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**INTERNATIONAL POSTGRADUATE STUDENT
SATISFACTION TOWARDS STAFF SERVICE IN UUM**

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MASTER OF HUMAN RESOURCE MANAGEMENT

UNIVERSITI UTARA MALAYSIA

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STAFF SERVICE IN UUM**

By

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Thesis Submitted to

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In Partial Fulfillment of the Requirement for the

Master in Human Resource Management



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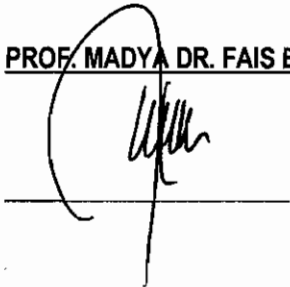
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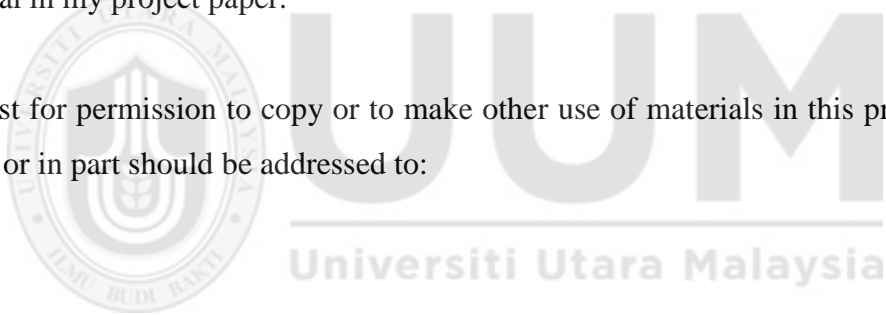
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ABSTRACT

Student satisfaction has become a significant factor in today's competitive environment for higher education. The reason of this statement because of satisfied students could help higher education to retain existing students and attract new students. The researcher was interest to make this study due to the declining number of international postgraduate students in UUM. The objective of this study was to determine the international postgraduate student satisfaction towards staff service in UUM in term of responsiveness, reliability, and courtesy of the staff. The data collection process was used the survey method which utilized the questionnaire. The data analysis has used SPSS version 20 to analyze the Pearson Correlation and Multiple Regression of the study. There were 226 questionnaires has been distributed. The main finding of this study showed that there were significant relationships between responsiveness, reliability, and courtesy with student satisfaction.

Keywords: International postgraduate students, student satisfaction, responsiveness, reliability, courtesy

ABSTRAK

Kepuasan pelajar telah menjadi faktor penting dalam persekitaran kompetitif hari ini untuk pendidikan tinggi. Sebab pernyataan ini adalah kerana pelajar yang berpuas hati dapat membantu pendidikan tinggi untuk mengekalkan pelajar sedia ada dan menarik pelajar baru. Penyelidik berminat untuk membuat kajian ini adalah kerana bilangan mahasiswa pascasiswazah antarabangsa didapati semakin menurun di UUM. Objektif kajian ini adalah untuk menentukan kepuasan pelajar pascasiswazah antarabangsa terhadap perkhidmatan kakitangan pekerja di UUM dari segi responsif, kebolehpercayaan, dan ihsan kakitangan. Proses pengumpulan data yang dijalankan adalah dengan menggunakan kaedah tinjauan melalui soal selidik. Analisis data telah dijalankan dengan menggunakan SPSS versi 20 untuk menganalisis Korelasi Pearson dan Regresi Berganda. Sebanyak 226 soal selidik telah diedarkan. Hasil utama kajian ini menunjukkan terdapat hubungan yang signifikan antara responsif, kebolehpercayaan, dan ihsan dengan kepuasan pelajar.

Kata Kunci: Pascasiswazah antarabangsa, kepuasan pelajar, responsif, kebolehpercayaan, ihsan

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Space will not permit me to thank you all, let me note and sincerely thank to my wonderful family, my father Muhammad Raffi Shah Liew and my mom Salmiah Binti Ibrahim who made my education one of their priorities and warm my life with love, happiness, and caring. Their kind heart, advices, and patience always give me the strength and encouragement to reach my goals and face life challenges.

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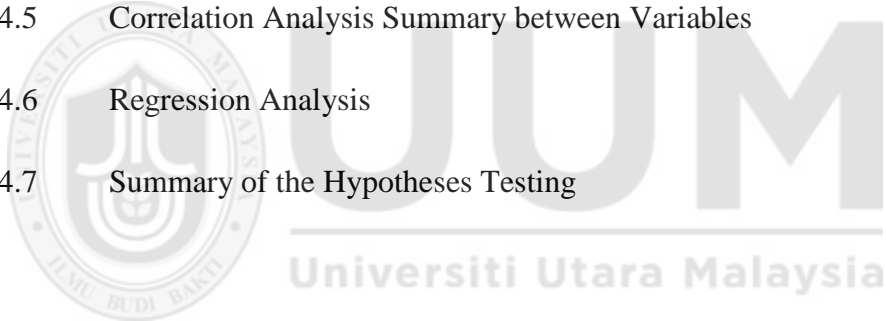
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LIST OF ABBREVIATIONS

UUM	Universiti Utara Malaysia
SRH	Student Residential Halls
UUM COB	UUM College of Business
UUM COLGIS	UUM College of Law, Government and International Studies
UUM CAS	UUM College of Arts and Sciences
HEIs	Higher Education Institutes
UNESCO	United Nations Educational, Scientific and Cultural Organisation



CHAPTER ONE

INTRODUCTION

1.1 Introduction

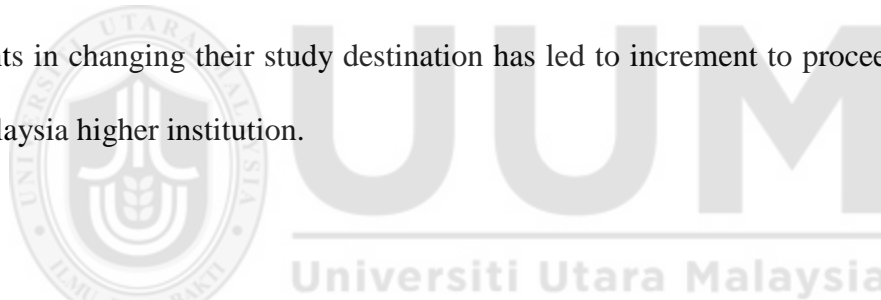
This chapter reflects the outline of the study by explained the purpose of current research with the following subsection. The chapter begins from which the issues of the study was highlighted in the background of the study and followed by the problem statement, research questions, and research objectives. Afterwards, the scope of the study, the significance of the study, and the definition terms of the study also be highlighted in this chapter.

1.2 Background of the Study

In 2017, Malaysia Education target to enroll 170,000 international students which 136,000 international students from Higher Education Institutions, meanwhile, 34,000 international students from other institutions. On the other hand, the enrolment for the international postgraduate students consists of 32,640 for Public Higher Education Institutions, while 19,040 international postgraduate students enter the Private Higher Education Institutions (Education Malaysia, 20 February 2017).

In the current era of globalization, the basic strategic element for universities around the world that been considered was the internalization. After the incident of

September 2001 in United States, Malaysia has been the top choice for higher education particularly for postgraduate studies for international students whereby the number of international students kept on increasing in shifted their core study destination from United States and United Kingdom to Malaysia especially foreign students from Middle East, Pakistan, Bangladesh, and Africa (Memon, Salleh, Baharom & Harun, 2014). In addition, the viability of low cost study opportunity in Asia leads to attract foreign students to Malaysia while there were increment of tuition fees in US and UK and massive restrictions in university admission policies as well as visa procedures and policies caused a decline in the number of international students in US and UK (Zeeshan, Sabbar, Bashir & Hussain, 2013). Consequently, the number of international postgraduate students in changing their study destination has led to increment to proceed their studies in Malaysia higher institution.



Most organizations trying to achieve desired satisfaction more efficiently and effectively higher than competitors in their strategy while achieving their goals to satisfying the target customers (Kotler & Fox, 2002). The target consumers and the primary consumers within the context of higher education for the university services are students (Chen, 2008; Hill, 1995) and they expecting value for their payment of tuition fees as they are the direct recipients of service provided by university (Brochado, 2009; Douglas, Douglas & Barnes, 2006).

As refer to The Malaysian Insider (2011), Malaysia is trying to increase the number of international student which can worth approximately RM600 billion to the country economy through attracting 200,000 international students by 2020. Therefore, it is important to focus on satisfying students in institutions by understanding, listening to their needs, and finding ways to satisfy them as to achieve the goal of attracting more international students by the year 2020 from the Malaysian higher education (Zeeshan, Sabbar, Bashir & Hussain, 2013; Jalali, Islam & Ariffin, 2011).

Furthermore, the education market nowadays highly increase for the postgraduate studies (Sharabi, 2013; Centeno, Harked, Ibrahim & Wang, 2008). The international students especially middle-class citizens of Iran and Iraq interested in furthering their studies in Malaysia because Malaysia considered as a country with inexpensive education fees, low cost of living, quality of postgraduate programs, and an excellent standard of living (Rasli, Shekarchizadeh & Iqbal, 2012).

Moreover, in the early of 1990s, the business community has been entrenched by the origin of the administrative service assessment. The foreign rivalry and deregulation has risen on essential quality towards customer satisfaction. Recently, the spreading from business to education sector in service quality has widened. The quality of administrative, staff, and teaching that been provided has motivated and prompted in many higher education institutions (Ali and Mohamed, 2014; Calvo-Porrall, Le'vy-Margin, & Novo-Corti, 2013).

According to Oldfield and Baron (2000), dramatic changes in funding and number of students have been received for the past ten years in higher education institutions. It is easy to evaluate the effectiveness of business for profit oriented organizations, however, evaluating interpersonal skills of contract staff is quite difficult especially service provider in the higher education. For instance, refer to Brainard, Fain, and Masterson (2009), the Vanderbilt University has employed 64 administrators and support staff members for every 100 fulltime equivalent students which were nearly doubled support staff being hired from 1987 to 2007.

Thus, in order to capable to deal with competitive business environment, every institute needs to have exceptionally skilled, knowledgeable, and experienced staffs (Kundi, Khan, Qureshi, Khan & Akhar, 2014). Beside that, high commitment, cooperative attitude, competent, change supportive, and efficient administrative staffs are needed in universities in order to manage and execute appropriate policies in achieving the vision (Romle & Shamsudin, 2006). For Malaysia, shaping itself in order to become a centre of excellent in education in the Pacific region is very important for the higher education industry (Voon, 2006).

On 30 March 2016, the enrolment of the international students at Higher Education Institutes (HEIs) in the country increased 12 percent last year which out of the total of 151,979 international students in Malaysia, said Higher Education Minister, Datuk Seri Idris Jusoh. Malaysia is among the favourite education destinations for

international students because of the comfortable living include quality of education, cost, quality of life, and cultural comfort especially students from India, China as well as those from Islamic countries, stated by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) (Aziz, 31 March 2016).

