ASSOCIATION OF SERVICE QUALITY WITH CUSTOMER SATISFACTION

Syed Huzaifa Ahmed¹

ABSTRACT

The purpose of this explanatory research is to investigate the relationship of service quality with customer satisfaction. To examine the relationship the study was conducted on students of the executive MBA program at a business school in Karachi, Pakistan. The research technique adopted for this study was probabilistic in nature. Both variables under consideration are observed through multiple dimensions. A Chi-square test was performed to test the relationship between the qualitative variables. Findings indicate that service quality and all its dimensions have a significant and positive association with customer satisfaction at the university level. The education sector is a significant industry in Pakistan's economy and has seen unparalleled growth and progression during the last decade. Therefore, this study has been explicitly conducted to look into the service quality phenomenon and seek credible scientific justification in this regard by studying service quality as one of the main influential factors towards customer satisfaction.

Keywords: *Reliability; Responsiveness; Assurance; Empathy; Tangibles; Service Quality.*

INTRODUCTION

Due to globalization, there has been tremendous competition in all the business sectors. This has led to the strategic importance of satisfaction and quality in the tussle for winning consumer preferences, getting and maintaining sustainable competitive advantages (Petruzzellis et al., 2006). According to Athiyaman (1997), service quality and consumer satisfaction have an

¹ International Steels Limited. Email: eng.s.huzaifa.ahmed@gmail.com

important role in attracting a large number of researchers belonging to various fields. This is due to the reason that a number of existing works of literature have shown a strong relationship between these two unobserved variables that result in customer loyalty and repeat buying decisions. Even though a huge number of articles are present on consumer satisfaction and perceived quality, still inadequate work has been done to explain the concepts of these two variables. We hope that our report will not only inform the normal reader of the differences between these two unobserved variables but will also clear out their concepts. Gruber et al. (2010) revealed that higher education institutions have pressingly realized that they could be considered as a business-like service industry that needs to focus more and more on realizing, fulfilling and even exceeding the needs and want of their customers i.e., students. This will be very essential for countries with a tuition-based model.

Thus, in this research, the relationship between consumer satisfaction and perceived quality using a scenario specific to higher education and taking students as consumers is investigated. With the help of this study, university management will understand the important factors that can contribute to students' satisfaction and whether the institution are lacking in these factors or not. Based on the results obtained, the universities can develop policies to improve their services that are below the expectations of the students.

RESEARCH QUESTIONS

. The research will seek answers to the following questions.

- Does service quality offered by IoBM to the MBA regular evening students meet the expectations of the students?
- In which area does IoBM lack in meeting the expectations of students?
- What are the factors that contribute most to the students' satisfaction?

LITERATURE REVIEW

Service Quality

Service Quality is an important factor in attracting repeat business and is an essential source for success. While the reasons for an individual's first use of a service may be out of the control of management, the ability to make a successful experience for the customer depends upon the staffs, their way of treatment and the surroundings. Customer service and quality are the drivers of the business. As higher educational institutions struggle for competitive advantage and high

service quality, the evaluation of educational service quality is essential to provide motivation for and to give feedback on the effectiveness of educational plans and implementation. This research involves the use of factors concerning student services that are queried and surveyed using the SERVQUAL methodology.

According to Tan and Kek (2004), SERVQUAL methodology measures the difference between what is expected from a service and the perception of the actual service. The SERVQUAL instrument is actually a questionnaire containing 22 items, each item measuring both the perception and the expectation of a particular service attribute. SERVQUAL is used extensively as an off-the-shelf instrument in many service settings. In education, it has been significantly modified to find out the satisfaction of students (Tan & Kek, 2004).

The SERVQUAL model has the five important dimensions including Reliability, Responsiveness, Assurance, Empathy and Tangibles (Yousapronpaiboon, 2014). The proposed instrument, adopted in this study, was tested at IoBM, a business university in Karachi, Pakistan. A rigorous analysis demonstrates the usefulness of the approach in gathering students' perceptions, analyzing them, and reducing them to a form that serves as a tool to measure service quality for the management. The purpose of this research is therefore to describe a means by which that service quality provision can be measured, and thus in turn to find out its impact on students' satisfaction.

Students' Satisfaction

Theoretical frameworks for customer satisfaction have been very popular among researchers. Our research is similar to the research by Douglas et al. (2006) in which students are considered as customers as they are the direct recipients of the service provided, i.e. a two or more year degree programme made up of a number of modules at each level.

