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IMPORTANCE AND SATISFACTION OF SERVICE QUALITY OFFERED BY ECONOMICS AND ADMINISTRATIVE SCIENCES FACULTY (QAFQAZ UNIVERSITY) FROM THE PERCEPTION OF STUDENTS

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ABSTRACT

The aim of this study is to evaluate the student's satisfaction with the service quality and assess importance of different attributes in terms of student's perception in the Economics and Administration faculty of the Qafqaz University. To perform study, survey method applied to collect the data and number of received valid questionnaires were 266. Descriptive analysis used to identify profile of respondents, also find satisfaction and importance degree for each attributes. To evaluate differences between groups, built association between variables, find relation between variables also to answer to the research hypothesis inferential analysis applied. The result showed that generally, the students are satisfied with service quality of Economics and Administration faculty and all attributes are important from the perception of student's. The findings of study are useful in order to develop service quality in education industry.

Keywords: Customer Satisfaction, Importance, Service Quality, Higher Education Institution, Student.

İQTİSADİYYAT VƏ İDARƏTMƏ FAKULTƏSİ (QAFQAZ UNİVERSİTETİ) TƏRƏFİNDƏN TƏKLİF EDİLƏN XİDMƏT KEYFİYYƏTİNİN ƏHƏMİYYƏT VƏ MƏMNUNİYYƏTİNİN TƏLƏBƏLƏR TƏRƏFİNDƏN QAVRANILMASI

XÜLASƏ

Bu araşdırmanın məqsədi, Qafqaz Universiteti, İqtisadiyyat və İdarəetmə fakultəsi tərəfindən təklif olunan xidmət keyfiyyətinin, tələbə perspektivindən məmnuniyyətinin ölçülməsi və müxtəlif atributların əhəmiyyətinin qiymətləndirilməsidir. Tədqiqatın yerinə yetirilməsi, məlumatların toplanılması üçün sorğu metodundan istifadə olunmuş və 266 etibarlı sorğu qəbul edilmişdir. Respondentlərin profilini müəyyən etmək, həmçinin hər bir atribut üçün əhəmiyyət və məmnuniyyət dərəcəsini ölçmək üçün təsviri statistikadan istifadə edilmişdir. Qruplar arasındakı fərqlilikləri, dəyişənlər arasındakı əlaqəni tapmaq və əsas tədqiqat hipotezlərinə cavab vermək üçün təhlili statistika metodu tətbiq edilmişdir. Nəticə göstərdi ki, ümumi olaraq tələbələr İqtisadiyyat və İdarəetmə fakultəsi tərəfindən təklif olunan xidmət keyfiyyətindən razıdırlar, bundan başqa bütün atributlar tələbələr üçün əhəmiyyət kəsb edir. Tədqiqatın nəticələri təhsildə xidmət keyfiyyətin artırılması üçün faydalıdır.

Açar sözlər: Müştəri məmnuniyyəti, Əhəmiyyət, Xidmət Keyfiyyəti, Ali Təhsil Müəssisəsi, Tələbə.

İKTİSADİ VE İDARİ BİLİMLER FAKÜLTESİ (KAFKAS UNİVERSİTESİ) TARAFINDAN SUNULAN HİZMET KALİTESİNİN ÖNEMİ VE MEMNUNİYYƏTİNİN ÖĞRENCİLER TARAFINDAN ALGILANMASI

ÖZET

Bu çalışmanın amacı, Kafkas Üniversitesi, İktisadi ve İdari bilimler fakültesi tarafından sunulan hizmet kalitesinin öğrenciler tarafından memnuniyyətinin değerlendirilmesi ve öğrencilerin algısı açısından farklı niteliklerin önemini değerlendirmektir. Çalışmanı gerçekleştirmek, verileri toplanmak için anket yöntemi kullanılmış ve 266 geçerli anket kabul edilmiştir. Katılımcıların profilini belirlemek, ayrıca her bir niteliyin memnuniyet ve önem de-

recesini bulmak için betimsel analiz kullanılmıştır. Değişkenler arasındaki ilişkiyi, gruplar arasındaki farklılıkları, değişkenler arasındaki ilişkiyi değerlendirmek ve araştırma hipotezlerine cevap vermek için çıkarımsal analiz kullanılmıştır. Sonuç gösterdiği, genellikle öğrenciler İktisadi ve İdari bilimler fakültesi tarafından sunulan hizmet kalitesinden memnunlar ve tüm özellikler öğrenciler için önem arz ediyor. Çalışmanın bulguları eğitim sektöründe hizmet kalitesini geliştirmek için yararlıdır.