In order to establish and sustain satisfying relationships with customers, service quality is noted as commonly an important prerequisite. The considerable and strategic concern regarding to the relation between service quality and customer satisfaction has been emerged (Bolton & Drew, 1991; Cronin & Taylor, 1992). In this era, the important indicator of customer satisfaction is service quality (Spreng & Mackoy, 1996). It is interesting aspects to institutional about student perceptions of quality in any approach for their quality improvement (Gallifa, 2010; Kitchroen, 2004).

Besides that, student satisfaction can be explained as student's desire, expectations, and requirement of service delivery is being meet or exceeded through their emotional state of feeling (Abdullah, 2006). The producing of international market for educational services and increasing in competition of attracting students resulted from the higher education market which influenced unequivocally by globalization (Hemsley-Brown & Oplatka, 2006). In order to attract more students, the higher education institutions have increased the competition among themselves by forcing them to differentiate their strategies from competitors (Butt & Rehman, 2010). Thus, this study examined international postgraduate student satisfaction towards staff service in UUM.

1.2.1 About Universiti Utara Malaysia (UUM)

Universiti Utara Malaysia (UUM) is the sixth Malaysian public university which was officially established on 16 February 1984 and from the very beginning of its establishment was set up to be the only university that specializes solely in management education. The Ministry of Education Malaysia began to form in August 1983 in earnest the idea of setting up the university as the planning of the construction of this sixth university. Its official approval for this project was given by the Cabinet on 19th October 1983 in Kedah and the project was called “The Sixth University Project” at that time. Few months later, on the 15th February 1984, the temporary office of the sixth university officially opened in Jitra and named Universiti Utara Malaysia (UUM).

Four months later, the first phase of the project had been completed in June 1984 whereby the UUM office was relocated to its provisional campus at the Darul Aman Campus. The very first batch of students for the academic year was commenced in the early of June 1984 after the relocation. In the meanwhile, the university had already begun the planning of a permanent campus which to be built on an area of 1,061 hectares in Sintok near the Malaysia – Thai border at a small town along the North – South Highway, located about 45 kms north of Alor Setar and 10 kms east of Changlun. On 15 September 1990, the Sintok Campus commenced operations as the permanent UUM campus. It is watered by two rivers that flow along the middle of the campus, ensconced in a valley of lush tropical forests, and embraced by blue hills. It also completed with the scenic

beauty of the natural environment including the rivers, Sungai Sintok and Sungai Badak.

On 17 February 2004, the Royal Chancellor, Royal Highness Sultan Abdul Halim Mu'adzam Shah, was officially opened the MYR580 million Sintok Campus. There are many buildings in the campus including the buildings that house the various departments of the Academic Colleges. However, the main buildings of the campus are the Sultan Badlishah Mosque, the Mu'adzam Shah Hall, the Sultan Bahiyah Library, the Sport Complex, the Chancellery, the Budi Siswa building, the Convention Complex, the Tan Sri Othman Hall, and the Varsity Mall. Instead, UUM has provide 15 Student Residential Halls (SRH) which all the SRHs named after Malaysian companies, institutions, and organizations of repute, all together house 20,000 students.

Moreover, the university academic system was restructuring to increase the number of postgraduate students and hoisting the UUM flag in the international academic arena in January 2008. Hence, UUM has merged and streamered 13 faculties into 3 main Academic Colleges namely UUM COB (UUM College of Business), UUM COLGIS (UUM College of Law, Government and International Studies), and UUM CAS (UUM College of Arts and Sciences). By 2010, the need to increase the number of postgraduate students in the country to 100,000 has been imperative articulated in the statement of both the Prime

Minister and the Minister of Higher Education. The statement has been the main strategy for the plan of The National Higher Education Strategic Plan 2007-2010.

Apart from these, the comfortable accommodation such as EDC-UUM Hotel and the University Inn also available for visitors at the UUM. Instead, various types for a sizeable portion of 600 housing units has built by the University for its workforce which part of the mindful of the welfare and need for accommodation among its personnel. Outsiders and tourists also are allowed to visit and utilize the various amenities within UUM in freedom since UUM has evolved into an open campus. In order to attract tourists to the northern region and to satisfy the recreational needs of the members of the campus community, UUM has developed various facilities which the area encompassing 107 hectares of the forest including picnic area, a go-kart circuit, a nine-hole golf course, an equestrian site, a shooting and archery range, and many others facilities.

The UUM Transformation Plan has been divided into two phases which essentially a roadmap for the future pursuits and endeavors of UUM. The first phase focused on planned manner and unequivocally placing UUM on the local academic map in a systematic which is from 2011 till 2015. During this period, UUM imperatives of the Second Phase of the Transformation Plan which will be from 2016 till 2020 while ensuring the successful achievement of the objectives of the First Phase (Universiti Utara Malaysia, 2017).

1.3 Problem Statement

Over the past decade, there was a large number of international students are being recruited by Malaysian institutions which directly increases the number of international students in Malaysia daily (Tham, 2013; Zain, Jan & Ibrahim, 2013). This put many international students from across the world places Malaysia as one of the major education destinations (ASIAN Correspondent, 2011). Nevertheless, the number of international students in University Utara Malaysia has increasingly decline whereby the number of international postgraduate students has constantly decreases from year 2013 to 2014. Meanwhile, the total number of international postgraduate students in the academic year 2014 to 2015 decreased to 531 students than the previous year 2013 to 2014 which was 621 students (HEA, 2015). Hence, this shows that 14% from the total number of international postgraduate students has continuously decline since the past two years. In the previous study by Helmy (2016) and Sivalingam (2015) also showed that the number of international postgraduate students decreased from 1442 in 2015 to 1184 in 2016.

The source of competitive advantage with the outcomes such as student's retention, positive word of mouth, and attraction was asserted from satisfied student population in the previous studies (Kotler & Fox, 2002). For instance, the university will be promoted by the satisfied students because positive word of mouth in their communication with social circle such as friends and relatives will spread good news and good reputation of the university (Lee, 2015). As refer to Farahmandian, Minavand and Afshardost (2013), the researchers has stated that the students will lose their loyalty, will

talk negatively about the institutions to others, and intends to withdraw or transfer to other university whenever they feel dissatisfied with the university.

Thus, looking at UUM decrement in the number of international students, it is importance for UUM to attract large proportion of international students by providing more attention and focus on the international students satisfaction. This statement supported with Memon et al., (2014) where the major goal of higher education institutions is to satisfy student satisfaction because it helps to retaining the existing one as well as encourages and attracts new students. Hence, significantly there were varies of factors lead to student satisfaction including university facilities such as sport facilities, classroom facilities, transportation facilities, and others.

Nonetheless, the quality of the staff also should be considered in any universities (Gamage, Suwanabroma, Ueyama, Hada & Sekikawa, 2008). Mentioned by Registrar Department of UUM as cited in Balakrishnan (2014), work performance and attendance by three staff led them been terminated due to their unfavorable attitudes. Staff attitudes at the workplace and ability to cope with others determine by individual differences (Vakola, Tsaousis & Nikolaou, 2004). Individual's behavior helps someone provide quality, efficient, and organized activities in their daily basis. Instead, individual who have good behavior will not giving up to accomplish a goal yet they able to fight through adversity (Meador, 2016).

Instead, as mentioned by Ngamkamollert and Ruangkanjanases (2015), the foreign students' satisfaction might be influenced by the factor of administrative and support staff. In this aspect, the quality of services offered by the staffs related directly to the administrative and support staff includes the good manners, understanding the problems at hand, eagerness to provide information, effectiveness, and problem solving abilities by the staffs.

There are many students from different countries around the world in UUM especially from the Middle East. Every student from different countries has their needs, culture, situation, background, taste, and others. The UUM student satisfaction can be affected from all the differences, hence, UUM should meet student expectations from the services they provided.

According to the previous studies, the researches show a positive relationship between the dimensions of service quality including responsiveness, reliability, and courtesy with student satisfaction (Yusop, 2011; Sivalingam, 2015). Therefore, this study addressed the international postgraduate student satisfaction towards staff service in UUM since it is believed that only few studies on the related issue have been conducted.

1.4 Research Questions

Responding to the above problem, this study intended to determine international postgraduate student satisfaction towards staff service in UUM. Therefore, the following research question is formed to guide the study:

1. Is there any significant relationship between responsiveness and international postgraduate student satisfaction?
2. Is there any significant relationship between reliability and international postgraduate student satisfaction?
3. Is there any significant relationship between courtesy and international postgraduate student satisfaction?

1.5 Research Objectives

Generally, the main objective of this study is to determine aspects of international postgraduate student satisfaction towards staff service in UUM. The specific objectives of this study are as below:

1. To examine the relationship between responsiveness and international postgraduate student satisfaction.
2. To examine the relationship between reliability and international postgraduate student satisfaction.
3. To examine the relationship between courtesy and international postgraduate student satisfaction.

1.6 Scope of the Study

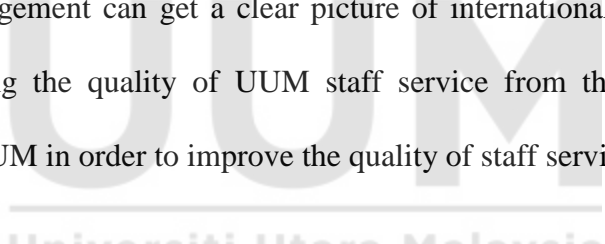
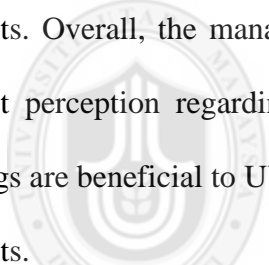
This research was conducted in one of 20 Public Higher Education Institutions in Malaysia which is Universiti Utara Malaysia. This study contributes in identifying the international postgraduate student satisfaction towards staff service in UUM. Therefore, the researcher analyzes student's satisfaction based on the three dimensions under the service quality which are responsiveness, reliability, and courtesy of the staff service in UUM. The researcher focused on these three variables because to the best of the researcher knowledge there are few similar studies has examined international postgraduate student satisfaction towards UUM staff service based on the responsiveness, reliability, and courtesy. The respondents of this study are UUM international postgraduate students due to very few studies had been conducted on international postgraduate student satisfaction. The focused group of the staff is non-academic staff in UUM.

1.7 Significance of the Study

The understanding to provide better insights of administration and management of the university would be the most significant factors from the results of this research that can influence and increases student satisfaction. The valuable information can be added to the body of knowledge to improve and sustain international postgraduate student satisfaction in UUM through the findings of this study. Consequently, this study will be helpful for university management in identifying staff quality that can satisfy student needs. Human

factors cannot separate from administration service and staff behavior, hence, be a student and getting assistance from staff impacts emotion and feeling satisfaction.