Student satisfaction is considered as a short-term attitude that results from an evaluation of a student's educational experience. Student satisfaction is generated when actual performance meets or exceeds the student's expectations. Therefore, student satisfaction has gained increased importance for universities and their administration. The goal is to try to maximize satisfaction, minimize dissatisfaction and therefore retain students and so improve the institutions performance in the society. In this way, it becomes fundamental to analyze and study student's satisfaction in higher education, as institutions of higher education could greatly benefit from being able to establish long lasting relationships with their pupils. The satisfied students can provide an institution with a type of competitive advantage, especially by

spreading positive word of mouth concerning potential, present and future students, as well as can be a source of collaboration with the institution, especially after graduation, contributing to the (work) placement of recent graduates. The dissatisfied students, on the other hand, could have worrying consequences for both the university and the student, namely unsuccessful students quitting or transferring and spreading negative word of mouth which could be harmful to university's reputation and future applications (Schertzer & Schertzer, 2004).

In order to measure students' satisfaction, we have used BSSI instrument. The BSSI has 17 items and it is a valid and reliable instrument for assessing student satisfaction. Here the following four dimensions of students' satisfaction (Maddox & Nicholson, 2014).

- Quality of business education outcomes
- Quality of school climate
- Quality of advising
- Quality of computer resources

An adaptation of the customer satisfaction concept in education system is suggested by Elliott & Healy (2001) who indicate that student satisfaction comes from the evaluation of their experience with the education service received.

Service Quality – Student Satisfaction Linkages

The service quality model discussed in this study could be extended to investigate the relationship between service quality and customer satisfaction in the education sector. Quality in higher educational institutes is a multi-dimensional variable and a single correct definition of quality is not enough. Because of this, the best way to define and measure service quality is not present. Every person associated with education (be it student, teacher, management staff or government person etc.) has his own way of describing the service quality of institutes. In this research, we are interested only in the views of students.

Gruber et al. (2010) describes the service quality in education sector as the difference between what a student expects to receive and his perceptions of actual delivery. The study also considers students as the major customers of higher education services. However, this does not mean that other variables may not be present and important as well. Several definitions of satisfaction exist in the literature. Like one definition states that satisfaction can be defined as pleasurable fulfilment, which means that consumers perceive that "consumption fulfils some need, desire, goal, or so forth and that this fulfilment is pleasurable. Thus, satisfaction is the

consumer's sense that consumption provides outcomes against a standard of pleasure versus displeasure.” The satisfaction concept has also been extended recently to the context of higher education. The still limited amount of research suggests that student satisfaction is a complicated concept, comprising of several dimensions. (Gruber et al., 2010) further reveals that satisfied students may be the source of attracting new students by engaging in positive word-of-mouth communication, and they may also get back to the same university to take other courses. The literature also points out that service quality and customer satisfaction are fundamentally different concepts, regard satisfaction as the broader concept with service quality being a component of satisfaction will be taken as a framework. They suppose that customer satisfaction is influenced not only by service quality perceptions but also by personal and situational factors and price.

CONCEPTUAL FRAMEWORK

Our conceptual framework is illustrated below.

Figure 1: Conceptual Framework

RESEARCH HYPOTHESES

H1: *Service quality* has an association with *Student Satisfaction*.

- **H1a:** *Tangibles* dimension of service quality has an association with *Education Outcome* dimension of student satisfaction.

- **H2a:** *Tangibles* dimension of service quality has an association with *School Climate* dimension of student satisfaction.
- **H3a:** *Tangibles* dimension of service quality has an association with *Advising* dimension of student satisfaction.
- **H4a:** *Tangibles* dimension of service quality has an association with *Computer Resources* dimension of student satisfaction.
- **H5a:** *Reliability* dimension of service quality has an association with *Education Outcome* dimension of student satisfaction.
- **H6a:** *Reliability* dimension of service quality has an association with *School Climate* dimension of student satisfaction.
- **H7a:** *Reliability* dimension of service quality has an association with *Advising* dimension of student satisfaction.
- **H8a:** *Reliability* dimension of service quality has an association with *Computer Resources* dimension of student satisfaction.
- **H9a:** *Responsiveness* dimension of service quality has an association with *Education Outcome* dimension of student satisfaction.
- **H10a:** *Responsiveness* dimension of service quality has an association with *School Climate* dimension of student satisfaction.
- **H11a:** *Responsiveness* dimension of service quality has an association with *Advising* dimension of student satisfaction.
- **H12a:** *Responsiveness* dimension of service quality has an association with *Computer Resources* dimension of student satisfaction.
- **H13a:** *Assurance* dimension of service quality has an association with *Education Outcome* dimension of student satisfaction.
- **H14a:** *Assurance* dimension of service quality has an association with *School Climate* dimension of student satisfaction.
- **H15a:** *Assurance* dimension of service quality has an association with *Advising* dimension of student satisfaction.
- **H16a:** *Assurance* dimension of service quality has an association with *Computer Resources* dimension of student satisfaction.
- **H17a:** *Empathy* dimension of service quality has an association with *Education Outcome* dimension of student satisfaction.

