An Empirical Analysis of Students’ Expectation, Perception and Satisfaction towards Service Quality of College of Business Administration; Prince Sattam bin Abdulaziz University, Al Kharj, KSA

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Abstract

Objectives: The main goal of this research project is to analyze the Students’ Expectation, Perception and Satisfaction towards service quality of College of Business Administration, Al Kharj (CBAK); Prince Sattam bin Abdulaziz University. Methods/Statistical Analysis: This research has been conducted on the basis of questionnaires filled by 200 students studying at College of Business Administration, Al Kharj. The questionnaire was developed in order to get information for analyzing the Students’ Expectation, Perception and Satisfaction towards service quality. A well-recognized service quality model SERVQUAL used to develop questionnaire. The statistical software MS Excel and SPSS have been used for analyzing the data. Findings: The education is in the list of top priorities of the Kingdom for the last several decades. This research shall benefit both the university and the students. The most of the respondents are satisfied with the facilities of the college. However, very few respondents are dissatisfied with the facilities. The findings of this research will be served as a guideline to develop the quality of service. This research will also help the University to know the level of Students’ Expectation, Perception and Satisfaction towards the service quality of the college and also which aspects are the most important. This study will help to administration of the college in identifying the gap between expectations and perceptions of the students and to develop optimal strategies for the glowing administration of the College of Business Administration. The results of the research can also be used in developing heuristic approach to mapping between service quality of the college and Students’ Expectations, Perceptions and Satisfaction among the students of College of Business Administration. Application/Improvements: The University decision maker can be used this research in developing a strategic plan. This research can also develop awareness among the community about the service quality of the Universities.

Keywords: Expectation, Perception, Satisfaction, SERVQUAL, Service Quality

1. Introduction

“Education plays a very important role to build the nations, because it shapes the attitudes and behaviors and values of citizens”. The Kingdom of Saudi Arabia is truly committed to building the nation and caring for its citizens. Service quality of higher education is growing greatly over the last decade globally. The students need exact information regarding quality education as the information will assist them to know several courses of the study.

Every country has a quality assurance team for assessment of quality education in the higher education. The Kingdom of Saudi Arabia has an education assessment body named “National Commission for Academic Accreditation and Assessment” (NCAA). Expectation, perception and satisfaction responses of the students are
significant constraint for the quality assurance process in higher education.

This research project focuses on understanding the Students’ Expectation, Perception and Satisfaction towards the services quality of College of Business Administration, Al Kharj. In⁷ established the significant relationships between quality of service and student satisfaction. The education sector, intangibility and the shortage of physical evidence of service creates the perceptions of quality of service a difficult arrangement and shows difficulties for analysis. The SERVQUAL has certainly a major impact on the commercial and educational groups. The motives for study have impact on the expectations of the service quality and perception of the services. Students’ satisfaction seems to be a main device in order to take significant decisions by the administration of institution. In⁴ recommended several aspects like placement, education, infrastructure, college environment etc., contribute to establish positive students’ perception.

The international students studying in an overseas country are determined by various motives and grasp different expectations. In⁷ accepted four independent variables to identify several factors of the overall perceived service quality of students.

SERVQUAL model has been established and it is the prominent and broadly used model and they recognized 10 factors of service quality. In¹⁰ reduced 10 factors into five factors include tangibles, reliability, responsiveness, assurance and empathy. These five factors to develop a 22-item SERVQUAL scale for measuring quality service. The SERVQUAL model broadly used to measure quality service in different environments. The SERVQUAL model is used in professional services. The SERVQUAL model is used in health care and in information systems. It has also been broadly used in higher education. The present approach for assessing service quality should be refined. To identify and eliminate the inappropriate as well as terminated features those are used to develop the accuracy of student performance. In¹⁹ choose the position of service quality based on gap model in the insurance industry.

### 2. Research Objectives

The main purpose of this study is to identify the factors that contribute to students’ satisfaction of the College of Business Administration. The specific objectives of the research are given below:

- To measure the gap between expectations and perceptions of the student.
- To analyze the relationship between the quality factors and overall students' satisfaction.
- To analyze the relationship between academic environment and students satisfaction.
- To study the relationship between demographic factors and students satisfaction.
- To determine the most crucial and least crucial determinant of students satisfaction.

### 3. Research Methodology

This research project was conducted based on a quantitative techniques approach. Collection of data has been completed by the conducting a sample survey of 200 respondents at College of Business Administration, Al Kharj. A sample of students has been taken evenly from each semester and each level.

Respondents are students of undergraduate program. The questionnaire consists of four main sections namely Students’ Demographic Data, Students’ Service Quality Expectation, Students’ Service Quality Perception and Students’ Overall Satisfaction.

