



Measuring the quality of educational service provided by Business Administration Department Using the SERVQUAL instrument at King Abdul-Aziz university- Jeddah

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Abstract

This research will focus on measuring the quality of educational services in the Business Administration program by measuring the gaps and its determinants. The study also focuses on measuring the so-called "Reality Gap" which is the actual difference between the expected service and perceived service. In addition, the study aims at measuring the amount of expectations and the amount of perceptions as well as the quality determinants. Data has been collected through a model known as "Service Quality Model:" which is known as "SERVQUAL" which was distributed to a sample selection screened among graduate students in the MBA program.

Keywords: Quality measurement, Service Quality Model, Quality Level, Quality of Education Services, SERVQUAL.

Introduction

It is expected that this research finds some important outcomes to decision-makers and educational services provided at the faculty of business and at other levels with clear vision of quality level, and the determinants of quality that we need to provide distinctive educational services. The study clarifies the students' expectations and then work on their assessment in order to satisfy their needs and fulfill these expectations. Furthermore it will establish a methodology for those involved in measuring the quality of educational services. This study added a sixth element to measure the quality of higher education services provided in kingdom of Saudi Arabia; that is the informatics component. The primary purpose of this research is to measure the quality of educational services in the Business Administration BA program at king Abdul-Aziz university- Jeddah, by measuring the service gaps and its limitations therefore, the research objectives is to measure each of the following:

1. Measuring what is so-called "Reality Gap "which is the difference between the expected and the actually perceived services.
2. Measuring the expectation level.

3. Measuring the perception level.
4. Measuring the quality determinants.

Problem of the Study

Educational services are considered one of the most common types of services and to be of a great importance in various parts of the world. However, research studies that discuss the quality of educational services are considered to be very low in number compared with most other activities, such as hotel and banking services, for example. With the spread of the private education phenomenon, whether in universities or private schools, or in competition among countries and educational institutions to provide better educational services, it has become necessary for these institutions to adopt marketing concepts, especially the concept of quality, when planning for excellence, or even to survive in the market. Based on the urgent need for studies in this field, and being aware of educational services persistent need for further studies, this study aims at measuring the gap between the expectations and the level of actual perceptions in the quality of educational services provided by the Faculty of Economics and Administration, King Abdul-Aziz University in Jeddah. The research search is built on the basis that there is a gap between what the student expects and what he or she actually perceives. Therefore, the research envisages measuring the major gap and its limitations, on the basis of a revised model used in the measurement of all types of services designed by Parasuraman in 1984 to render it more appropriate to measure any types of services. This model is known as the "Service Quality Model nicknamed "SERVQUAL"

Accordingly, the problem can be formulated through the following questions:

1. Do students receive the service they actually expect?
2. What is the level of students' expectations for educational services?
3. What is level of students' perception of educational services?
4. What is the level of quality of each of the following quality determinants?
 - A - Tangibility
 - B - Reliability
 - C - Responsiveness
 - D - Safety
 - E - Empathy
 - F - Informatics

The Research Hypotheses

H1: There are no statistically significant differences between students' perceptions and their expectations for a service.

H2: There are no statistically significant differences between students' perceived and expected Tangibility.

H3: There are no statistically significant differences between students' perceived and expected degree of reliability.

H4: There are no statistically significant differences between students' perceived and expected degree of responsiveness.

H5: There are no statistically significant differences between students' perceived and expected degree of safety.

H6: There are no statistically significant differences between students' perceived and expected degree of Empathy.

H7: There are no statistically significant differences between students' perceived and expected degree of informatics.

Methodology

The sample consisted of 166 male and female full-time undergraduate students in the business department at King Abdul-Aziz University. The students were approached conveniently during the end of the 2013 summer semester. The questionnaire consisted of four parts. The first and the second parts consisted of the student respondents' expectations and perceptions of the ideal business professor and Business College and their feelings towards the faculty and the college of business. These parts were important, because they measure the student respondents' attitude and opinions toward the perceptions and knowledge about the quality of services. For this paper, expectations and perceptions of the five dimensions of service quality were measured by 22 statements taken from SERVQUAL (Parasuraman et al., 1988), and then modified more precisely the expectations and perception associated with higher education services (Pariseau and McDaniel 1997).

Analysis and Discussion of the Study Data

Responses from 164 male and female students were collected. For data analysis, statistical analysis provided by Statistical Package for Social Sciences (SPSS) version 20.0 was used. Appropriate statistical indicators were also used for the data analysis. These indicators included frequencies, percentages, averages, and were used to describe the study sample whereas averages, standard deviations were used to measure the degree of expectations and the degree of perception of the research sample for the services provided. The Mann-Whitney Test was also used to test the following study hypotheses:

1. There are no statistically significant differences between students' perceptions and their expectations for a service.
2. There are no statistically significant differences between students' perceived and expected Tangibility.
3. There are no statistically significant differences between students' perceived and expected degree of reliability.
4. There are no statistically significant differences between students' perceived and expected degree of responsiveness.
5. There are no statistically significant differences between students' perceived and expected degree of safety.
6. There are no statistically significant differences between students' perceived and expected degree of Empathy.
7. There are no statistically significant differences between students' perceived and expected degree of informatics.

Based on the above, the scenario of the data analysis of the study will be conducted according to the following conceptions:

1. Describing the study sample based on demographic characteristics.
2. Testing the study tool's validity and reliability.
3. Analyzing and interpreting respondents' answers about their expectations level for the services that should be provided.
4. Analyzing and interpreting the sample answers about the level of perception of the services provided.
5. Testing the study hypotheses.
6. Extracting the most prominent results.