This study would show international postgraduate student expectation concerns and perception of quality of staff provided that was considered important to UUM. The good behavior of staff while assist the student can be considered achieved at excellent level if there is high student satisfaction and high quality of staff service been provided. However, the popularity of the department or unit can be reduce and affect the image as well as reputation of UUM if the quality of staff service is poor when dealing with students. Overall, the management can get a clear picture of international postgraduate student perception regarding the quality of UUM staff service from this study. The findings are beneficial to UUM in order to improve the quality of staff service in assisting students.



Universiti Utara Malaysia

1.8 Definition of Key Terms

Student satisfaction

It is an emotional state of feeling reaction when student's desire, expectations, and requirements of service is being meet or exceed (Abdullah, 2006).

International Postgraduate Students

Those who travel to another country for the purpose of study relating to or denoting a course of study undertaken after completing a first degree (Oxford Dictionary, 2017).

Service quality

Measure of how well the service level delivered matches customer expectations. Delivering quality service means conforming to customer expectations on a consistent basis (Lewis & Booms, 1983; Parasuraman, Zheitmal & Berry, 1985).

Responsiveness

Concern the willingness or readiness of employees to provide service (Parasuraman, Zheitmal & Berry, 1985).

Reliability

Consistency of performance and dependability (Parasuraman, Zheitmal & Berry, 1985).

Courtesy

Involves politeness, respect, consideration, and friendliness of contact personnel (Parasuraman, Zheitmal & Berry, 1985).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In today's competitive education market, it is critical for higher learning institutions to compete, succeed, and survive in satisfying student satisfaction. The work that has been conducted on the topic under study can be understood by reviewing the relevant literature that will be provided. The chapter begins with a discussion of student as customer or stakeholder, student/customer satisfaction, staff behavior, service quality, three dimensions under the service quality model which are responsiveness, reliability, and courtesy, and the underpinning theory.

2.2 Student as Customer or Stakeholder

Since there are many researchers who use the concept of student as customers, this concept is not new nowadays as referred to in the journal written by Douglas, McClelland, and Davies (2008). Recently, students can be an agent in the service process and would give some impact on the service environment since they are obviously more conceptualized as stakeholders rather than customers to teaching staff and non-teaching staff (Martin, 2008; Mizikaci, 2006; Voon, 2006). Students are considered as central and essential service recipients in higher education institutions (Sultan & Wong, 2012; Sumaedi, Bakti & Metasari, 2011). Furthermore, higher education also seeks to maximize their students' satisfaction based on

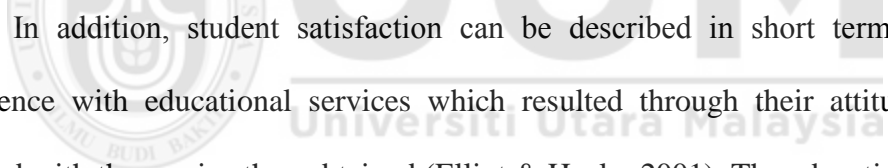
educational and administrative services provided since they views students as their primary customer (Rasli, Shekarchizadeh & Iqbal, 2012).

Moreover, Khan, Ahmed, and Nawaz (2011) stated that students considered as a bridge of the relationship between higher institutions and other stakeholders such as parents, employers, and society since they are clearly conceptualized as stakeholders to every institution instead of academic or non-academic staff. In today's world, students' needs have to be satisfied with the administration staff in every institution since the higher education measured students as their primary customers (Alaba & Olanrewaju, 2012; Yunus, Ishak & Razak, 2010).

2.3 Student/Customer Satisfaction

According to Illias, Rahman, and Razak (2008), the relative level of expectation and perceives a performance is one of the functions of satisfaction. Instead, satisfaction also results feeling of excitement from evaluating the performance of a product or service based on their expectations by an individual's (Kotler & Armstrong, 2011). Student efforts towards their studies can be affected by the level of their satisfaction (Khan et al., 2011). According to Naik, Gantala, and Prabhakar (2010), customers or students would tend to make a good behavior in the future and maintain high relationship with the organization if the organization performed excellent service.

According to Douglas, Douglas, and Barnes (2006), student satisfaction nowadays became critical aspects for universities since word of mouth becoming extremely dangerous if students tend to spread the bad attitudes of staff to their friends, hence, universities particularly trying to minimizing dissatisfaction of students towards their management which will project to good image of the universities. Similarly with the previous studies, students who have high satisfaction with the university services will attract new students, could go back to their university to further study or take another courses, or will engage in positive speech word of mouth in communicate with their friends and acquaintances about the university whenever they feel satisfied (Helgesen & Nettet, 2007; Gruber, Voss & Glaser-Zikuda, 2010).



In addition, student satisfaction can be described in short term as student's experience with educational services which resulted through their attitude how they satisfied with the service they obtained (Elliot & Healy, 2001). The educational service in higher education includes the mindful of responsive to students' needs and expectations whereby the students should be treated well in order to attract and retain them towards the institute (Bejou, 2005). Similar to Wiers-Jenssen, Stensaker, and Grgaard (2002) article, they stated that student's evaluation toward services provided by college and universities in overall is what meant by student satisfaction.

Moreover, student satisfaction should result in improving student's learning experience and reducing the attrition rates (Fearn & Marcus, 2008; Trotter & Roberts,

2006). In contrast, the negative results such as disagreeable relationship between lectures, students, colleagues, staff, and friends were the outcomes from dissatisfaction of students (Letcher & Neves, 2010). According to Huang and Wang (2012), the high quality of service delivery to students can be gained and achieved student satisfaction. In line with Schertzer and Schertzer (2004) statement that student positive perception of quality services provided and increment in student satisfaction is one of the most critical elements which may enhance public perception towards the institution quality of services.

According to Petruzzellis, D'Uggento & Romanazzi (2006), students completely satisfied with their educational institution when they receive the service provided more than what they expect, or the service fits their expectations, or they will be very satisfied when the service is beyond their expectations. However, students are likely to communicate negative aspects of the educational institution when the gap between perceived and expected service quality is high which is what they perceived from the service provided less than what they expected. In addition, Qureshi, Shaukat, and Hijazi (2010) mentioned that student satisfaction can be led by the administration of the university which includes academic and non-academic staff. The absence of them may lead to dissatisfaction because the most crucial determinants of student satisfaction are communication and responsiveness (Douglas, McClelland & Davies, 2008).

Furthermore, the institutes should know how to control the actual period of the waiting in time order to manipulate the perceived wait time. As refer to the past studies,

improving customer waiting skill can reduce the actual waiting time and led to customer satisfaction (Kunai, Khan & Qurush, 2014). Ling, Chai, and Piew (2010) stated that higher expectation from customer towards greater educational institution, intensive competition among universities, and internalization spirit are the important aspects to be heeded by higher education through student satisfaction.

2.4 Non-academic Staff Behavior

As refer to business dictionary, the meaning of behavior can be explained as a response of a group or person towards some act. Behavior also defined as a purpose to behave in a specific way toward someone or something which is one of the elements in attitude because attitude is vital to behavior element in every organization (Robbin & Judge, 2013). Staff behavior has a strong relationship with attitudes. Service quality is service supplier attitudes and action which was analyzed from several services about customer perceptions on service quality. Mostly, the positive attitude is shown through a person's body language, communication skills in telephone, appearance, and sound of voice.

According to Sahney, Banwet, and Karunes (2004), attitude can be described as orientation towards achievement, willingness to help (responsiveness), healthy competitive environment, collegial environment, cooperative, and politeness (courtesy). An attitude also feelings, thought, and action tendencies which influence person mind and usually the attitude that been send out is the attitude that will be get back (Martin, 1993).

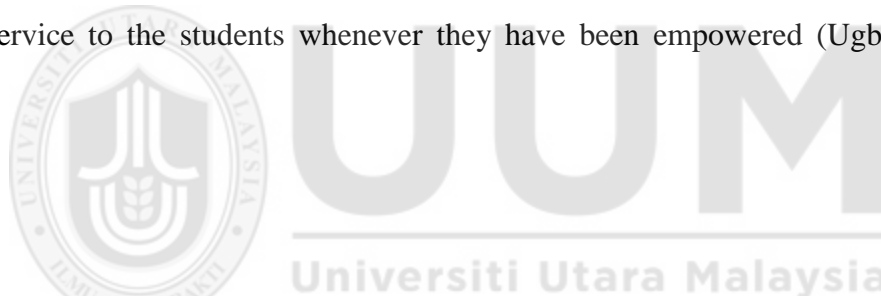
Moreover, employee's attitude has a relationship with the job satisfaction whereby the job satisfaction is a "satisfaction mirror" that can lead to customer satisfaction. Recently, the customer satisfaction more frequently came from job satisfaction of the staff service. Thus, whenever the staff hit the job satisfaction, the staff could develop a good service to customer. Instead, in a particular time, the top management has given some compensation to the staff and as well as the organization concern to the staff well-being which might inspire staff behavior (Robbin & Judge, 2013).

Nevertheless, a part of behavior that every person could has an ethical and behave politely is through an ethic. As if the attitude be view as something that direct to own experience, then an attitude and behavior relationship will be stronger (Robbin & Judge, 2013). As mentioned by Koh and Boo (2004), employee attitude positively associated with the organizational ethics, not only financial performance. Having good communication skills makes staff have a good behavior (Bahadori, Sadeghifar, Nejati, Hamouzadeh & Hakimzadeh, 2011). Staff behavior towards student also been evaluated in part of a higher education institutions quality (Sultan & Wong, 2012).

In order to achieve excellent satisfaction of student, supporting staff and front-line staff behavior play an important role in higher education. Frontline staff failed to achieve their full potential at a job in almost seventy percent (70%), thus, the support staff and frontline staff should provide excellent service and be friendly while interacting with

student. Students frequently complain to get the right information from the staff in the previous researches such as information difficult to obtain and information is scarce (Gallup, 2013).

The interactions between frontline employees and customers should be focused in order to pleasant experiences especially for the customers to gain their satisfaction. To behave on such way, the staffs should be empowered by the top management in giving opportunity to them to give any comments or suggestions or makes decision on their own. In that such way, staffs would be happy in doing their task and lead them to give the best service to the students whenever they have been empowered (Ugboro & Obeng, 2000).



Beside that, in the study by Brown and Mazzarol (2008), the specifically improvement of the image, human as customer service, and the availability of improved hardware could be the strong drivers in creating student satisfaction which have a tendency to be loyal with a similar institutes. For instance, in future up come student would work with similar institutions. There are two elements that in line with the ideal human ware which are assurance and responsiveness. Banwet and Datta (2003) stated that in order to please student with the service served by the service employee, the principle of quality customer service should be aware by top management such as involving the frontline staff in teaching or administration, or non-contract staff in administrative roles or management.

According to Galloway as cited in Douglas, Douglas, and Barnes (2006), the main criteria of quality frontline staff for students were in term of appearance in dressing smartly, personal convenient such as opening hours, and the most important is employee should never too busy to help which in term of responsiveness. Also, as refer to Sohail and Shaikh as cited in Douglas, Douglas, and Barnes (2006), student face to face interaction with staff which more on personal communication regarding their problem is what student evaluate on the service quality by the staff.