Anahtar Kelimeler:Müşteri memnuniyeti, Önem, Hizmet Kalitesi, Yükseköğretim Kurumu, Öğrenci.

Introduction

The main objective of all companies is to attract new and maintain current customers to develop their business. As the result of growing competition among companies, offensive marketing is very difficult to implement. The cost of attracting the new customer is very high rather than keeping current customer. In addition, the low growth and high competition are the general characteristics of all industries [8], which makes difficult to attract customers' attention. Therefore, companies need constantly monitor and follow their current customer, understand how company performs from point of customer.

As the service provider, Higher Education Institutions (HEI) offer different services to stakeholders of institution and need to have knowledge of the main aspects that influence the decision-making process of potential stakeholders to choose an institution. Since the students are, the main stakeholder of the HEI, institutions need to give more attention to the service quality offered to students; also, satisfaction of the students should be priority.

Taking into consideration the above, main objective of this study is to assess satisfaction of students and importance of different aspects offered by university from student's perception. Therefore, literature review section tries to provide description of the main theoretical frame based on scientific papers, specifically highlighting service quality, measuring satisfaction and measuring service quality in HEI.

Data collected using survey method, which includes 42 main questions that categorized to evaluate importance and satisfaction of

eight different aspects. In order to know profile of respondents nine questions asked. Sample included 266 questionnaire received from population that consist of 1322 students. Descriptive analysis used to find mean and standard deviation of satisfaction and importance dimension. In addition, to find average satisfaction rate and average importance rate for each latent variables. To analyze all research hypothesis inferential analysis used as a tool. In addition, inferential analysis used to investigate differences, association and relation between variables.

Literature review

Intersection between students and HEI is more complex than before. Today's student expect lifelong learning which forces Higher Education Institutions to apply new methods and technologies [6]. Students compare universities according to offered service quality. According to the view of Grönroos [10] services are also like goods which needs more consumer involvement in the process of consumption. He argues that during the process of buyer-seller interaction, so many different activities will get attention of consumer for evaluation. Significant difference of service and physical goods are the because of their tangible and intangible factors. Service firstly sold to customer, then produced, at the end consumed by customer [3]. In their research Parasuraman, Zeithaml and Berry [19] defined three specification of service as intangibility; heterogeneity; inseparability.

According to the views of Oldfield and Baron [17, p.86] higher education can observe as a "pure" service. Institutions should be more service oriented and act with their

students as a customer for satisfying their needs [11]. Introduction of tuition fees changes status and attitude of student to consumer and expectation of them as other consumer of service sectors [27].

It is important to stress that Higher Education Institution, like other organizations, have many different stakeholders with several interest and needs. Chris and Simms [5] found that main stakeholder group of university are the students, which are followed by local businesses and the staff of university. Specifically, Gruber, Fub, Roediger and Glaser-Zikuda [11] argue that each stakeholder has her own particular need which, tends to different view of quality. For the Higher Education Institutions, essential thing is not only to detect their stakeholder but classify and rank them. To identify, which partners and customers are important for the future success, for the mission of the university [14]. Beside the students are main stakeholder of universities, they already play a key role in delivery and production process of service [12].

Aim of universities is to take part in top positions in university ranking, basically, increasing student satisfaction to highest point and decrease dissatisfaction rate to minimum and consistently become preferred by the student [22]. Improving service quality by the using technology companies can provide competitive advantage. Therefore, gaining more market share, increasing number of customer and high profitability could be results of high service quality offered to customer.

Description of quality according to Drucker [7] is not what producer puts in product or service but it is something customer gets out and is willing to pay for. Lewi and Booms [16] explained service quality as a unit of measurement of how service delivered to customer and how it met with the expectation of customer.

According to the study of Berry, Parasuraman and Zeithaml [3,p.37] service quality assessed

by customer comparing expectation to actually what they get and defined five determinants of service quality as: Tangibles, Reliability, Responsiveness, Assurance, Empathy.

There is a common expression that researcher admit on that. Service quality is not same concept for all consumers. For some consumers quality could be expected the specification of the product or service, for others it could be the comparison of product or service with competitors. In other words, it is individual and subjective which could not be defined once upon a time and continue life-long. Therefore, companies use to continuously monitor and measure their service quality based on their customer's perception, since they all agree that they can learn truth about themselves only from customers. Due to high competition, cost-efficiency, responsibilities and service inducement forced institutions to shift their focus to the quality of service, which encourage to use efficient allocation and use of resources and to produce satisfied graduates that can be employable [15].

Customer happiness is the main signal of customer satisfaction. Evaluating customer satisfaction is very hard, because it is the human feelings.