Below, we address the analysis of the study data in accordance with the previous scenario:

Table 1
Study Sample Description Based on Age

Age Ranges	Frequency	Percentage
Less than 20 years	16	9.8
From 20 to less than 25 years	140	85.4
From 25 to less than 30 years	5	3.0
More than 30 years	3	1.8
Total	164	100.0

Results shown in the above table indicate that 9.8 % of the study sample subjects are below 20 years. The majority, 85.4 % of the subjects, fall between 20 to less than 25 years. However, 3.0 % were between 25 to less than 30 years of age. Only 1.8 % of the sample was under 30 years. Therefore, we can deduct from the above indicators that the majority of the study participating subjects representing a percentage of 85.4 were between 20 and less than 25 years of age.

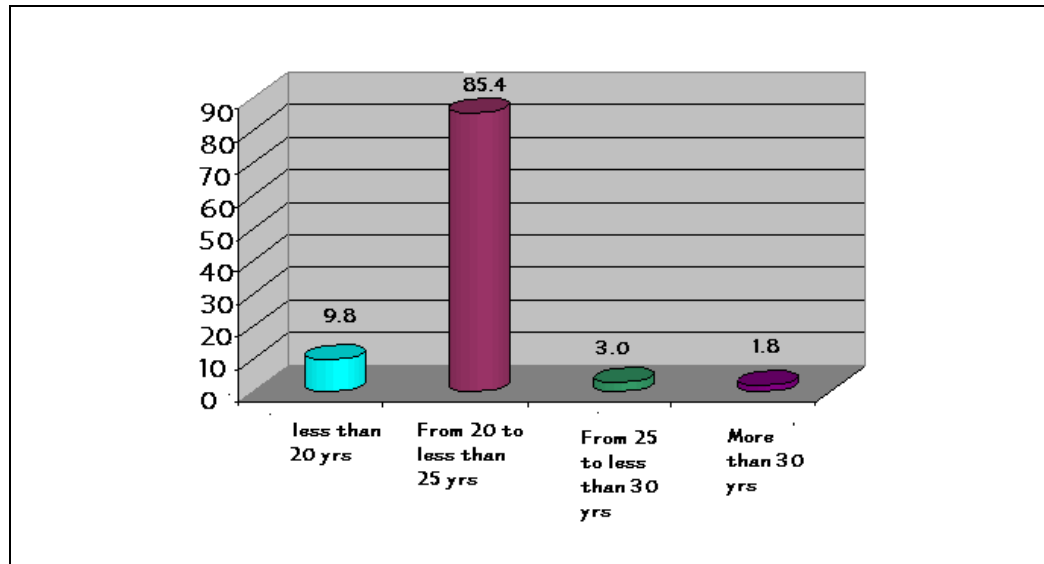


Figure 1. Shows the description of the sample based on age
Source: Study Data 2013

Table 2
Study Sample Description based on Sex

Sex	Frequency	Percentage
Male Student	16	9.8
Female Student	148	90.2
Total	164	100.0

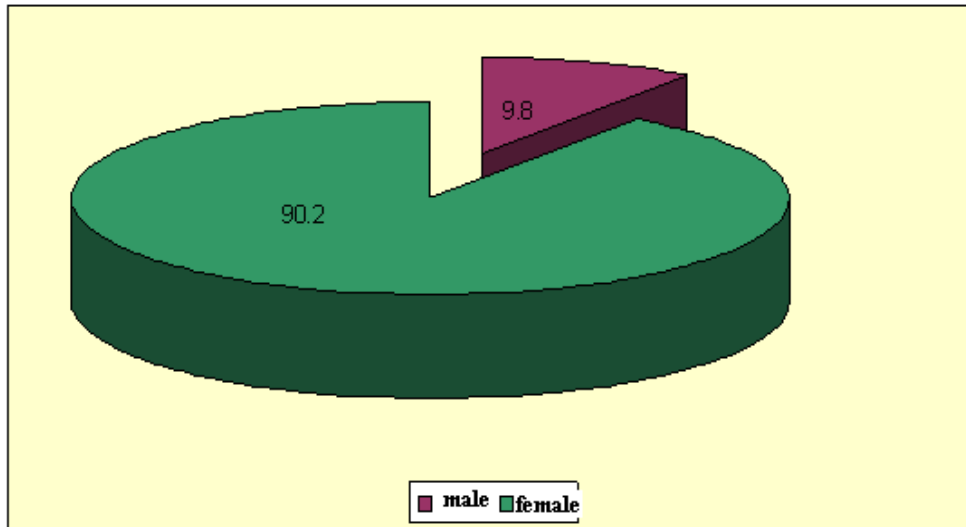


Figure 2. Shows the sample description based on sex

Table 3. Study Sample Description based on Education Level

Education Level	Frequency	Percentage
Bachelor	164	100
Total	164	%100.0

Table 3 above shows that all study sample subjects are at the bachelor's level which indicates the sample homogeneity in terms of educational level. Therefore, their level of expectation and perception will be parallel due to their sharing the same educational environment.

Table 4. Study Sample Description based on Job Level

Job Level	frequency	Percentage
Student	152	92.7
Staff	12	7.3
Total	164	100.0

The above table shows that 92.7% of the sample subjects are still students. Whereas 7.3% of the sample subjects are staff members. Therefore, the majority of the study participants were both male and female students.

