

The Relationship Between Service Quality and Students Satisfaction Among Students in Kias, Nilam Puri, Kelantan

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ABSTRACT

Service quality is crucial for higher education institutes to gain competitive advantages and growth, especially for private institutions. The current research paper aims to examine the relationship between service quality and student satisfaction. Data was collected from 306 students of KIAS from 7 departments. Multiple regression was used to analyze the data. Responses from the student were measured through an adapted questionnaire where 5-point Likert scale was applied. The results from regression analyses showed that there were three factors, namely: Tangibility; Guarantee; and Empathy that directly affect students' satisfaction. The key findings of this study suggest that the administration of KIAS needs to understand the changing factors that shape students' satisfaction and beware of its existing service quality provided for the students. Due to that, the potential strategies and service improvement should be planned accordingly to cater to the students' needs and expectations.

Keywords: Service Quality; Student Satisfaction; Corporate Reputation.

1. Introduction

Higher education is the education at a college or university level. It is perceived as one of most important instruments for individual social and economic development of a nation (Mukhtar et al., 2015). The primary purpose of higher education are creation of knowledge and dissemination for the development of world through innovation and creativity. Higher education institutions are increasingly recognizing and are placing greater emphasis on meeting the expectations and needs of their customers. Therefore, successful completion and enhancement of students' education are the major reasons for the existence of higher educational institutions. This positive development in higher education shows the importance of educational institutions understanding student satisfaction in a competitive environment. Now the higher education industry is strongly affected by globalization. This has increased the competition among higher education institutions to adopt market-oriented strategies to be differentiate themselves

from their competitors to attract as many students as possible satisfying current students' needs and expectation. Hence, numerous studies have been conducted to identify the factors influencing student satisfaction in higher education (Weerasinghe & Fernando, 2017).

Students nowadays have many options in furthering studies at tertiary level their selection lies on various reasons. For example, institutions that promises them a unique educational experience that they will remember for a life time and prepare them for successful career opportunities in future. Education is valued as a fruitful investment. It rewards and the students in multiple ways. The system applied in a particular institution serves as a progress and survival. Institutions with strong and effective educational system will produce graduates who are competent in their areas respectively. They are not only academically excellent, but their administrative bodies are also more than ready to provide the students with their best services. These are amount the key elements that propel the institutions forward. This is in line with Palacio, Meneses and Perez (2002) who put forth that the students' expectations, academic preferences and quality perception about the educational environment should be in the checklist of the higher authorities of the institute. Similarly, varsity students in general seek for high quality education and satisfactory management system in order to satisfy their aspirations and develop capabilities to be an effective graduate. According to Rowley (1996), students of those institutions are more capable, excellent and productive because they are provided with better educational service qualities which are vital for strong academic attainment. The students seek for empathy, responsiveness and guarantee during their academic development process which then generate the potential needed to compete in the job market. It is therefore, the effectiveness of the administration and management of a higher educational institution is advantageous to facilitate the students with quality guarantee and personality grooming for optimum achievement (LeBlanc and Nguyen, 1997).

In private institutions, students are regarded as their primary customers. Since the institutional budgets are developed based upon their projected enrolments, it is of the utmost important for a private institution to retain every student recruited. This situation has therefore created a need for continued research in the area concerning student satisfaction and student retention. This is because, a reduction in student numbers will directly affect the budgeted funds available to operate, maintain, and grow the institution. In fact, some studies have shown that a decreased budget does affect the student retention (Ryan 2004). Not only that, an institution's inability to maintain its enrolment numbers will also impact its graduation and retention rates of performance for higher education institutions (Titus 2004). A number of 33 private colleges registered under Ministry Of Higher Education was terminated on 2017. The Higher Education minister at that time, Dato' Seri

Idris Jusoh explained that the breaking the MOE rules, lack of student enrollment and lecturers, and expired date of college registration as among the main reasons that contribute to the termination. Therefore, they have to be continuously monitored and maintained for survival and retention (Utusan Online, 2017).

