

The Effect of Service Quality on Student Satisfaction in Higher Education Service

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Abstract: The purpose of this paper is to evaluate and analyze the strategies and influences of perceived service quality, perceived value, and image on foreign student satisfaction, how to increase it, and the consequences of foreign student satisfaction in private and public universities. The survey data on bachelor's, master's, and PhD college students in higher education, Structural Equation Modeling was used, and the result showed that there is a positive and significant effect of university image on student satisfaction in higher educational institutions, which means that the university image plays a vital role in fulfilling student satisfaction, so the higher educational institution should focus on it as it will be an important tool in the competition with the other institutions.

Keywords: Education, Higher education, Service quality, Value, Satisfaction, Loyalty, Quality, Image.

1. INTRODUCTION

Education is one of the most vital industries, and gambling plays an important role in national development. In relation to the significance of training, there's a correlation between training and financial growth; additionally, the training region offers the society human resources.

In the remaining ten years, the arena of higher education in Turkey has suffered pretty profound changes. A growth took place in the variety of establishments running in this quarter and therefore a growth in the variety of college students. Additionally, the private education region is developing rapidly over the last few years, while the quantity of personal universities' status quo rises rapidly.

The intention of the non-public higher education enterprise is to provide an opportunity map for tertiary training for people who didn't get admission into nearby universities and for people who intend to move for better training locally.

This way, the arena of Higher Education in Turkey faces greater aggressive marketplace Structures, consequently it turns into essential to investigate and take a look at student's delight in better training, as establishments of better training ought to significantly gain from being capable of growth the extent of college students delight, delight can provide an organization with a kind of aggressive advantage, especially at a positive phrase of mouth (File & Prince, 1992), new customers (Bolton & Drew, 1991), Lowering consumer defection rates (Mittal & Kamakula, 2001), economic benefits (Anderson & Mittal, 2000).

Present service institutions are faced with a significant challenge from growing competition. Institutions and businesses

must be aware of the risks of global competition since they can no longer focus just on local rivalry.

If services institutes inside a competitive market are unable to draw clients' attention to them, keep them, and resolve the concerns they raise, they will not be able to produce and continue. Universities and other higher education institutions are categorized as service organizations, so they must show interest in their genuine customer's students and work to satisfy them by offering high-quality services.

The relevance of evaluation in higher education has increased among its stakeholders since each of them, including ownership, students, the governments, and experts, has a different viewpoint on quality and different needs and demands.

Because of its significance and effects, its services quality of higher education has attracted the attention of several scholars.

The phrase "distance between the services a student expected to receive and his or her her views of what he or she actually received" can be used to describe services quality in higher education.

2. PREVIOUS RESEARCH

2.1. Customer Satisfaction

Parasurman et al. (1988), Customer satisfaction is defined as a general judgment or result of various levels of service quality, whereas being satisfied is a reaction that occurs after the purchase decision is made and summarizes the customer's love or hatred for the product or service.

1. Oliver, R. L. (1980), divided satisfaction into three basic elements:

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2. Expectation: is beliefs or predictions about characteristics that the customer wants to be in the product.
3. Perception: This is the level of performance that the customer perceives when the commodity is used or the service is obtained.
4. Negative or positive match: correspondence occurs when actual performance is equal to what is expected.

As for the mismatch, it occurs when the performance of the product deviates from the expectations of the customer, and it becomes a deviation. Positive if the product's performance is greater than the customer's expectations, and negative if the product is smaller than the customer's expectations.

2.2. Determinants of Customer Satisfaction

Most researchers agreed that the determinants of customer satisfaction can be summarized in the following dimensions:

2.2.1. Perceived Quality of Service

Controversy still exists among researchers about the nature of the relationship between satisfaction and perceived quality of service and about whether satisfaction is a determinant of the quality of service or a result of the results of service quality.

While Fornell et al. (1996) considered that perceived quality of service is one of the most important determinants of American customer satisfaction, Parasurman et al. (1988) defined quality of service as the conflict between the customer's perceptions of the quality of service he has received and his expectations in terms of its ultimate benefits and the method in which it is performed.

The researcher believes that the relationship between perceived quality and customer satisfaction is a direct one: a higher level of perceived quality of service leads to higher rates of service satisfaction.

Husain et al. (2009) display that the physical environment, interaction and support, comments and assessment, and administration are strong factors that bring about college students' satisfaction. According to Ismail and Parasurman (2009), service quality and perceived cost have positive impacts on scholar satisfaction, which results in H1.

H₁: service quality has a positive effect on student satisfaction.