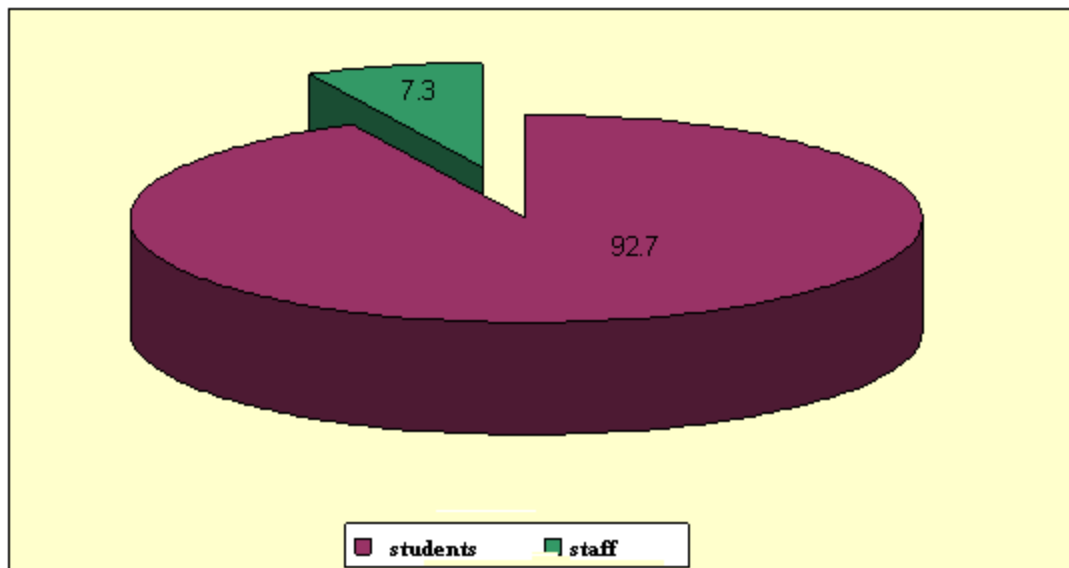


Figure 3. Shows study sample description based on job level

Study Tool Credibility

The Study tool credibility has been verified by measuring the degree of correlation of each dimension of the questionnaire with the total score of the axis to which it belongs as shown in the following table

Table 5. Correlation Coefficients of each dimension with the total score of the axis to which it belongs

Dimensions	At the level of the expectations' axis Correlation Coefficients	At the level of the perception axis Correlation Coefficients
Tangible	0.973**	0.933**
Reliable	0.986**	0.994**
Responsive	0.992**	0.990**
Security	0.987**	0.993**
Empathy	0.990**	0.982**
Informatics	0.444**	0.994**

It is evident from the results of the table above that the values of correlation coefficients between measurement dimensions of the quality of services at the level of the expectations axis ranged between (0.444 -0.992) where all values are statistically significant at the level of significance ($\alpha = 0.01$). It can also be seen from the results in the table above that the values of correlation coefficients between measurement dimensions of the quality of services at the level of perception axis ranged between (0.982 -0.994), which make all values statistically significant. Accordingly, we conclude from the foregoing that all dimensions enjoy a high degree of credibility with the axis to which it belongs, which indicates that these dimensions achieve the measurement objectives.

II. Testing the Consistency of the study

The reliability and validity of the study tool have been verified using the Cronbach's Alpha equation, through statistical analysis program statistics package as shown in the following table:

Table 6
Cronbach's Alpha coefficients for the consistency of the study tool and its ascended reliability indicators

Axes	No. of standards	Cronbach's Alpha coefficients	Reliability indicators
Expectations	30	0.976	0.988
Perception	30	0.992	0.996
Overall measurement level	60	0.992	0.996

As seen from the results in Table 6 above, the values of Cronbach alpha coefficients to measure the reliability of study tool and axes reached a high proportion that exceeds the allowable limit for the stability study tool (0.70) , and therefore we conclude that the study tool and axes achieved high stability, falling between (0.976 -0.992). This reassures the researcher of the soundness of questionnaire procedures, which then guaranteed the achievement of a high degree of reliability in the information collected and by the same token the findings of the study.

Statistical treatments used

For the analysis of the study data that have been obtained through the use of a measurement of the quality of expected and perceived service measurement, descriptive statistics methods were employed including averages and standard deviations in order to calculate the degree of students' expectations of the services provided by the faculty, and the level of the degree of perception of the services provided. Inferential statistical techniques have also been used including Mann-Whitney Test in order to test the study hypotheses instead of using "T test" due to data distribution abnormality.

III. Analysis and interpretation of the sample's responses about their expectations of the services provided

Table 7
Averages and Standard Deviations about Expectations of the sample towards the concrete services

Concrete service Dimension criteria	Average	Standard Deviations	Degree of Expectation	Order
General appearance is distinctive - attractive – striking	4.23	1.93	neutral	4
The University uses the latest hardware and equipment to provide services and content material	4.32	1.90	neutral	3
The staffs of the faculty I study in always show always a decent and appropriate look.	5.01	1.75	Agree to some extent	2

The University used the best possible means to provide educational programs	4.53	1.95	agree	2
Weighted General Average	4.52	1.88	Agree to some extent	

As seen from the results in Table 7 above, the value of the weighted general arithmetic average indicates that expectations of respondents related to the concrete services show that they agree to some extent on the availability of these services at the university. Such indicator is supported by the value of the weighted general arithmetic average of (4.52) with a standard deviation of (1.88).

Table 8

Shows the averages and standard deviations about Expectations of the sample subjects towards the reliability services

Reliability Dimension criteria	Average	Standard Deviations	Degree of Expectation	Order
The Faculty I study in always fulfill its promises to the student	3.90	2.0	neutral	4
The faculty clearly demonstrates its interest in solving the student's problem	3.82	2.07	neutral	5
The faculty offers academic programs in a scientific and objective manner.	4.48	1.90	I agree to some extent	2
The faculty offers academic programs according to schedule	4.76	1.90	I agree to some extent	1
Faculty is keen to provide error-free programs	4.31	1.86	neutral	3
Weighted general Average	4.25	1.95	neutral	

As seen from the results in Table 8 above, the value of the general arithmetic average of (4.25) with a standard deviation of (1.95) indicates that the expectations of the sample on the extent of their reliability on the services, demonstrate their neutrality on the degree of reliance on educational services. The table indicators especially those items related to the reliability dimension also indicate that the answers of the sample ranged between neutrality and agree to some extent.

