

Academic Quality Dimensions and its influence on Students' Satisfaction

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Abstract

Today in many industries service quality is widely used in different sectors. Every sector whether services sector or manufacturing can apply and implement five dimensions of service quality. The purpose of this study is to reveal the impact of service quality on student's satisfaction in education sectors. The findings of the study will show impact of different service quality dimensions on students' satisfaction in a private university. This study is useful to see the significance of service quality to satisfy students. SERVQUAL model of service quality provided by (Parasuraman, et al., 1988) is implemented. It includes five dimensions tangible, reliability, responsiveness, assurance and empathy. Findings of this study showed that four of service quality dimensions (tangible, responsiveness, assurance and empathy) have positive association with student satisfaction, except reliability have negative association with student satisfaction.

Keywords— Service Quality, Student Satisfaction, SERVQUAL.

I. INTRODUCTION

At the present time education sectors are very essential, because the fact is they considered as an essential source of income for country. Therefore, many countries are attempting to get the attention of local and international students to their destinations, as a result they will be able to grow and enhance their nation's life (Darbandi, 2017). University is considered a vital element of the education sectors, the reason is university satisfy the most essential students' needs which is education (Hassan & Ahmed, 2020), learning material, library and accommodation. A great values and tool for enhancing service quality is essential in competitive market. Education sectors' service quality is the service providing to student's expectations and almost all universities are able to gain students' satisfaction through providing a high quality of services. Students, in general, don't consider price when they are comparing services (Sadq et al. 2020) – their main objective is quality. Therefore, the universities should establish a certain level of quality that meets the needs of the students and demonstrate this quality in practice. Nowadays the students in education sectors became more sophisticated and more required. Also, it is necessary to recognize students' location for instance where they came from, what are students' expectation in order to choose the right strategies for enhancing universities' service quality. Usually students are much

demand, but when it comes to education sectors the most important factor to be considerate is service quality provided from the university. Since service quality will lead to students' satisfaction, therefore implementing a successful service quality will be needed. Poor service quality in education sectors will lead to dissatisfied students (Khan & Abdullah, 2019). Most of universities are seeking quality enhancement systems for competitive advantages. Each service that universities provide will add value and provide satisfaction to their students. Some universities are having a specific service department which assess students' satisfaction and meet their needs and expectations. At the present time the key success of competitive market depends on delivering a high quality of service and this will lead to increase the level of students' satisfaction (Sohail & Dhuha, 2021). Therefore, students' assessment for the quality of services in education sectors are very essential in developing the business. Universities should provide a competitive service to satisfy their students and gain students' loyalty. Students' satisfaction has many advantages, such as creating a strong relationship between university and students and creating students' loyalty. In this study, the researchers are going to use service quality dimensions as variables to measure students' satisfaction in education sectors (Riyadh et al. 2020). There are five aspects of service quality: empathy, assurance, reliability,

responsiveness and tangible. These five dimensions play their role in the students' observations of service quality. In this study student's satisfaction is dependent variable while five dimensions of service quality are independent variables along with sub independent variable such as empathy, reliability, responsiveness, assurance and tangible.

The fields of education and training are currently considered by many to be significant contributors to a country's overall revenue, which is why these spheres are currently holding such a high level of significance. As a direct result of this, a large number of countries are exerting a great deal of effort to capture the attention of local as well as international students interested in attending educational institutions in their various places (Sultan et al. 2020). These countries will be able to advance their culture and raise the standard of living if their efforts are fruitful. It is generally agreed upon that the university is an essential part of the education and research sectors. This is because universities are able to provide the most fundamental needs of students, such as those for education (Sadq et al. 2020), places to live, study materials, and libraries. The reason for this is because universities can give all of these things (Mohammed, 2019). In order to keep a competitive edge in a given market, it is vital to have high standards as well as tools that may help improve the overall quality of services provided. The majority of educational institutions are effective in generating student satisfaction by offering services of a high grade. Service quality in the education industry is defined as the degree to which a certain service satisfies the expectations of students (Jamal, 2021). When comparing various services, the key concern of students, in most cases, is not the cost of such services but rather the quality of such services. As a consequence of this, educational institutions are required to first identify a certain quality standard that is capable of meeting the needs of the students and then demonstrate how well this standard is applied. In today's environment, there is an expectation that students who are enrolled in educational institutions would have a greater degree of sophistication (Qader et al. 2021). In addition, in order to select the appropriate strategies for enhancing the quality of the services offered by universities, it is essential to have a solid understanding of the context of the students, including where they came from and what they anticipate receiving from their educational experience (Abdalla Hamza, et al. 2021). However, when it comes to education sectors, the quality of service offered by the institution is the single most important aspect that has to be addressed. This is because students are generally in great demand (Rashid, 2022). Because there is a link between the quality of the service and the pleasure of the students, it will be required to put into practice successful ways to improve the quality of the service. If the quality of the services that the students