The impact of corporate image has been studied through many researchers, (Helegsen & Nettet,2007) argue that an image is typical influence made at the minds of the general public about a firm, and the corporate image is associated with the physical and behavioral attributes of the firm, which includes commercial enterprise name, architecture, kind of products/services, and to the influence of quality communicated through every person interacting with the firm's clients, (Torpor,1983) stated that universities need to compete thru image need to realize a lot of things such as the university's picture as compared to opposition universities and the inner and outside public belief to the university's picture While (palacio et al, 2002) concluded that image has a con-

siderable impact on scholar satisfaction and loyalty, additionally an image is one of the maximum essential determinants of customer delight and loyalty in accordance to (Alves & Raposo, 2010), This results in H2.

H₂: University image has a positive effect in student satisfaction.

2.2.2. Perceived Value

Zeithaml (1988) defined it as the trade-off between a client's assessment of the benefits acquired as a result of his use of the service and the charges that he has made, and he indicated that the perceived value has an outstanding effect on customer satisfaction.

Perceived value is the clients general evaluation of the utility of a product primarily based totally on perceptions of what's acquired and what's given (Zithaml, 1988), while (Bolton & Drew, 1991) display that A clients evaluation of price relies upon on sacrifice (i.e., the financial and nonmonetary prices related with using the service), Customer characteristics, purchaser intention, while (Helgsen & Nettet, 2007) concluded that perceived value has a considerable impact on scholar satisfaction, this ends in H₃.

H₃: Perceived value has a positive effect on student satisfaction.

2.3. Consequences of Consumer Satisfaction

2.3.1. Consumer Loyalty

Fornell et al. (1996) concluded that increasing customer satisfaction leads to less protest, fewer customer complaints, and increased loyalty. The researcher believes that the quality of service can directly affect customer loyalty, indirectly via customer satisfaction. Also, satisfaction is one of the most vital determinants of scholar loyalty in the higher education sector, according to Alves & Raposo (2007), Liwemai (2005), Helegsen & Nettet (2007), this ends in H4.

H₄: Customer satisfaction has a positive effect on student loyalty.

3. METHODOLOGY

3.1. Introduction

The data collected via survey on university students were analyzed using the SPSS and AMOS programs in the 26.0 statistics package program to test the hypothesis in this study. A number of statistical methods have been used that are consistent with the research objectives and hypotheses, including:

Reliability and Validity of Scale by using the SPSS program to do the test to ensure consistency and internal consistency of the terms used in the research criteria, using Cronbach alpha.

Descriptive analysis by relaying on frequency tables, percentages, averages, standard deviations, and he described the research sample based on the variable's demographic, after which the researcher tests the hypotheses using appropriate statistical methods simple regression test, multiple regression, and an analysis of variance and T-test.

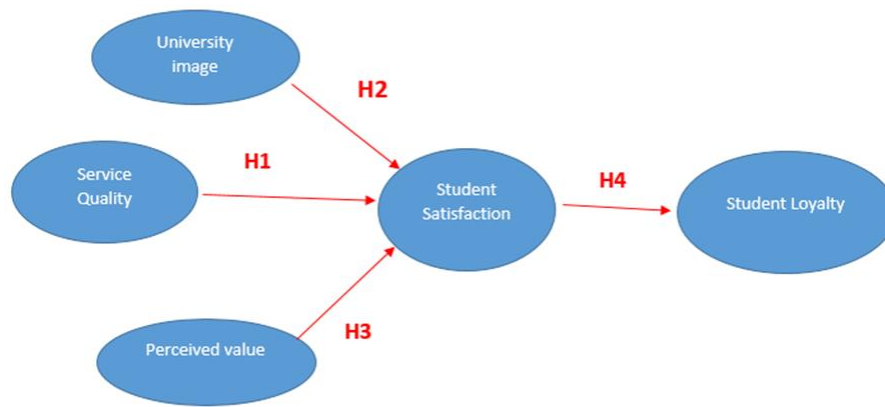


Fig. (1). Conceptual model to be tested.

Factor analysis is necessary in order to ascertain the extent of a match between the dimensions of service quality in the current study and the dimensions of service quality.

3.2. The Model

The model to be tested (Figure 1) results from the hypothesis established and illustrates the antecedents (of the main variables), which are student satisfaction, service quality, the university's image, perceived value, and student locality, with locality as the main consequence (latent variable) of student satisfaction (mediation).