Table 9

Shows the averages and standard deviations about Expectations among respondents about the degree of responsiveness

Responsiveness Dimension Criteria	Average	Standard Deviations	Degree of Expectation	Order
The faculty staff announces all the information about the appropriate time to provide educational programs	4.48	1.88	I agree to some extent	1
The faculty staff provides quick and prompt services to the student.	3.57	2.15	I disagree to some extent	2

The faculty staff are always ready and motivated to help me	3.56	2.09	I disagree to some extent	3
The faculty staff provides all necessary services no matter how busy they are	3.25	1.01	I disagree to some extent	4
Weighted general average	3.72	1.78	neutral	

As seen from the results in Table 9 above, the value of the general arithmetic average reaching (3.72) with a standard deviation of (1.78) indicates that the expectations of respondents for the degree of responsiveness show that they are neutral on the degree of response to educational services. As it can be seen from the table indicators and items related to responsiveness dimension, that the answers to all the criteria from the sample on their responsiveness to services show that they disagree to some extent.

Table 10

Shows the averages and standard deviations about Expectations among respondents about the degree of safety

Safety Dimension Criteria	Average	Standard Deviations	Degree of Expectation	Order
The behavior of the staff of the faculty instills confidence and strengthen it in me	3.84	1.99	neutral	3
I feel safe when dealing with the staff of the college	3.85	2.03	neutral	2
The staff of the faculty always treat students politely and with kindness	3.79	2.06	neutral	4
The staff of the faculty have sufficient knowledge to reply to my enquiries	3.95	2.09	neutral	1
The faculty puts students' desires at the forefront of its concerns	3.47	2.18	Disagree to some extent	5
College staff are aware of the students' accurate and detailed needs	3.44	2.08	neutral	6
Weighted general average	3.72	2.07	neutral	

As seen from the results in Table 10 above, the value of the general arithmetic average reaching (3.72) and a standard deviation of (2.07) indicates that the expectations of respondents related to the degree of safety in the services, show that they are neutral on the degree of safety in educational services. As it can be seen from the table indicators related to safety dimension items, that answers from the sample ranged between neutrality and agree to some extent.

Table 11

Shows the averages and standard deviations about Expectations among respondents about the degree of Empathy

Empathy Dimension Criteria	Average	Standard Deviations	Degree of Expectation	Order
The faculty gives the student individual	3.68	2.05	neutral	3

necessary importance				
The faculty working hours suit me	4.76	1.97	Agree to some extent	1
The faculty staff gives individual necessary importance	3.54	2.09	Disagree to some extent	4
It is expected from the Faculty to put the student's interest in its top priorities.	4.01	2.12	neutral	2
Weighted general average	4.0	2.06	neutral	

It is clear from the results in Table 11 above, that the value of the arithmetic average reaching (4.0) with a standard deviation of (2.06) indicates that the expectations of the respondents related to the degree of Empathy with service customers reveal that they are neutral on the degree of Empathy in educational services. As it can be seen from the table indicators related to Empathy dimension items, that answers of the sample ranged between neutrality and agree to some extent.

Table 12

Shows the averages and standard deviations of expectations among respondents about the degree of informatics

Informatics Dimension Criteria	Average	Standard Deviations	Degree of Expectation	Order
There is a specific faculty Website on the Internet easily accessible and known to the student.	5.25	2.04	Agree to some extent	1
The faculty provides all academic and educational information needed by the students on its website	4.71	2.09	Agree to some extent	2
The faculty provides computers with internet connections on campus locations that fit the student needs	4.41	2.35	neutral	4
The faculty is characterized by with information accuracy on its error-free website	4.51	2.09	Agree to some extent	3
The faculty sends students' results by e-mail	3.37	2.36	Disagree to some extent	7
The Faculty website offers the necessary support for the student efficiently and quickly	3.90	2.19	neutral	5
The faculty website provides efficient interaction with students' problems and needs.	3.60	2.05	neutral	6
Weighted general average	4.25	2.17	neutral	

It is clear from the results in Table 12 above, that the value of the arithmetic average reaching (4.25) with a standard deviation of (2.17) indicates that the expectations of the respondents related to the degree of informatics service delivery show that they are neutral on the availability

of informatics in educational services . As it can be seen from the table indicators related to the informatics dimension criteria that answers the sample ranged between neutrality and agree to some extent.

III. Analysis and Interpretation of the sample's responses on students' awareness about of educational services provided by the university

Table 13

Shows the averages and standard deviations of The degree students' perception of concrete services provided by the university

Concrete service Dimension Criteria	Average	Standard Deviations	Degree of Expectation	Order
The University uses the latest hardware and equipment to provide services and content material	3.92	1.84	neutral	2
General appearance is distinctive - attractive - striking	3.64	1.86	neutral	4
The staffs of the faculty I study in always show always a decent and appropriate look.	4.35	1.71	neutral	1
The University used the best possible means to provide educational programs	3.85	1.85	neutral	3
Weighted General Average	3.94	1.82	neutral	

As seen from the results in Table 13 above, the value of the weighted general arithmetic average indicates that perceptions of the majority of respondents related to the concrete services tend to be neutral on the provision by the university of such concrete services. Such indicator is supported by the value of the weighted general arithmetic average of (3.94) with a standard deviation of (1.82).