Nowadays delivery of service as important as process. The concept of loyalty and satisfaction of student have attracted much interest in recent years and turn out as one of the major goals of all educational institutions. Satisfaction of the students should considered as the priority by the institutions due to intensive competition among competitors, internationalization spirit and day-by-day increase in the expectation of the students towards higher educational institution [26].

Expectation of student can start before they enrolled to institution; therefore, it is important for researcher firstly to define what the students expect from higher education institution [18]. In contrary, many researchers believe that satisfaction is the level of expectation and perception during university years.

In higher education, for gaining competitive advantage student loyalty is the main strategy because, finding new students are more expensive than keeping existing ones [21, 27]. There are two critical factors for the loyalty. Primary is the emotional extension to the product or service, which is high compared to other market alternatives. Next one is to repeat purchase [9, 28]. Indicators of loyal student's specification could be:

- Student ready to recommend higher education Institution;
- Student ready to choose same higher education institution again;
- Student ready to recommend the study programme of institution.

Therefore, to create loyal customers and keep those customers over time, it is necessary to satisfy the customer needs and wants.

Empirical study of Spreng, Mackenzie and Olshavsky [25], Jones and Sasser [13] suggest that there is a relationship between service quality and satisfaction. Specifically, authors argued that as a result of good service quality satisfaction obtained.

Satisfaction and service quality have common things, but satisfaction covers more broader concept. Service quality focuses on dimensions of services, satisfaction includes additionally price, product quality [29].

Scientists and scholars show intense effort to evaluate precisely service quality and better figure out its necessary antecedents and result in order to set up methods for accurately improving quality to catch up competitive advantage and make customer loyalty [1]. Furthermore, so many distinction arise among researchers regarding the measurement of service quality [1]. Parasuraman, Zeithaml and Berry [19] view's are that service quality are very difficult to describe. This is because of intangibility of service, for the consumer it more easy to evaluate goods quality than service.

The organization cannot hide behind the brand or distributor. When customer buys service, she is able to see company and its resources. Therefore, company image is also important thing for better service quality [10].

Research Methodology

Objectives of the study and research hypothesis

Researchers suggest that fundamental purpose of the research is to find answers to the questions with the application of scientific source. In literature review part presented so many different views of different researcher's. The primary purpose of this study is to explore students' perceptions of service quality and their satisfaction rate. Specific objectives of the research are the following:

(O₁): To assess importance of different aspects in terms of student's perception.

(O₂): To determine student's satisfaction according to different aspects.

(O₃): To reach overall satisfaction of student's within the given service in terms of different aspects.

(O₄): Identify loyalty of students.

The findings from this study will fill the gaps related to students' satisfaction and importance of different aspects perceived by students. Based on the objectives of the study main research hypothesis (H) of the study are:

H₁: There are differences in overall satisfaction and importance by study area.

H₂: There are differences in overall satisfaction and importance regards overall grade point average (GPA).

H₃: There are a positive relationship between the satisfaction level and importance level.

Data collection

To collect data for investigating quantitative research, questionnaire method used for collecting primary data. The data collected during March and April in 2016, in the second semester of 2015/2016 academic year.

Population vs Sample

Population consist of 1 322 students from bachelor and master degree of Economics and Administrative sciences faculty and Industrial Engineering department. Master degree contains 99 students, 1 223 students are from bachelor degree. It was decided to select the random sample. Specifically, want to mention that every respondent belonging to population had equal opportunity to be included into the sample. Only the students of second-class master degree students excluded from sample because, in the 2nd year master degree students are not attending to classes, they are working on their dissertations.

Sample size refers to the process used to determine how many elements of the population should be included in the sample. The questionnaire contains 42 elements, therefore for each element it should be answered by minimum five respondent, which makes to tally 210 respondents. Sample consists of 266 respondent, which is more than required sample size. Sample size calculated assuming confidence level of 95%, and confidence interval (margin of error) is 5.37%. A confidence level refers to the percentage of all possible samples that could be expected to include the true population parameter. Significance level for the study is 0.05.

Design of Questionnaire

For selecting different determinants of students satisfaction, the study choose previous literature as a base [2;20; 23]. Questionnaire consists of two parts. In the first part nine demographic questions asked from the respondent. In the second part eight different aspects related to quality asked from the respondents.

- a. Quality of General Aspects: Which includes questions about Modern facilities, clean facilities, Sport facilities, Cultural activities, Association of students.
- b. Quality of Library: Easy access to shelves, Ways of consulted rapidly, Warmth of its staff, Interest in solving the problems of student.