- **H18a:** *Empathy* dimension of service quality has an association with *School Climate* dimension of student satisfaction.
- **H19a:** *Empathy* dimension of service quality has an association with *Advising* dimension of student satisfaction.
- **H20a:** *Empathy* dimension of service quality has an association with *Computer Resources* dimension of student satisfaction.

RESEARCH METHODOLOGY

Research Design

This research is quantitative explanatory research, applied in scope. The investigation of this research is correlational in nature, and primary data were collected from the selected sample through structured questionnaires.

Population and Sample

The population in this research is the MBA regular evening students of IoBM. Probability Sampling' technique was adopted to ascertain the sample size of this study. The sample size is calculated to be 226 by taking confidence level 95%, margin of error 5% and population 550.

Instrumentation

Our instrument was specifically designed to find the relationship of service quality being offered with students' satisfaction. The details of variables and their dimensions along with items are discussed in the table 1.

Variables

The characteristics of our variables under consideration are as follows.

Table 1

Service quality	Unobserved (Independent)	Multi (5 in total)	22 in total
Students' Satisfaction	Unobserved (Dependent)	Multi (4 in total)	17 in total

Service Quality

The following table 2. shows the list of all dimensions and items for each of our unobserved variable, *Service quality*.

Table 2.

Variable	Dimensions	Items	Scale	Item Source
Service quality	Tangibles	-- has modern looking equipment	5-Points Likert Scale	(Turan Katircioglu et al., 2012)
		-- physical facilities are visually appealing		
		-- reception desk employees are neat appearing		
		Materials associated with the service (such as pamphlets or statements) are visually appealing at --		
	Reliability	When -- promises to do something by a certain time, it does so	5-Points Likert Scale	
		When you have a problem, -- shows a sincere interest in solving it		
		-- performs the service right the first time		
		-- provides its service at the time it promises to do so		
		-- insists on error free records		
	Responsiveness	Employees in -- tell you exactly when the services will be performed	5-Points Likert Scale	
		Employees in -- give you prompt service		
		-- are always willing to help you		
		-- are never too busy to respond to your request		
	Assurance	The behavior of employees in -- instills confidence in you	5-Points Likert Scale	
		You feel safe in your transactions with --		
		Employees in -- are consistently courteous with you		
		Employees in -- have the knowledge to answer your questions		
	Empathy	-- gives you individual attention	5-Points Likert Scale	
		-- has operating hours convenient to all its customers		
		-- has employees who give you personal attention		
		-- has your best interest at heart		
		The employees of -- understand your specific needs		

Student Satisfaction

The dimensions and items of the unobserved variable, *Student Satisfaction* are shown in the table below.

Table 3.

Variable	Dimensions	Items	Scale	Item Source
Student Satisfaction	The Quality of Education Outcomes	Business Core Curriculum Deepened Knowledge	5-Points Likert Scale	(Maddox & Nicholson, 2014)
		Studies Had “Real World” Application		
		Professors Used Diverse Teaching Methods		
		Overall Teaching Quality is Strong		
		Courses in Different Disciplines Complemented Each Other		
		Courses Intellectually Challenging		
	Quality of School Climate	Professors Have a Positive Attitude	5-Points Likert Scale	
		Faculty and Students Have Mutual Respect		
		Faculty Shows Interest in Helping Students		
		Students are Treated Like Adults		
		Student Evaluations Are Taken Seriously		
		Faculty Are Readily Available Outside Class		
	Quality of Advising	Adequacy of Academic Advising	5-Points Likert Scale	
		My Advisor Knowledgeable		
		Career Advising is Sufficient		
	Quality of Computer Resources	Adequacy of Computer Resources	5-Points Likert Scale	
		Adequacy of Technical Computer Support		

ETHICAL CONSIDERATIONS

The data provided by students for this research about their perceptions of satisfaction and service quality are simply their individual reactions to experiences and observations during their educational tenure. The student identities were hidden for greater honesty and sincerity in their questionnaire responses.