Nowadays, there are 10 private colleges operating in Kelantan and the number could be lowered if the student enrollments keep on declining. Kolej Islam Antarabangsa Sultan Ismail Petra (KIAS) is among the 10 private colleges that is still sustain until today and need to monitored for survival. The factors of service quality is among the important indicator of student satisfaction and for college to survive. Therefore, this study is to examine the relationship between service quality and student satisfaction at KIAS, particularly to test the relationship between Tangibility, Guarantee, Reliability Empathy and Response on students' satisfaction at KIAS.

2. Literature Review

The nature of service quality is intangible. This circumstances make it difficult to measure (Parasuraman et al., 1985; Zeithaml, 1988; Eshghi et al., 2008; Chang, 2009). Moreover, for different sectors and industry the quality services may also differ. Therefore, it is essential to take all aspects of service quality in consideration that justify the situation where specific industry is working (Lagrosen, 2001). Teeroovengadum et.al (2019) validated the higher education service quality (HESQUAL) scale using a confirmatory approach and test an improved structural model that predicts student loyalty from image, perceived value, satisfaction and service quality. The results indicated that student satisfaction is influenced by technical service quality, image and perceived value, but not by functional service quality. Previously, well-known scholars in service quality, Parasuraman et al. (1985) suggested SERVQUAL as a determinant and measuring instrument of service quality. It is considered as a good starting point in providing more detail to a description of service quality. They defined "determinants of service quality as a measure of how well the service level delivered matches customer expectations". They designed SERVQUAL based on some studies in America where they described ten determinants of service quality as reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding the customers and tangibles.

Later on, more research contribute to the lessen reduction of attributes. Initially, they began with ten attributes, which were then reduced to five (Parasuraman et al., 1988). The model of changed SERVQUAL was reliability, responsiveness, guarantee, empathy and tangibles. The concept of quality has evolved from "excellence" to "value", to "conformance to specification" and to "meeting and exceeding customer expectations"

(Reeves & Bendnar, 1994). The first two definitions of quality are quite similar that they both have common views on assessing and measuring the quality of either products or services, whereas the third is more appropriate for assessing only the quality of products (Pariseau & McDaniel, 1997). Kotler and Clarke (1987) define satisfaction as the desirous outcome of a task or job that pleases one's esteem. In the same vein, Rad & Yarmohammadian (2006) defined it as the willful accomplishment which results in one's contentment. Satisfaction plays a major role in the determining the originality and accuracy of a system especially in the educational system. This is because, the higher the level of satisfaction the higher the chances for the students to groom their skill development, course knowledge and mentality. According to Zeithaml (1988), satisfaction is the resultant outcome of an institution's administrative as well as educational system's coherent performance. Therefore, student satisfaction can be defined as the extent to which an institutions' service performance meets the reckoning of the students (Weirs-Jenssen et al., 2002; Salami, 2005; Roberts-Lombard, 2009).