The Service Quality Expectation of the students and the Service Quality Perception of the students measured by 42 statements and statements are divided into five dimensions namely Tangible, Reliability, Responsiveness, Assurance and Empathy.

Further, overall satisfaction of students measured by three statements. The five points Likert scale used in this questionnaire ranging from Highly Agree (1) to Highly Disagree (5). Summary of dimensions with questions is given in Table 1. The statistical software Excel 2010 and SPSS version 20 used to data analysis.

### Table 1. Number of SERVQUAL items

| S. No | Dimension | Number of questions |
|-------|-----------|---------------------|
| 1     | Tangibles | 1 to 14 (14)       |
| 2     | Reliability | 15 to 24 (10)    |
| 3     | Responsiveness | 25 to 33 (09)  |
| 4     | Assurance | 34 to 38 (05)     |
| 5     | Empathy   | 39 to 42 (04)      |
4. Result and Findings

4.1 Demographic Profile

Results shown in Table 2 and Figures 1 to 3 clearly illustrate that the age group of majority of respondents is between 21 to 24 years. Approximately 30% respondents belong to 2nd year, 3rd year and 4th year of the study while only 10% respondents belong to 1st year. 78.5% respondents are from urban area while 21.5% respondents belong to the rural area.

Table 2. Demographic data of students

| Demographics | Frequency | Percentage |
|--------------|-----------|------------|
| Age group (Years) |          |            |
| ≤ 20         | 62        | 31         |
| 21-24        | 126       | 63         |
| 25-30        | 12        | 6          |
| ≥ 30         | 0         | 0          |
| Total        | 200       | 100        |
| Year          |          |            |
| 1            | 21        | 10.5       |
| 2            | 61        | 30.5       |
| 3            | 59        | 29.5       |
| 4            | 59        | 29.5       |
| Total        | 200       | 100        |
| Residence    |          |            |
| Urban        | 157       | 78.5       |
| Rural        | 43        | 21.5       |
| Total        | 200       | 100        |

4.2 Reliability Test

Table 3 shows the reliability of a 5-point Likert scale has been tested by Cronbach alpha. The values are given in the Table 3 showing worthy internal reliability for the 42-items.

Table 3. Reliability Test of SERVQUAL items (Cronbach's alpha)

| Variables       | Expectation (α) | Perception (α) |
|-----------------|-----------------|----------------|
| Tangibles       | 0.950           | 0.928          |
| Reliability     | 0.932           | 0.942          |
| Responsiveness  | 0.942           | 0.956          |
| Assurances      | 0.832           | 0.896          |
| Empathy         | 0.934           | 0.914          |

4.3 Findings

Table 4 and Figure 4 evidently depict that the most of the respondents are satisfied with the facilities (tangible items) of the college. However, few respondents are dissatisfied with the facilities of study rooms, committee rooms and common rooms, hostel, library, playground, drinking water, refreshment and parking space. It is also concluded that the most of the respondents are satisfied with the reliability items of the college but few respondents are not satisfied with the facilities like performing the right services, solving students’ problems, creating the pleasant environment for study and arranging the guest lectures. It is evident that the most of the respondents are satisfied with the facilities mentioned in the items of “Responsiveness” of the college. However, some respondents are dissatisfied. The results of “assurance items” emphasized that the most of the students are satisfied with...
### Table 4. Gap Analysis