Table 14

Shows the averages and standard deviations about The degree of perception of the sample subjects towards the reliability services

Reliability Dimension Criteria	Average	Standard Deviations	Degree of Expectation	Order
The Faculty I study in always fulfills its promises to the student	3.46	1.93	Disagree to some extent	4
The faculty clearly demonstrates its interest in solving the student's problem	3.21	1.93	Disagree to some extent	5
The faculty offers academic programs in a scientific and objective manner.	3.95	1.75	neutral	2
The faculty offers academic programs	4.03	1.79	neutral	1

according to schedule				
Faculty is keen to provide error-free programs	3.95	1.76	neutral	3
Weighted general Average	3.72	1.83	neutral	

It is clear from the results in Table 14 above, that the sample answers related to the reliability dimension criteria on the services provided by the university in general indicate that the majority of the sample of students participating in the current study tends to lean towards neutrality regarding the level of reliability on the services provided by the University. Such indicator is supported by the arithmetic average value of (3.72) with a standard deviation of (1.83).

Table 15

Shows the averages and standard deviations about the level of perceptions among respondents about the degree of responsiveness

Responsiveness Dimension Criteria	Average	Standard Deviations	Degree of Expectation	Order
The faculty staff announces all the information about the appropriate time to provide educational programs	3.82	1.99	neutral	1
The faculty staff provides quick and prompt services to the student.	3.01	1.87	Disagree to some extent	3
The faculty staff are always ready and motivated to help me	3.05	1.92	Disagree to some extent	2
The faculty staff provides all necessary services no matter how busy they are	2.82	1.93	Disagree to some extent	4
Weighted general average	3.18	1.93	Disagree to some extent	

It is clear from the results in Table 15 above, that the sample answers related to the responsiveness dimension criteria on the services provided by the university in general, indicate that the majority of the sample of students participating in the current study tend to lean towards disagreeing to some extent regarding the level of responsiveness on the services provided by the University. Such indicator is supported by the arithmetic average value of (3.18) with a standard deviation of (1.93).

Table 16

Shows the averages and standard deviations about the level of perceptions among respondents about the degree of safety

Safety Dimension Criteria	Average	Standard Deviations	Degree of Expectation	Order
The behavior of the staff of the faculty instills confidence and strengthen it in me	3.24	1.91	Disagree to some extent	3
I feel safe when dealing with the staff of the	3.32	1.95	Disagree to	1

college			some extent	
The staff of the faculty always treat students politely and with kindness	3.27	1.88	Disagree to some extent	2
The staff of the faculty have sufficient knowledge to reply to my enquiries	3.22	1.84	Disagree to some extent	4
The faculty puts students' desires at the forefront of its concerns	3.10	1.96	Disagree to some extent	5
College staff are aware of the students' accurate and detailed needs	3.08	1.91	Disagree to some extent	6
Weighted general average	3.21	1.91	Disagree to some extent	

It is clear from the results in Table 16 above, that the sample answers related to the safety dimension criteria on the services provided by the university in general, indicate that all the sample of students participating in the current study disagree to some extent regarding the level of safety on the services provided by the University. Such indicator is supported by the arithmetic average value of (3.21) with a standard deviation of (1.91).

Table 17

Shows the averages and standard deviations about the level of perceptions among respondents about the degree of Empathy when dealing with the university

Empathy Dimension Criteria	Average	Standard Deviations	Degree of Expectation	Order
The faculty gives the student individual necessary importance	3.10	1.90	Agree to some extent	4
The faculty working hours suit me	4.26	2.00	neutral	1
The faculty staff gives individual necessary importance	3.20	1.87	Disagree to some extent	3
It is expected from the Faculty to put the student's interest in its top priorities.	3.66	2.08	neutral	2
Weighted general average	3.56	1.96	neutral	

It is clear from the results in Table 17 above, that the sample answers related to the Empathy dimension criteria on the services provided by the university in general indicate that the majority of the students sample participating in the current study tends to be neutral regarding the level of safety on the services provided by the University. Such indicator is supported by the arithmetic average value of (3.56) with a standard deviation of (1.96).

Table 18

Shows the averages and standard deviations about the level of perceptions among respondents about the degree of informatics in the services provided by the university

Informatics Dimension Criteria	Average	Standard Deviations	Degree of Expectation	Order
There is a specific faculty Website on the Internet easily accessible and known to the student.	4.82	2.14	Agree to some extent	1

The faculty provides all academic and educational information needed by the students on its website	4.07	1.93	neutral	2
The faculty provides computers with internet connections on campus locations that fit the student needs	3.59	2.18	Disagree to some extent	4
The faculty is characterized by with information accuracy on its error-free website	3.66	1.93	neutral	3
The faculty sends students' results by e-mail	2.83	2.17	Disagree to some extent	7
The Faculty website offers the necessary support for the student efficiently and quickly	3.43	1.99	neutral	5
The faculty website provides efficient interaction with students' problems and needs.	3.15	1.92	Disagree to some extent	6
Weighted general average	3.65	2.04	neutral	

It is clear from the results in Table 18 above, that the sample answers related to the informatics dimension criteria on the services provided by the university in general indicate that the majority of the students sample participating in the current study tends to be neutral regarding the level of informatics on the services provided by the University. Such indicator is supported by the arithmetic average value of (3.65) with a standard deviation of (2.04).

Table 19
Shows the student sample's level of expectations and level of Perceptions regarding the dimensions of educational services

Educational Services Dimensions	Expectations' level			Perception level		
	Arithmetic Average	Standard deviation	Degree	Arithmetic Average	Standard deviation	Degree
Concrete Services	4.52	1.88	Agree to some extent	3.94	1.82	neutral
Reliability services	4.25	1.95	neutral	3.72	1.83	neutral
Responsiveness Services	3.72	1.78	neutral	3.18	1.93	Disagree to some extent
Safety Services	3.72	2.07	neutral	3.21	1.91	Disagree to some extent
Empathy Services	4.0	2.06	neutral	3.56	1.96	neutral
Informatics	4.25	2.17	neutral	3.65	2.04	neutral

Services						
Overall level	4.08	1.99	neutral	3.54	1.92	neutral

Table 19 above shows the students level of expectations and perceptions towards educational services. It also shows that there is a clear difference between students' level of expectations and their level perception of the services provided by the university through the faculties they are attending.