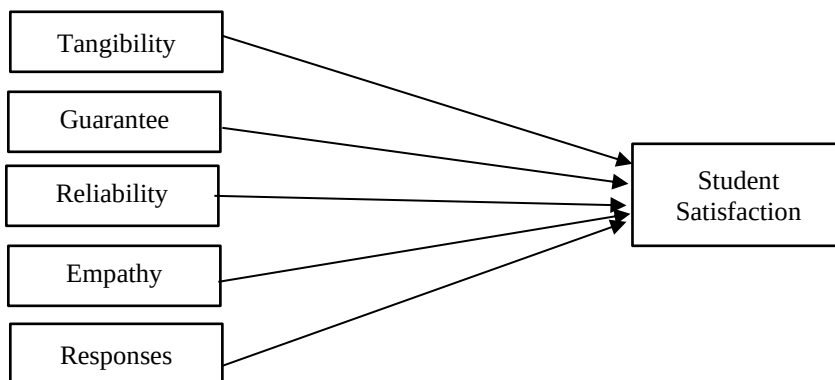
Student satisfaction is shaped by students' expectations and their perception about services and quality of services provided (Hu et al., 2009; Babaei, 2015). University student satisfaction are related to institutional, individual, and social welfare. According to an institutional argument, contented students are much more probable to endure their studies and prosper academically. Student satisfaction can easily be achieved by outstanding service standards. This will help HEIs to attain a sustainable competitive edge in today's higher educational environment (Huang et al., 2012). In general, students will be more satisfied and motivated to complete their studies if the institution provides an environment which facilitates learning. This includes proper infrastructure for educational utility accumulated with essential parameters of professional and academic development. (Risch and Kleine, 2000) posited a view that students will be more motivated, loyal and good performers if their institution holds essential educational facilities with effective staff of teaching and training. Teachers' performance inside and outside the class is a significant feature of enhancing students' impartiality, motivation and satisfaction. According to Wachtel (1998), students rate their course instructors' performance and his methodology of teaching as the prime indicators in their educational development and successful completion of their studies because they tend to evaluate their instructor based on their intellectual ability (Edstrom, 2008) and consequently express their reliability on the teaching staff (Sproule, 2000). Teachers' ability, excellence, coordination and reasonability greatly influence students' performance. This is because, students are greatly influenced by the educational activities that their teacher or instructor coordinates for them. Shevlin, Banyard, Davies and Griffith (2000) stated that the teachers who teach with punctuality, accuracy, reasonability and

logical approach in a student friendly manner are more popular (Elliot and Shin, 2002). Dalton and Denson (2009) added that student's level of satisfaction increases when they are engaged with course instructors who properly handle the assignments, projects, exams and facilitate students' logical reasoning and attitude development.

3. Theory and Research framework

In this framework (Figure 1.0), the students' satisfaction of the private colleges set as the dependent variable and the independent variable comprised of Tangibility; Guarantee; Reliability; Responses and Empathy that represent the service quality. The major constructs that measure student retention are derived from two major theories of student retention which is Student Integration Theory and Student Attrition Theory.

Figure 1.0: Research Framework



Based on the aforementioned research questions, the following hypotheses were used to investigate each question:

H1: There is a positive relationship between Tangibility and the students' satisfaction.

H2: There is a positive relationship between Guarantee and the students' satisfaction.

H3: There is a positive relationship between Reliability and the students' satisfaction.

H4: There is a positive relationship between Empathy and the students' satisfaction.

H5: There is a positive relationship between Response and the students' satisfaction.

3.1 Student Integration Theory

It is derived from the research of Vincent Tinto. Tinto (1975) created a model that sought to describe the factors that cause a student to leave a degree program before graduation. Tinto believed that student persistence or retention is based upon the student's commitment to the goal and commitment to the institution coupled with the student's level of integration within their social and academic elements that make up the individual student experience. Tinto that asserted goal institutional commitment was not enough to predict dropout. Although social integration is vital, the scope should not just be restricted to student-peer relationships. Instead, it should also include interactions with the staff and faculty members on campus. Another predictor of student retention is academic integration. This comes in various forms (Tinto 1975). It is said to connect student academic engagement with faculty and the fellow students reflected in grades, intellectual stimulation, and personal intellectual development.

3.2 Student Attrition Theory

This theory was derived from the work of John P. Bean (1980, 1982, and 1985) who developed a model concerning the environmental and external factors. These factors include institutional fit which is similar to Rootman's person-role fit' (Bean 1985), finance attitude or the level of financial funding which the student gets from the institution or from his family (Cabrera et al. 1993), outside encouragement which is the support and encouragement of family and friends of the student to finish the degree program, and, as Bean (1985) calls it, intent to leave. The language was altered by Cabrera et al. (1993) to imply that the lower the scores the greater intent to leave while the greater the scores the lesser intent to leave. Thus, the lesser the intention to leave, the greater is the potential for student retention.