3.3. Sample Design and Data Collecting Techniques

A survey using questionnaires was the convenience sampling method, as it is thinking about an appropriate method to check a theory concerning to the evaluation relationship among variables instead of making generalization (Balaji et al .2016), Having described the scholar as the most essential customer of the education service and in order to check the conceptual research model, it become important to choose a sample of college students in higher education.

3.4. Sample's Definition

The questionnaire was administered to college students' bachelors, masters, and PhD college students in the higher institute; the college students had been briefed about the study and the questionnaires had been distributed and self-completed.

The studies worked with a finite population and used the Yamane formula (Yamane, Taro, 1967).

In light of the recommendation provided in the extent literature, a sample of 205 respondents was targeted, and a total of 205 questionnaires were distributed to bachelor's, master's, and PhD students, as shown in the profile of respondents in Table 1.

Table 1. Profile of Respondents.

		Frequency (N)	Percent %
Gender	Male	118	57.6
	Female	87	42.4

	Total	205	100.0
Age	Below 25	95	46.3
	From 25-34	75	36.6
	From 35-44	26	12.7
	From 45-50	8	3.9
	Above 51	1	0.5
	Total	205	100.0
Education Level	University Students	110	53.7
	Master Student	76	37.1
	Phd Student	19	9.3
	Total	205	100.0
Language of study	Turkish	32	15.6
	English	173	84.4
	Total	205	100.0
Working Status	Yes	116	56.6
	No	89	43.4
	Total	205	100.0
Per Capita income	Nothing	65	31.7
	Less than 10,000 TL	125	61.0
	From 10,000 to 20,000 TL	14	6.8
	More than 20,000 TL	1	0.5
	Total	205	100.0
Other Source of Finance	Scholarship	37	18.0
	Family Finance	72	35.1
	Other	96	46.8
	Total	205	100.0
Qualification	Diploma Level	47	22.9
	Bachelor Degree level	103	50.2

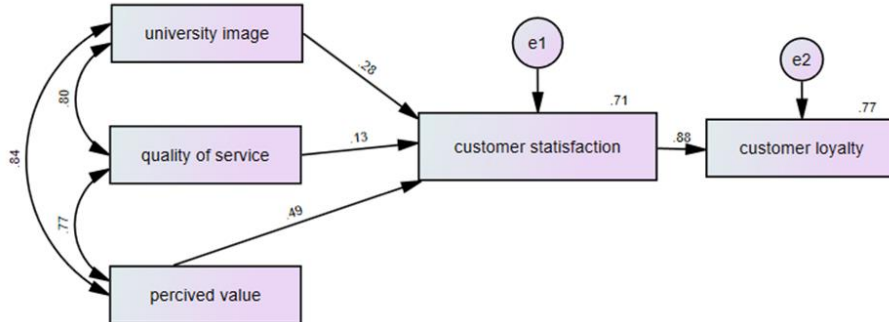


Fig. (2). Shows hypotheses testing result.

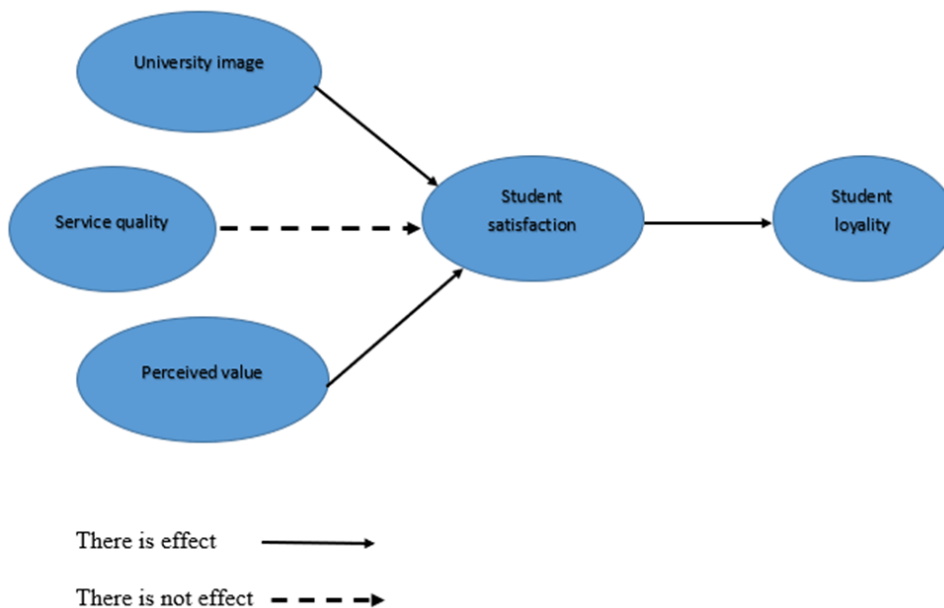


Fig. (3). Research model after testing hypotheses.