receive is below average, then the educational experiences that they have will not live up to the students' expectations (Aziz et al. 2021). The great majority of educational institutions are investigating various methods for enhancing the quality of their programs in order to gain a competitive edge. Each new service that educational institutions make available to their student populations will be of use to those populations and will provide those students a feeling of accomplishment and satisfaction. Some educational institutions have developed specialist service departments that are charged with the responsibility of determining the degree of student happiness and catering to the requests and requirements of the students (Mohammed et al. 2022). The provision of services of a high quality, which, in turn, will contribute to an increase in the overall level of pleasure felt by students, is now the most important factor in determining the success of competitive markets. This is because students will feel an increase in their overall level of pleasure. As a consequence of this (Khorshed et al. 2020), the perspectives of students on the quality of services offered in the education sectors are extremely significant for the growth of the company. Universities need to provide services that are on par with those provided by other schools if they want to keep their student population and keep the students, they already have happy (Abdalla Hamza, et al. 2021). The building of a strong relationship between the institution and the students as well as the development of student allegiance are both outcomes that can be influenced by the level of satisfaction experienced by the student body. In order to measure the level of contentment that students have with various facets of the educational system, the researchers are going to use numerous different characteristics of service quality as independent variables in this study. Empathy, assurance, reliability, responsiveness, and tangible aspects all contribute to the overall quality of a service. These are the five components that make up the overall quality of a service. All of the comments that the students make on the quality of the service may be summarized into these five categories. In this inquiry, the amount of satisfaction that the students experienced serves as the dependent variable (Khan & Zada, 2020). The five components of service quality that are considered to be independent variables are as follows: empathy, dependability, responsiveness, assurance, and tangibility. Additionally, there are a number of other qualities that are considered to be sub independent variables.

One of the most crucial characteristics of these undertakings is the fact that offering services involves going through a series of steps. As a consequence of this, firms that provide services do not manufacture any tangible commodities; rather, they concentrate on giving their clients an enjoyable experience. Because the services being provided cannot be

physically observed, it is impossible for the supplier to place a monetary value on them (Mudassar, et al., 2013). Because people are always involved in the provision of services in educational environments, the focus should be placed on the management of individuals, and more specifically on the interactions that take place between students, academic teachers, and school administrators. This is because human beings are always involved in the provision of services (Dursun, et al., 2013). A number of experts in their fields have come up with a number of key definitions of service quality, each of which has its own merits. Service quality may be defined as the gap between a customer's expectations regarding a service provider and their assessment of the actual services received by that provider (Edvardsson, 2005). (Markovic and Raspor, 2010, 197), who stated that service quality is a dissimilarity between customers' anticipation for service execution before to the service encounter and their observations of the supplied services, put out yet another definition of service quality. Markovic and Raspor are the ones that introduced this particular notion of service excellence. According to Gefan (2002), which was cited in Muyeed (2012), service quality is defined as the specific evaluation that customers make between the expected service quality and the actual quality of the services that are given. This evaluation compares the expected service quality to the actual quality of the services that are given. When compared to the degree of pleasure that may be derived from a product or service by end users, quality can be measured with a bit more difficulty. This is because different academics have arrived at different conclusions. As a result of the importance placed on the preferences of consumers, quality is understood to be whatever aspect of a good or service the buyer places the most value on (Mola & Juson, 2011). According to the data that Ahmad et al. (2014) uncovered, there are two aspects that play a part in the process of deciding how customers feel about a certain product or service. The quality standards and the expectations of the customers are among these elements. What specific things are the students looking forward to obtaining from the service provider? In this sense, "expectations" refers to the following (Sohail & Dhuha, 2020):

Professionals have lately begun to place a significant amount of emphasis on one of their primary concerns, which is the quality of the service that is being delivered. When one examines the various definitions of service quality, one realizes that it is the result of the correlation that customers make between what they want and what they actually get from the applicable service provider. This is the result that can be seen when one looks at the various definitions of service quality. One possible interpretation of this finding is that it is an indirect consequence of the

association (Khan et al. 2019). In an effort to discover the characteristics of service quality that most substantially contribute to the fundamental quality evaluations that take place within the service encirclement, a number of studies have been carried out as part of an investigation. The fact that it gives a basis on which to evaluate, control, and eventually enhance the service quality that is offered to clients is the primary reason why service quality is considered to be so important (Mahmood et al. 2022). According to the findings of the research that was carried out by Parasuraman and colleagues, the quality of service may be broken down into ten distinct categories (1985). These dimensions function very well in the service quality industry, which is where these items originated from when the SERVQUAL model was being developed (Majeed et al. 2021).

According to the definitions provided by the dictionaries, examples of tangibles include the appearance of a location's physical facilities, its equipment, its personnel, and its communication materials (Fatah et al. 2021). The "physical appearance" of a facility includes not only the look of the building itself and any improvements that have been done to it, but also the look of the institution's equipment and employees (Munusamy, et al., 2010).

Customers will use tangibles to assess the quality of the services because tangibles offer a physical representation of the image of the services. Customers will use tangibles to evaluate the quality of the services (Harouache et al. 2021). Despite the fact that service providers frequently make use of tangibles in order to bolster their reputation, provide congruity, and signal quality to customers, the majority of businesses combine tangibles with one another in order to develop a service quality strategy for the firm. This is because the majority of businesses recognize that combining tangibles with one another is the most effective way to improve service quality (Yadav, 2013).

The degree to which a service provider follows through on the commitments they make and the importance they place on keeping their word are both factors that contribute to their level of dependability (rzgar Ahmed & Sharif, 2018). It is of the utmost significance to ensure that all of the requirements of the customer are met in a timely way (Sharif, 2017). According to one explanation of the phrase, "reliability demonstrates the service provider's competence to deliver the service dependably and accurately," which is another way of putting the same thing. It entails "doing it right the first time," and as far as the pupils are concerned, it is one of the most essential components. Berry and Parasuraman's (1991) findings, which were discussed in (Landrum, et al., 2009). To be more precise, dependability refers to the fact that the organization lives up to its

commitments, such as those regarding delivery, the supply of services, the settlement of concerns, and the pricing policy. Customers are more likely to conduct business with a company if the company delivers on the promises, it makes concerning the outcomes of the services that the customer has purchased from the company (Rezaei et al. 2019).