4. Methodology

The choice of the quantitative method is driven by the research questions itself. According to the Creswell and Plano-Clark (2011), post positivism is closely identified with the quantitative research. This research claims are based on a cause and effect rationale. Furthermore, it focuses on variables that can be related, conducts detailed measures of variables, testing and refining theories (Slife & Williams, 1995). Post positivism also aim to test a theory and describe an experience through observation and measurement in order to predict a claim. Since this research focuses on six interrelated variables, it is said to use correct measurements on every variable and at the same time it tested the related theory.

4.1 Sampling and Data Collection Procedures

The sample consisted of students 1525 from seven departments namely in KIAS. The departments are Syariah, Usuluddin, Dakwah Wal Qiadah, Muamalat, Bahasa Arab, Al-Quran and Pengajian Islam. Data collection was conducted through survey questionnaires. As with any research study, the students were assured on the confidentiality of their responses. In fact, the students need not to include any personal details that may reveal their identity in the survey. Next, this research used stratified random sampling as its sampling design because it enables all groups to be adequately sampled and compared. The stratified random sampling means population was first divided into meaningful segments before they were subjects drawn in proportion to their original numbers in the population. Stratified samples are divided into two types, which are proportionate and disproportionate (Sekaran, 2003).

Table 1.0: Proportion and number of samples

Department	Number of students by department (X)	$\bar{p}$ value	Number of sample (x)
Al-Syariah	659	0.4321	132
Usuluddin	207	0.1357	42
Al-Dakwah Wal Qiadah	54	0.0354	11
Bahasa Arab	34	0.0223	7
Al-Quran Dan Hadis	131	0.0859	26
Muamalat	79	0.0518	16
Pengajian Islam	361	0.2367	72
Jumlah	1525	1	306

(Source: Admission and Record Unit, 2020)

The population of this study is $N=1525$ students and the sample is $n=306$ students based on table of Krejcie and Morgan (1970). In table 1.0, the proportion of the sample is calculated using formula X/N where X is the number of students in the population while N represents the sum of all the students in the population. The number of samples for each department is used the value of $\bar{p}$ multiplied by n .

4.2 Instrumentation

The questionnaires consist of two sections namely Section A that is it demographic background and section B where items to measure the variables tangibles, reliability, responsiveness, guarantee and empathy. All variables were measured using items with options of includes the answers and respondents checked on five point Likert scale where 1 refer to extremely disagree and 5 for extremely agree. Questions pertaining demographic

information in Section A includes participant's gender, age and the department that govern their courses. Meanwhile, Section B of the questionnaire measures study the all variables using particular adapted instrumentations. Measurements for student satisfaction were adapted from Zainuddin (2014). Service Quality is measured by the questionnaire developed by Parasuraman et al. (1990) in which some items are adapted from the questionnaire developed by LeBlanc and Nguyen (1997).

4.3 Pilot Test

A pilot study was conducted to test the questionnaire instrument in order to check if it is appropriate to be used or requires some modifications to suit this study focus. The pilot study was conducted on 30 respondents consisting of students for each department in KIAS. Reliability test were done based on Cronbach alpha coefficient. Table 2.0 shows the Cronbach's alpha reliability coefficients of the five independent and dependent variables obtained above 0.70. If the coefficient value is more than 0.70, the items used in the study have accepted. The Cronbach's Alpha value for all tested variables was above 0.70, indicating that the items used in the questionnaires are reliable (Nunnally, 1978).

Table 2.0: Value of Cronbach's Alpha for each Variables

Variables	Cronbach's Alpha
Tangibles	0.809
Reliability	0.831
Responsiveness	0.701
Guarantee	0.825
Empathy	0.796
Satisfaction	0.849

5. Results

A 350 questionnaires forms were distributed to selected diploma and degree student's at all academic department in KIAS within a month. However, only 310 completed set was successfully collected. In this research, 3 demographics characteristics were considered namely the participants' gender, their current semester and the academic department they belong to.

