A STUDY OF GRADUATE STUDENTS' SATISFACTION TOWARDS SERVICE QUALITY OF LAHORE GARRISON UNIVERSITY (LGU)

[1] **Muhammad Tahir,** [2] **Muqaddas Rehman,** [3] **Abdul Rehman**
[1] Lahore Garrison University, Lahore, Pakistan E-mail: mtahir@lgu.edu.pk
[2] Superior University Lahore, Pakistan E-mail:muqaddas@superior.edu.pk
[3] Superior University Lahore, Pakistan E-mail:ceo@superior.edu.pk

ABSTRACT*: The main objective of this study is to examine the satisfaction of graduate students towards service quality of Lahore Garrison University. Lahore Garrison University (LGU) is a private University which is established for the wards of Army as well for the wards of Civilian. The study has considered the five dimensions of service quality (tangibility, reliability, responsiveness, assurance, and empathy) and students' satisfaction. The emphasis is on finding the relationship between service quality variables and student satisfaction of graduate students. Students' responses are measured through an adapted questionnaire on a 5-point Likert scale. 120 hard copies of the questionnaire were distributed among the graduate students studying in Lahore Garrison University. Out of 120, 107 students responded. Six questionnaires were not completely filled. 101 questionnaires were fully completed and were included in final analysis. The data was the using SPSS-20. The majority of the students are satisfied with the facilities provided by LGU. In general, the results indicated that out of five dimensions of service quality three dimensions are correlated with student satisfaction.*

Keywords: Service quality, LGU, student satisfaction, Lahore, Pakistan

1- INTRODUCTION

There were several studies which investigated the (for instance Galloway, 1998 and Banwet and Datta, 2003) the student perceptions of quality/satisfaction with the help of SERVQUAL framework (Parasuraman et al., 1988).

Customer satisfaction is a vital feature for service-providing organizations and mainly, it was mostly associated with service quality. Findings of these investigations were very helpful for better competition is now a day's occupational environment (Lee, & Hwan, 2005). Companies focused on this aspect on a regular basis because service quality played a strategic role in more competition for attracting new customers and advancing the better customer (Ugboma, Ogwude, & Nadi, 2007). In the past few decades Service quality reflected as one of vital research area (Gallifa & Batalle, 2010).

There is tough competition among the universities so the quality of services and student satisfaction acts an essential part of the success of the institution. This study is conducted to determine the service quality delivery and student satisfaction among graduate students studying at LGU. Results of this research may be helpful for both the university and students of LGU as well.

Research Objectives

The aim of this study is to classify the causes that contribute to student satisfaction at Graduate level studying in Lahore Garrison University. The other objective of the current study is to evaluate the service quality dimension is more suitable for overall student satisfaction.

The significance of the Study

There is tough competition among the universities so the quality of services and student satisfaction acts an essential part of the success of the institution. This study is conducted to determine the service quality delivery and student satisfaction among graduate students studying at LGU. Results of this research may be helpful for both the university and students of LGU as well.

The investigations about the relationship of these variables for e.g. quality of services and student satisfaction in current era [1].

Furthermore, past investigations projected that service quality was an important antecedent of customer satisfaction [2]. Researcher [3] mentioned the vital role of service quality in enhancing the customer satisfaction.

Service quality is still considered as "new and emerging area" of the 21st century [4]. In Pakistani cultural context, research projects about this variables are very rare in education sector [4]. It is also noted that was service quality is not investigated extensively [6, 7, 8, 9, 10, 11, 12, 13]. The findings about these variable were very helpful for getting the competitive edge [13; 14; 15; 16; 17,18].

LITERATURE REVIEW

The literature of service quality focuses on supposed quality, that results from the difference of customer service expectations and perceptions of real output [19]. Customers feel to be satisfied when their perception exceeds their expectations of service. In the education industry, service quality is defined on the basis overall evaluation of the services the student received with their educational experience. The diversity of educational events can be enclosed mutual features inner and external the classroom. These centred on student relations, faculty members, educational services.

Service Quality

In the education sector, service quality is considered as a key component for educational excellence. The positive views about of service quality played a vital impact on student satisfaction which resulted in students more positive word-of-mouth [14]. The students could be inspired and fascinated equally by administrative efficiency as well as the academic performance. The service quality is a key performance measure in educational excellence as mentioned by [13]. The scale of service quality satisfaction proposed by the researcher [20] and mentioned that service quality was composed of ten dimensions which was named as reliability, tangibles, competency, responsiveness, communication, courtesy, credibility, access, understanding, and security. Service quality described the gap between hopes of students and the skills of specific services in advanced education institutions [21].