When we talk about responsiveness, what we mean is "being willing to assist," which is related to an organization's readiness to handle problems as they emerge and availability to deliver timely service. "Being willing to help" is what we mean when we talk about responsiveness. It is very important to respond to the questions that all of the children have because, if you don't, the question may turn into a complaint about anything (Khan & Zada, 2021). The capacity of service providers to ensure that they will offer a service at the stipulated time is a crucial component of the quality of the service that is provided to major pupils. One way in which students may be made aware of whether or not they are being responded to in a timely manner is by examining the amount of time that must pass before their questions are answered. There is a possibility that the standards for promptness that are indicated by requirements in the company's internal policy will differ from what the customers demand or expect of the organization. This is because the requirements in the firm's internal policy indicate that the standards for promptness must be met (Ahmed & Hassan, 2019). The phrase "assurance" refers to "the skill and politeness of employees, as well as their potential to inspire trust and confidence," as stated in the previous sentence (Janita and Miranda, 2013). This component is of the biggest relevance for services that consumers regard as having a high level of risk, as well as for services in which the outcome is unpredictable for the customers (Darbandi, 2018). Communication, security, credibility, competence, understanding/knowing students, civility, and access were the original seven components that were developed. Originally, there were seven aspects that were designed, and they are as follows: Aspects such as assurance and empathy are examples of these characteristics (Aziz et al. 2021).

It is obvious to see that the concept of satisfaction is now the focus of investigation by a sizeable number of scholars in our day and age. Those that put up suggestions such as the ones listed above often place a significant amount of

stress on the significance of adhering to standards, fulfilling criteria, and delivering to clients the level of service that satisfies their requirements (Qader et al. 2021). In today's society, a great deal of importance is placed on the level of happiness exhibited by pupils. If students are dissatisfied with the school, they will not recommend it to others, and they may even choose to enroll in a different university themselves if they cannot find a better option. If a student graduates from a higher education institution dissatisfied with their overall experience there, the school's efforts to improve the overall quality of the services it offers may be regarded as a failure. At this moment, the most challenging problem is continuing to be satisfying the requirements of the pupils (Sharif & Azeez, 2021).

An individual's sensation of pleasure or disappointment that arises from comparing a product or service's perceived performance or outcome in relation to the individual's expectation is what the American Psychological Association means when they say "satisfied" (Nithyanantham et al. 2019). To put it another way, if the level of service provided is up to the standards set by the customer, then the student will feel satisfied with the overall experience. However, if you work in the subject of education, it may be difficult to live up to the expectations of your clients. In a wide variety of various marketplaces, speed has replaced other commodities as the most valuable asset and the major source of a source of competitive advantage. As a direct result of increasing speed, the normal amount of time a product is designed to last has shrunk from years to weeks. Customers in the educational sector are interested in receiving quicker service. Those individuals who are in a position to fulfill their commitments will emerge victorious, while those who are unable of doing so will fall farther behind. When a manager is aware of the genuine requirements that a client has, they are better equipped to concentrate on the most critical areas of the contact with that customer (Dixit & Sharif, 2020).

II. RESEARCH MODEL AND HYPOTHESIS

This section explains research model and research hypothesis created by the researcher:

Research Model:

The following figure is the research model:

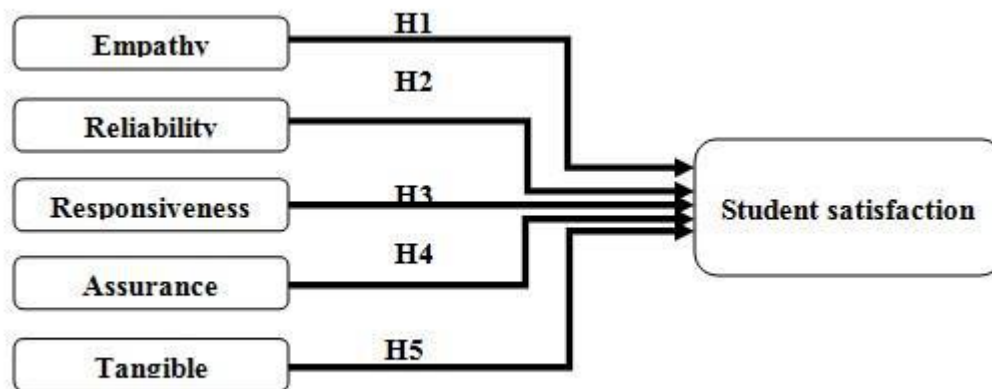


Fig.1- Research Model

Research Hypotheses:

According to the above researcher model, the researcher made the following research hypothesis:

H1: There is a positive impact of Empathy on students' satisfaction

H2: There is a positive impact of Reliability on students' satisfaction

H3: There is a positive impact of Responsiveness on students' satisfaction

H4: There is a positive impact of Assurance on students' satisfaction **H5:** There is a positive impact of Tangible on students' satisfaction

III. LITERATURE REVIEW

3.1 Service Quality Concept

One of the most significant characteristics of services is that it is a process. Therefore, service companies don't have any product, but they do have interactive processes. Services are invisible; therefore, it is difficult for the supplier to measure (Saleh & Jamil, 2021). As conveyance of services in the education sectors dependably includes human beings, it should concentrate on the management of people, and specifically on the collaborations between the students and academic instructors and administrators (Khan & AAS, 2019). There are several important service quality definitions, proposed by various researchers. Service quality is a divergence amongst client's anticipation of the service supplier and their assessment of the services (Hamad et al. 2021). Another definition has been proposed by (Sultan, 2021) argued that service quality is a dissimilarity amongst consumers' anticipation for service execution before the service encounter and their observations of the rendered services. Gefan 2002 as cited in (Muyeed, 2012), defined service quality as the particular appraisal made by consumers among the expected service quality and actually rendered services. Quality is a bit more difficult to characterize than consumers' gratification, because of the various statements, proposed by different researchers. Quality is focused to consumers' views; thus quality is characterized as whatever the buyer sees as a

quality (Yaba et al. 2021). According to (Ahmad, et al, 2014) there are two variables, which influence the perception of consumers, such as expectations and quality standards. Expectations means what is actually the students supposed to get from the service provider.