DATA ANALYSIS

The total response rate of survey conducted was 74.54%. On the other hand, the variables under consideration are all qualitative in nature and hence required chi-square test for analysis and interpretation as summarized in the table 4 below.

Table 4.

Hypothesis	Variable 1	Variable 2	Type of Variables	Required Test
H1a	Tangibles	Education Outcomes	Both Qualitative	Chi Square
H2a	Tangibles	School Climate	Both Qualitative	Chi Square
H3a	Tangibles	Advising	Both Qualitative	Chi Square
H4a	Tangibles	Computer Resources	Both Qualitative	Chi Square
H5a	Reliability	Education Outcomes	Both Qualitative	Chi Square
H6a	Reliability	School Climate	Both Qualitative	Chi Square
H7a	Reliability	Advising	Both Qualitative	Chi Square
H8a	Reliability	Computer Resources	Both Qualitative	Chi Square
H9a	Responsiveness	Education Outcomes	Both Qualitative	Chi Square
H10a	Responsiveness	School Climate	Both Qualitative	Chi Square
H11a	Responsiveness	Advising	Both Qualitative	Chi Square
H12a	Responsiveness	Computer Resources	Both Qualitative	Chi Square
H13a	Assurance	Education Outcomes	Both Qualitative	Chi Square
H14a	Assurance	School Climate	Both Qualitative	Chi Square
H15a	Assurance	Advising	Both Qualitative	Chi Square
H16a	Assurance	Computer Resources	Both Qualitative	Chi Square
H17a	Empathy	Education Outcomes	Both Qualitative	Chi Square
H18a	Empathy	School Climate	Both Qualitative	Chi Square
H19a	Empathy	Advising	Both Qualitative	Chi Square
H20a	Empathy	Computer Resources	Both Qualitative	Chi Square

RESULTS

Descriptive Statistics

General Information of the Students

Table 5.

General Info	Categories	Frequencies	Percentages
Gender	Male	29	70.7%
	Female	12	29.3%
Admission Year	2015	1	2.4%
	2016	3	7.3%
	2017	6	14.6%
	2018	20	48.8%
	2019	11	26.8%
	2020	0	0%
Employment Status	Employed	36	87.8%
	Not Employed	5	12.2%

Table Items of Service quality

Table 6.

Items	Mean	Me d	Mod e	St. Dv	Var	Mi n	Ma x	Sum	Count
IoBM has modern looking equipment	3.488	4	4	0.898	0.806	1	5	143	41
Physical facilities are visually appealing	3.195	3	3	0.843	0.711	1	5	131	41
Reception desk employees are neat appearing	3.585	4	4	0.894	0.799	1	5	147	41
Materials associated with the service (such as pamphlets or statements) are visually appealing	3.463	4	4	0.840	0.705	1	5	142	41
When IoBM promises to do something by a certain time, it does so	3.341	4	4	1.153	1.330	1	5	137	41
When you have a problem, IoBM shows a sincere interest in solving it	3.439	4	4	1.001	1.002	1	5	141	41
IoBM performs the service right the first time	3.146	3	4	1.085	1.178	1	5	129	41
IoBM provides its service at the time it promises to do so	3.439	3	3	1.119	1.252	1	5	141	41
IoBM insists on error free records	3.317	4	4	1.011	1.022	1	5	136	41
Employees tell you exactly when the services will be performed	3.268	3	4	1.001	1.001	1	5	134	41
Employees give your prompt service	3.317	3	4	1.011	1.022	1	5	136	41
IoBM is always willing to help you	3.390	3	3	1.137	1.294	1	5	139	41
IoBM is never too busy to respond to your request	3.244	3	3	1.090	1.189	1	5	133	41
The behavior of employees instills confidence in you	3.366	3	4	1.019	1.038	1	5	138	41
You feel safe in your transactions with IoBM	4.049	4	4	0.805	0.648	2	5	166	41

Items	Mean	Me d	Mod e	St. Dv	Var	Mi n	Ma x	Sum	Count
Employees are consistently courteous with you	3.390	3	4	1.137	1.294	1	5	139	41
Employees have the knowledge to answer your questions	3.415	3	3	0.974	0.949	1	5	140	41
IoBM gives you individual attention	3.415	3	3	1.024	1.049	1	5	140	41
IoBM has operating hours convenient to all its students	3.024	3	3	1.129	1.274	1	5	124	41
Employees give your personal attention	3.098	3	3	1.091	1.190	1	5	127	41
IoBM has your best interest at heart	3.268	3	4	1.184	1.401	1	5	134	41
Employees understand your specific needs	3.244	3	4	1.157	1.339	1	5	133	41

Items of Students' Satisfaction

Table 7.