| Dimensions | Items                                                                 | Expectation Mean (I) | Perception Mean (II) | Gap= (II)-(I) |
|------------|-----------------------------------------------------------------------|----------------------|----------------------|---------------|
| **Tangible**         | Uses of up-to-date equipment.                                       | 1.38                 | 2.35                 | 0.98          |
| 2          | Physical facilities visually appealing.                              | 1.27                 | 2.82                 | 1.56          |
| 3          | Employees are neat appearing.                                        | 1.29                 | 2.235                | 0.95          |
| 4          | Materials associated visually appealing.                              | 1.28                 | 2.785                | 1.51          |
| 5          | Uses of modern technology.                                           | 1.29                 | 2.615                | 1.33          |
| 6          | Reading, committee & common rooms are well maintained.               | 1.25                 | 3.095                | 1.85          |
| 7          | Fully equipped Lecture halls                                         | 1.30                 | 2.83                 | 1.54          |
| 8          | Availability of enough space for parking                             | 1.18                 | 3.195                | 2.02          |
| 9          | Facilities for fresh drinking water and washrooms                    | 1.19                 | 3.135                | 1.95          |
| 10         | Availability of Sufficient playgrounds and sports materials          | 1.30                 | 3.635                | 2.34          |
| 11         | Rich and updated library                                             | 1.29                 | 3.285                | 2.00          |
| 12         | Well maintained hostel facilities.                                   | 1.16                 | 3.42                 | 2.27          |
| 13         | Satisfactory equipment in laboratory                                 | 1.24                 | 2.99                 | 1.75          |
| 14         | Sufficient facilities for refreshment                                | 1.26                 | 3.15                 | 1.90          |
| **Reliability**      | Promises to do something and do the same.                           | 1.32                 | 3.065                | 1.75          |
| 2          | Perform the right services at the specified time.                    | 1.19                 | 3.135                | 1.95          |
| 3          | Keep the accurate record.                                            | 1.33                 | 2.855                | 1.53          |
| 4          | Show a sincere interest in solving student's problem                 | 1.20                 | 3.23                 | 2.03          |
| 5          | Faculty members are able to inspire the students to study            | 1.23                 | 2.885                | 1.66          |
| 6          | Faculty members enthusiastic in their teaching                       | 1.29                 | 2.73                 | 1.44          |
| 7          | Students participate in seminars and conferences actively            | 1.49                 | 2.84                 | 1.36          |
| 8          | There is a pleasant environment for study.                           | 1.28                 | 3.145                | 1.87          |
| 9          | Guest lectures are arranged regularly                                | 1.38                 | 3.095                | 1.72          |
| 10         | Provide the services at time promised                                | 1.22                 | 3.125                | 1.91          |
### Responsiveness

|   |                                                                                     | Mean Expectations | Mean Perceptions | Mean Gap |
|---|-------------------------------------------------------------------------------------|-------------------|-----------------|----------|
| 1 | Employees give prompt service to student.                                            | 1.24              | 3.16            | 1.92     |
| 2 | Employees tell students when the services will be performed.                        | 1.28              | 3.14            | 1.86     |
| 3 | Employees are always willing to help student.                                       | 1.28              | 3.165           | 1.89     |
| 4 | Students are participating actively in the placement activities.                    | 1.33              | 3.15            | 1.82     |
| 5 | Career counseling is conducted, regularly.                                          | 1.42              | 3.385           | 1.97     |
| 6 | Students are motivated by the CBAK for taking part in extracurricular activities.   | 1.56              | 3.18            | 1.62     |
| 7 | CBAK provides a platform for overall personality development.                       | 1.50              | 3.18            | 1.69     |
| 8 | Education and industrial visits are organized, regularly.                           | 1.40              | 3.2             | 1.80     |
| 9 | Employees always respond to student's request                                        | 1.38              | 3.13            | 1.76     |

### Assurance

|   |                                                                                     | Mean Expectations | Mean Perceptions | Mean Gap |
|---|-------------------------------------------------------------------------------------|-------------------|-----------------|----------|
| 1 | Employees have the sufficient knowledge to answer the student questions.             | 1.27              | 3.115           | 1.85     |
| 2 | Employees are consistently courteous with the student.                               | 1.22              | 2.81            | 1.59     |
| 3 | Employees can be trusted.                                                            | 1.19              | 3.005           | 1.82     |
| 4 | Security and discipline are maintained properly.                                    | 1.20              | 2.695           | 1.50     |
| 5 | The student feels safe in the interaction with employees                             | 1.39              | 2.92            | 1.54     |

### Empathy

|   |                                                                                     | Mean Expectations | Mean Perceptions | Mean Gap |
|---|-------------------------------------------------------------------------------------|-------------------|-----------------|----------|
| 1 | College gives the student individual attention.                                     | 1.18              | 2.935           | 1.76     |
| 2 | College has operating hours convenient to all its students.                         | 1.21              | 2.99            | 1.78     |
| 3 | College always understands the specific needs of the students.                      | 1.23              | 3.09            | 1.87     |
| 4 | Employees have the willingness to place the interest of the student at heart.        | 1.21              | 3.115           | 1.91     |

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**Figure 4.** Student’s expectations and perceptions
### Table 5. One sample t-Test