	Master Level	43	21.0
	PhD	12	5.9
	Total	205	100.0
University Type	Public University	55	26.8
	Private University	150	73.2
	Total	205	100.0
Duration of university studies	Less than one year	35	17.1
	From one year to less than three year	133	64.9
	More than three year	37	18.0
	Total	205	100.0

3.5. Method of Data Obtainment

Measures of functional and technical service quality (1 = very low and 5 = very high) in higher education changed to advance in an advance section of this study (Teeroovengadam et al., 2019). Items used to operationalize scholar satisfaction have been adapted from Brady et al. (2002) and have been measured on a 5-factor Likert scale wherein 1 =

"strongly disagree" and 5 = "strongly agree." Perceived value was measured by the use of items borrowed from Ryu et al. (2008). These items have been measured using a 5-factor Likert scale, wherein 1 represents "very poor" and 5 represents "excellent." Image was measured the use of 5 indicators followed from (Lai et al., 2009). Loyalty was measured by the use of items on a scale wherein 1 = "very unlikely" and 5 = "very likely." This scale was adopted from Zeithaml et al., 1996.

4. ANALYSIS OF RESULT

As shown the two-stage modeling approach and after approving the acceptability of the measurement model, there then proceeded an estimation of the structural model. The predicted model is illustrated in Fig. (2): Shows hypotheses testing result.

Fig. (3) represents the relationships between research variables after testing them, and completing the hypothesis test.

Table 2 provides the composed reliability of every one of those scales; this is the extent of inner consistency for every scale. As can be observed, all scales exceed the minimum reliability stage of 0.6 advocated by Malhotra and Briks (2010).

Table 2. Scale Reliability.

Scale	Item Number	Reliability
Service quality	9	0.920
University image	5	0.898
Perceived value	3	0.844
Student satisfaction	5	0.906
Student loyalty	4	0.902

In order to test the hypothesis, simple regression tests and multi-regression tests are used by the Amos statistics program as follows:

H₁: Service quality has a positive effect on student satisfaction.

We notice from the previous table that there is no significant effect of the quality of service on student satisfaction, as the P value is greater than 0.05.

H₂: University image has a positive effect on student satisfaction.

We notice from the previous table that there is a significant effect of the university’s image on student satisfaction, as the

Table 3. Hypotheses Test.

	Estimate	S.E.	C.R.	P	Label
satisfaction <--- service	.182	.095	1.924	.054	par_1
satisfaction <--- image	.299	.083	3.586	***	par_3
satisfaction <--- value	.453	.068	6.622	***	par_4
loyalty <--- satisfaction	.967	.037	26.413	***	par_2

P value is less than 0.05.

H₃: Perceived value has a positive effect on student satisfaction.

We notice from the previous table that there is a significant effect of the perceived value on student satisfaction, as the P value is less than 0.05.

H₄: Student satisfaction has a positive effect on student loyalty.

We notice from the previous table that there is a significant effect of student satisfaction on student loyalty, as the P value is less than 0.05.

5. CONCLUSIONS AND IMPLICATIONS:

This study focuses on different types of variables that affect student satisfaction in higher education institutions, both private and public.

The result showed that there is a positive and significant effect of university image on student satisfaction in higher educational institutions, which means that the university image plays a vital role in fulfilling student satisfaction. Therefore, the higher educational institution should focus on it, as it will be an important tool in the competition with the other institutions.

Also, the results show that there is a positive and significant effect of the perceived value on student satisfaction in higher educational institutions. The higher educational institutions should enhance the perceived value of their service through different means, such as conferences, workshops, and scholarships given to excellent students so that they can represent the university in the labor market in the future.

The research clarifies that there is a positive and significant effect of student satisfaction on student loyalty in higher educational institutions. The higher educational institutions should consider this variable as there is a significant relationship between quality levels of the service and the behavioral direction of the customer, so that the customer's perception of better service quality leads to loyalty increases.

Under the attempt of the higher education institution to provide better academic services, and the competitive situation, inside and outside the country it should extending its information regarding student satisfaction to keeping current students, also attracting and bringing new students.

6. RESEARCH LIMITATION AND FUTURE RESEARCH

In this paper, the effect of the student complaining and the effect of the price have not been studied as cases of student

satisfaction; those factors should be taken into consideration in future research. Also, this research should extend to include other indicators such as expectation and previous experience between different types of universities and compare the level of student satisfaction between them.

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