Testing Study Hypotheses

To test the validity of the study, hypotheses were tested using the Mann-Whitney Test as shown in the following :

Hypothesis One: "There are no statistically significant differences between the service perceived by the students and their expectations for this service."

Table 20

The results of Mann-Whitney test for the significance of differences between the level of service perceived by the students and their expectations for this service

	Average Rank	Rank Total	Mann-Whitney Test Value	Significance Level
Expected Service Level	180.1	29534.5	**10891.5	0.003
Perceived Service Level	148.9	24421.5		

** Means that there are statistically significant differences at the level of significance ($\alpha = 0.01$)

As seen from the results in Table 20 that the value of Mann-Whitney test was (10891.5) and statistically significant at the level of significance (0.01). Accordingly, we conclude from this that there are significant differences between the expectations of students and the level of perception of the services provided by the university. As it can be seen from the results that the differences are due to students' expectations for educational services provided. This means that students' expectations are higher than their perceptions of the educational services provided by the university.

Hypothesis Two: No statistically significant differences between the Tangibility perceived and expected by students

Table 21

Mann-Whitney Test results for the significance of differences between the level of Concrete service perceived by the students and their expectations for this service

	Average Rank	Rank Total	Mann-Whitney Test Value	Significance Level
Level of Concrete expected service	184.55	30267.0	**10159.0	0.00
Level of Concrete perceived service	144.45	23689.0		

**Means that there are statistically significant differences at the level of significance ($\alpha=0.01$)

It can be seen from the results in Table 21 that the value of Mann-Whitney test was (10159.0) and is statistically significant at the level of significance (0.01). Accordingly, we conclude from this that there are significant differences between the level of students' expectations for concrete service and of the level of perception for services provided by the university. As can be seen from the results that the differences is due to the expectations of the students for educational services compared to concrete services perceived.

Hypothesis Three: "There are no statistically significant differences between the perceived and the expected degree of reliability of among the students".

Table 22

Mann-Whitney Test results, for the significance of differences between the level of reliability for perceived service by the students and their expectations for this service.

	Average Rank	Rank Total	Mann-Whitney Test Value	Significance Level
Level of reliability for expected services	178.70		**11119.50	0.007
Level of reliability for perceived services	150.30			

** Means that there are statistically significant differences at the level of significance ($\alpha=0.01$)

As seen from the results in Table 22 that the values of Mann-Whitney test was (11119.5) and is statistically significant at the level of significance (0.01). Accordingly, we conclude from this that there are significant differences between the reliability level of students' expectations for service and their level of perception for the services provided by the university. It can also be seen from the results that the differences is due to the level of reliability of students' expectations for educational services compared to their reliability for perceived services.

Hypothesis Four: "there are no statistically significant differences between the degrees of perceived and expected responsiveness among students."

Table 23

Mann-Whitney Test results for significance of differences between the level of Responsiveness to perceived educational service by the students and their expectations for this service

	Average Rank	Rank Total	Mann-Whitney Test Value	Significance Level
Level of responsiveness to expected services	177.91	29177.5	**11248.50	0.010
Level of responsiveness to perceived services	151.1	24778.5		

** Means that there are statistically significant differences at the level of significance ($\alpha = 0.01$)

As seen from the results in Table 23 that the values of Mann-Whitney test was (11248.5) and is statistically significant at the level of significance (0.01). Accordingly, we conclude from this that there are significant differences between the expectations of the students' responsiveness to the level of services and their level of perception of the services provided by the university. It can also be seen from the results that the differences is due to students' expectations about the level of responsiveness for the services provided compared to their level perception of services provided.

Hypothesis Five: "There are no statistically significant differences between the degrees of perceived and expected safety among the students."

Table 24

Mann-Whitney Test results, for significance of differences between the level of Safety of perceived educational service by the students and their expectations for this service

	Average Rank	Rank Total	Mann-Whitney Test Value	Significance Level
Level of safety in expected service	178.98	29353.5	**11072.50	0.005
Level of safety in perceived service	150.02	24602.5		

**Means that there are statistically significant differences at the level of significance ($\alpha = 0.01$)

As Seen from the results in Table 24 that the values of Mann-Whitney test was (11072.5) and is statistically significant at the level of significance (0.01). Accordingly, we conclude from this that there are significant differences between the level of students' expectations about the level of safety in the service and the level of perception of the services provided by the university. It can also be seen from the results that the differences is due to students' expectations about the level of security for services compared to the level of services perceived by the students. We therefore conclude that students' expectations of the level of safety in educational services exceed their level of perception of educational services provided by the university.

Hypothesis Six: "there are no statistically significant differences between the perceived and expected degree of Empathy among students."

Table 25

Mann-Whitney Test results for significance of differences between the levels of Empathy in students' perception of educational services and their expectations for these services

	Average Rank	Rank Total	Mann-Whitney Test Value	Significance Level
Level of expected Empathy	174.64	28641.5	*11784.50	0.05

Level of perceived Empathy	154.36	25314.5		
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* Means that there are statistically significant differences at the level of significance ($\alpha = 0.05$)

As seen from the results in Table 25 that the value of χ^2 test was (11784.5) and statistically significant at the level of significance (0.05). Accordingly, we conclude from this that there are significant differences between the students' levels of expectations and perceptions about the degree of Empathy for educational services provided by the university. It can also be seen from the results that the differences are due to students' expectations about the level of Empathy in the delivery of services compared to their level of perceptions.