| Dimensions       | Items | Mean  | SD    | SE    | t     | df    | Sig. (2-tailed) | Mean Difference Lower | 95% Confidence Interval of the Difference |
|------------------|-------|-------|-------|-------|-------|-------|-----------------|----------------------|------------------------------------------|
|                  |       |       |       |       |       |       | Lower          | Upper                | Lower         | Upper          |
| Tangible         | E     | 14    | 1.2629| .05717| .01528| 82.655| 13             | .000                 | 1.26286       | 1.229          | 1.2959        |
|                  | P     | 14    | 2.9671| .39195| .10475| 28.325| 13             | .000                 | 2.96714       | 2.740          | 3.1934        |
| Reliability      | E     | 10    | 1.2930| .09262| .02929| 44.145| 9              | .000                 | 1.29300       | 1.226          | 1.3593        |
|                  | P     | 10    | 3.0105| .16756| .05299| 56.817| 9              | .000                 | 3.01050       | 2.890          | 3.1304        |
| Responsiveness   | E     | 9     | 1.3767| .10654| .03551| 38.766| 8              | .000                 | 1.37667       | 1.294          | 1.4586        |
|                  | P     | 9     | 3.1878| .07706| .02569| 124.10 | 8             | .000                 | 3.18778       | 3.128          | 3.2470        |
| Assurance        | E     | 5     | 1.2540| .08204| .03669| 34.180| 4              | .000                 | 1.25400       | 1.152          | 1.3559        |
|                  | P     | 5     | 2.9090| .16384| .07327| 39.702| 4              | .000                 | 2.90900       | 2.705          | 3.1124        |
| Empathy          | E     | 4     | 1.2075| .02062| .01031| 117.14 | 3              | .000                 | 1.20750       | 1.174          | 1.2403        |
|                  | P     | 4     | 3.0325| .08451| .04225| 71.768 | 3              | .000                 | 3.03250       | 2.898          | 3.1670        |

### Table 6. Overall satisfaction

|                  | N     | Range | Minimum | Maximum | Mean  | Std. Deviation | Variance | Skewness | Kurtosis |
|------------------|-------|-------|---------|---------|-------|----------------|----------|----------|----------|
|                  |       |       |         |         |       |                |          |          |          |
|                  | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic |
| Excellent Service quality receives from Non-teaching staff at ‘CBAK’. | 200 | 4.00 | 1.00 | 5.00 | 3.09 | 1.197 | 1.433 | .11 | .17 | -.85 | .342 |
| Excellent Service quality receives from teaching staff at ‘CBAK’. | 200 | 4.00 | 1.00 | 5.00 | 2.75 | 1.155 | 1.334 | .42 | .17 | -.55 | .342 |
| Excellent Service quality receives from ‘CBAK’ as a whole. | 200 | 4.00 | 1.00 | 5.00 | 3.12 | 1.188 | 1.413 | .09 | .17 | -.85 | .342 |
| Valid N (list wise) | 200 |       |         |         |       |                |          |          |          |
the employees of the college. However, some respondents are dissatisfied with the "assurance items". Also, as per Table 4 and Figure 4 the most of the respondents are satisfied with the "Empathy items" of the college. However, few are dissatisfied with the "Empathy items".

Table 5 shows the one sample t-test on the dimensions of perception and expectation of service quality provided by the college. The analyses of one sample t-test were done at the .05 level of confidence towards all the five dimensions. The results showed that there were gaps between perceptions and expectations of the dimensions, namely tangible, reliability, responsiveness, assurance and empathy.

Table 6 shows the excellent service quality provided to the students by non-teaching and teaching staff of the college is found to be satisfactory to a large extent. Also, the students expressed their satisfaction to a large extent about the service quality of the college as a whole.

5. Conclusion

The research concludes that majority of the students are satisfied with overall facilities of the college. However, after analysis of the data, it was found that few students are dissatisfied with the facilities of playground and sports at college. Also, the analysis reveals that the students of CBAK want that they should be provided with the hostel and library facilities in the Campus and they view that there is shortage of study rooms, committee rooms and common rooms. According to the analysis, only few students feel that sufficient parking space is not available at CBAK. Most of the students think that washrooms facilities needs to be improved at CBAK and drinking water facility should be provided as presently there is no drinking water facility in the campus. Availability of equipment at college needs to be improved as well as the facilities provided at CBAK needs to be made more visually appealing. Some students opine that the refreshment, extracurricular and personality development facilities are also lacking in the campus and need to be improved.

A few respondents feel that on time fulfillment of services is lacking at CBAK while most of the respondents feel otherwise and they think that the environment of CBAK is very much conducive for the study. Employees of CBAK are not concerned with the demands of the students as per very few students which show that the majority of students are satisfied with the employees. Career counseling and placement activities are lacking at CBAK as most of the students opine.

6. Recommendation

After analyzing the results, the present study recommends that the College of Business Administration at Al-Kharj needs to focus on improving the following areas: Lecture halls, reading rooms, committee rooms, common rooms, drinking water, hostel, library, cafeteria, playground, sports items as well as these facilities need to be made more visually appealing. Also, the career counseling and extracurricular activities need to be activated in the college. There should be training sessions and workshops for employees of the college with the aim to enhance their knowledge required to understand and fulfill the needs of the students more effectively and timely.

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