Items	Mean	Me d	Mod e	St. Dv	Var	Mi n	Ma x	Sum	Count
IoBM provides business core curriculum deepened knowledge	3.707	4	4	0.929	0.86 2	2	5	152	41
Studies have "real world" application	3.610	4	4	0.862	0.74 4	2	5	148	41
Professors use diverse teaching methods	3.293	3	3	0.716	0.51 2	2	5	135	41
Overall teaching quality is strong	3.439	3	3	0.743	0.55 2	2	5	141	41
Courses in different disciplines complemented each other	3.634	4	4	0.733	0.53 8	2	5	149	41
Courses are intellectually challenging	3.512	4	4	0.898	0.80 6	1	5	144	41
Professors have a positive attitude	3.585	4	3	0.774	0.59 9	2	5	147	41
Faculty and students have mutual respect	3.878	4	4	0.812	0.66 0	1	5	159	41
Faculty shows interest in helping students	3.439	3	3	0.923	0.85 2	1	5	141	41
Students are treated like adults	3.561	4	4	0.950	0.90 2	1	5	146	41
Student evaluations are taken seriously	2.927	3	3	1.349	1.82 0	1	5	120	41
Faculty are readily available outside class	3.366	3	3	0.767	0.58 8	2	5	138	41
Adequacy of academic advising	3.293	3	3	0.814	0.66 2	2	5	135	41
My advisor is knowledgeable	3.488	3	3	0.870	0.75 6	2	5	143	41
Career advising is sufficient	3.122	3	2	1.187	1.41 0	1	5	128	41

Adequacy of computer resources	3.439	3	4	0.976	$\frac{0.95}{2}$	2	5	141	41
Adequacy of technical computer support	3.317	3	3	1.171	$\frac{1.37}{2}$	1	5	136	41

The mean scores for individual dimensions and the variables are shown in the following table.

Table 8.

Variable	Dimension	Dimension Mean	Variable Mean
Student Satisfaction	Education Outcomes	3.533	3.418
	School Climate	3.459	
	Advising	3.301	
	Computer Resources	3.378	
Service quality	Tangibles	3.433	3.368
	Reliability	3.336	
	Responsiveness	3.305	
	Assurance	3.555	
	Empathy	3.210	

Descriptive Statistics Summary

General Information

- **87.8%** of the students are employed.
- **48.8%** of the students were admitted in 2018.
- **70.7%** of the respondents were male.

Student Satisfaction

- Evening students and faculty are seen to have great mutual respect. This item got the mean score of **3.878**.
- Most students believe their evaluations are not taken seriously. This item achieved the lowest mean score of **2.927**.

Service quality

- Most of the students feel safer in their transactions with IoBM. This particular item achieved the highest score having mean score of **4.049**.
- The evening students perceive that the operating hours of university are not very convenient to all its students. This item attained lowest mean score **3.024**.

Inferential Statistics

H1: *Service quality* has an association with *Student Satisfaction*.

Since all the following hypotheses have been accepted, we accept our main hypothesis, i.e., Service quality has association with Student Satisfaction.

- **H1a:** *Tangibles* dimension of service quality has an association with *Education Outcome* dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Tangibles has association with Education Outcome.

- **H2a:** *Tangibles* dimension of service quality has an association with *School Climate* dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Tangibles has association with School Climate.

- **H3a:** *Tangible's* dimension of service quality has an association with *Advising* dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Tangibles has association with Advising.

- **H4a:** *Tangible's* dimension of service quality has an association with *Computer Resources* dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Tangibles has association with Computer Resources.

- **H5a:** *Reliability* dimension of service quality has an association with *Education Outcome* dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Reliability has association with Education Outcome.

- **H6a:** *Reliability* dimension of service quality has an association with *School Climate* dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Reliability has association with School Climate.