3.2 Service Quality Dimensions

Service quality has been the point of impressive concern via specialists lately. By taking a look at different meanings of service quality it can be seen that it is an after effect of the correlation which clients makes between their desires and what they really get from the related service supplier (Mohammed, 2019). Various studies have been carried out in order to reveal dimensions of service quality that most essentially contribute to fundamental quality appraisals in the service encirclement. Service quality is crucial in light of the fact that it will help to measure, to control and afterward enhance client's service quality (Mohammed, 2017). There are ten service quality dimensions, which were determined by Parasuraman et al. (1985). These dimensions fit as a service quality field from which these items were obtain for the SERVQUAL model (Khan, 2021).

Later, after refinement, above mentioned dimensions were revised and five dimensions (three original and two combined), Parasuraman, et al., (1988) were developed in

order to evaluate service quality (Abdalla Hamza, et al. 2021):

- Tangibles
- Reliability
- Responsiveness
- Assurance
- Empathy

Tangibles are defined “as the appearance of physical facilities, equipment, personnel, and communication materials” Physical appearance is the appearance of the equipment, appearance of the personnel, the look of building and renovation (Alyousuf et al. 2020).

Tangibles provides physical representation of image of the services that clients, will use to assess the quality. In spite of the fact that tangibles are frequently utilized by service providers to reinforce their reputation, give congruity, and sign quality to client, most organizations unite together tangibles with other in order to establish a service quality technique for the company (Gardi et al. 2021). Reliability depicts whether a service supplier follows assured promises and how precious it is in the actions. The significant importance lies in fulfilling promptly the customer’s requests (Jamil & Mawlud, 2021). Reliability “reflects the service provider’s ability to perform service dependably and accurately”. It includes “doing it right the first time” and as for the students it is one of the most significant dimension Berry and Parasuraman, (1991) as cited in (Landrum, et al., 2009). In detail, reliability implies that the organization conveys on its guarantees - guarantees about conveyance, service supply, issue determination and pricing policy. Clients prefer to work with organizations that keep their guarantees about the service outcomes (Khan et al. 2020).

Responsiveness – “being willing to help” - refers to the organization's readiness to settle happened issues and availability to provide fast service. It is important to respond to all students’ requests, otherwise the request can turn into a complaint. Service suppliers' capability to ensure that they are providing with a service on time is a basic part of service quality for major students. Responsiveness is conveyed to students by the length of time they need to wait for the reply for inquiries. Standards for promptness that indicates requirements in the internal policy of the company might be dissimilar to what the consumers require or expect (Sabir et al. 2021). Assurance indicates “the knowledge and courtesy of employees and their ability to inspire trust and confidence” (Qadir et al. 2021). This dimension is especially critical for services that consumers see as high hazard or for the services where the outcome seems uncertain for the students (Sadq et al. 2020). Assurance and

empathy comprise originally developed seven dimensions, which are communication, security, credibility, competence, understanding/knowing students, courtesy, and access (Hamad, et al. 2021).

The education and training sectors are quite important at the moment for the simple reason that these areas are often seen as an important source of revenue for the nation. As a consequence of this, a great number of nations are working hard to attract the attention of local as well as foreign students to their respective locations. If successful, these nations will be able to develop and improve their way of life (Sohail & Nabaz, 2019). The university is widely regarded as a crucial component of the education sectors. This is due to the fact that universities are able to provide the most fundamental demands of students, including those for education, learning materials, libraries, and places to live (Ibrahim et al. 2020; Prakash et al. 2020; Cao et al. 2022; Balaji et al. 2019; Mohammed et al. 2018; Cao et al. 2022; Fareed et al. 2021; Khan et al. 2022; Sivaram et al. 2020; HamaAliFaraj et al. 2017). In order to maintain a competitive advantage in a market, it is necessary to have excellent standards and tools for improving service quality (Mohammad, 2021). Service quality in the education sector is defined as the degree to which a given service meets the expectations of students, and the majority of educational institutions are successful in achieving student satisfaction by delivering services of a high standard. When evaluating different services, the primary concern of students is typically the quality of such services rather than the cost of those services (Hamad et al. 2021). As a result, educational institutions must to determine a specific quality standard capable of catering to the requirements of the students and then show how well this standard is implemented. At today's world, students in educational institutions are expected to have a higher level of sophistication. In addition, it is vital to understand the location of the students, such as where they came from and what their expectations are, in order to select the appropriate tactics for improving the level of service provided by universities. Students are often in high demand; nevertheless, when it comes to education sectors, the quality of service supplied by the institution is the single most significant criterion that has to be considered. As a result of the correlation between service quality and student happiness, it will be necessary to put into practice successful service quality measures (Karem et al. 2021). Students will be unsatisfied with their educational experiences if the quality of the services they receive is subpar. The vast majority of educational institutions are looking at quality improvement techniques to get a competitive advantage. Each additional service that institutions offer will be beneficial to their student bodies and will bring those students a sense of fulfillment. Some educational