2.5 Service Quality

According to Pearson (1997), a better priority and strategic resource allocation which can give value for money to an organization can be gain by knowing customers' perceptions and by focusing on quality service that might effect on an organization. A better service for customers can be provided by using this recognition as a platform to meet customers' expectations (Donnelly, Wisniewski, Dalrymple & Curry, 1995). In order to gain competitive advantage and to be successful, many organizations found that they have to focus on their international and local customers due to the rapid competition in the service industry which some cases no actual products involved (Zammuto, Keaveney, & Connor 1996). As such, quality of educational experiences for students at higher education could be seen when the primary focus of higher educational institutions is part of service industry.

The difference between student expectation to receive from the organization services and their perceptions of actual delivery has been viewed as service quality in the field of higher education by O'Neill and Palmer (2004). Practitioners and top management considered service quality as one of the important concepts during the last two decades (Zainuddin, Kahmis, Muhamad & Mamat, 2014) and it has been stated by Agbor (2011) that service quality has a significant relationship with customer satisfaction. This statement also agreed by Kayastha (2011) and Archambault (2008) whereby there is a positive relationship between service performance and student satisfaction in higher institutions.

Additionally, service can be identified and defined as some activities that is intangible but can lead to satisfaction as mentioned by Stanton cited in Lakhe and Mohanty (1995). Hence, service should be given based on how customer wants it and it could not be stored or transportable. One of the service qualities is quality of performance which related to employees attitude besides the other many acceptable quality services. As refer to Campell and Rozsnayi as cited in Mizikaci (2006), quality can be described as continuous improvement in enhancement or improvement of something and a central to academic ethos which achieving quality at the point who know the best at what quality.

Furthermore, Parasuraman, Zeithaml, and Berry (1985) defined perceived service quality as satisfaction on the results of comparison on what customer perceptions on performance with what their expectations. Delivery service that exceeds customer

expectations toward the services provided or delivery of excellent or high rate of service to customer is what service quality meant (Tahar, 2008). Customer will be satisfied and happy if the perceptions are greater than performance for the services of the organization.

However, making or building relationships and providing quality service is very important for higher education institutions since they are doing business that might highly focused on customer service (Alridge & Rowley, 2001). For a large part of gaining revenue and to attract new students from providing positive word of mouth, higher education institutions dependent on the decisions of customer which as traditional marketing activity since they as a service industry.

According to Alridge and Rowley (2001), students will explicitly wish to maintain their interest in the higher educational institutions when they aware of the quality and standardization of the learning environment which completely facilitated with adequate facilities of learning and infrastructure, and faculty property. Instead, the academic performance as well as the administrative efficiency of the institutions will motivate and inspire the students (Malik, Danish & Usman, 2010).

The most critical issue to postgraduate students as been highlighted in Angell, Heffernan, and Magic's (2008) is the educational aspects of service quality. There will be a positive impact on the entire of university image whenever students got a positive

opinion on excellent services provided by the institutions (Jiewanto, Laurensb & Nellohc, 2012). Moreover, service need to be given once student needs it, not be kept or moves. Quality performance is one of the various acceptable quality services that proposed to the attitude of the staff. Staff should know whether customer perceptions are to evaluate product quality or service quality (Sandmaung & Khang, 2013; Iro-Idoro, Ayodele & Orija 2014).

Iro-idoro et al., (2014) also mentioned that the standard of services provided in higher educational institutions should be at high level of standard because student motivation closely related to the service quality. Beside that, as refer to Galloway as cited in Voon (2006), competitive advantages, satisfying government requirements, and meeting the ever increasing public expectation are the most important reasons for service quality in the institutions.

2.6 Service Quality Dimensions

There are 10 dimensions of service quality has been found by Parasuraman, Zeithaml, and Berry (1985) which are tangibles, reliability, courtesy, security, competency, responsiveness, communication, credibility, access, and understanding. However, in the late of 1988, these 10 dimensions have been summarized by them to five dimensions which are tangibles, responsiveness, assurance, reliability, and empathy (Wang & Shieh, 2006). In the past studies mentioned that the appropriate exploratory instrument for evaluating postgraduate student satisfaction and the valuable instrument for measuring

service quality in higher education is by using the SERVQUAL tool (Alnsour, Tayeh & Alzyadat, 2014; Barnes, 2007).

In this study, the researcher chose three main dimensions for measuring staff services in UUM towards international postgraduate student satisfaction. Measuring the staff service is more suitable by using responsiveness, reliability, and courtesy (Waugh, 2011). Tangibles and empathy are founded not having a relationship with satisfaction in higher education by the research which conducted on Chinese business faculties by Gao and Wei (2004). Instead, reliability and responsiveness only showed outcome that have vital correlation with the student satisfaction.



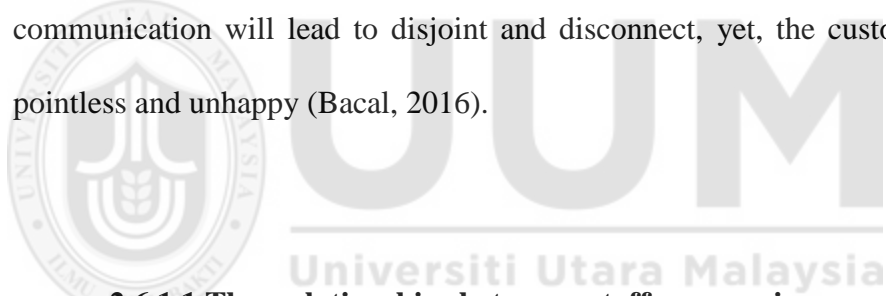
2.6.1 Responsiveness

It is willingness to prompt service and provide assistance to customers. Employees should always be ready to help customers in the service organization and as well as notify to the customers when the service will be provided which in respond to their demand, and then quickly give service to them. The ability to recover quickly and professionally whenever a service fails to occur can create very positive perceptions of the quality (Zeithaml, 2000).

Furthermore, Douglas, McClelland and Davies (2008) also mentioned that responsiveness is helpfulness or attentiveness that can be described as responding

quickly to request, provide service, and quickly setting up an appointment either via electronic mail (e-mail), verbal, or telephone by employee with his/her willingness and readiness.

Responsiveness can create better trust and relationship with people. Responsiveness also can be viewed as the degree of the service provider responds clearly and directly. If the service provider care enough to the customer, they will pay attention and stay on the topic that been talking about by the customer. However, if there is no responsiveness by the service provider, the communication will lead to disjoint and disconnect, yet, the customer will feel pointless and unhappy (Bacal, 2016).



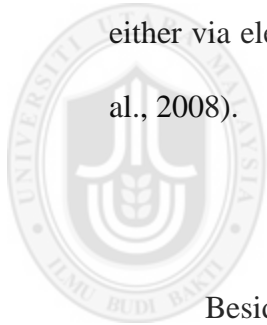
2.6.1.1 The relationship between staff responsiveness with student satisfaction

The one of the essential dimension to measure international postgraduate student satisfaction towards staff service is responsiveness. The most suitable element to be tested in people-based industry or in service firm is responsiveness (Lee, Lee & Yoo, 2000).

The staff efficiency of the capability in respond to customer needs should be high even though they are busy (Tsinidou, Gerogiannis &

Fitsilis, 2010). In order to achieve high satisfaction level of students, administrative staff should provide favorable services in this dimension. If the services provided by administrative staff not perceived well by the students, it will be considered to have negative impact on their respond services (Iro-Idoro et al., 2014).

In addition, the basic factor for satisfaction that students frequently evaluate is responsiveness. The student satisfaction would be at high level if the staff deliver punctual service, respond to student request speedily either via electronic or telephone, and quickly fixed meetings (Douglas et al., 2008).



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Beside that, staff should give students appropriate notice whenever they provide the service, respond to students demand, and always be ready to help students. This is meant that staff should not neglect students by saying they are busy whenever the students' needs help. By this, the good perceptions of staff quality can be generated especially when they are capable to recover rapidly when the service fails to occur and level of the student satisfaction also could be generated (Douglas et al., 2008).

2.6.2 Reliability

Reliability is an accurate and dependent manner ability to perform a service. This is meant that service been provided to customer should be deliver at a time been promised during the agreement and deliver to the customer without making any errors. Apart from responsiveness, reliability also can be considered as one of the most important dimension of service quality (Zeithaml, 2000).

Moreover, Parasuraman, Zeithaml, and Berry (1985) stated that reliability consists of dependability and the performance. Serve right at the first time perform the service it does meant. It is also means the firm should honors its promises which specifically such as keeping record correctly, accuracy in billing, and performing the service at the designated time.

Reliability is about quality over time. In the narrow sense of reliability, it is probability of successful operate of service which under specified conditions when used in the manner in specific period of time (Bluvband, 2017). Instead, customers seek a reliable service that is consistent as what they expect. Service provider that providing slow response or not responding in accurate time is detrimental their overall success (Gerard, 2014).

2.6.2.1 The relationship between staff reliability with student satisfaction

Reliability also one of the important dimensions that contributing to measure international postgraduate student satisfaction towards staff service. Reliability has been highlighted as one of the most vital dimension in service quality model by Zeithaml and Bitner (2000). Kundi et al., (2014) stated that ability to execute the promised services with regard and precious is one of the service qualities under reliability.

Staff should be correct, accurate, and up-to-date when deliver the knowledge and information (Alnsour et al., 2014). This is because as mentioned by Munteanu, Ceobanu, Boba^Ica, and Anton (2010), reliability is where the service is to be perform accurately and dependably. If the staff provide wrong, imprecise, and not up-to-date information, students will give a negative result, instead, the higher education prospects in future also will be affected (Iro-Idoro et al., 2014).

In the previous study conducted by Zainuddin et al., (2014) stated that if the staff unable to perform the promised services, then the students will feel not satisfied with the staff service. Hence, the services to perform right the first time also were doubt by the students towards the staff service.

Furthermore, staff should deliver the service accurately and punctually based on agreed upon because these are the most important things yet should provide service without errors (Tsinidou et al., 2010). Reliability has been mentioned as one of the appropriate element to the education sector in term of service quality (Chowdhary and Prakash, 2007).

Agbor (2011) mentioned that students in Umea University get the necessary lessons and viewed the reliability as “time conscious staff”. This is because the service providers have already prepared the timeframe which drawn for each program and course based on providing the service to the customers. Hence, students found that the less queues at the counter was convenient and perfect services. The students satisfied with the services provided as it been seen as dependably and accurately since the organization able to perform the promised service.

2.6.3 Courtesy

Contact personnel when dealing with students with respect, politeness, consideration, and friendliness is meant by courtesy. Friendliness can be further explained as where the staffs have good interpersonal skills which they have cheerful attitude, warmth, and personal approachability when dealing with customers (Douglas, McClelland & Davies, 2008).

As refer to Parasuraman, Zeithaml, and Berry (1985), courtesy is including consideration for the customer property such as no muddy shoes on the carpet or courtesy also as a clean and neat appearance of the staff on public contact personnel. Other than that, they also mentioned that the respect, politeness, friendliness, and the consideration when dealing with customer are including the telephone operators or receptionist.