- c. Quality of Computer Laboratory facilities: Availability of laboratories and computer facilities, Ability to use after classes, Existence training in computer tools.
- d. Quality of Social Services: Financial aid for students, Existence of medical support to students, Availability of accommodation for students, Existence of canteens, Knowledge of rules and procedures, Trust and safety in services, Information service completion, Interest in solving the problems of student, Simple rules and procedures, Warmth of its staff.
- e. Quality of Academic Services: Simple procedures, Knowledge of rules and procedures, Interest in solving problems of student, Trust and safety in service, Information service completion, Quick response, Warmth of its staff.
- f. Quality of Teaching Aspects: Friendliness of the teachers, Personalized attention, Easy communication with teachers, Clarity and precision in the exposure of knowledge, Scientific expertise of teacher, Fair assessment, Advice the basic bibliography
- g. Quality of Undergraduate Programs: Updated content, Several career opportunities
- h. Quality of External Relations: Getting the internships, Exchange programs with foreign universities, Conferences and seminars, Internet connection

All questions in the second part were measured with the a five-point Likert scale:

Reliability

“Reliability is concerned with the consistency of test results over groups of individuals or over the same individual at different times” [24]. For measuring reliability of the scale, internal consistency method was used.

According to the result of test, Cronbach’s alpha is equal to 0.939, which is more than 0.9 that shows reliability of questions related to importance dimension is very good. In addition, Cronbach’s alpha for the satisfaction dimension is equal to 0.946, which is also more than 0.9 that show reliability is very good.

Data analysis techniques

According to general view data analysis is processing mass of collected data and bringing of this data to order and structure. It is unsettled, enigmatic, lengthy and attractive process. The responses were been analyzed by using different statistical approaches with the help of SPSS statistics software version 23. Table 4 highlights objectives, research hypothesis, and the techniques that were used to analyze the data.

In order to analyze demographic profile of respondents will be used descriptive analysis, which will show absolute and relative frequencies. To conduct average satisfaction and importance rate for each latent variables will be used frequency analysis. In addition, mean and standard deviation will be calculated for each variables of satisfaction and importance. Inferential analysis will be used to examine hypothesis test.

Presentation and analysis of results

Table 1 shows some socio-demographic characteristics of respondents. The sample consists of 266 students, 30.8% female and 69.92% male students, majority of students are 18-22 year old. Study highlights that 29.39% (72) of students are from Absheron-Baku region, which followed by Shaki-Zaqatala with the 15.51% (38). Students from Markazi Arran and Ganja-Gazakh region each account 14.69% (36). The 10.61% (26) students are from Sumqayit, 7.35% (18) are from Lankaran-Astara region. The 3.67% (9), 2.86% (7) and 1.22% (3) of students are from Guba-Gusar, Nakhcivan and Karabakh region.

Table 1. Socio-demographic characteristics of respondents.

Variable	n	%
Gender		
Female	80	30.08
Male	186	69.92
Age group		
<18	4	1.52

18-22	223	84.79
23-27	29	11.03
>27	7	2.66
Region		
Absheron-Baku	72	29.39
Shaki-Zagatala	38	15.51
Ganja-Gazakh	36	14.69
Central Aran	36	14.69
Sumqayit	26	10.61
Lankaran-Astara	18	7.35
Others	19	7.75
Department		
Business Administration	76	28.57
Industrial Engineering	67	25.19
Public Administration	45	16.92
World Economy	25	9.4
Accounting	25	9.4
International Relations	24	9.02
Finance	4	1.5
Academic Year		
1 st year	52	19.70
2 nd year	84	31.82
3 rd year	72	27.27
4 th year	39	14.77
Master 1 st year	17	6.44
Academic GPA		
>90	75	28.30
80-89	69	26.04
70-79	77	29.06
60-69	32	12.08
<59	12	4.53

Most of the students are from Business Administration (28.57%) and Industrial Engineering department (25.19%), just 1.5% of students are from Finance department. Academic year of student's vary between 6.44% (Master 1st year) and 31.82% (Bachelor 2nd year). Majority of student's Academic Grade Point Average (GPA) is more than 70, 12 student's GPA is less than 59.

To answer to the O1: "To assess importance of different aspects in terms of student's perception" also know the performance value on the institution part mean (M) and standard deviation (SD) were calculated. The result of calculation presented in Table 2. For all the attributes, mean score is more than 4.20, which shows according to student's perception all

the aspects are important. The attribute considered the most important were external relations (M=4.51; SD=0.714), which is followed by teaching aspects (M=4.47; SD=0.721) and

undergraduate program (M=4.39; SD=0.884) according to the perspective of students. The least important attribute was the general aspects (M=4.20; SD=0.684).

Table 2. Descriptive analysis of Importance attributes.