Hypothesis Seven: "There are no statistically significant differences between the degree of perceived and expected informatics among the students"

Table 26

Mann-Whitney Test results for the significance of the differences between the level of students' perception about informatics in educational services and their expectations for these services

	Average Rank	Rank Total	Mann-Whitney Test Value	Significance Level
Level of expectation in the informatics service	181.51	29767.0	**10659.0	0.003
Level of perception in the informatics service	147.49	24189.0		

**Means that there are statistically significant differences at the level of significance ($\alpha = 0.01$)

As seen from the results in Table 26 that the values of Mann-Whitney test was (10659.0) and is statistically significant at the level of significance (0.01). Accordingly, we conclude from this that there are significant differences between the level of students' expectations about the level of informatics in the service and the level of perception of Informatics in services provided by the university. It also can be seen from the results that the differences due to students' expectations about the level of informatics in the provision of services compared to the level of perceived services by the students'. Thus, the students' expectations level of informatics in providing services exceed their level of perception of for the same services.

Hypothesis Eight: There are no differences between students' expectations and perceptions of the educational services attributable to the different variables (age, sex, academic level, and job level).

To validate this hypothesis, the researcher tested the significance of differences by using (SPSS) program through the application of the Kruskal Wallis Test and Mann-Whitney Test, as shown the following tables:

Table 27

Illustrates the results of the Kruskal Wallis Test for significance of average differences in

expectations among respondents about educational services attributable to the different age groups

Educational services Dimensions	Age Groups	Number	Average Rank	Chi Square Value	Statistical Significance
Concrete Services	Less than 20	16	8.63	57.142	0.00
	20-25	140	87.03		
	25-30	5	151.00		
	More than 30	3	151.00		
Reliability Services	Less than 20	16	9.00	57.540	0.00
	20-25	140	86.87		
	25-30	5	153.00		
	More than 30	3	153.00		
Responsiveness services	Less than 20	16	10.0	59.012	0.00
	20-25	140	86.44		
	25-30	5	158.50		
	More than 30	3	158.50		
Safety Services	Less than 20	16	17.50	51.003	0.00
	20-25	140	85.67		
	25-30	5	157.0		
	More than 30	3	157.0		
Empathy Services	Less than 20	16	11.50	55.510	0.00
	20-25	140	86.50		
	25-30	5	154.50		
	More than 30	3	154.50		
Informatics Services	Less than 20	16	105.0	28.181	0.00
	20-25	140	75.54		
	25-30	5	157.80		
	More than 30	3	162.00		

The results in Table 27 revealed that there are significant differences between the students' expectations about dimensions of educational services offered by the University at the faculties they are affiliated that are to attributable to age difference. Also, the use of Tukey's test for dimensional comparisons revealed that the dimensional differences are characteristic of older age groups (30 years and above)

Table 28
Shows Mann-Whitney U-Test for the significance of differences between the average expectations of respondents for educational services based on sex

Services	Sex	Number	Average Rank	Mann-Whitney Value	Statistical Significance
Concrete Services	Male	16	8.63	2.00	0.00
	Female	148	90.49		
Reliability Services	Male	16	9.00	8.00	0.00
	Female	148	90.45		
Responsive Services	Male	16	10.00	24.00	0.00

	Female	148	90.34		
Safety Services	Male	16	17.50	144.00	0.00
	Female	148	89.53		
Empathy Services	Male	16	11.50	48.00	0.00
	Female	148	90.18		
Informatics Services	Male	16	105.00	824.00	0.044
	Female	148	80.07		

From the results in Table 28 it is clear that there are significant differences between the students' expectations for educational services provided through the various dimensions. This is supported by the values of the statistical significance of the Mann-Whitney test, which is less than a level of the statistical significance (0.05). It is also clear that the differences are more significant among the female students' sample. This indicates that female students have a high level of expectations for educational services offered by the University than the level of expectations among male students, which shows a higher degree of ambition towards educational services among female students than male students'

Table 29

Shows the test results Mann-Whitney U-Test for the significance of differences between the average expectations of respondents for educational services based on job level

Services	Job Level	Number	Average Rank	Mann-Whitney Value	Statistical Significance
Concrete Services	Student	152	77.09	90.00	0.00
	Staff	12	151.00		
Reliability Services	Student	152	76.93	66.00	0.00
	Staff	12	153.00		
Responsive Services	Student	152	76.50	0.00	0.00
	Staff	12	158.50		
Safety Services	Student	152	76.62	18.00	0.00
	Staff	12	157.00		
Empathy Services	Student	152	76.82	48.00	0.00
	Staff	12	154.50		
Informatics Services	Student	152	76.55	7.00	0.00
	Staff	12	157.92		

From the results in Table 29 it is clear that there are significant differences between the students' and staff expectations for educational services provided through the various dimensions. This is supported by the values of the statistical significance of the Mann-Whitney test, which is less than a level of the statistical significance (0.05). It is also clear that the differences are more significant among the female students' sample. This indicates that staff respondents have a high level of expectations for educational services offered by the University than the level of expectations among male students, which shows higher degree of expectations towards educational services among staff respondents than student respondents.