As refer to Silket (2017), the lack of concern, lack of knowledge, and lack of relationship by the service provider may tend to customers dissatisfaction or cancel the service. More often, the more courteous service been represented, customers would easily felt calmed down, thus, it directly repaired the relationship between organizations and customers. Instead, service providers whose applied courteous behavior helps to motivate customers and get a positive feedback from the customers.

2.6.3.1 The relationship between staff courtesy with student satisfaction

Staff service need to have knowledge and courtesy by using their ability to convey trust and instill confidence in their customer in order to achieve customer satisfaction (Berry, Zeithaml & Parasuraman, 1990).

Research conducted by Sakthivel, Rajendran, and Raju (2005) found that staff courtesy can effects level of customer satisfaction, hence, the authors suggest that the top management of the organization play an important role towards staff that always interacts with students by asking them to always be courteous, polite, and show friendliness such as smile when interact with students since it is part of the step to provide good service to the students. This step will lead to student satisfaction since they feel happy dealing with the staff.

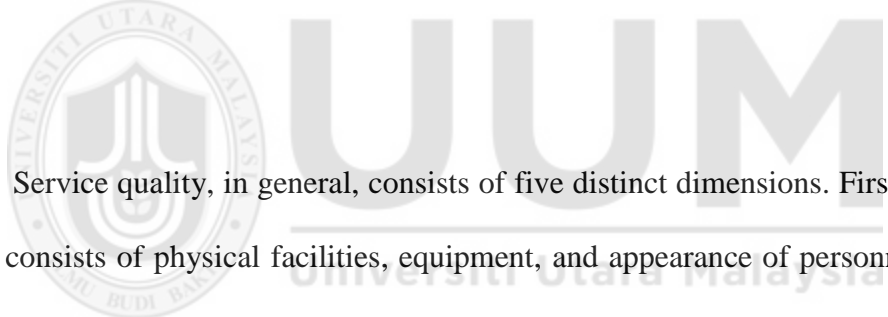
Staff behavior in higher education institution might influence student satisfaction by feel respected. An effective communication with students can be happen when staff operate the service with respect and politeness (Munteanu, Ceobanu, Boba^Ica & Anton, 2010). Sakthivel, Rajendran, and Raju (2005) also has mentioned that student satisfaction can be led by the way of staff courteously and politeness when communicate with student because student will feel more comfortable.

Agbor (2011) stated that students at Umea University felt satisfied when they were treated with care and concern. The authors found that the Umea University provides service to students which make sure that individual student problems are solved. Furthermore, the service providers

also should always treat students politely and friendly so that students will feel happy as they go for the day.

2.7 Underpinning Theory

The development of the research model of this study was employed from Parasuraman service quality (SERVQUAL) dimensions. Based on Parasuraman dimensions, in an era of intense global competition, many organizations have now shifted the paradigm of service quality to customer's perspective. Based on this paradigm, a customer will judge the quality of service accorded and determine whether it met his/her expectations.



Service quality, in general, consists of five distinct dimensions. First is tangibility which consists of physical facilities, equipment, and appearance of personnel. Second is reliability which ability to perform the promised service dependably and accurately. Third is responsiveness which willingness to help customers and provide prompt service. Fourth is assurance or courtesy whereby knowledge and courtesy of employees and their ability to inspire, respect, trust and confidence. And last, the number five is empathy which caring or the individualized attention a firm provides its customers (Nwachukwu, 2014; Parasuraman, Zeithaml, & Berry, 1985).

Therefore, this study has focused on three main Parasuraman service quality dimensions which are responsiveness, reliability, and courtesy to measure international

postgraduate student satisfaction since these three dimensions has strong relationship with students' satisfaction from the previous studies (Yusop, 2011; Sivalingam, 2015).



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter shows methodology that used by the researcher in collecting valuable information for this research. In this chapter, the researcher provides research framework, research hypothesis, research design, unit of analysis, operational definition, population, sample size, sampling technique, measurement of variables, data collection method, data collection procedures, and techniques of data analysis.

3.2 Research Framework

There are three independent variables and one dependent variable has been utilized on this research as shown in Figure 3.1. According to Zikmund (1988), the research design must be developed after the researcher has formulated the research problem. The research design is used to answer the research questions by planning the selecting sources and types of information. It is also a framework among the study's variables for specifying their relationship and a blueprint from the hypothesis to analysis of data which is outlines for each procedure (Mahmud, 2008). Thus, the dependent variable of this study is international postgraduate student satisfaction in order to measure overall satisfaction towards staff service in UUM. The independent variables in this study were adopted from the Parasuraman's SERVQUAL dimensions. Instead, there are three suitable main

SERVQUAL dimensions were applied to measure staff service in UUM in this study. Those adopted dimensions in this study presented in Figure 3.1 which are consist of responsiveness, reliability, and courtesy.

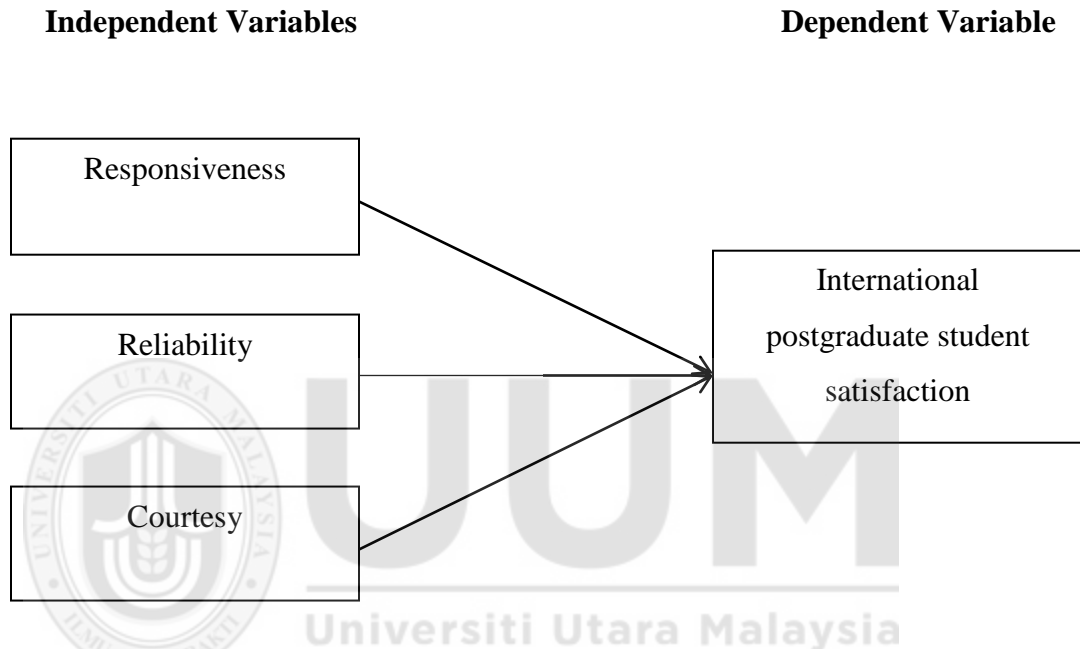


Figure 3.1

Research Framework

3.3 Research Hypothesis

There were four variables were included in this study which are international postgraduate student satisfaction (dependent variable), responsiveness, reliability, and courtesy as independent variables. Hence, the testing and validation of three hypotheses were developed.

3.3.1 Responsiveness and international postgraduate student satisfaction

Responsiveness has been stated have a significant relationship with the student satisfaction (Khan et al., 2011; Iro-idoro et al., 2014; Yusop, 2011; Sivalingam, 2015). The responsiveness also has been highlighted positively correlated with student satisfaction by Alnsour et al., (2014). Therefore, this study observed a significant relationship between responsiveness and international postgraduate student satisfaction. The developed hypotheses discussed on the following section:

H1: There is a significant relationship between responsiveness and international postgraduate student satisfaction.

3.3.2 Reliability and international postgraduate student satisfaction

Reliability used to measure service quality and student satisfaction (Zeithaml & Bitner, 2000) which consider as one of the important dimensions to be used in this study. This statement also has been supported by the previous studies by Yusop (2011); Sivalingam (2015) whereby reliability has related to student satisfaction (Iro-Idoro et al., 2014; Zainuddin et al., 2014; Khan et al., 2011). Thus, the hypothesis was developed below:

H2: There is a significant relationship between reliability and international postgraduate student satisfaction.

3.3.3 Courtesy and international student satisfaction

In the previous studies by Iro-Idoro et al., (2014); Douglas et al., (2008); Sakthivel (2005) as well as Yusop (2011); Sivalingam (2015) applied the courtesy as an independent variable and mentioned that courtesy has significant relationship with student satisfaction. Student satisfaction may affected by the courtesy from the result obtained. Hence, the hypothesis was constructed below:

H3: There is a significant relationship between courtesy and international postgraduate student satisfaction.

3.4 Research Design

Research design can be defined as a method in collecting and analyzing data used by the researchers' in their investigation. In general, research design method can be divided onto two types which are qualitative and quantitative (Neil, 2009; Sekaran & Bougie, 2010).

It is important to researchers to understanding and choosing the correct research approach. In order to have a deep and detailed understanding about the phenomena

without relying on any numerical measurement, the researcher should use qualitative research as its research approach (Zikmund, 2003). This method is collecting data and information regarding respondents feeling and their views on certain circumstance which require the researcher to conducting an oral interview with the respondents (Uma & Roger, 2009). However, the data that been analyze in the quantitative research method is not qualified and descriptive in nature. As refer to Zikmund (2003), quantitative research method has given a population in order to establish the relationship between independent variables and dependent variable.

Therefore, this study has applied quantitative research method in order to determine the relationship between independent variables which are responsiveness, reliability, and courtesy with the dependent variable which is international postgraduate student satisfaction by distributing questionnaires to the respondents. Moreover, this study also structured closed-ended questions to selected higher education students, who were international postgraduate student. The data collection result was determined by using cross-sectional research design whereby the data collected at a given point in time and summarized statistically. According to Sekaran and Bougie (2010), the collection data result in a single point in time is suitable to use.

3.5 Unit of Analysis

This study main objective is to examine international postgraduate student satisfaction towards staff service UUM. As such, the unit analysis for this study is the international postgraduate student in UUM, which at main campus in Sintok, Kedah.

3.6 Operational Definition

3.6.1 Student Satisfaction

Student satisfaction refer to the students' experiences regarding to university enrollment and services offered by universities which go to students' level of contentment concerning post evaluation on it (Oliver, 1980; Athiyaman, 1997). Service quality in higher education strongly related to student satisfaction (Jiewantoa et al., 2012). Instead, Khan et al., (2011) also mentioned that student efforts towards their studies may impacts from their level of satisfaction. Satisfied student will have tendency to be loyal with the same institution whenever there is availability of improved hardware and customer service (Brown & Mazzarol, 2008).