Item	1	2	3	4	5	Mean	SD
	n (%)	n (%)	n (%)	n (%)	n (%)		
1. General Aspects						4.20	0.684
1.1 Modern Facilities	6(2.3)	1(0.4)	23(8.9)	76(29.6)	151(58.8)	4.42	0.854
1.2 Clean Facilities	4(1.5)	1(0.4)	8(3.1)	64(24.6)	183(70.4)	4.62	0.712
1.3 Sport Facilities	11(4.2)	14(5.3)	71(27.1)	94(35.9)	72(27.5)	3.77	1.044
1.4 Cultural Activities	5(1.9)	9(3.4)	38(14.5)	96(36.6)	114(43.5)	4.16	0.930
1.5 Association of Students	6(2.3)	12(4.7)	37(14.5)	88(34.4)	113(44.1)	4.13	0.985
2. Library						4.33	0.768
2.1 Easy access to shelves	18(6.9)	12(4.6)	39(14.9)	73(27.9)	120(45.8)	4.01	1.189
2.2 Ways of consulted rapidly	4(1.6)	6(2.3)	15(5.8)	76(29.5)	157(60.9)	4.46	0.832
2.3 Warmth of its staff	5(1.9)	6(2.3)	20(7.7)	67(25.8)	162(62.3)	4.44	0.879
2.4 Interest in solving the problems of student	11(4.3)	3(1.2)	14(5.5)	58(22.7)	169(66.3)	4.45	0.975
3. Computer Laboratory facilities						4.34	0.826
3.1 Availability of laboratories and computer facilities	8(3.1)	7(2.7)	25(9.7)	69(26.8)	148(57.6)	4.51	0.910
3.2 Ability to use after classes	8(3.1)	7(2.7)	25(9.7)	69(26.8)	148(57.6)	4.33	0.978
3.3 Existence of training in computer tools	6(2.4)	13(5.3)	27(10.9)	71(28.7)	130(52.6)	4.24	1.006
4. Social services						4.27	0.700
4.1 Financial aid for students	17(6.4)	4(1.5)	36(13.5)	62(24.5)	134(53)	4.15	1.150
4.2 Existence of medical support to students	3(1.2)	11(4.3)	22(8.6)	61(23.8)	159(62.1)	4.41	0.903
4.3 Availability of accommodation for students	7(2.8)	6(2.4)	32(12.7)	55(21.8)	152(60.3)	4.35	0.980
4.4 Existence of canteens	22(8.6)	15(5.9)	16(6.3)	54(21.2)	148(58)	4.12	1.306
4.5 Knowledge of rules and procedures	8(3.1)	7(2.8)	40(15.7)	92(36.2)	107(42.1)	4.11	0.981
4.6 Trust and safety in services	6(2.3)	4(1.6)	25(9.7)	65(25.2)	158(61.2)	4.41	0.901
4.7 Information service completion	6(2.4)	10(3.9)	35(13.7)	75(29.4)	129(50.6)	4.22	0.984
4.8 Interest in solving the problems of student	7(2.7)	13(5.1)	14(5.5)	54(21.2)	167(65.5)	4.42	0.996
4.9 Simple rules and procedures	11(4.3)	7(2.8)	43(17)	77(30.4)	115(45.5)	4.10	1.059
4.10 Warmth of its staff	3(1.2)	6(2.4)	22(8.7)	55(21.7)	167(66)	4.49	0.843
5. Academic services						4.35	0.695
5.1 Simple procedures	5(2)	8(3.2)	31(12.6)	87(35.2)	116(47)	4.22	0.929
5.2 Knowledge of rules and procedures	5(2)	1(0.4)	44(17.8)	79(32)	118(47.8)	4.23	0.897
5.3 Interest in solving problems of student	5(2)	1(0.4)	23(9.3)	59(24)	158(64.2)	4.48	0.841
5.4 Trust and safety in service	4(1.6)	6(2.5)	26(10.7)	65(26.6)	143(58.6)	4.38	0.892
5.5 Information service completion	4(1.6)	8(3.3)	21(8.6)	72(29.4)	140(57.1)	4.37	0.894
5.6 Quick response	1(0.4)	6(2.4)	33(13.3)	66(26.6)	142(57.3)	4.38	0.835
5.7 Warmth of its staff	3(1.2)	8(3.2)	21(8.5)	65(26.2)	151(60.9)	4.42	0.869
6. Teaching Aspects						4.47	0.721
6.1 Friendliness of the teachers	6(2.4)	4(1.6)	15(5.9)	49(19.2)	181(71)	4.55	0.863
6.2 Personalized attention	0(0)	13(5)	35(13.6)	75(29.1)	135(52.3)	4.29	0.884
6.3 Easy communication with teachers	2(0.8)	5(2)	23(9)	68(26.7)	157(61.6)	4.46	0.802
6.4 Clarity and precision in the exposure of knowledge	6(2.4)	19(7.5)	64(25.1)	165(64.7)	1(0.4)	4.68	2.579
6.5 Scientific expertise of teacher	2(0.8)	12(4.7)	22(8.6)	54(21.1)	166(64.8)	4.45	0.893
6.6 Fair assessment	4(1.6)	7(2.8)	15(5.9)	45(17.8)	182(71.9)	4.56	0.851
6.7 Advice the basic bibliography	4(1.6)	7(2.8)	32(13)	71(28.9)	132(53.7)	4.30	0.916
7. Undergraduate Program.						4.39	0.884
7.1 Updated content	13(5.2)	5(2)	32(12.7)	59(23.5)	142(56.6)	4.24	1.088
7.2 Several career opportunities	6(2.4)	4(1.6)	15(6)	48(19)	179(71)	4.55	0.866
8. External Relations						4.51	0.714
8.1 Getting the internships	8(3.1)	2(0.8)	19(7.5)	46(18)	180(70.6)	4.52	0.908
8.2 Exchange programs with foreign universities	4(1.6)	7(2.8)	14(5.5)	47(18.6)	181(71.5)	4.56	0.846
8.3 Conferences and seminars	5(2)	7(2.7)	24(9.4)	61(23.8)	159(62.1)	4.41	0.912
8.4 Internet connection	7(2.7)	5(2)	15(5.9)	41(16)	188(73.4)	4.55	0.901