Researchers [17] argued that the behavior and attitudes of consumers established when organizations delivered the better service quality. Researchers [19] proposed that key components which might have an effect on students' satisfaction.

Most important factors were named as teaching facilities for students' and perception on learning (For e.g. computer, libraries, and lab), learning environment, accommodation, support facilities, transportation and finance. An education institution may consider the expectations of students incorporate the above mention abilities.

Student Satisfaction

Researchers [22] described satisfaction as "it is a state feeling of a person who experienced an outcome that fulfils his or her expectations". Satisfaction is a comparable level of perceptions and expectations. Satisfaction was thought to the envisioned performance that result in student's satisfaction [23]. According to researchers [24], consumers of public or private organizations considered as blood for the organizations.

Students satisfied when the educational institution provides the facilities according to the expectations or beyond the expectations of the students otherwise, students are dissatisfied with the institution when the services are less than their expectations

As the gap between perceptions and expectations is high, they have a tendency to communicate the negative about the institution [25]. Researchers [26] proposed that student satisfaction depends upon customer values.

Researchers [27] stated that students may assess the quality of institutions with the help of reliability, tangibility and responsiveness. According to researchers [26], educational status of educational organizations, services, the excellence of staff providing by the institution was a critical support which had a direct impact on student's satisfaction.

2- Research Methodology

Target Population and Sampling Technique:

The main purpose of this research is to check overall satisfaction level and service quality of the university. For this purpose, current research considered the graduate students of LGU as the target population. A sample of this research consists of 100 students which were selected randomly.

Research Instrument:

In this research, the five-dimensional construct of service quality is used. The dependent variable is the overall student satisfaction and is used. Five dimensions of service quality (tangibility, reliability, responsiveness, assurance, and empathy) and students' satisfaction. All indicators are measured on a 5-point Likert-scale, with "1" indicates the strongly disagree, "5" indicates the strongly agree.

In this study, Parasuraman's SERVQUAL dimensions are adopted. Student satisfaction is dependent variable in this study. The dimensions of the independent variable are tangibility, assurance, responsiveness, reliability, and empathy which are illustrated in Figure 1.
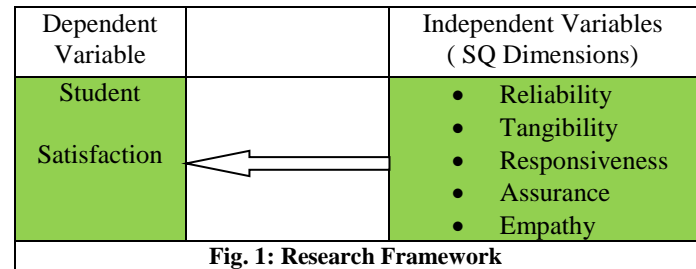

Dependent Variable		Independent Variables (SQ Dimensions)
Student Satisfaction	←	• Reliability • Tangibility • Responsiveness • Assurance • Empathy

Fig. 1: Research Framework

Hypothesis

This study investigated five hypotheses, as follows:

H1: There is a significant relationship between reliability and student satisfaction.

H2: There is a significant relationship between responsiveness and student satisfaction.

H3: There is a significant relationship between assurance and student satisfaction.

H4: There is a significant relationship between empathy and student satisfaction.

H5: There is a significant relationship between tangibility and student satisfaction.

Reliability of data

The alpha coefficient for all the statements was 0.938.

5-RESULTS AND DISCUSSION

Total of 101 students have responded and 37 or 36.6% male and 64 or 63.4% female. Forage bracket between 18-20 years old are 58 or 57.4%, between 21-22 years old are 34 or 33.7%, and between 23-24 years old are 9 or 8.91%. The majority of them are wards of Army 59 or 58.4 % and wards of civilian 42 or 41.6%. This research used Pearson

Correlation and

Correlation Analysis:

Table 1 indicated that student satisfaction (SS), service quality reliability (SQREL), service quality responsiveness (SQRES), service quality assurance (SQASS), service quality empathy (SQEMP) and service quality tangibility (SQTAN) were associated positively with one another's.

