STUDENT PERCEPTION TOWARDS SERVICE QUALITY AT DEPARTMENT OF ACADEMIC AFFAIRS

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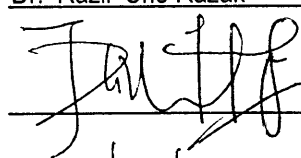*(has presented his/her project paper of the following title)*

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ABSTRACT

Delivering quality of service has become an important aspect in service marketing. Customer satisfaction is depending to the quality of service they received from service provider. In Universiti Utara Malaysia (UUM), Department of Academic Affairs is the department that manages and organizes all the academic activities. This study attempt to investigate students* perception towards quality of service provided by this department. Study was conducted using SERVQUAL instrument introduced by Parasuraman et al. (1985, 1988). Service quality was measured across the five dimensions namely tangible, reliability, responsiveness, assurance and empathy. Finding from this study shown that there are discrepancies between student expectations and perception of service quality of this department. Regression test show that the variances in the service quality were influence by the five dimensions and tangible become the most important determinants. Examination and Graduation Unit is the unit that identified that has problem in term of service quality. As overall, perception towards service quality is not influence by gender or year of study. However, the study also shown that students feel that the staffs do not treat them properly. This study also suggest the Department of Academic Affairs should conduct the survey every year to evaluate its performance and to get better understanding about their customer expectations. Staffs should undergo training session to improve their skills to do their works and to make a decision.

ABSTRAK

Perkhidmatan yang berkualiti menjadi aspek penting dalam pemasaran perkhidmatan. Kepuasan pelanggan adalah bergantung kepada kualiti perkhidmatan yang diterima daripada pembekal perkhidmatan. Di Universiti Utara Malaysia (UUM), Jabatan Hal Ehwal Akademik adalah merupakan jabatan yang menguruskan semua aktiviti akademik. Kajian ini dijalankan untuk mengkaji persepsi pelajar terhadap kualiti perkhidmatan yang disediakan oleh jabatan ini. Kajian dijalankan dengan menggunakan instrument SERVQUAL yang diperkenalkan oleh Parasuraman et al. (1995, 1998). Kualiti perkhidmatan dinilai berdasarkan lima dimensi iaitu *tangible, reliability, responsiveness, assurance* dan *empathy*. Dapatan kajian ini menunjukkan wujud jurang diantara jangkaan pelajar dengan persepsi pelajar terhadap kualiti perkhidmatan jabatan ini. Ujian *Regression* menunjukkan sisihan di dalam kualiti perkhidmatan adalah dipengaruhi oleh kelima-lima dimensi dan dimensi *tangible* merupakan penentu yang paling penting. Unit Peperiksaan dan Pengijazahan merupakan unit yang mempunyai masalah dari segi kualiti perkhidmatan. Secara keseluruhannya persepsi terhadap kualiti perkhidmatan tidak dipengaruhi oleh jantina dan tahun pengajian. Walau bagaimanapun kajian menunjukkan pelajar merasakan kakitangan tidak memberikan layanan yang sewajarnya kepada mereka. Kajian ini juga mencadangkan agar Jabatan Hal Ehwal Akademik perlu menjalankan tinjauan setiap tahun untuk menilai prestasi dan mendapatkan pemahaman yang lebih mengenai jangkaan pelanggan. Kakitangan perlu menjalani sesi latihan untuk menambah kemahiran melakukan tugas mereka dan membuat keputusan.

CHAPTER 1

INTRODUCTION

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1.1 INTRODUCTION

Customer satisfaction is the important aspect in marketing. Customer satisfactions usually depend to quality of service they receive from the service provider. One of the major ways a service firm can differentiate itself is by delivering consistently higher quality than its competitors do.

The same concepts are applied to private and public service provider. This study will focus to the Department of Academic Affairs in Universiti Utara Malaysia (UUM), which are categorized as public service. Ahmad Sarji (1991) emphasis on quality of service in public sector as it plays an important role in nation development.

In the service sector, quality is an important source of competitive advantage. Service quality is used to differentiate and add value to service offerings and as a way to win strategic competitive advantage (Burton, 2002).

1.2 PROBLEM STATEMENT

UUM as an institution that offered to their customer such as students, lecturers, and outsiders. The service provided must be fulfilling the customer needs and should satisfy the customer. In this case, service rendered should exceed customer expectation. As the institution that supplies the professionals in management, UUM should increase its efficiency, effectiveness and productivity. With ISO 9002 certification, UUM should give to its clients' better service as the standard working procedures have been set up.

In academic administration, especially in the Department of Academic Affairs, which students are. the major client should emphasis on "student-focused management" concept. At Department of Academic Affairs, students face the situations whereby they feel not comfortable to deal with this department. This situation describe that students have negative perception towards service provided. So this study attempts to evaluate the quality of service provided by this department.

1.3 RESEARCH HYPOTHESIS

The following research hypotheses are base on the associations in the service quality model:

H_1: The five independent dimensions will significantly explain the variance in overall service quality.

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H_2:   Students' perception towards Department of Academic Affairs service

quality different according to gender.

H_3:   The service quality will be the same irrespective the counter they deal.

H_4 :   Year of study will significantly influence students' perceptions towards

service quality .

1.4   RESEARCH OBJECTIVE

The objective of the research is to measure the quality of service by using "gap 5"

of the SERVQUAL model and to answer the following question:

i.   To what extent is Department of Academic Affairs meeting the

expectations of the students.

ii.   Do discrepancies exist between student expectations and perception of

quality service?

iii.   What are the most important determinants of overall service quality in

Department of Academic Affairs.

iv.   To study which counter at this department have a problem in terms of

service quality.

v.   To suggest the possible action that this department should take to ensure

excellent service quality.