To answer to the O₂: "To determine student's satisfaction according to different aspects" Mean

(M) and standard deviation (SD) calculated for each attributes and sub-attributes, which

represented in Table 3. According to the result, only satisfaction with academic services (M=4.27; SD=0.700) was more than four, which followed by satisfaction of teaching aspects (M=3.80; SD=0.848) and other attributes with the mean of less than four. The least satisfaction rate was for the under graduate program (M=3.36; SD=1.155) and

computer laboratory facilities (M=3.31; SD=1.060). Mean for the satisfaction attributes vary between 3.31 and 4.27, which suggests that, in general students of Economics and Administrative Sciences faculty and Industrial Engineering department are satisfied with the service quality of Qafqaz University.

Table 3. Descriptive analysis of Satisfaction attributes.

Item	1	2	3	4	5	Mean	SD
	n (%)	n (%)	n (%)	n (%)	n (%)		
1. General Aspects						3.64	0.722
1.1 Modern Facilities	10(3.9)	18(7)	73(28.4)	104(40.5)	52(20.2)	3.66	1.003
1.2 Clean Facilities	3(1.2)	4(1.5)	19(7.3)	82(31.5)	152(58.5)	4.45	0.791
1.3 Sport Facilities	29(11.3)	44(17.1)	97(37.7)	58(22.6)	29(11.3)	3.05	1.141
1.4 Cultural Activities	10(4)	26(10.3)	82(32.4)	84(33.2)	51(20.2)	3.55	1.048
1.5 Association of Students	24(9.3)	30(11.7)	63(24.5)	86(33.5)	54(21)	3.45	1.211
2. Library						3.76	0.866
2.1 Easy access to shelves	62(24.2)	34(13.3)	45(17.6)	59(23)	56(21.9)	3.05	1.488
2.2 Ways of consulted rapidly	9(3.5)	10(3.9)	49(19)	84(32.6)	106(41.1)	4.04	1.036
2.3 Warmth of its staff	8(3.1)	7(2.7)	30(11.7)	76(29.6)	136(52.9)	4.26	0.984
2.4 Interest in solving the problems of student	18(7.1)	27(10.7)	42(16.7)	74(29.4)	91(36.1)	3.77	1.245
3. Computer Laboratory facilities						3.31	1.06
3.1 Availability of laboratories and computer facilities	22(8.6)	29(11.3)	70(27.2)	70(27.2)	66(25.7)	3.50	1.228
3.2 Ability to use after classes	34(13.5)	34(13.5)	51(20.3)	80(31.9)	52(20.7)	3.33	1.313
3.3 Existence of training in computer tools	33(13.3)	47(19)	71(28.6)	58(23.4)	39(15.7)	3.09	1.258
4. Social services						4.27	0.700
4.1 Financial aid for students	63(25.4)	33(13.3)	66(26.6)	57(23)	29(11.7)	2.82	1.350
4.2 Existence of medical support to students	12(4.7)	41(16.1)	70(27.6)	79(31.1)	52(20.5)	3.46	1.127
4.3 Availability of accommodation for students	11(4.4)	14(5.6)	47(18.7)	79(31.5)	100(39.8)	3.97	1.099
4.4 Existence of canteens	75(29.4)	41(16.1)	42(16.5)	51(20)	45(17.6)	2.81	1.498
4.5 Knowledge of rules and procedures	19(7.5)	16(6.3)	74(29.1)	83(32.7)	62(24.4)	3.60	1.144
4.6 Trust and safety in services	14(5.5)	10(3.9)	49(19.2)	88(34.5)	94(36.9)	3.93	1.101