5.1 Gender

According to the result in Table 3.0, more female students answered the questionnaire which is 231 compared to 75 male students.

Table 3.0: Percentage of gender

Gender	Frequency	Percentage (%)
Male	75	24.5
Female	231	74.5
Total	306	100.0

5.2 Current Study Semester

Besides, researcher also attempted to check on the semester which the respondents were currently attending. The result shows that semester 3 students are the most responsive contributing to the research which is 126, followed by semester 1 (58 students), semester 7 (54 students), semester 5 (50 students), semester 2 (10 students). For semester 6 and semester 4, there are 3 and 4 students respectively. Last but not least, we also had one student from semester 9 who completed the questionnaires too.

Table 4.0: Percentage of the participants' current study semester

Study Semester	Frequency	Percentage (%)
1	58	19.0
2	10	3.3
3	126	41.2
4	4	1.3
5	50	16.3
6	3	1.0
7	54	17.6
9	1	0.3
Total	306	100.0

5.3 Study Department

Moving on to the study departments of the respondents, researcher found that students from Al-Syariah Department dominated the list as the most responsive with 132 students, followed by Islamic Studies Department with 72 students. The least responsive respondents were recognized from Arabic Language Department where only 7 questionnaires were received from the students of that particular department.

Table 5.0: Percentage of completed questionnaires received in accordance to study department

Study Department	Frequency	Percentage (%)
Al-Syariah	132	43.1
Usuluddin	42	13.7
Al-Dakwah Wal Qiadah	11	3.6
Bahasa Arab	7	2.3
Al-Quran Dan Hadis	26	8.5
Muamalat	16	5.2
Pengajian Islam	72	23.5
Total	306	100.0

5.4 Mean Comparison of Student Agreement Level for Each Item

This analysis was done to compare the mean value of student agreement level for each item in each service quality factor. A few dimensions and items were adapted from past research. These items were modified to suit the study respondents as illustrated Table 6.0. The Table shows the mean value of student agreement level for each item in each service quality dimension. The highlighted mean values are the highest mean value of agreement level for each dimension.

Table 6.0 Dimension and Item Description

Dimension	Item		Mean Value
Tangible (mean = 3.25)	Ba1	This college has a complete infrastructure facilities	3.07
	Ba2	This college has a clean campus environment	3.35
	Ba3	This college provides good academic facility	3.57
	Ba4	This college provides good sport facilities	3.03
	Ba5	This college has a comfortable hostel space	2.99
	Ba6	The college has a well-equipped library with adequate learning resources	3.48
Reliability (mean = 3.39)	Bb1	This college served the services as promised	3.15
	Bb2	Staff is helpful and warm in solving the students' problems.	3.13
	Bb3	This college is trustable.	3.64
	Bb4	This college keeps accurate records	3.66
	Bb5	This college provides the right services from the beginning	3.36
Guarantee (mean = 3.54)	Bc1	Staff's attitude is convincing to the students	3.24
	Bc2	Students feel safe to deal with the staff	3.42
	Bc3	Staff are always being polite to the students	3.32
	Bc4	Lecturers are well-versed with their subject matter	4.19
Responsive ness (mean = 3.25)	Bd1	Staff act immediately upon the student's request	3.01
	Bd2	Students have fast services from the staff	3.13
	Bd3	Students are quickly notified as soon as their request is fulfilled.	3.42
	Bd4	Staff are always ready to assist the students	3.42
Empathy (mean = 3.33)	Be1	Students are personally attended	3.18
	Be2	The college operation hour is convenience for all students	3.53
	Be3	Staff is attentive to the students	3.25
	Be4	Students' interests is priorities as the main objective of the college	3.46
	Be5	This college understands the special needs of its students	3.27