Table: 1: Correlation Analysis

Correlations

	SS	SQREL	SQRES	SQASS	SQEMP	SQTAN
SS	1	.893**	.878**	.790**	.160	.458**
SQREL		1	.882**	.782**	.180	.507**
SQRES			1	.771**	.213*	.598**
SQASS				1	.205*	.413**
SQEMP					1	.235*
SQTAN						1

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

Hypothesis 1: There is a significant relationship between SQREL reliability and student satisfaction.

For testing the hypothesis we used the multiple linear regression analysis. Table No.2 provided the regression analysis of Student satisfaction (SS) with service quality reliability (SQREL) is significant. Table no 2 showed that β

= 0.469 and value of p=0.00 i.e. < 0.01 for the relationship of student satisfaction with SQREL validated that SQREL has a noteworthy constructive influence on SS. This indicated that SS rooted 46.9 % variation in SQREL reliability.

Hypothesis 2: There is a significant relationship between SQRES and student satisfaction.

Table No.2 also provided the regression analysis of Student satisfaction (SS) with service quality responsiveness (SQRES) is significant. Table no 2 showed that β = 0.358 and value of p=0.00 i.e. < 0.01 for the relationship of student satisfaction with SQRES validated that SQREL responsiveness had a noteworthy constructive influence on SS. This indicated that SS rooted 35.8 % variation by SQRES.

Hypothesis 3: There is a significant relationship between SQASS and student satisfaction.

Table No.2 also provided the regression analysis of Student satisfaction (SS) with service quality assurance (SQASS) is significant. Table no 2 showed that β = 0.198 and value of p=0.025 i.e. < 0.05 for the relationship of student satisfaction with SQREL responsiveness validated that SQASS had a noteworthy constructive influence on SS. This indicated that SS rooted 19.8 % variation by SQASS.

Hypothesis 4: There is a significant relationship between empathy and student satisfaction.

Table No.2 further provided the regression analysis of Student satisfaction (SS) with service quality empathy (SQEMP) is significant, not significant because the value of p=0.161 i.e. > 0.10. This showed that service quality empathy (SQEMP) has a positive insignificant impact on service quality.

Table: 2**: Regression Analysis**

	β	t	p
(Constant)	0.558	1.867	
SQREL	0.469	5.070	0.000
SQRES	0.358	4.250	0.000
SQASS	0.198	2.285	0.025
SQEMP	0.038	0.503	0.616
SQTAN	0.091	1.484	0.141
F	1.901		0.000
R Square	0.85		

Dependent Variable: POS
***Significant at the 0.01 level.
**Significant at the 0.05 level.
* Significant at the 0.10 level.

Hypothesis 5: There is a significant relationship between tangibility (SQTAN) and student satisfaction.

Table No.2 further provided the regression analysis of Student satisfaction (SS) with service quality tangibility (SQTAN) is not significant because the value of p=0.141 i.e. > 0.10. This showed that service quality tangibility

(SQTAN) has a positive insignificant impact on service quality.

Table No.2 shows the relationship of Student satisfaction (SS) with service quality tangibility (SQTAN) is insignificant. This gives the value of β = 0.091 and value of p=0.141 i.e. > 0.10 for the relationship of student satisfaction with SQRES demonstrates that SQTAN has an insignificant impact on SS.

6-CONCLUSION

Determining and assessing students' satisfaction with their educational experiences is not easy, but can be very helpful for the university to build a strong relationship with their existing and potential students. Furthermore, the results of the study declared that the areas of the university's services quality that attain the requirements and needs of students and their expectations have better potential to build a strong relationship with student satisfaction. The results also indicate that generally higher learning institutions' students are satisfied with the service quality performed by LGU, i.e., reliability, responsiveness, and assurance, In other words, LGU has successfully implemented their strategic improvement service quality in these three dimensions but the students are not satisfied with two dimensions i.e. tangibility and empathy. It is the information to build market positive perception. Therefore, it is important for LGU to work continuously towards ensuring that the service provided can really meet or exceed the expectations of students.