- **H7a:** *Reliability* dimension of service quality has an association with *Advising* dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Reliability has association with Advising.

- **H8a:** *Reliability* dimension of service quality has an association with *Computer Resources* dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Reliability has association with Computer Resources.

- **H9a:** *Responsiveness* dimension of service quality has an association with *Education Outcome* dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Responsiveness has association with Education Outcome.

- **H10a:** *Responsiveness* dimension of service quality has an association with *School Climate* dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Responsiveness has association with School Climate.

- **H11a:** *Responsiveness* dimension of service quality has an association with *Advising* dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Responsiveness has association with Advising.

- **H12a:** *Responsiveness* dimension of service quality has an association with *Computer Resources* dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Responsiveness has association with Computer Resources.

- **H13a:** *Assurance* dimension of service quality has an association with *Education Outcome* dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Assurance has association with Education Outcome.

- **H14a:** *Assurance* dimension of service quality has an association with *School Climate* dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Assurance has association with School Climate.

- **H15a:** *Assurance* dimension of service quality has an association with *Advising* dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Assurance has association with Advising.

- **H16a:** Assurance dimension of service quality has an association with Computer Resources dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Assurance has association with Computer Resources.

- **H17a:** Empathy dimension of service quality has an association with Education Outcome dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Empathy has association with Education Outcome.

- **H18a:** Empathy dimension of service quality has an association with School Climate dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Empathy has association with School Climate.

- **H19a:** Empathy dimension of service quality has an association with Advising dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Empathy has association with Advising.

- **H20a:** Empathy dimension of service quality has an association with Computer Resources dimension of student satisfaction.

Since p-value is less than 0.05, we accept our alternate hypothesis, i.e., Empathy has association with Computer Resources.

Hypothesis Assessment Summary

Hypothesis	Variable 1	Variable 2	Test Performed	Result
H1a	Tangibles	Education Outcomes	Chi Square	Accepted
H2a	Tangibles	School Climate	Chi Square	Accepted
H3a	Tangibles	Advising	Chi Square	Accepted
H4a	Tangibles	Computer Resources	Chi Square	Accepted
H5a	Reliability	Education Outcomes	Chi Square	Accepted
H6a	Reliability	School Climate	Chi Square	Accepted
H7a	Reliability	Advising	Chi Square	Accepted
H8a	Reliability	Computer Resources	Chi Square	Accepted

H9a	Responsiveness	Education Outcomes	Chi Square	Accepted
H10a	Responsiveness	School Climate	Chi Square	Accepted
H11a	Responsiveness	Advising	Chi Square	Accepted
H12a	Responsiveness	Computer Resources	Chi Square	Accepted
H13a	Assurance	Education Outcomes	Chi Square	Accepted
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H15a	Assurance	Advising	Chi Square	Accepted
H16a	Assurance	Computer Resources	Chi Square	Accepted
H17a	Empathy	Education Outcomes	Chi Square	Accepted
H18a	Empathy	School Climate	Chi Square	Accepted
H19a	Empathy	Advising	Chi Square	Accepted
H20a	Empathy	Computer Resources	Chi Square	Accepted

DISCUSSION

Taking into consideration the above results, it is obvious that providing best quality service should become an important target for many educational institutes. People often get confused that service quality is same as consumer (student) satisfaction. Perceived service quality can be considered as an attitude and defined as the overall measurement of how good or bad a product or service is. Consumer (student) satisfaction is similar to it but it results from evaluation of a particular consumption (usage) experience. The satisfied students are the source of spreading positive word-of-mouth about their institute which will help the institute in getting new admissions and increased reputation in the market. These students will also be willing to do collaborations with their institute in the near future. On the other hand, if the students are left unsatisfied, they will not only quit the institute, but may also spread negative word-of-mouth that would be dangerous to institute's reputation.

CONCLUSION

This research report is an effort to verify the relationship between service quality and student satisfaction in an educational institute. The research is specifically limited to the experience and perceptions of evening students of *IOBM*. The results yield that all the service quality dimensions are associated with the dimensions of student satisfaction. All the twenty

hypotheses have been tested using chi-square test and all results are found to be significant having p-values less than 0.05 at 95% confidence level, therefore we accepted each of these hypotheses. As all our alternate hypotheses have been accepted, we accepted our main hypothesis i.e., *Service quality* has association with *Student Satisfaction*. By these results, we can conclude that service quality can be considered as the major variable that drives student satisfaction.