Based on the mean value in Table 6.0, the research result reveals that the students consider our academic facilities as good (mean value is 3.57) for tangible dimension. Besides, for reliability dimension, the students also agree

that the college keeps the right records (mean value is 3.66). However, most of the students express their agreement mostly on the lecturers expertise in their field because they able to answer the students' questions (mean value is 4.19) for guarantee dimension. For responsive dimension, majority of the students agree on the competency of the college staff in informing the students once their request pertaining a particular service is fulfilled (mean value is 3.42). Other than that, similar score is obtained for the staff's readiness to assist the students (mean value is 3.42). Last but not least, for empathy dimension, the students are most agreeable that the college operation hour is convenience for them (mean value is 3.53).

5.5 Satisfaction

Based on the mean value of satisfaction in Table 7.0, the research result shows that the students are rather satisfied with the security system of the college (mean value is 3.57), followed by the academic facilities provided (mean value is 3.54) and the processes of obtaining references (mean value is 3.54). However, the students are quite dissatisfied with the academic laws and rules (mean value is 3.45) and also the administrative system of this college (mean value is 3.27).

Table 7.0 Description of Satisfaction Dimension

Dimension	Item	Mean Value
Satisfaction (mean = 3.48)	C1 Administrative system in this college	3.27
	C2 Academic laws and rules	3.45
	C3 The processes of obtaining references	3.54
	C4 The academic facilities provided	3.54
	C5 Security system in the college	3.57

5.6 Regression Analysis of Services Quality and Students' Satisfaction.

Ho: Tangible, reliability, guarantee, responsive and empathy are not the factors of students' satisfaction towards the services quality provided by the college.

H1: Tangible, reliability, guarantee, responsive and empathy are the factors of students' satisfaction towards the services quality provided by the college.

The results are as below in Table 8.0 and 9.0:

Table 8.0: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.650	0.422	0.420	0.51388
2	0.704	0.496	0.493	0.48054
3	0.717	0.514	0.509	0.47289

- Predictors: (Constant), empathy
- Predictors: (Constant), empathy, tangible
- Predictors: (Constant), empathy, tangible, guarantee

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Based on Table 8.0, there are only three dimensions that serve as the factors that affects the students' satisfaction towards the quality of the college services. These dimensions are empathy, tangible, guarantee. The value of R Square shows that 42.2% change in services quality satisfaction is caused by the change in empathy dimension. This means that empathy is the main factor that contribute to satisfaction of college services quality.

Table 9.0: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1					
Regression	58.593	1	58.593	221.882	.000 ^b
Residual	80.278	304	.264		
Total	138.871	305			
2					
Regression	68.902	2	34.451	149.189	.000 ^c
Residual	69.969	303	.231		
Total	138.871	305			
3					
Regression	71.336	3	23.779	106.331	.000 ^d
Residual	67.536	302	.224		
Total	138.871	305			

a. Dependent Variable: satisfaction

b. Predictors: (Constant), empathy

c. Predictors: (Constant), empathy, tangible

d. Predictors: (Constant), empathy, tangible, guarantee

ANOVA result in Table 9.0 shows that empathy, tangible, guarantee are the significant factors that affect the students' satisfaction towards college services quality [F (3, 302) =106.331, P < 0.05]. Therefore, Ho is failed to reject. This is because, there are only three dimensions that contribute to the satisfaction of services quality while the other two dimensions are not the contributing factors of students' satisfaction towards services quality provided by the college. These factors are guarantee and responsive.

6. Discussion

The results of this study supported Student Integration Theory concerning social integration. The positive relationship of empathy is portrayed when the students are personally attended. The findings revealed that the student prefer the convenience operation hours. In fact, social integration is very important and should not just be restricted to student-peer relationships. It should also include interactions with staff and faculty members on campus. The result shows that the attentiveness of the staff and the prioritization on the students enhance student satisfaction and support their retention in college particularly when college understands the special needs of their students.