institutions have established specialized service departments that are tasked with gauging the level of student contentment and attending to their demands and requirements. Delivering services of a high quality, which, in turn, will contribute to a rise in the overall level of pleasure felt by students, is now the most important factor in determining the success of competitive markets (Qoitassi & Sharif, 2015). As a result, the opinions of students on the quality of services provided in the education sectors are highly important for the development of the business. To retain its students and ensure their satisfaction, universities should offer services that are comparable to those offered by other institutions. The happiness of students has several benefits, including the establishment of a solid relationship between the institution and the students and the development of student allegiance (Mohammed & Ahmed, 2018). The researchers are going to employ several aspects of service quality as variables in this study to determine how satisfied students are with various aspects of the education system. There are five components that make up the overall quality of a service: empathy, assurance, reliability, responsiveness, and tangible. The remarks that the students make on the quality of service all revolve around these five aspects (Sharma & Ismail, 2022; Awasthi et al. 2019; Ahmed et al. 2021; Ali & Yahiya, 2018; qusay Ebraheem & Ali, 2021; Shareef et al. 2021; Sabir et al. 2019; Awdel et al. 2020; Saadi, 2021; Kareem, 2020; Muhammed & Mustafa, 2021; Rahmani et al. 2019; Ibrahim, 2021). The level of pleasure felt by students is the dependent variable in this investigation. Five aspects of service quality are the independent variables, while a number of other factors, including empathy, dependability, responsiveness, assurance, and tangibility, are sub independent variables (Mohammed et al. 2018). The fact that providing services is a process is among the most important aspects of these endeavors. As a result, service businesses do not produce any goods, but instead they focus on providing customers with an engaged experience. Since services cannot be seen, it is difficult for the provider to determine how much they are worth (Sharma et al. 2020). Because human beings are always involved in the delivery of services in educational settings, the emphasis should be placed on the management of individuals, and more particularly, on the interactions that take place between students, academic teachers, and school administrators (Awasthi & Sharma, 2020). There are several significant definitions of service quality that have been presented by a variety of scholars. The difference between a client's anticipation of the service provider and their evaluation of the services provided is what constitutes service quality (Sharma & Kumar, 2021). Another definition of service quality has been proposed by (Gowsic et al. 2019) who argued that service quality is a dissimilarity

between consumers' anticipation for service execution before the service encounter and their observations of the rendered services. This definition of service quality was presented by Markovic & Raspor. According to Gefan 2002, which was mentioned in Muyeed (2012), service quality is defined as the specific evaluation that customers make between the expected service quality and the actual quality of the services that are given. Because of the varied claims that have been made by various scholars, quality is a little bit more difficult to quantify than the level of enjoyment that customers experience. Because the preferences of customers are prioritized, quality is defined as whatever the purchaser values most highly in a product or service (Omar et al. 2021). According to the findings of Ali & Ebraheem, (2021), there are two factors that play a role in determining how customers feel about a product or service. These factors include quality standards and customer expectations. What exactly are the pupils anticipating receiving from the service provider? This is what is meant by "expectations." The quality of the service being provided has recently been a major focus of concern for professionals. When looking at the many definitions of service quality, it can be seen that it is the result of the correlation that customers make between what they want and what they really get from the relevant service provider. This may be considered as an aftereffect of the correlation (Sharma et al. 2022). Several research have been conducted in an effort to determine the aspects of service quality that most significantly contribute to the basic quality assessments that take place within the service encirclement (Birdawod et al. 2018; Qasim et al. 2020; Ahmed & Mohammed, 2018; Mohammed et al. 2018; Alyousuf & Din, 2020; Sharma et al. 2022; Mardan & Ahmed, 2017; Kareem et al. 2022; Wu et al. 2022; Cao et al. 2021; Qasim & Alyousuf, 2021; M Aziz, 2016). The importance of service quality lies in the fact that it provides a foundation upon which to assess, regulate, and ultimately improve the service quality provided to customers (Sadq et al. 2020). According to the research of Parasuraman and colleagues, there are 10 different aspects of service quality (1985). These dimensions work well as a service quality field, which is where these things came from when constructing the SERVQUAL model (Mustafa & Muhammed, 2020).

The look of physical facilities, equipment, employees, and communication materials are all examples of tangibles, as described by the dictionaries. The term "physical appearance" refers to the look of the structure and any renovations, as well as the appearance of the facility's equipment and staff (Munusamy, et al., 2010). Customers will use tangibles to evaluate the quality of the services since they give a physical representation of the image of the services. In spite of the fact that service providers

commonly make use of tangibles in order to bolster their reputation, provide congruity, and signal quality to customers, the majority of businesses combine tangibles with one another in order to develop a service quality strategy for the firm (Othman et al. 2018).