3.6.2 International Postgraduate Students

Those who travel to another country for the purpose of study relating to or denoting a course of study undertaken after completing a first degree (Oxford Dictionary, 2017).

3.6.3 Responsiveness

Douglas, McClelland and Davies (2008) mentioned that responsiveness is helpfulness or attentiveness that can be described as responding quickly to request, provide service, and quickly setting up an appointment either via electronic mail (e-mail), verbal, or telephone by employee with his/her willingness and readiness.

3.6.4 Reliability

Parasuraman, Zeithaml, and Berry (1985) stated that reliability consists of dependability and the performance. Serve right at the first time perform the service it does meant. It is also means the firm should honors its promises which specifically such as keeping record correctly, accuracy in billing, and performing the service at the designated time.

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3.7 Population, Sample Size and Sampling Technique

3.7.1 Population

According to Zikmund (2003), population can be defined as a group of people who share or have common characteristics. Beside that, population also the desire of researcher to investigates the total number of people, things, or events (Uma & Roger, 2009). Thus, the population of this study was 548 international postgraduate students who are currently studying in UUM which the information was collected from Academic Affair Department in UUM (HEA, 2017).

3.7.2 Sample Size

The estimated variance of the population, the significance of the appropriate error, and the confidence level are the elements that identified the size of the sample (Zikmund, 1988). The sample is the chosen part of the population element which represents the whole population. Hence, sample is subset to the population (Bryman & Bell, 1988). As refer to Krejcie and Morgan (1970), if the population elements range in between 550, then the sample size to be used is 226. Thus, the researcher distributed 226 questionnaires in this study to international postgraduate students.

3.7.3 Sampling Technique

In order to have entails in depth of investigation, the critical element in any research is sampling. In academic research, sampling functions as evaluating

unidentified population characteristics. There are many types of sampling techniques used in research which mainly divided into two, probability and non-probability sampling technique (Zikmund, 2003). This study used probability sampling technique whereby it is a method of utilizes some form of random selection which assures the different units in population have equal probabilities of being chosen through some process or procedure (William, 2006).

In addition, the researcher used simple random sampling in this study to select the sample from the whole population. This is because simple random sampling provides equal opportunity and chance to each element in population to be selected in this study (Zikmund, 2003; Sekaran, 2003). Hence, from the whole population this study of international postgraduate students in UUM, they will have probability of equal chance to be selected.

3.8 Measurement of Variables/Instrumentation

This study obtained the data collection through distributed of the questionnaire survey which consists of international postgraduate students in UUM and the questionnaire used English language as it is general acceptable language to international postgraduate students.

The questionnaire was developed from Parasuraman service quality dimensions. Nevertheless, some of the questions were referenced from previous studies (Hanaysha, 2011; Rasli et al., 2012; Yusop, 2012; Sivalingam, 2015). The questionnaire has divided into two sections which are Section A involves demographic characterizes of the respondents and Section B focused on the measures of international postgraduate student satisfaction towards staff service in UUM including responsiveness, reliability, and courtesy, and overall student satisfaction. The questions in Section A were used Nominal scale, meanwhile, all questions in Section B were used Likert scale ranging “1” (strongly disagree) to “5” (strongly agree).

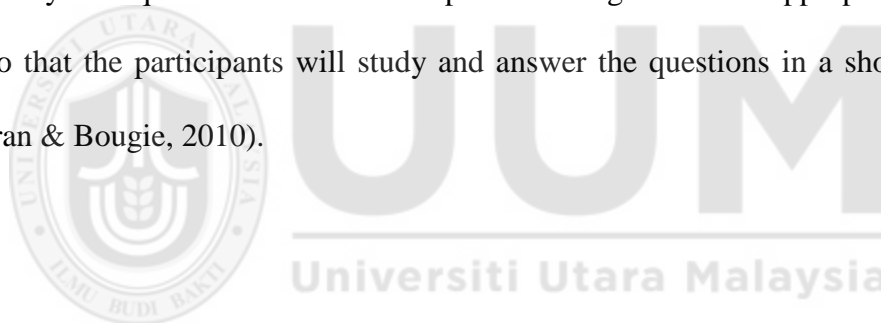
3.9 Data Collection Method

Data collected or gathered directly from targeted respondents which were through primary data (Zikmund, 1988). In this study, researcher distributed questionnaire in order to get information. Researcher able to gain information from the participants in a short period time since the questionnaire was data collection approach that suitable to be used. As stated by Chauvel and Depres (2002), questionnaire provided clear information and can coverage a huge amount of participants in the sample of the study. The researcher distributed questionnaire to international postgraduate students in UUM, Sintok Campus which focused at Maybank Student Residential Hall and Tradewinds Student Residential Hall since international postgraduate students more staying at Maybank and Tradewinds hostel. Instead, the researcher has collected the list of international postgraduate students from Maybank and Tradewinds Student Residential Hall office to distribute the

questionnaire. The researcher has used representative from Maybank and Tradewinds residential to distribute the questionnaire. The questionnaire immediately collected direct from students once they completed the answers.

3.10 Data Collection Procedures

This study collect the data through self-administered by researcher and through representative to distribute the questionnaire that provided cover letter which indicating research topic whereby helps to motivating respondents to answer the questions objectively. The questionnaires were adopted to be organized and appropriate one in such way so that the participants will study and answer the questions in a short period time (Sekaran & Bougie, 2010).



The data collection process was conducted into two phases. The researcher distributed questionnaire to 10 respondents for pilot test in the first phase, while, the actual distribution was done in the second phase which consists of 226 respondents based on the sample size. In order to check the reliability and validity of the questionnaire, the 10 questionnaire was distributed by hand to international postgraduate students for pilot test within few days. The reliability of the pilot test can be seen at the Table 3.1. Hence, the actual distribution was conducted within 2 weeks to 226 international postgraduate students after the reliability of the pilot test was acceptable when overall of the Cronbach's Alpha were at 0.9 except responsiveness was at 0.7 but it was also considered acceptable.

Table 3.1

Reliability for Pilot Test

Variables	No of Items	Cronbach's Alpha
Responsiveness	10	0.797
Reliability	7	0.922
Courtesy	8	0.931
Student satisfaction	6	0.941

3.11 Techniques of Data Analysis

The researcher used statistical package for social science (SPSS) version 20 for this study. Firstly, the information about means, mode, median, standard deviation, and percentage of the variables were conducted through descriptive test. Next, researcher tests the reliability of the relationship between dependent and independent variable. The Cronbach Alpha coefficient value identified through the reliability test whereby the value of 0.60 to 0.70 is considered the lowest limit of acceptability, value of 0.70 to 0.80 is adequate, and value above 0.80 show high reliability of the question (Sekaran, 2005). As refer to Hayes (1998), reliability test helps to make sure that all items in questionnaire are correlated with measurements through the respondent feedback in the questionnaire.

Moreover, the relationship between independent variables (responsiveness, reliability, and courtesy) and dependent variable (international postgraduate student satisfaction) were illustrated through pearson correlation analysis. According to Andale (2017), the correlation coefficient varies between positive 1 to negative -1. The perfect positive linear association reflected by positive 1, while, the perfect negative linear association among variables reflected by negative -1. If the r equal to zero, there is no correlation between variables.

Additionally, this study also used multiple regression analysis. It is more suitable to use multiple regression analysis in measuring the relationship between independent variables and dependent variable accurately. Instead, Coakes and Steed cited in Wahid, Rahbar and Tan (2011) mentioned that multiple regression analysis used in the interaction between two or more independent variables with dependent variable.

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

The results of the data collected from 226 international postgraduate students in Universiti Utara Malaysia will be presented in this chapter. The statistical software for social science (SPSS) version 20 was used to analyze the data. This chapter contains normality test, reliability analysis, demographic profile, descriptive statistics of the study variables, hypotheses testing, correlation analysis, multiple regression analysis, and hypothesis decision.

4.2 Normality Test

The normality test was conducted in order to check whether the distribution was normal or not. Normality test is in the process of running regression analysis which is a part of basic assumption. Hence, in order to test if the variables are following the normal distribution, normality test should be carried out (Hair, Sarstedt, Ringle & Mena, 2012). As refer to Razali and Wah (2011), the normality test can be tested using numerical methods as well as graphic. Instead, to know whether the data collected follow normal distribution or not, the graphic method to test the normality of the data set has been used by the previous study (Hair, Anderson, Tatham & Black, 1992). Thus, the result of this

study shows that there was normal distribution has been made as shown in Figure 4.1 and Figure 4.2 on the normality test graphic.

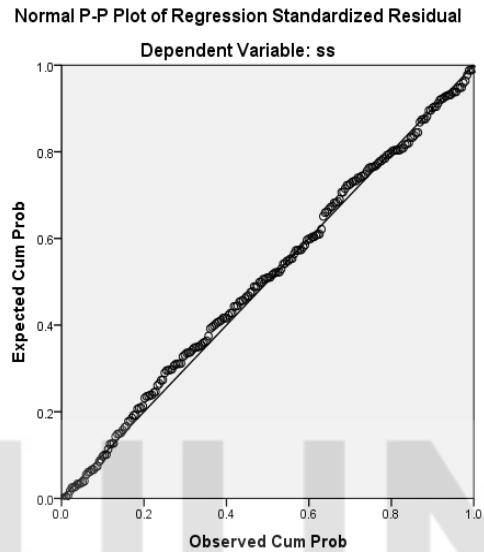


Figure 4.1
Normal P-P Plot

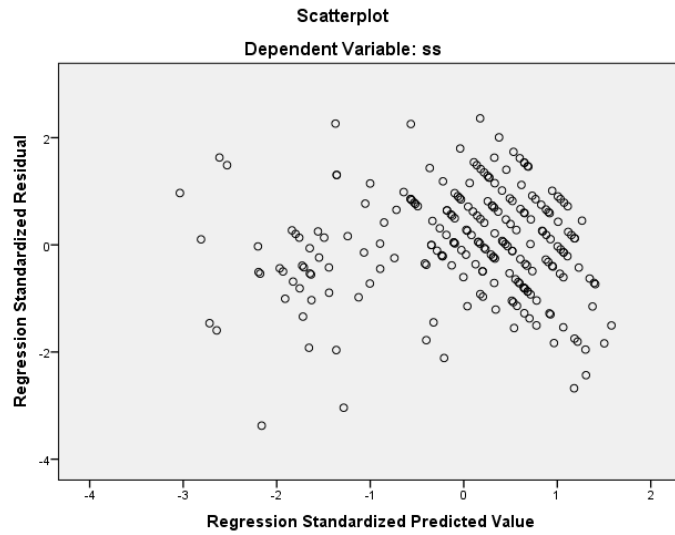


Figure 4.2
Scatterplot

4.3 The Reliability Analysis

After conducting a reliability analysis for pilot test, a reliability test was conducted once again for the whole construct in this study. This study used reliability test to analyze the internal usability and consistency of the measurement. The Cronbach's Alpha statistic was used in order to measure the reliability of any study. The internal consistency of a research instrument is measured by the Cronbach's Alpha (Zikmund, 2003). As refer to Golafshani (2003), the best representation of the population of a study is a reliability which also measure the consistency of the results with time. The information gathered from large sample will helps researcher to evaluate it by performing the reliability test (Sekaran, 2003). Instead, the statistical package for social science (SPSS) version 20 was been used to conduct the reliability test. The instrument had a minimum error discrepancy if the reliability showed a high result. As refer to Hair, Black, Babin, Anderson, and Tatham (2006), the data considered as reliable in term of internal consistency reliabilities if the Cronbach's Alpha at the minimum acceptable value which is 0.70.