RECOMMENDATIONS FOR FUTURE RESEARCH

This research takes under consideration only one multi-dimension independent variable. There are some other variables that might be associating with the satisfaction of students. These variables may include *Personal Factors*, *Tuition Fees* and *Situational Factors*.

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APPENDIX

Questionnaire

We have conducted a survey to help know the student's perceptions of service quality offered by IoBM. The questionnaire we made consisted of 39 items in total which also allowed us to predict students' satisfactions.

General Questions						
<i>Specify your gender</i>	Male	Female	Prefer not to say			
<i>Specify your year of admission</i>	2015	2016	2017	2018	2019	2020
<i>Employment Status</i>	Employed		Not Employed			

ITEM SCALING

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

Students Satisfaction in IoBM		SD	D	N	A	SA
1	<i>IOBM Provides Business Core Curriculum Deepened Knowledge</i>	1	2	3	4	5
2	<i>Studies Has "Real World" Application</i>	1	2	3	4	5
3	<i>Professors Use Diverse Teaching Methods</i>	1	2	3	4	5
4	<i>Overall Teaching Quality Is Strong</i>	1	2	3	4	5
5	<i>Courses In Different Disciplines Complemented Each Other</i>	1	2	3	4	5
6	<i>Courses Intellectually Challenging</i>	1	2	3	4	5
7	<i>Professors Have A Positive Attitude</i>	1	2	3	4	5
8	<i>Faculty And Students Have Mutual Respect</i>	1	2	3	4	5
9	<i>Faculty Shows Interest In Helping Students</i>	1	2	3	4	5
10	<i>Students Are Treated Like Adults</i>	1	2	3	4	5
11	<i>Student Evaluations Are Taken Seriously</i>	1	2	3	4	5
12	<i>Faculty Are Readily Available Outside Class</i>	1	2	3	4	5
13	<i>Adequacy of Academic Advising</i>	1	2	3	4	5
14	<i>My Advisor Knowledgeable</i>	1	2	3	4	5
15	<i>Career Advising Is Sufficient</i>	1	2	3	4	5
16	<i>Adequacy of Computer Resources</i>	1	2	3	4	5
17	<i>Adequacy of Technical Computer Support</i>	1	2	3	4	5

ITEM SCALING

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

Service quality at IOBM		SD	D	N	A	SA
1	<i>IOBM Has Modern Looking Equipment</i>	1	2	3	4	5
2	<i>Physical Facilities Are Visually Appealing</i>	1	2	3	4	5
3	<i>Reception Desk Employees Are Neat Appearing</i>	1	2	3	4	5
4	<i>Materials Associated with The Service (Such as Pamphlets or Statements) Are Visually Appealing</i>	1	2	3	4	5
5	<i>When IOBM Promises to do Something by A Certain Time, It Does So</i>	1	2	3	4	5
6	<i>When You Have A Problem, IOBM Shows A Sincere Interest in Solving It</i>	1	2	3	4	5
7	<i>IOBM Performs the Service Right the First Time</i>	1	2	3	4	5
8	<i>IOBM Provides Its Service at The Time It Promises To Do So</i>	1	2	3	4	5
9	<i>IOBM Insists on Error Free Records</i>	1	2	3	4	5
10	<i>Employees Tell You Exactly When the Services Will Be Performed</i>	1	2	3	4	5
11	<i>Employees Give You Prompt Service</i>	1	2	3	4	5
12	<i>IOBM Is Always Willing To Help You</i>	1	2	3	4	5
13	<i>IOBM Is Never Too Busy To Respond To Your Request</i>	1	2	3	4	5
14	<i>The Behavior Of Employees Instills Confidence In You</i>	1	2	3	4	5
15	<i>You Feel Safe In Your Transactions With IOBM</i>	1	2	3	4	5
16	<i>Employees Are Consistently Courteous With You</i>	1	2	3	4	5
17	<i>Employees Have The Knowledge To Answer Your Questions</i>	1	2	3	4	5
18	<i>IOBM Gives You Individual Attention</i>	1	2	3	4	5
19	<i>IOBM Has Operating Hours Convenient To All Its Students</i>	1	2	3	4	5
20	<i>IOBM Has Employees Who Give You Personal Attention</i>	1	2	3	4	5
21	<i>IOBM Has Your Best Interest At Heart</i>	1	2	3	4	5
22	<i>The Employees Understand Your Specific Needs</i>	1	2	3	4	5