Empathy have their own impacts and results on the satisfaction level of students. Correlation shows that these five Independent variables have a strong impact on the satisfaction level of the students. As well as all these variables have the very positive relationships flank-by each other. Analysis of Variance showed the positive results regarding the satisfaction level. In Regression analysis R then R square, DF as well as Durbin-Watson retrospect the good gesture. In Coefficient statistics we also checked these values. At the end reliability of data (questionnaire) based on the results of Cronbachs Alpha () shows the very significant results. Eventually we have observed and found that the Students have many expectations from the universities and institutes, but educational institutes cant fulfill every expectation of the students. Empathy & Assurances results were normally week, but acceptable. It means that students satisfaction is not purely based on the

Empathy. Analysis of variance and Regression results usually same. But researchers give the more preference to the Analysis of variance values and always it should be reported.

5.2 Conclusion

Systematically changes are occurring in the university/degree awarding institutes. If these academic institutions have Tangibility in their promises what they have done with their pupils, Reliability in their services Responsiveness in their administrative issues, Empathy with their own pupils career & future. Then students satisfaction is level really based on these five things. No doubt students are the most important pillar in the educational institutes. They contribute the major portion of the finance to the institutes account. Thats why they have expectations. So researchers agree that students are the assets of the nation. Dont consider them as customers. Students have their own level of satisfaction. Tangibility provided by the university is most important. Assurance of degree and its requirements will be fulfilled on the specific time span. Soft image and word of mouth advertising regarding university should be reliable. One window operation (quick response) is necessary in administration departments. If any institute or university pays an individual attention to the every student, their response will be very active and appropriate.

5.3 Future Direction of Research

Satisfactory level cant be covered by only single side. We have covered it from the five different levels (variables). Few universities & degree awarding institutes are focusing only on interior & exterior decoration to make their university or institute more iconic. But its not enough to meet the satisfaction level of the students. Only five (5) variables as well as only seven (7) universities, degree awarding institutes and with only four hundred & forty six (446) were not copious. It will take huge time with several variables. Well expand it with the comparative analysis of education with respect to students satisfaction level. Well take the Pakistan as a population and sample from the four (4) provinces. Then we hope so results will definitely something different from this research study.

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