Table 4.1 below shows the reliability analysis results which obtained that Cronbach's Alpha of all variables were ranged in between 0.904 to 0.925 which was considered strong, reliable, and acceptable to go further for the next analysis due to the high Cronbach's Alpha.

Table 4.1

Reliability Analysis

Variables	No of Items	Cronbach's Alpha
Responsiveness	10	0.906
Reliability	7	0.925
Courtesy	8	0.904
Student satisfaction	6	0.918

4.4 Demographic Profile

Descriptive analysis was conducted in this study whereby the descriptive analysis helps to explain the respondent's demographic characteristics (Pallant, 2007). Otherwise, the descriptive analysis also helps to explain about the age, gender, race, religion, year of study, and program taken in UUM in this study.

Table 4.2 describe overall respondent's details which consists of respondent's demographic profile. From the result obtained, it shows that the respondents were participated by 126 male which presenting 55.8 percent and the rest of 100 respondents were female which equivalent to 44.2 percent. For age category, 87 respondents (38.5%) from the age of between 26 to 30 years old, followed by 68 respondents (30.1%) from the age of 36 years old and above. 41 respondents (18.1%) consists of respondents from the

age of between 31 to 35 years old, and lastly, 30 respondents (13.3%) from the age of between 19 to 25 years old.

Table 4.2 also shows that 94 respondents (41.6%) from the others race which consists from Nigeria, Iraq, Libya, and Philippine. Moreover, Indonesia were the second highest respondents in this study with 44 respondents (19.5%). There were 32 respondents (14.2%) from Arab and 24 respondents (10.6) from Chinese. Meanwhile, 19 respondents (8.4%) were from Somalia and 13 respondents (5.8%) were from Thailand.

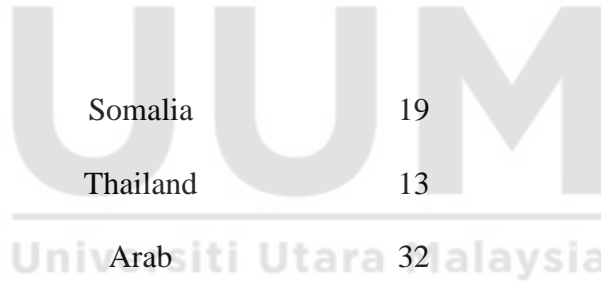
Furthermore, 97 respondents (42.9%) were the international postgraduate students which from four and above years of study in UUM. Followed by respondents that from third years of study with 54 respondents (23.9%), while, 47 respondents (20.8%) were the international postgraduate students which from second years of study. Lastly, there were the lowest respondents from the first year of the study with 28 respondents (12.4%).

In the religion category, Muslim were the highest respondents in this study with 191 respondents (84.5%). Besides, Christian students also participated in this study with 14 respondents (6.2%) and followed by Buddha with 11 respondents (4.9%). Last, there were 10 respondents (4.4%) from the others religion. Moreover, as for respondents education level, 145 participants were PhD students (64.2%) and 81 participants were Master students (35.8%).

Table 4.2

Demographic Profile of Respondents

Demographic profile	Category	Frequency	Percentage	
Age	19 - 25	30	13.3	
	26 – 30	87	38.5	
	31 – 35	41	18.1	
	36 and above	68	30.1	
Gender	Male	126	55.8	
	Female	100	44.2	
Race	Somalia	19	8.4	
	Thailand	13	5.8	
	Arab	32	14.2	
	Indonesian	44	19.5	
	Chinese	24	10.6	
	Others	94	41.6	
	Year of study	First	28	12.4
		Second	47	20.8
Third		54	23.9	
Four and above		97	42.9	



Religion	Muslim	191	84.5
	Buddha	11	4.9
	Christian	14	6.2
	Others	10	4.4
Program taken in UUM	Master	81	35.8
	PhD	145	64.2
	DBA	0	0
	Others	0	0

4.5 Descriptive Statistics of the Study Variables

The computed mean and standard deviation for each variables explained in the Table 4.3 below. In order to measure four variables (student satisfaction, responsiveness, reliability, and courtesy), the five point Likert scale has been used in this analysis. The mean values ranged from 3.63 to 4.25 and the standard deviation values ranged from 0.59 to 0.72.

Table 4.3

Descriptive Statistics of the Study Variables

Variables	Mean	Std. Deviation
Student satisfaction	4.05	0.72

Responsiveness	3.63	0.69
Reliability	3.85	0.71
Courtesy	4.25	0.59

4.6 Hypotheses Testing

One of the tools to determine the relationship, direction, and strength of variables is through Pearson correlation analysis (Sekaran. 2003). Pearson correlation analysis used to determine the relationship between each independent variable with dependent variable whereby the Pearson correlation analysis also is one of the basic assumption of multiple regression (Pallant, 2002). Thus, this study has computed the Pearson correlation and multiple regression test.

In order to identify significant levels of dependent and independent variables, the one of the important measurements should be used is multiple regression analysis. According to Pallant (2002), standard or simultaneous, hierarchical or sequential, and stepwise are three types of multiple regression analysis. Hence, the relationship between independent and dependent variables in the current study has been measured by using standard multiple regression.

4.7 Correlation Analysis

Relationship between dependent variable and independent variables can be identify by using Pearson correlation. The correlation coefficient outcomes can be seen through the Table 4.4 below which was adopted from Davis (1971). As refer to the Table 4.4, it shows that correlation coefficient is very strong at the result 0.70 and greater. Followed by correlation coefficient at 0.50 to 0.69 which consider strong. The correlation coefficient is medium strength at 0.30 to 0.49, and weak at 0.10 to 0.29. Lastly, the correlation coefficient is not existence at 0.01 to 0.09.

Table 4.4
Correlation Coefficient

Correlation Coefficient	Strength of Linear Relationship
0.70 and greater	Very strong
0.50 - 0.69	Strong
0.30 - 0.49	Medium
0.10 - 0.29	Weak
0.01 - 0.09	Not Existence

Source: Davis (1971)

Table 4.5 below shows the correlation analysis summary between variables (responsiveness, reliability, courtesy, student satisfaction) in this study. The result

showed that the correlation analysis of responsiveness had a value at .822 with significant level of 0.000. This is mean that there is a positive relationship between responsiveness and student satisfaction. Next, the correlation analysis of reliability shows that the variable had a value at .813 with significant level of 0.000. This demonstrated that there is a positive relationship between reliability with student satisfaction. Finally, the result shows the correlation analysis of courtesy was at the value of .595 with the significant level of 0.000, thus, this signified that there is a positive relationship between courtesy with student satisfaction.

Table 4.5
Correlation Analysis Summary between Variables

	1	2	3	4
1	1			
2	.815**	1		
3	.495**	.569**	1	
4	.822**	.813**	.595**	1

Note. **. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

1=Responsiveness, 2=Reliability, 3=Courtesy, 4=Student satisfaction.

4.8 Multiple Regression Analysis

In order to determine the variable that has stronger or weaker relationships with student satisfaction, the multiple regression analysis has been carried out. The regression analysis

shown in the Table 4.6 that the variance of the student satisfaction was at 75.7% ($R^2 = 0.757$) significantly explained by responsiveness, reliability, and courtesy which contribute in explaining student satisfaction with high value of beta. The highest contribution to the overall international postgraduate student satisfaction level is responsiveness with the beta value of ($\beta=0.495$; Sig.=0.000) and followed by reliability with the beta value of ($\beta=0.340$; Sig.=0.000). The courtesy seems to be the least contribution to the overall international postgraduate student satisfaction level with beta value of ($\beta=0.174$); Sig.=0.000). Table 4.6 below shows the regression analysis result.

Table 4.6

Regression Analysis

Variables	Beta (β)	Sig
Responsiveness	0.495	0.000
Reliability	0.340	0.000
Courtesy	0.174	0.000

$R^2 = 0.757$

* $p < 0.05$, Sig=Significant, NS=Not Significant

The Table 4.6 above indicate the multiple regression analysis of responsiveness, reliability, and courtesy with student satisfaction. In this study, a multiple regression analysis results were presented at the significant level of $p < 0.05$ in order to confirm the

model presented via testing the main hypothesis. From the regression result, the hypothesis decision has been made and showed in the next subsection.

4.9 Hypothesis Decision

Table 4.7

Summary of the Hypotheses Testing

Hypothesis	Statement	Decision
H1	Responsiveness has a positive relationship with student satisfaction	Supported
H2	Reliability has a positive relationship with student satisfaction	Supported
H3	Courtesy has a positive relationship with student satisfaction	Supported

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discussed about the summary of the result of the current study and discussion on the relationship between responsiveness, reliability, and courtesy with international postgraduate student satisfaction. Besides, the implication and limitation of the study also has discussed in this chapter. Lastly, the recommendation provided in this chapter as well as the conclusion.

5.2 Summary of the Result

The objective of this study was to determine the relationship between responsiveness, reliability, courtesy, and student satisfaction. The overall results indicated that responsiveness, reliability, and courtesy have significant positive relationship with student satisfaction. This study presented the highest contribution to the overall student satisfaction which was responsiveness with ($r=.822$, $\beta=0.495$). Then, it was followed by reliability ($r=.813$, $\beta=0.340$) and the least position which was courtesy ($r=.595$, $\beta=0.174$).

5.3 Discussion

This study discusses the relationship between the independent variables which were responsiveness, reliability, and courtesy with the dependent variable which was international postgraduate student satisfaction. As a data collection technique, the questionnaire in this study has been self-administrated designed and distributed to respondents. The questionnaire has been divided into two sections namely Section A and Section B.

The demographic description of respondents such as age, gender, race, religion, year of study, and program taken in UUM were covered in Section A. Meanwhile, the dependent variable measurement (international postgraduate student satisfaction) and independent variables measurement (responsiveness, reliability, courtesy) were covered in Section B.

5.3.1 Responsiveness and international postgraduate student satisfaction

Previous studies by Khan et al., (2011); Iro-idoro et al., (2014); Yusop (2011); Sivalingam (2015) stated that responsiveness has a significant positive relationship with student satisfaction. Instead, Alnsour et al., (2014) also highlighted the same statement whereby the responsiveness significantly has positive relationship with student satisfaction. Thus, the results of recent study also shows that there is a significant positive relationship between responsiveness

with student satisfaction. The relationship between responsiveness with student satisfaction was measured by using reliability statistic test which provided at Table 4.1. The strong relationship between two variables can be seen through the results outcome at Table 4.1 and Table 4.5 (Cronbach's Alpha=0.906, $r=.822$, sig.=0.000). Table 4.7 shows the acceptance of the hypothesis 1.