Table 30

Illustrates the results of the Kruskal wallis Test for the significance of differences between the samples' degree of perception averages for educational services attributable to the different age groups

Services' dimensions	Age Groups	Number	Average Rank	Mann-Whitney Value	Statistical Significance
Concrete Services	Less than 20	16	12.50	56.20	0.00
	20-25	140	86.21		
	30-25	5	157.5		
	Above 30	3	157.50		
Reliability Services	Less than 20	16	10.5	58.07	0.00
	20-25	140	86.44		
	30-25	5	157.5		
	Above 30	3	157.5		
Responsiveness Services	Less than 20	16	17.0	52.406	0.00
	20-25	140	85.61		
	30-25	5	159.0		
	Above 30	3	159.0		
Safety Services	Less than 20	16	22.0	47.856	0.00
	20-25	140	85.10		
	30-25	5	158.0		
	Above 30	3	158.0		
Empathy Services	Less than 20	16	13.50	55.025	0.00
	20-25	140	86.10		
	30-25	5	157.50		
	Above 30	3	157.50		
Informatics Services	Less than 20	16	13.0	55.851	0.00
	20-25	140	86.10		
	30-25	5	158.50		
	Above 30	3	158.50		

Table 30 results revealed that there are significant differences between research samples students' expectations towards the dimensions of educational services offered by the University at the level of the faculties to which they are affiliated based on age groups. The Tukey's test comparisons show that the dimensional differences are more significant among older age groups (25-30 and above 30)

Table 31

Shows the Mann -Whitney U-Test results, for the significance of differences between the average perception of respondents for educational services based on sex

Services	Sex	Number	Average Rank	Mann-Whitney Value	Statistical Significance
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Concrete Services	Male	16	12.50	64.0	0.0
	Female	148	90.07		
Reliability Services	Male	16	10.5	32.0	0.0
	Female	148	90.28		
Responsive Services	Male	16	17.0	136.0	0.00
	Female	148	89.58		
Safety Services	Male	16	22.0	216.0	0.00
	Female	148	89.04		
Empathy Services	Male	16	13.50	80.0	0.00
	Female	148	89.96		
Informatics Services	Male	16	13.0	72.0	0.00
	Female	148	90.01		

From the results in Table 31 it is clear that there are significant differences between the students' perceptions for educational services provided through the various dimensions. This is supported by the values of the statistical significance of the Mann-Whitney test, which is less than a level of the statistical significance (0.05). It is also clear that the differences are more significant among the female students' sample. This indicates that female students have a high level of perception for educational services offered by the University than the level of perception among male students.

Table 32

Shows the Mann -Whitney U-Test results, for the significance of differences between the average perception of respondents for educational services based on job level

Services	Job level	Number	Average Rank	Mann-Whitney Value	Statistical Significance
Concrete Services	Student	152	76.58	12.0	0.0
	Staff	12	157.50		
Reliability Services	Student	152	76.58	12.0	0.0
	Staff	12	157.50		
Responsive Services	Student	152	76.50	0.50	0.00
	Staff	12	158.46		
Safety Services	Student	152	76.54	6.00	0.00
	Staff	12	158.0		
Empathy Services	Student	152	76.58	12.0	0.00
	Staff	12	157.50		
Informatics Services	Student	152	76.50	0.00	0.00
	Staff	12	158.50		

From the results in Table 32 it is clear that there are significant differences between the students' and staff perceptions for educational services provided through the various dimensions. This is supported by the values of the statistical significance of the Mann-Whitney test, which is less than a level of the statistical significance (0.05). It is also clear that the differences are more significant among the female students' sample. This indicates that staff respondents have a high level of perception for educational services offered by the University than the level of perception among students, which shows higher degree of perception towards educational services among staff respondents than student respondents.

Results of the study:

In light of the analysis of the study data in the previous chapter, the most prominent results of the study are as follows:

1. The study showed that there were statistically significant differences between the level of expectations of students and the level of their perception of the services provided by the university. It has also been noticed from the results that the differences are more significant in the degree of expectations among the students for educational services provided. This means that students' expectations are higher than their perception of the educational services provided by the university.
2. The study showed that there were statistically significant differences between the level of students' expectations for concrete service and the level of their perception of services provided by the university. It has also been noticed from the results that the differences are more significant in students' expectations of concrete educational services compared to perceived services.
3. The study revealed that there are significant differences between the level of students' expectations for reliability service and the level of perception of the services provided by the university. It has also been noticed from the results that the differences are more significant in students expectations of the reliability for educational services compared to their reliability of services perceived.
4. The study proved that there are significant differences between the expectations of the students' responsiveness and the level of perception of their perception of responsiveness of the services provided by the university. It has been also noticed from the results that the differences are more significant for students' expectations about the level of responsiveness for the services provided compared to their level of responsiveness of services perceived by the students.
5. The study showed that there were statistically significant differences between the level of students' expectations about the level of security in the service and the level of perception of the services provided by the university. It has also been noticed from the results that the differences are more significant in students' expectations about the level of security for services compared to the level of services perceived by the students. Therefore, we conclude that students' expectation of the level of safety in educational services exceeds their level of perception of safety in the educational services provided by the university.
6. The study also revealed statistically significant differences between the level of students' expectations about the level of Empathy in the service and the level of perception of Empathy in services provided by the university. It has also been noticed from the results that the differences are more significant in students' expectations about the level of

Empathy in the delivery of services compared to their perceptions of the level of Empathy of the services.

7. The study showed the presence of statistically significant differences between the level of students' expectations about the level of informatics in the service and their level of awareness of Informatics in services provided by the university. It has also been noticed from the results that the differences are more significant in students' expectations about the level of informatics in the provision of services compared to their perceptions about the same level in services provided by the university. Thus, the students' expectation of the level of informatics in providing services exceeds their level of perceptions of the level of informatics in services provided by the university.
8. The study showed that there were statistically significant differences between the expectations of the respondents for educational services attributable to the different variables (age, sex, and job level). Results showed that the differences are more significant for older age groups, for female students and for staff.
9. The study revealed the presence of statistically significant differences between the level of perceptions among respondents for educational services attributable to the different variables (age, sex, and job level) such as older age groups, female students and staff.

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