The degree to which a service provider keeps the commitments they make and the value they place on their word may be measured by their reliability. The fulfillment of the needs of the client in a timely manner is of considerable importance (Sharma et al. 2022). "Reliability shows the service provider's capacity to perform service dependably and precisely," according to one definition of the term. It involves "doing it correctly the first time," and as far as the students are concerned, it is one of the most important dimensions Berry and Parasuraman, (1991) as mentioned in (Landrum, et al., 2009). In more specific terms, dependability denotes that the company fulfills its promises, including those concerning delivery, the provision of services, the resolution of issues, and the pricing policy. Customers are more inclined to do business with companies who live up to the promises they make regarding the results of the services they purchase (AbuKhalifeh and Mat Som, 2012), "being willing to help" is what we mean when we talk about responsiveness, which relates to an organization's willingness to resolve problems as they arise and availability to give prompt service. It is essential to answer to the inquiries of all of the kids because, if you don't, the inquiry may morph into a complaint. The capacity of service providers to guarantee that they will provide a service at the specified time is an essential component of the quality of the service that major students get. The amount of time that students are required to wait for a response to their enquiries is one way in which responsiveness may be communicated to them (Sharma et al. 2019). There is a possibility that the standards for promptness that are indicated by requirements in the firm's internal policy will differ from what the customers demand or expect of the organization (Khan, 2021). "the expertise and civility of personnel, as well as their capacity to inspire trust and confidence," is what the term "assurance" refers to (Janita and Miranda, 2013). This aspect is of the utmost importance for services that consumers view as having a high level of risk, as well as for services in which the outcome is uncertain for the customers (students) (Mohammed et al. 2020). Originally, there were seven aspects that were designed, and they are communication, security, credibility, competence, understanding/knowing pupils, politeness, and access. Assurance and empathy are two of those dimensions (Othman et al. 2020).

It is plain to observe that the subject of contentment is currently being investigated by a significant number of researchers nowadays. Those that make the aforementioned

proposals typically place a strong emphasis on the relevance of conforming to standards, meeting criteria, and providing customers with the quality of services that they desire (Hamad et al. 2021). In today's world, the contentment of students is given significant weight. If students are unhappy with the institution, they will not promote it to others, and they may even choose to attend a different university themselves. If a student leaves an institution of higher education without being happy with their experience there, the institution's efforts to improve the quality of the services it provides might be considered a failure. At this time, meeting the needs of students continues to be the most difficult issue (Fernandes, et al., 2011). In accordance with the findings of (Al-Yousuf & Din, 2020), "satisfaction" is defined by the American Psychological Association as "an individual's experience of pleasure or disappointment that results from comparing a product or service's perceived performance or outcome in relation to the individual's expectation" (Manikandan et al. 2020). In other words, if the quality of the service meets the expectations of the client, the student will be happy with the experience. Nevertheless, in the field of education, it might be challenging to live up to the expectations of customers. In many different markets, speed has emerged as the most valuable commodity and the primary source of competitive advantage (Khan, 2021; Sadq et al. 2020; Mohammed, 2021; Ismeal et al. 2021; Sorguli et al. 2021; Hamza et al. 2021; Abdalla Hamza, et al. 2021; Kangarluei et al. 2012; Sultan et al. 2020; Dixit & Sharif, 2019; Sultan, 2021; Fallahi et al. 2019; Jamil et al. 2018; Saleh & Jamil, 2017). The typical lifespan of a product is decreasing from years to weeks as a result of increased speed. Customers in the education industry are looking for faster service. Those who are able to meet their obligations are going to come out on top, while those who are unable to will be left behind. When a manager is aware of the true requirements of a customer, they are better able to concentrate on the most important aspects of the interaction (Rashid et al. 2019).

3.3 Student Satisfaction

It can be seen that today a lot of researchers are discussing the topic of satisfaction. Proposers of above mentioned tend to accentuate the significance of corresponding to specifications, satisfying requirements, providing consumers with the desirable quality of services (Honarbakhsh et al. 2022). Today, student satisfactions seriously count. If students are dissatisfied, they will not recommend the university to others and they might switch university to other. All the things which the university does in order to increase service quality can be counted as a zero if the student left the university without being satisfied. Nowadays, fulfilling students' requests remains the greatest challenge (Abdulsamad et al. 2022). According to (Akhtar

and Zaheer, 2014) “satisfaction is an individual’s feeling of pleasure or disappointment resulting from comparing a product or service perceived performance or outcome in relation to his or her expectation”. In the other words, if service quality matches consumer’s expectation, the student will be satisfied. Nevertheless, in the education sector to meet customer’s expectations is hard enough. In many industries speed has become the most valued and the new competitive advantage. Speed is shortening the product life cycle from years to weeks. Speed is what the education sector consumer wants. Those who can fulfill are going to win, those who can’t, will be passed by. When a manager knows the real needs of a client that help to focus on a major point for the encounter (Saadi, 2021).

IV. METHODOLOGY

The purpose of this study is to investigate the impact of service quality on students’ satisfaction in a private university. A quantitative method used in order to analyze data gathered by the researchers. The researchers used questionnaire in order to be able to analyze the current study. A random sampling method used, where almost all students will have equal chances of being selected for the sample. The researchers gathered 133 questionnaires; however, 22 questionnaires were invalid and 111 questionnaires were properly completed. The questionnaire structured in the form of multiple-choice questions. The participants were asked to mark each item on five-point scales ranging from definitely agree to do not agree at all. The questionnaire was adapted from (Palli and Mamilla, 2012) and (Fares, et al., 2013).

4.1 Data analysis

Table 1- Reliability test

Factor	Reliability Statistics Cronbach's Alpha	Nu. Of item
Tangible	.770	4
Empathy	.833	3
Reliability	.894	3
Assurance	.784	3
Responsiveness	.882	2

Table (1) shows Reliability test for five service quality dimensions. Concerning tangible the Statistics Cronbach's Alpha $\hat{\rho}$ =.770, concerning of empathy Reliability Statistics Cronbach's Alpha $\hat{\rho}$ =.833, concerning of reliability factor Reliability Statistics Cronbach's Alpha $\hat{\rho}$ =.894, concerning of assurance Reliability Statistics

Cronbach's Alpha $\hat{\rho}$ =.784 and concerning of responsiveness factor Reliability Statistics Cronbach's Alpha $\hat{\rho}$ =.882.

