

Perception of Students With Respect To Quality of Service: The Case of Business College

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Abstract—The service quality is known as a significant feature of educational platforms, because the service quality is a key approach for refining the educational institutions. The aim of this study was to measure the perception of business students at Prince Sattam bin Abdulaziz University , Al-Kharj; Kingdom of Saudi Arabia towards quality of services.

This research has conducted a survey on students' perception regarding the quality of services provided at the College of Business Administration , Al Kharj (CBAK) at Prince Sattam bin Abdulaziz University, Al Kharj. A set of questionnaire has been designed based on the SERVQUAL model for getting information for analyzing the Students' perception towards service quality.

The Statistical software MS Excel and SPSS have been used for analyzing the data, and then suggestions and recommendations based on the findings have been presented.

Keywords—Student perception, service quality, College of Business Administration, Prince Sattam bin Abdulaziz University, Al Kharj.

I. INTRODUCTION

Nowadays, the quality service is the main area of researchers. A quality service is not limited to the marketing and operations management only, but it has drawn a lot of attention in educational institutions also.

Currently, the main concern for the academic institutions is to identify the students' perceptions towards the quality service. For illuminating this concern, the institutions must understand students' perceptions towards service quality, because, in the current scenario, the students select the top quality institutions for fulfilling their expectations.

This study will be useful as a device for providing essential directions for future study. Also, it will assist the administration of the colleges in identifying the perceptions of the students and to improve the strategies for developing and maintaining standards of the Colleges. This research can develop awareness among the community about the service quality of the University.

Parasuraman et al. (1985) developed SERVQUAL model with five dimensions that have constantly ranked by consumer towards service quality. Table-1 shows the dimensions with description.

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College of Business Administration , Al Kharj (CBAK) , Prince Sattam bin Abdulaziz University , Al Kharj, Kingdom of Saudi Arabia;

TABLE I: DESCRIPTION OF DIMENSIONS

S. No.	Dimension	Description
1	Tangibles	Physical existence, material or substantial.
2	Reliability	The quality of service performing consistently well.
3	Responsiveness	Eagerness to help consumers and provide swift service.
4	Assurance	A positive statement anticipated to give confidence.
5	Empathy	The ability to know and share the feelings of another.

II. LITERATURE REVIEW

In the year 2001, Elliot and Healy observed that the association of the experience and satisfaction of students linked to the employment and retaining policies.

During 2010, Butt and Rehman determined that the expert teachers , courses , best educational environment and lecture hall improve the satisfaction of students.

Dembo and Eaton (2000) stated that the effective students have more skill and eagerness in finishing tasks , compared to less effective students.

Wisniewski et al (1996) has considered the organizational prospective while defining the service quality. Sarah et al (2011) found the comparative analysis of business students' perception of service quality offered in Kenyan Universities.

Mohd Zuhdi Ibrahim et al (2012) assessed the students perception of service quality in technical educational and vocational training (TEVT) institutions in Malaysia. Sik et al (2011) studied on the effect of students' perceived service quality and perceived price on students satisfaction. Maxwell et al (2014) examined the college students' perception of library services.

III. METHODOLOGY

An empirical study was conducted to examine 200 students' perceptions regarding service quality provided at the College of Business Administration, Al Kharj. The researcher assembled data by administering a well-designed questionnaire based on SERVQUAL and then used the appropriate descriptive and inferential statistical techniques to assess the data.

The questionnaire comprises of the 42 questions with 5 dimensions on a 5-point Likert scale. Statistical software, Statistical Package for Social Science (SPSS) version 20 and Excel 2010 used to data analysis for this study in terms of descriptive and inferential. The reliability of the scale was verified by Cronbach's alpha.