These findings also supported Student Attrition Theory that focuses on environmental and external factors. The factors such as complete facilities for academic and sport, clean campus environment, comfortable hostel and library satisfy the students. The other certain essential facilities which are also important for the students includes the well managed cafeteria, parking facilities, play grounds and other arrangements of physical and mental health facilities such as clubs, gymnasiums etc. Assuring all the facilities and quality of services are excellence and reliable, an institution can attract a lot of students by having its name standing among other leading educational institutions around the globe. They stand more chance to have the enrolled students to remain and complete their studies in the college with these environments as. There is no reason to leave the college. Thus, the lesser the intention to leave, the greater is the potential for student retention.

This research finding explains the connection between service quality and student satisfaction. It explains the relationship as proposed in the framework that most of the independent variables (tangibility, guarantee and empathy) influence the student satisfaction. However, the elements of reliability and responsiveness have been proven as not contributing to the satisfaction of KIAS's student. Since the students seek for empathy, nobleness and kindness in their institute's administrative staff. The administration body should properly equip their employees with necessary skills needed in order to come up to the expectations of the students. On the other hand, students do not look at the responsiveness of the staff as the factors that can make them satisfied. It implies that they can be satisfied even if the staffs are not always ready to help them.

7. Conclusion

The results of this study indicate that there is a need for improvement in KIAS particularly in its administration aspect. This study has proven the idea that measuring student satisfaction in private college services has evolved beyond the theoretical discussion. Summary of findings are concluded in several points. First of all, this current study reinforced the proposition by Student Integration Theory and Student Attribution Theory. Both of these theories serve as a meaningful theoretical basis for understanding and studying student satisfaction. Secondly, this study sought to address the relationship between service quality and student satisfaction from students' perspectives. The results suggested that the research framework and model explained a significant proportion of the variance in service quality of KIAS from their students' perspective. However, only three out of the 5 proposed factors have the effect over the concerned topic. This finding indeed contributes to the new dimension of student satisfactions.

8. Implications and Limitations

This finding mostly emphasized on the needs for the top management of KIAS to strategies their service quality better. The administrative executives from Chief Executive, Registrar, Registrar Assistant of Chief Executive (Academic), Assistant of Chief Executive (Student Affair) of KIAS should pay attention in developing their educational institutes in the light of various dimensions of students' quality perception. They should comply with all the necessities, standards and requirements of quality education needed by their students as listed in the elements of service quality; tangibility, guarantee and empathy. The tangibility of facilities provided should be upgraded from time to time. Other than that, since empathy of the administrative staff is found to be a significant factor in quality perception, the staff e.g. (their communication with students and their actions) should be empathetic. In short, if we aim to maximize students' satisfaction, the realization of the discussed dimensions should be the top priority of KIAS. As for the lecturers, there are always some space to upgrade their quality in their academic world such as participating in some related courses such as those focusing on upgrading teaching skill and academic writing. This research was done in a limited size of students population despite the fact that Krejcie and Morgan is formula is best used at a large sampling size. In other words, this research would have been more reliable if a greater size of sample were be used. Other limitations include the multiple challenges faced in the data generation process and as well as the unsatisfactory attitude of the participants when responding to the survey.

9. Future Guidelines

The researchers intense hope that this research will yield a theoretical contribution beyond the previous proposals and explanations offered by past researchers. This way, it will create a new understanding of service quality and students satisfactions which is advantageous to provide insights of how to manage it in a more effective way towards creating new directions for future research. In the future, the focus should be extended to the demographic impact of student satisfaction i.e. ethnicity, gender and religion in order to see how these factors impact the satisfaction from the perceived quality of the services delivered to the students. Further, data collection should be done with longitudinal data collection process in which qualitative data should be collected in order to gain the wide applicability of the research findings and shed greater understanding and knowledge on how corporate practices affect students' intake and satisfactions. In addition, it is recommended that qualitative research be carried out. Such research would

provide in-depth understanding of the factors that led to dissatisfaction and non-completion among students.

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