Table 2-Correlation analysis

Factors	Pearson Correlation	Student satisfaction
Empathy	Pearson Correlation	.812(**)
	Sig. (2-tailed)	.000
	N	111
Reliability	Pearson Correlation	.675(**)
	Sig. (2-tailed)	.000
	N	111
Assurance	Pearson Correlation	.789(**)
	Sig. (2-tailed)	.000
	N	111
Responsiveness	Pearson Correlation	.252(**)
	Sig. (2-tailed)	.008
	N	111
Tangible	Pearson Correlation	-.265(**)
	Sig. (2-tailed)	.005
	N	111

** Correlation is significant at the 0.01 level (2-tailed).

According to correlation test as seen in table (2), the researchers found out that empathy has significant correlation (r =.812**, p <0.01) with students’ satisfaction. The correlations between reliability as independent factor and student satisfaction as dependent factor. According to correlation test, the researcher found out that assurance has significant correlation (r =.675**, p <0.01) with student satisfaction. The correlations between assurance as independent factor and student satisfaction as dependent factor. According to correlation test, the researcher found out that assurance has significant correlation (r =.789**, p <0.01) with student satisfaction. The correlations between responsiveness as independent factor and student satisfaction as dependent factor. According to correlation test, the researcher found out that responsiveness has significant correlation (r =.252**, p <0.01) with student satisfaction, and the correlations between tangible as independent factor and student satisfaction as dependent factor. According to correlation test, the researcher found out that tangible has significant correlation (r =. -265**, p <0.01) with student satisfaction.

Table 3-Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.901(a)	.811	.802	.550

a Predictors: (Constant), Tangible, Responsiveness, Empathy, Assurance, Reliability Table 4-ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	136.564	5	27.313	90.296	.000(a)
	Residual	31.760	105	.302		
	Total	168.324	110			

a Predictors: (Constant), Tangible, Responsiveness, Empathy, Assurance, Reliability

Table 5- Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-4.185	.502		-8.339	.000
Empathy	1.421	.185	.949	7.684	.000
Reliability	-.407	.143	-.286	-2.848	.005
Assurance	.513	.169	.376	3.034	.003
Responsiveness	.373	.098	.164	3.797	.000
Tangible	.619	.085	.393	7.278	.000

a Dependent Variable: Satisfaction

Table (5) explains the results research hypothesis. The first hypothesis, empathy has significantly predicted students' satisfaction (Beta is weight 0.949, $p < .001$) this indicates that empathy has a positive impact on students' satisfaction. Therefore, based on this result the first hypothesis was supported. The second hypothesis, reliability has not significantly predicted students' satisfaction (Beta is weight -0.286, $p < .001$) this indicates that reliability does not have a positive impact on students' satisfaction. Therefore, based on this result the second hypothesis were rejected. The third hypothesis, assurance has significantly predicted students' satisfaction (Beta is weight 0.376, $p < .001$) this indicates that assurance has a positive impact on students' satisfaction. Therefore, based on this result the third hypothesis was supported. The fourth hypothesis, responsiveness has significantly predicted Student satisfaction (Beta is weight 0.164, $p < .001$) this indicates that responsiveness has a positive impact on students' satisfaction. Therefore, based on this result the fourth hypothesis was supported. Finally, the fifth hypothesis, tangible has significantly predicted students' satisfaction

(Beta is weight 0.393, $p < .001$) this indicates that tangible have a positive impact on students' satisfaction. Therefore, based on these results the fifth hypothesis was supported.

V. DISCUSSION

In this section, the main research findings of this study are discussed. Also, the findings are discussed in relations to previous studies reviewed in literature review of this study. The reliability coefficients of five service quality dimensions of modified SERVQUAL were reliable with the original version developed by Parasurarnan et al. (1988). In order to measure the reliability of instruments used in this study, Cronbach's alpha is used. According to (Sekaran, 2005) an acceptable instrument in analyzing research when Cronbach's alpha is greater than 0.6 and is within 0.8. Reliability test for five service quality dimensions were as follow: Reliability Statistics Cronbach's Alpha for tangible was Cronbach's Alpha $\hat{\rho} = .770$, for empathy Cronbach's Alpha $\hat{\rho} = .833$, for reliability Cronbach's Alpha was $\hat{\rho} = .894$, for assurance Cronbach's Alpha $\hat{\rho} = .784$ and for

responsiveness Cronbach's Alpha was $\hat{\rho}=.882$. The results of reliability testing of five service quality dimensions in the research were all above 0.6; therefore, they are all acceptable for further analysis. According to the summary of the finding, it clarifies that, the current study has many to be discussed. University 's students were satisfied more according to University 's service quality except reliability dimension. According to the data analysis in this study, the current students gave distinctive meaning for university service quality which were linked to the SERVQUAL dimensions. This confirms the theory of service quality (SERVQUAL) developed by Parasuraman et al. (1988), which concentrated assessment that reflects perception of assurance, reliability, empathy, tangible and responsiveness. This study had empathy, reliability, assurance, responsiveness and tangible which were significantly correlated to students' satisfaction. Empathy factor was an attribute that was applicable in the University for this study. Empathy factor was found to be significantly correlated ($r=.812^{**}$, $p<0.01$) to students' satisfaction. Reliability factor was an attribute that was applicable in the University for this study. Reliability factor was found to be significantly correlated ($r=.675^{**}$, $p<0.01$) to students' satisfaction. Assurance factor was an attribute that was applicable in the University for this study. Assurance factor was found to be significantly correlated ($r=.789^{**}$, $p<0.01$) to students' satisfaction. Responsiveness factor was an attribute that was applicable in the the University for this study. Responsiveness factor was found to be significantly correlated