5.3.2 Reliability and international postgraduate student satisfaction

One of the important variable has been used in this study was reliability whereby this variable used in previous study by Zeithaml and Bitner (2000) to measured service quality and student satisfaction. The measurement between reliability with student satisfaction also been supported previously by Yusop (2011); Sivalingam (2015) whereby the reliability has related to student satisfaction (Iro-Idoro et al., 2014; Zainuddin et al., 2014; Khan et al., 2011). Hence, the reliability test has been conducted in this study for measured the relationship between reliability with student satisfaction, thus, the results shows in the Table 4.1 and Table 4.5 (Cronbach's Alpha=0.925, $r=.813$, sig.=0.000). Through the results, it shows that there is a significant positive relationship between reliability with student satisfaction in the recent study as it shown in Table 4.7 the acceptance of hypothesis 2.

5.3.3 Courtesy with international postgraduate student satisfaction

As refer to the previous studies by Iro-Idoro et al., (2014); Douglas et al., (2008); Sakhthivel (2005) as well as Yusop (2011); Sivalingam (2015), they mentioned that courtesy as an independent variable has significantly positive relationship with student satisfaction. Thus, the current study determine the relationship between courtesy with student satisfaction in the Table 4.1 and Table 4.5 with the results (Cronbach's Alpha=0.904, $r=.595$, sig.=0.000) which indicates that there is a significant positive relationship between courtesy with student satisfaction. Hence, Table 4.7 shows that the hypothesis 3 was accepted.

5.4 Implication of the Study

This study stated that the international postgraduate student satisfaction may influenced by non-academic staff service. The variables utilized in this study has been strengthen and validate by the findings contributed that the international postgraduate student satisfaction with the literature of student satisfaction. This study proved that the independent variables are important towards student satisfaction. The previous study also supported the current study findings whereby student satisfaction influenced by independent variables (responsiveness, reliability, courtesy).

First, non-academic staff responsiveness is strongly influence international postgraduate student satisfaction. Instead, the responsiveness also positively affect

student satisfaction in the recent study which supported by the literature on responsiveness. If non-academic staff responsiveness is high, the international postgraduate student satisfaction increases. Furthermore, the reliability and international postgraduate student satisfaction is also positively correlated as stated by the previous studies. Last, courtesy has been determined that there is a positively relationship between the variable with student satisfaction as stated by previous studies.

In overall, non-academic staff in UUM has provided satisfied service towards international postgraduate student in this study. Besides, the R^2 value results in this study show at 0.757. However, this service level should not be complacent by non-academic staff. Instead, they have to achieve the goal of UUM to be the “Eminent Management University” by continuing to improve their services. The efficiency and flexibility of student needs can be improve if non-academic staff do the continuous improvement on their services. From this point of view, the researcher strongly believes that if non-academic staff could provide excellent services, then there would be more students will choose UUM as their preferred institution to further their postgraduate studies.

5.5 Limitation of the Study

This study has identified several limitations even though it provided significant findings. Firstly, the target population for this study was not generalized to all UUM international students, but only for international postgraduate students in UUM due to the lack of time. Secondly, this study also only focus towards international postgraduate student in UUM,

thus, no comparison has been made with the other institutions due to time and cost constraint.

5.6 Recommendation

Therefore, the researcher suggest that further study should including both postgraduate and undergraduate international students by enlarge the sample of target population in order to acknowledge different results. In addition, the researcher has done this study in one of public university, thus, it was recommended for future study to make comparison by including private university in their target population. Instead, the researcher suggest to look into other variables such as tangible and empathy in future research. Lastly, it can be further enhanced by introducing mediator and moderator towards the same variable such as student satisfaction, responsiveness, reliability, and courtesy in future study.

5.7 Conclusion

This study helps to determine the non-academic staff service on international postgraduate student satisfaction in one of the public universities, UUM. The results provide evidence that non-academic staff service in term of their responsiveness, reliability, and courtesy associated with international postgraduate student satisfaction in UUM. In this regards, it is vital to promote and rise international student satisfaction in order to achieving competitive advantage, competing in today's dynamic and competitive environment by critically to note the university management awareness on non-academic

staff responsiveness, reliability, and courtesy. Otherwise, the international postgraduate students needs and requirements should be clearly understand by the management of university in order to find ways to satisfy them either through suggestion box or meeting them so that they could express their feeling, ideas, and suggestions towards university non-academic staff service. This is because international postgraduate student satisfaction is important to university in order to keeping existing ones, enhances university reputation, and attracting more international students which to achieve competitive advantage.



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APPENDIX

APPENDIX A: QUESTIONNAIRE



COLLEGE OF BUSINESS

UNIVERSITI UTARA MALAYSIA

QUESTIONNAIRE FORM

“INTERNATIONAL POSTGRADUATE STUDENT SATISFACTION TOWARDS
STAFF SERVICE IN UUM”

Dear student,

I am a last semester student in Universiti Utara Malaysia (UUM), studying Master of Human Resource Management. I would like to invite you to participate in this survey on students' satisfaction towards staff service provided by UUM. You have been chosen to be the respondent for the survey research as the title above. This research is conducted to determine international postgraduate student satisfaction towards staff service in UUM. All information provided will be kept confidential and used for academic purposes to fulfill the requirements of Master degree. Your honesty and sincerity to answer this questionnaire is greatly appreciated. Please return the questionnaire that has been answered. Thank you for your time and cooperation for answering this questionnaire.

Prepared by:

SYAZWANI BINTI MUHAMMAD RAFFI SHAH LIEW

MASTER OF HUMAN RESOURCE MANAGEMENT

SECTION A

(Please choose the suitable answer and circle on the appropriate answer given for each question)

1. Age
 - a. 19-25 years
 - b. 26-30 years
 - c. 31-35 years
 - d. 36 years and above

2. Gender
 - a. Male
 - b. Female

3. Race
 - a. Somalia
 - b. Thailand
 - c. Arab
 - d. Indonesian
 - e. Chinese
 - f. Others (Please specify:.....)

4. Year of study
 - a. First
 - b. Second
 - c. Third
 - d. Four and above

5. Religion
 - a. Muslim
 - b. Buddha
 - c. Christian
 - d. Others (Please specify:.....)

6. Program taken in UUM
 - a. Master
 - b. PhD
 - c. DBA
 - d. Others (Please specify:.....)



UUM
Universiti Utara Malaysia

SECTION B

Instructions: Please read each question carefully and respond to all questions to the best of your ability by placing a check (☐) for each question.

i) RESPONSIVENESS

Item code	Description of items	1- Strongly Disagree (SD)	2- Disagree (D)	3- Neither agree nor disagree (N)	4- Agree (A)	5- Strongly Agree (SS)
RES1	Staff are never too busy to respond to a request for assistance	1☐	2☐	3☐	4☐	5☐
RES2	When staff promise to do something by a certain time, they do so	1☐	2☐	3☐	4☐	5☐
RES3	Staff show willingness to help	1☐	2☐	3☐	4☐	5☐
RES4	Ease of contact or access to staff	1☐	2☐	3☐	4☐	5☐
RES5	Readiness of staff to provide prompt service	1☐	2☐	3☐	4☐	5☐
RES6	Responding to request quickly via verbal, e-mail or telephone	1☐	2☐	3☐	4☐	5☐
RES7	Setting up appointments quickly	1☐	2☐	3☐	4☐	5☐
RES8	Staff provide caring and individual attention	1☐	2☐	3☐	4☐	5☐
RES9	When you have a problem, staff shows a sincere interest in solving it	1☐	2☐	3☐	4☐	5☐
RES10	Complaints are dealt with efficiently and promptly	1☐	2☐	3☐	4☐	5☐

ii) **RELIABILITY**

Item code	Description of items	1- Strongly Disagree (SD)	2- Disagree (D)	3- Neither agree nor disagree (N)	4-Agree (A)	5- Strongly Agree (SS)
REL1	Staff provided services at time promised	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
REL2	Staff maintained error free records	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
REL3	Staff performed service right first time	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
REL4	Staff showed honest interest solving your problem	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
REL5	Staff promised to do something and did so	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
REL6	You feel safe in transaction of information with the staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
REL7	You highly dependable to the information and service the staff provide to me	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

iii) **COURTESY**

Item code	Description of items	1- Strongly Disagree (SD)	2- Disagree (D)	3- Neither agree nor disagree (N)	4-Agree (A)	5- Strongly Agree (SS)
C1	Staff are polite	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C2	Staff provide service with smile	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C3	The behavior of staff instills confidence in students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C4	Staff communicates well	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	with students					
C5	Staff show positive work attitude towards students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C6	Staff show their friendliness when interacting with students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C7	They respect your feelings, concerns and opinion	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
C8	Staff have consideration towards students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

iv) Student Satisfaction

Item code	Description of items	1- Strongly Disagree (SD)	2- Disagree (D)	3- Neither agree nor disagree (N)	4- Agree (A)	5- Strongly Agree (SS)
S1	I am satisfy with the service rendered by staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
S2	I will give positive word of mouth if other people ask me about the service provided by non-academic staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
S3	I am satisfy with the responsiveness provided by staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
S4	I am satisfy with the politeness and friendliness provided by staff (courtesy)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
S5	I am satisfy with the reliability of time services provided and information given by staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
S6	Overall, non-academic staff provide good quality of service to students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

APPENDIX B: REGRESSION DATA

Descriptive Statistics

	Mean	Std. Deviation	N
ss	4.0501	.71729	226
res	3.6305	.68838	226
rel	3.8527	.71491	226
courtesy	4.2478	.59149	226

Correlations

		ss	res	rel	courtesy
Pearson Correlation	ss	1.000	.822	.813	.595
	res	.822	1.000	.815	.495
	rel	.813	.815	1.000	.569
	courtesy	.595	.495	.569	1.000
Sig. (1-tailed)	ss	.	.000	.000	.000
	res	.000	.	.000	.000
	rel	.000	.000	.	.000
	courtesy	.000	.000	.000	.
N	ss	226	226	226	226
	res	226	226	226	226
	rel	226	226	226	226
	courtesy	226	226	226	226

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.870 ^a	.757	.754	.35601

a. Predictors: (Constant), courtesy, res, rel

b. Dependent Variable: ss

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	87.628	3	29.209	230.457	.000 ^b
Residual	28.137	222	.127		
Total	115.765	225			

a. Dependent Variable: ss

b. Predictors: (Constant), courtesy, res, rel

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	.103	.178		.576	.565	-.249	.454					
res	.478	.060	.459	8.019	.000	.360	.595	.822	.474	.265	.335	2.987
rel	.341	.061	.340	5.624	.000	.222	.461	.813	.353	.186	.300	3.338
courtesy	.211	.049	.174	4.324	.000	.115	.308	.595	.279	.143	.673	1.486

a. Dependent Variable: ss

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