IV. RESULT AND FINDINGS

(i) Demographic Profiling of Respondents

TABLE II: DEMOGRAPHIC DATA

Demographics		Percentage (%)
Age group (Years)	≤ 20	31
	21-24	63
	25-30	6
	≥ 30	0
	Total	100
Year	1	10.5
	2	30.5
	3	29.5
	4	29.5
	Total	100
Residence	Urban	78.5
	Rural	21.5
	Total	100

(ii) Graphical Presentation of Demographic Data

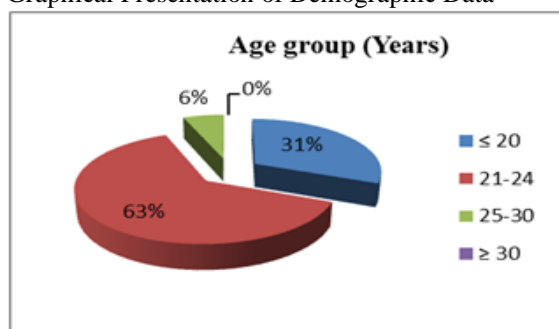


Fig. 1: Age group of respondents

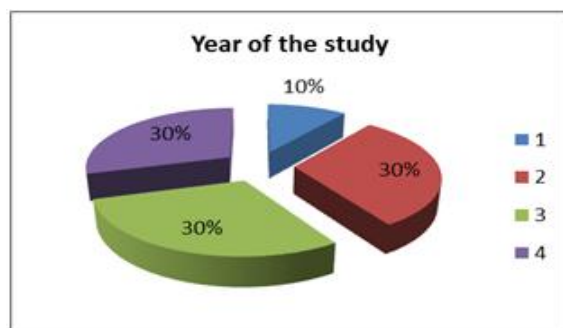


Fig. 2: Year of study of respondents

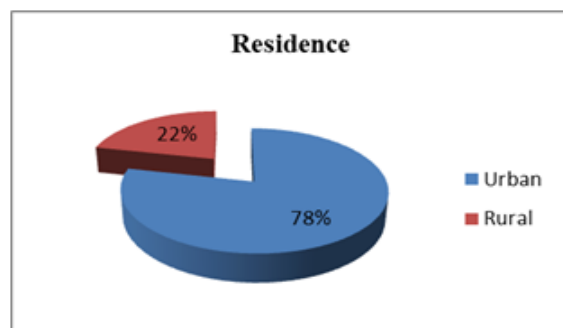


Fig. 3: Residence of respondents

The aforementioned table 2 and pie charts show that the majority age group of respondents is between 21 to 24 years. 30 % respondents belong to 2nd year, 3rd year and 4th year of the study. Only 10 % respondents belong to 1st year. Maximum respondents belong to the urban area.

(iii) Reliability Test

TABLE III: RELIABILITY TEST (CRONBACH'S ALPHA)

Dimension	Cronbach's alpha	Number of items
Tangible	0.928	14
Reliability	0.942	10
Responsiveness	0.956	9
Assurance	0.896	5
Empathy	0.916	4

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

(iv) Perception on 5-Dimensions

TABLE IV: PERCEPTION ON ITEMS OF DIMENSION-1 (TANGIBLE)

Items	Statements	% of respondents who do not find the facilities good
1	'CBAK' has modern equipment.	7.5
2	Physical facilities provided at 'CBAK' are attractive .	16.3
3	Employees are appearing neat and clean at CBAK.	5.5
4	Materials associated with the services at the CBAK are visually appealing.	14.3
5	Advanced tools and technology at CBAK are visually appealing.	11.5
6	Modern study hall , committee hall and common hall are exist at CBAK.	19
7	Fully equipped lecture halls exist at CBAK.	13.5
8	Enough space for parking exist at CBAK.	21.3
9	Facilities for fresh drinking water and washrooms exist at CBAK.	20
10	CBAK has sufficient playgrounds and sports materials.	27.8
11	CBAK has well maintained and updated Library.	20.3
12	CBAK has well maintained hostel facility.	25.5
13	CBAK has satisfactory equipment in laboratory.	16.3
14	CBAK has sufficient facilities for refreshment.	20