4.7 Information service completion	16(6.4)	16(6.4)	68(27.3)	78(31.3)	71(28.5)	3.69	1.142
4.8 Interest in solving the problems of student	29(11.6)	33(13.3)	64(25.7)	72(28.9)	51(20.5)	3.33	1.266
4.9 Simple rules and procedures	19(7.7)	16(6.5)	68(27.4)	87(35.1)	58(23.4)	3.60	1.141
4.10 Warmth of its staff	14(5.7)	14(5.7)	44(17.8)	86(34.8)	89(36)	3.90	1.127
5. Academic services						3.64	1.009
5.1 Simple procedures	11(4.5)	18(7.3)	72(29.1)	70(28.3)	75(30.4)	3.89	2.790
5.2 Knowledge of rules and procedures	14(5.8)	20(8.2)	78(32.1)	70(28.8)	61(25.1)	3.59	1.122
5.3 Interest in solving problems of student	23(9.4)	35(4.3)	60(24.5)	70(28.6)	57(23.3)	3.42	1.251
5.4 Trust and safety in service	17(6.9)	14(5.7)	44(18)	97(39.6)	73(29.8)	3.80	1.138
5.5 Information service completion	19(7.7)	18(7.3)	58(23.5)	85(34.4)	67(27.1)	3.66	1.175
5.6 Quick response	23(9.4)	32(13.1)	62(25.4)	73(29.9)	54(22.1)	3.42	1.233
5.7 Warmth of its staff	18(7.3)	17(6.9)	47(19.2)	71(29)	92(37.6)	3.82	1.217
6. Teaching Aspects						3.80	0.848
6.1 Friendliness of the teachers	11(4.3)	18(7.1)	36(14.2)	77(30.4)	111(43.9)	4.02	1.123
6.2 Personalized attention	13(5.1)	30(11.8)	62(24.4)	75(29.5)	74(29.1)	3.66	1.165
6.3 Easy communication with teachers	13(5.2)	30(12)	37(14.8)	83(33.2)	87(34.8)	3.80	1.188
6.4 Clarity and precision in the exposure of knowledge	13(5.2)	10(4)	54(21.6)	93(37.2)	80(32)	3.87	1.073
6.5 Scientific expertise of teacher	15(6)	13(5.2)	48(19.2)	94(37.6)	80(32)	3.84	1.114
6.6 Fair assessment	18(7.1)	21(8.3)	51(20.2)	85(33.7)	77(30.6)	3.72	1.189
6.7 Advice the basic bibliography	14(5.8)	19(7.9)	57(23.6)	80(33.1)	72(29.8)	3.73	1.141
7. Undergraduate Program.						3.36	1.155
7.1 Updated content	36(14.5)	17(6.8)	71(28.5)	79(31.7)	46(18.5)	3.33	1.265
7.2 Several career opportunities	26(10.5)	28(11.3)	74(29.8)	69(27.8)	51(20.6)	3.37	1.227
8. External Relations						3.45	0.960
8.1 Getting the internships	30(11.9)	25(9.9)	73(29)	73(29)	51(20.2)	3.36	1.246
8.2 Exchange programs with foreign universities	19(7.6)	24(9.6)	70(28.1)	69(27.7)	67(26.9)	3.57	1.200
8.3 Conferences and seminars	11(4.3)	7(2.8)	63(24.8)	83(32.7)	90(35.4)	3.92	1.049
8.4 Internet connection	64(25.4)	35(13.9)	55(21.8)	50(19.8)	48(19)	2.93	1.456

To answer to the O₃: “To reach overall satisfaction of student’s within the given service in terms

of different aspects.” calculated mean and standard deviation of overall satisfaction. From

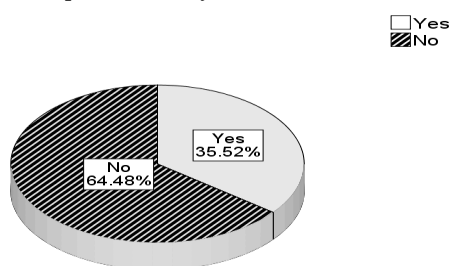
the Table 4, it was concluded that overall, students of Economics and Administrative Science faculty and Industrial Engineering department are satisfied with the service quality offered by Qafqaz University.