($r=.252^{**}$, $p<0.01$) to students' satisfaction and Tangible factor was an attribute that was applicable in the University for this study. Tangible factor was found to be significantly correlated ($r=.265^{**}$, $p<0.01$) to students' satisfaction. According to the findings of this study, the study also suggests that SERVQUAL is an excellent instrument to measure University service quality. consequently, managers could apply this instrument to evaluate University service quality in University and also might be suitable in other education sectors . Service quality is to emphasize improving and maintain students' satisfaction. The relationships of

SERVQUAL and students' satisfaction were analyzed by regression analysis. Four SERVQUAL dimensions were significantly associated to students' satisfaction at the level of $p < 0.01$, except reliability. According to the multiple regression analysis, the first hypothesis, empathy has significantly predicted students' satisfaction (Beta is weight 0.949, $p<.001$) this indicates that empathy have a positive impact on students' satisfaction. Therefore, based on these results the first hypothesis was supported. Findings of this study shows that empathy is positively related to students'

satisfaction, however students perceive a low degree of interaction with staff in university. Empathy comprises originally developed seven dimensions, which are communication, credibility, competence, understanding/knowing students, courtesy, and access. The University reflects a capability to fulfill students' concerns in terms of their needs, for instance, individualized attention and having students' best interest at heart. The second hypothesis, reliability has not significantly predicted students' satisfaction (Beta is weight -0.286, $p<.001$) this indicates that reliability does not have a positive impact on students' satisfaction. Therefore, based on these results the second hypothesis was rejected. Although, second hypothesis result which did not prove that reliability has a positive impact due to participants different educational background, age, gender and etc. But still reliability could be a factor that influence students' satisfaction positively in university. The third hypothesis, assurance has significantly predicted students' satisfaction (Beta is weight 0.376, $p<.001$) this indicates that assurance have a positive impact on students' satisfaction. Therefore, based on this result the third hypothesis was supported. Assurance is another service quality factor emphasized by students. The degree to which students are feel confidence and trust relies on the service quality provided by university staff. According to the finding of this study, assurance has a positive impact on students' satisfaction. This finding could be clarified by the exceptional and capable services that the university provide. The fourth hypothesis, responsiveness has significantly predicted students' satisfaction (Beta is weight 0.164, $p<.001$) this indicates that responsiveness has a positive impact on students' satisfaction. Therefore, based on this result the fourth hypothesis was supported. Responsiveness factor of service quality dimension is another key success factor in the University. The finding of this study showed that responsiveness has a positive impact on students' satisfaction in university. According to Ahmad, et al., (2014: 764) Responsiveness is refers to the university 's readiness to settle happened issues and availability to provide fast service. It is important to respond to all students' requests, otherwise the request can turn into a complaint. Service suppliers' capability to ensure that they are providing with a service on time is a basic part of service quality for major students. Finally, the fifth hypothesis, tangible has significantly predicted Student satisfaction (Beta is weight 0.393, $p<.001$) this indicates that tangible have a positive impact on students' satisfaction. Therefore, based on these results the fifth hypothesis was supported. According to students impressions tangible can be explained as physical facilities, equipment and appearance of University building. Students might evaluate university facilities and designs, visibility of equipment.

VI. CONCLUSIONS AND RECOMMENDATIONS

The main purpose of this study was to investigate the impact of service quality dimensions on students' satisfaction. The findings seemed to be different in the two ways of analysis. The researchers proposed to study theoretical foundations on students' satisfaction and service quality dimensions, SERVQUAL to investigate the impact of service quality dimensions on students' satisfaction to meet the research objective. The association between service quality and student satisfaction will assist university management to clarify what these service quality dimensions mean to the students and to university itself. According to regression analysis, the researchers found out that four of service quality dimensions had positive impact on students' satisfaction, except reliability factor had negative impact on student's satisfaction. Administrators should constantly adjust on those factors in order to be able to provide its students with the best values and also state the significant dimensions to lay more emphasis on to enhance service quality leading increasing level of students' satisfaction. The latest or modern business strategy is student satisfaction through ensuring that students are provided with excellent quality of services. According to the research findings, the researcher recommended the followings;

1. Staff should always serve right at the first time; therefore, employee should be provided with effective training program. Students should be provided with service as promised. This factor is important, because the fact it creates trust between students and employee or the university itself. If an employee will follow the standards of the university, means that university is able to provide services as promised. Therefore, necessary training should be provided to all staff members.
2. Administrators should always be visible and handling students' problem.
3. This is another significant factor, because students should feel that he or she is important and that management cares. That will show that university's management is involved in the operations and if it needed, the management team will solve the incident or problems immediately or even will prevent unpleasant situations.
4. Doing the best to avoid problem or issue that might occur. That should be controlled by departments, but in that case, trust should be built up between manager and employee, that employee will inform his or her manager about all issues which have happened or may

happen. Employee should not be afraid that he or she will be punished.

5. University's staff should be always neat and professional appearance. That creates the discipline and employees feel more responsible in front of management and the students. Professional appearance gives confidence to the employee.

VII. LIMITATION AND FUTURE RESEARCH

Few issues related with the cost and limited time in this study needs further research considerations. Due to negative result of reliability dimension, the university disclosed their information. Even though this study dealt with the student's perception towards service quality and its relation with satisfaction, the sample size considered is very small. The findings might not be very suitable as having students with different background such us, educational background, age, and gender. Empirical studies should be conducted moderately with other Universities or other industries so that investigative the service quality dimensions and students' satisfaction across the various contexts or business could be measured and could be useful for future growth and enhancement. Also, future study should focus on a larger sample size.

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