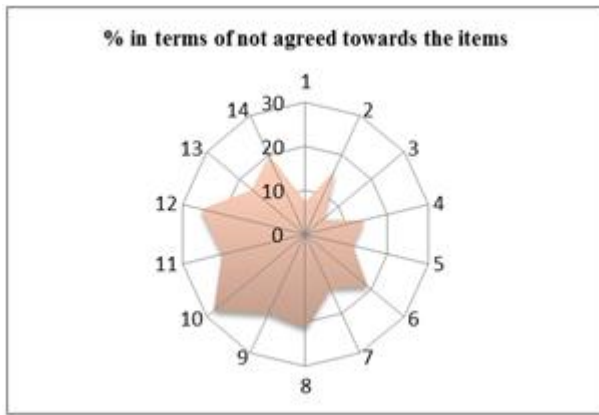


Fig. 4: % of respondents who do not find the facilities good

From the table 4 and figure 4 it is concluded that the most of the respondents are satisfied with the facilities of CBAK. However, few respondents are dissatisfied with the facilities of hostel, library and parking space.

TABLE V: PERCEPTION ON ITEMS OF DIMENSION-2 (RELIABILITY)

Items	Statements	% of respondents who do not find the items good
1	Whenever, CBAK promises to make something by certain time , it does so.	15.5
2	CBAK performs the right service firstly.	17
3	CBAK has maintained accurate records.	11.8
4	CBAK has sincere interest in solving students problems.	19.5
5	Faculty members at CBAK are efficient to motivate the students for learning and study.	13.8
6	Faculty members at CBAK are enthusiastic in their teaching.	9.5
7	At CBAK, Students participate in seminars and conferences actively.	13
8	CBAK has pleasant environment for study.	18.5
9	CBAK arranges the guest lectures regularly.	17
10	CBAK provides its services at the time.	18.8

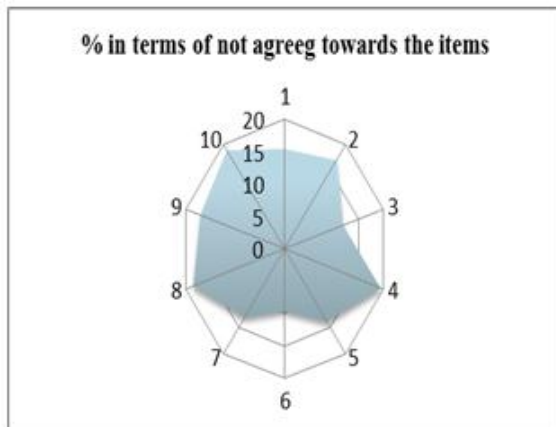


Fig. 5: % of respondents who do not find the item good

It is observed from aforementioned table 5 and figure 5 that the most of the respondents are satisfied with the facilities of CBAK. However, some respondents are dissatisfied with the items.

TABLE VI: PERCEPTION ON ITEMS OF DIMENSION-3 (RESPONSIVENESS)

Items	Statements	% of respondents who do not find the service quality good
1	Employees at CBAK give you prompt service.	18.3
2	Employees at CBAK tell you exactly when services are performed.	18.8
3	Employees at CBAK are willing to help you	19
4	Students are participating actively in the placement activities at CBAK.	19.8
5	CBAK conducts career counseling meetings regularly.	23.5
6	CBAK motivates the students for taking interest in extracurricular activities.	20
7	CBAK has Platform for overall personality development	20
8	CBAK has organized Educational or industrial visits regularly	19.3
9	Employees of CBAK are always ready to reply your requests.	19

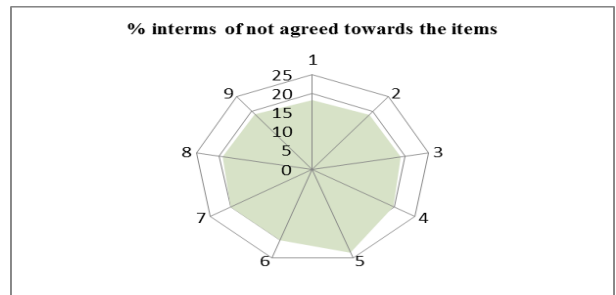


Fig. 6: % of respondents who do not find the service quality good

It is observed from aforementioned table 6 and figure 6 that the most of the respondents are satisfied with the facilities of CBAK. However, some respondents are dissatisfied with the time taken in delivering a service.