REFERENCES

1. Berry, LL Relationship Marketing of Services-- Growing Interest Emerging perspectives. Journal of the Academy of Marketing Science, 23 (4), 236-45, (1995)
2. Comrey, AL, a first course in factor analysis, New York: Academic Press, (1973).
3. Comrey, A.L., Common methodological problems in factor analytic studies Journal of Consulting and Clinical Psychology, 46, (1978)
4. Firdaus, A, The development of HEdPERF: a new measuring instrument of service quality of higher education sector. Paper presented at the Third Annual Discourse Power Resistance Conference: Global Issues Local Solutions, 5-7, (2005).
5. Field, A, Discovering statistics using SPSS, 2nd ed., 143-217,341, (2005).
6. Gorsuch, RL, Factor analysis", 2nd ed. Hillsdale
7. NJ: Erlbaum.Guilford, J. P. (1954). Psychometric methods, New York: McGraw Hill, (1983).
8. Hair, J. F., Jr., Anderson, R.E., Tatham, R.L. & Grabiowsky, B.J., Multivariate data analysis Tulsa OK: Petroleum, (1979).
9. Keller, G., Managerial Statistics Abbreviated, 8th ed. South Western: Cengage Learning. 2-4,159, 513, 355, (2009)
10. Lindeman, R.H Merenda, P.F & Gold, R.Z Introduction to bivariate and multivariate analysis Glenview IL: Scott, Foresman, (1980).

11. Loo, R. Caveat on sample sizes in factor analysis. Perceptual and Motor Skills, 56, 371-374, (1983).

12. Zikmund, W.G, Business Research Methods, 5th ed. Mason OH: The Dryden Press, (2003).

13. Ahmed, I., Nawaz, M. M., Ahmad, Z. Ahmad, Z., Shaukat, M. Z., Usman, A., Wasim-ul- Rehman & Ahmed, N., "Does Service Quality Affect Students' Performance? Evidence from Institutes of Higher Learning," African Journal of Business Management, 4 (12) 2527-2533, (2010).

14. Alves, H. & Raposo M, "The Influence of University Image on Students' Behavior," International Journal of Educational Management 24 (1): 73-85, (2010).

15. Anderson, E. W. Fornell, C. & Lehmann, D. R., "Customer Satisfaction, Market Share, and Profitability: Findings from Sweden," Journal of Marketing, vol.58 (July). 53- 66, (1994).

16. Gallifa, J. & Batalle, P "Student Perceptions of Service Quality in a Multi- Campus Higher Education System in Spain," Quality Assurance in Education 18 (2) 156-170, (2010)

17. Gruber, T., Fuß, S., Voss, R. & Glaser-Zikuda, M., "Examining Student Satisfaction with Higher Education Services Using a New Measurement Tool," International Journal of Public Sector Management, 23 (2) 105123, (2010)

18. Helgesen, O. & Nesset, E. "What Accounts for Students' Loyalty? Some Field Study Evidence," International Journal of Educational Management 21(2) 126-43, (2007)

19. Ilias, A., Hasan, H. F. A., Rahman, R. A. & Yasoa, M. R ,"Student Satisfaction and Service Quality: Any Differences in Demographic Factors?," International Business Research, 1(4). 131:143, (2008)

20. Tahar, E. B. M.. "Expectation and Perception of Postgraduate Students for Service Quality in UTM," Thesis, Unpublished, (2008).

21. Parasuraman, A., Berry, L. L. & Zeithaml, V. A., 'Re;inement and Reassessment of the SERVQUAL Scale,' Journal of Retailing, 67 (4). 420-50, (1991),

22. Kotler, P. & Clarke, R.N., "Marketing For Health Care Organizations," Englewood Cliffs, NJ: Prentice-Hall, (1987).

23. Usman, A., "The Impact of Service Quality on Students' Satisfaction in Higher Education Institutes of Punjab," Journal of Management Research, 2 (2), (2010).

24. Sapri, M., Kaka, A. & Finch, E., 'Factors that Influence Student's Level of Satisfaction with Regards to Higher Educational Facilities Services,' Malaysian Journal of Real Estate, 4 (1). 34:51, (2009)

25. Petruzzellis, L., D'Uggento, A. M. & Romanazzi, S., Student Satisfaction and Quality of Service in Italian Universities, Managing Service Quality 16 (4). 349-364, (2006)

26. Tian, R. G. & Wang, C. H., "Cross- Cultural Customer Satisfaction at a Chinese Restaurant: The Implications to China Foodservice Marketing," International Journal of China Marketing, 1 (1). 62-72, (2010)

27. Navarro, M. M., Iglesias, M. P. & Torres, P. R. "A New Management Element of Universities: Satisfaction With the Courses Offered," International Journal of Education Management, 19 (6). 505- 526, (2005a)

28. Mavondo, F. & Zaman, M., "Student Satisfaction with Tertiary Institution and Recommending It to Prospective Students," 787-792, (2000)