Table 4. Overall Satisfaction.

	n	Mean	Standard deviation
Overall Satisfaction	264	3.5884	0.681

Question related to students` loyalty was that do you want to continue your study in Qafqaz University. From Figure 1, it can be seen that majority of respondents (64.48%) answered that they don`t want to continue their study at Qafqaz University. 35.52% answered that they want to continue their study at the same university.

Figure 1. Do you want to continue your study at Qafqaz University?



In order to answer to O₄: "Identifying loyalty of students." From the Figure 1, it could be concluded that students are not loyal to Qafqaz University. Because, majority of students mentioned that they don`t want to continue their study in Qafqaz University, which is two times more than students who wants to continue their next study in Qafqaz University.

To answer to the H₁: "There are differences in overall satisfaction and importance by study area". Firstly, One-Way ANOVA test applied because there are seven areas, which is more than two sample. However, normality test had violated because sample size for some study areas were less than 30. Therefore, non-parametric Kruskal-Wallis test applied.

From Table 5, it seems that p-value for overall satisfaction and overall importance is

more than 0.05. Which means that there is no differences between study area related to overall satisfaction and overall importance. The result shows that main hypothesis do not corroborated.

Table 5. Kruskal-Wallis test to identify differences by study area.

	Test value	p-value
Overall Satisfaction	10.994	0.089
Overall Importance	11.688	0.069

In order to answer H₂: "There are differences in overall satisfaction and importance regards overall grade point average (GPA)". One-Way ANOVA test applied. Since the n>30 it was assumed that sample follows normal distribution. Then Levene`s test applied and it was found that homogeneity was not violated as seen in Table 6.

From the Table 16 it seems that p-value for overall satisfaction and overall importance is more than 0.05. Which means that main hypothesis not corroborated. In addition, there are no differences in overall satisfaction and importance regards GPA.

Table 6. Levene`s test and One-Way ANOVA test to identify differences regarding GPA.

	Levene`s test		One-Way ANOVA test	
	Test value	p-value	Test value	p-value
Overall Satisfaction	1.660	0.176	0.602	0.614
Overall Importance	0.267	0.849	0.759	0.518

To answer to the H₃: "There are a positive relationship between the satisfaction level and importance level", Pearson Coefficient Correlation test applied to find correlation between satisfaction and importance level.

In Table 7, the result showed that p value is less than 0.05 for both overall satisfaction and overall importance. The result shows that the main hypothesis corroborated, which means that there is a positive correlation between satisfaction and importance.

Table 7. Correlation between satisfaction and importance.

		Overall Satisfaction
Overall Importance	Pearson Correlation	0.290**
	p-value	<0.001
	n	264

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

Conclusion

This study has identified the importance of different aspects in terms of student’s perception; determined student’s satisfaction according to different aspects; evaluated overall satisfaction of student’s within given service in terms of different aspect. It also identifies differences in overall satisfaction and overall importance in the context of GPA. Moreover, determines if there is an association between loyalty and student’s satisfaction, if there is a relationship between satisfaction level and importance level.

The findings show that all attributes of service quality are very important to student’s satisfaction, but External Relations, Teaching Aspects and Undergraduate Program are relatively more important attributes of service quality in Qafqaz University. Interestingly, the findings show that students are satisfied with the all attributes of service quality; academic services, teaching aspects and library rate more highly relative to other attributes.

The findings suggest that there is a positive relationship between the importance and satisfaction of different attributes. In addition, it identified that there are no differences in overall satisfaction and importance regarding GPA. However, interesting part of the result illustrated that there is a negative association between student’s loyalty and overall satisfaction in Economics and Administrative sciences faculty and Industrial Engineering department. Furthermore, study shows that clean facilities, warmth of staff, interest in solving problems of students, existence of medical supports to students, also quick response, friendliness of teachers and having

several career opportunities are very important and very satisfying attributes of service quality offered by university. Although, attributes like internet connection, financial aid for students and existence of canteen showed high importance, result regarding to satisfaction uncovered that students are not satisfied with the service quality of these attributes. In general, students are very satisfied with the service quality of very important attributes.

For the future research, it will be interesting to make research regarding student’s satisfaction and loyalty to identify why there is a negative association between loyalty and satisfaction. In addition, taking into consideration some other factors such as tuition fee, location of university also exploring advantage and disadvantage of studying in private university will give more detailed data regarding to student’s satisfaction in Higher Education Institutions.

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