TABLE VII: PERCEPTION ON ITEMS OF DIMENSION-4 (ASSURANCE)

Items	Statements	% of respondents who do not find the employee quality good
1	Employees at CBAK have the knowledge to answer your questions.	19.3
2	Employees at CBAK are consistently courteous with you.	12.8
3	The behavior of employees at CBAK instills confidence in you.	16
4	CBAK has maintained proper Security and discipline.	10.8
5	You feel safe in your transactions with CBAK.	14

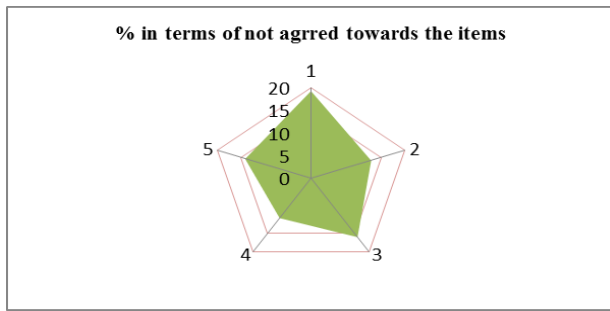


Fig. 7 : % of respondents who do not find the quality good

The results of table 7 and figure 7 highlighted that the most of the students are satisfied with the employees of CBAK. However, some respondents are dissatisfied with knowledge of employees.

TABLE VIII: PERCEPTION ON ITEMS OF DIMENSION-5(EMPATHY)

Items	Statements	% of respondents who do not find CBAK employees Empathetic
1	CBAK gives you individual attention.	13.5
2	Operating hours provided at CBAK are convenient to all students.	16
3	Employees at CBAK understand your specific needs.	16.3
4	CBAK takes your best benefit at heart.	16.3

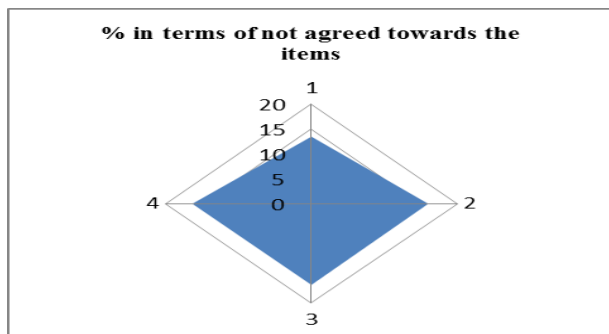


Fig. 8 : % of respondents who do not find employees Empathetic

From the above table 8 and figure 8 it is concluded that the most of the respondents are satisfied with the CBAK. However, few are dissatisfied with the operating hours.

V. CONCLUSION

The majority of the students is satisfied with overall facilities of CBAK. However, from the analysis of the data it is revealed that few students are dissatisfied with the facilities of playground and sports at CBAK. Also, it reveals that the students of CBAK need hostel and library facility in the Campus. There is shortage of study rooms, committee rooms and common rooms. Few students feel that sufficient parking space is not available at CBAK. Washrooms and drinking water facilities also needs to be improved at CBAK. Availability of equipment at CBAK needs to be improved as well as the facilities provided at CBAK needs to be made more

visually appealing. The opinion of the some students is that the refreshment, extracurricular and personality development facilities are also lacking in the campus and need to be improved.

It was also felt by a few respondents that on time fulfillment of service is lacking at CBAK. Most of the students feel that the environment of CBAK is conducive for the study. Employees of CBAK are not concerned with the demands of the students as per very few students which shows that the majority of students are satisfied with the employees. Career counseling and placement activities are lacking at CBAK.

VI. RECOMMENDATIONS

The infrastructure of CBAK, study rooms, committee rooms, common rooms, drinking water facility, hostel, library, refreshment facilities, playground, sports and availability of equipment are the areas which need improvement. Further, these facilities need to be made more visually appealing. Career counseling and extracurricular activities are also lacking in the college and need improvement. The employees of CBAK require training and knowledge enhancement in order to understand and fulfill the needs of the students more effectively.

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Educational Background

- Ph. D. (Operations Research) from AMU, Aligarh, India in 2004.
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