1.5   THE IMPORTANT OF THIS STUDY

According to Galloway (1998), service provision is more complex in public sector. Public sector is responsible to citizens as well as customers. It must therefore be accountable for equity and equality of service provision, as well as efficient and effective operations. For the purpose of this study, we can see that the primary participant in the service of education is the student. Poor service quality can reduce the popularity of the institution and in the long term it will give the bad image of the organization itself.

In general, the findings of this study can be used by Department of Academic Affairs to get better understanding of how students form impression of service quality. This study will provide valuable information to management to designing service delivery system that can enhance customer satisfaction and for adapting the university environment to the student needs. As we know service quality can lead to lasting effects on the organizations and the students itself.

Nowadays quality is important for educational institutions for a number of reasons, including competitive advantage, satisfying governmental requirements, and meeting ever-increasing public expectations. The role of Department of Academic Affairs is therefore important; even it is not seen as part of the public face of the organization. It impact directly on students and will, to greater or lesser extent, will make up their perception of the whole organization.

1.6   LIMITATION

As with any study, several limitations should be noted. First, the sample group excluded the academic staff, administrative staff and postgraduate student, as they do not directly deal with the frontline staff at the counter. Second, perception towards quality of service is subjective and it's not easy to measure. Third, the sample of this study is limited due to the time constraints. Lastly, as this is a cross-sectional study, the result will show the situation at the time this study is conducted.

1.7   CONCEPT AND DEFINITION

Quality

Quality means a different thing to different people. It is now become the competitive priorities which has migrated from manufacturing strategy to service arena. Quality remains an elusive concept, which is difficult to define and measure. Boris (1996) highlighted that quality has many definitions and is in the eye of the beholder. According to Crosby et al. (2003), quality traditionally been viewed as conformance to requirements, fitness for use and innate excellence. Brown (1992) noted that quality reflects customer satisfaction. It is the customer's satisfaction of you and what you make. It is depends on one's frame of reference. According to Japanese philosophy, quality means "zero defect – doing it right the first time" and for manufacturer it means performance to specifications. For the

purpose of this study, quality can be concluding as performance according to the specifications which can satisfied the customer needs.

Service

Service is an act or performance that creates benefit for the customers by bringing about a desired change in or on behalf of the recipient (Lovelock and Wright, 2002). Service are behavioral rather than physical entities, and have been describes as deeds, performance or efforts. It is refers to the core benefits or advantages offered to the target group. Edvardsson et al. (1994) noted that it is important that the service concept be designed on the basis of the needs, requirements and expectations of the target group and to distinguish between primary and secondary customer needs.

A basic requirement for developing an appropriate service concept is to understand the customers for a particular service and their needs and preferences. Service rendered is different from the goods production. Customer are involved in the process which make the service provider has less control over the environment and the behaviors of the actors. Therefore, service provider must be able to facilitate the customer needs in order to make its customer satisfied.

Quality of service

Service quality is used to differentiate and add value to service offerings and is a way to gain competitive advantage. In this study, quality of service can be relate

as customer oriented, service rendered are as documentation workflow, and service offered is more than students expectations. Quality of service can be defined as level of customer satisfaction towards quality service provided.

Zeithaml et al. (1988) highlighted three key points from their research that are;

i.   Service quality is more difficult for customer to evaluate than goods quality;

ii.   Customers do not evaluate service quality solely on the outcome of a service, they also consider the process of service delivery;

iii.   The only criteria that count in evaluating service quality are defined by the customer.

Zeithaml et al. also draw a conclusion about service quality that are

i.   Customers' satisfaction of service quality is the result of a comparison between their expectations have been met;

ii.   Customers' assessment of quality is affected both by the service process and by the outcome of the service;

iii.   Service quality is of two kinds: the quality of the normal service, and the quality with which "critical incidents" are handled. Critical incidents are deviations from the normal situations where the relationship between customer and company has gone wrong;

iv.   When problem arise, companies have to increase their contacts with customers to satisfy their needs.

For the purpose of this study, service quality can be defined as the difference between customer expectations for service performance prior to the service encounter and their perceptions of the service received.

Customer

Customer can be categorized into two groups that are internal customer and external customer. In this study we focuses towards the internal customer whereby they directly deal with services offered by the organizations. Students are the person who is dealing with Department of Academic Affairs in their day-to-day academic activities. Ahmad Sarji (1991) noted that customer is the person who determines the level of service quality provided.

Satisfaction

Satisfaction is referred to the situation where people feel their perception exceeds the expectation. Some researchers considered satisfaction as an evaluation made only at the level of the individual transaction instead of global assessment. According to Zeithaml and Bitner (1996), satisfaction is generally viewed as a broader concept than service quality assessment, which focuses specifically on dimension of service. Zeithaml and Bitner view that perceived service quality is a component of customer satisfaction. Customer satisfactions are the essential in service quality and in this study, researcher attempt to investigate the level of satisfaction about service they received at the Department of Academic Affairs.

CHAPTER 2

LITERATURE REVIEW

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This section will provide the basis for discussion of theoretical framework of this study. In this section discussion will be based on what is service, characteristics of service and the discussion of the Service Quality (SERVQUAL) Model.

2.2 SERVICE

In general we can understand that service are any activity or benefit that one party can offer to another that is essentially intangible and does not result in the ownership of anything. Service is an act or performance that creates benefit for the customers by bringing about a desired change in or on behalf of the recipient (Lovelock and Wright, 2002). However, Zeithaml and Bitner (1996) defines service to include all economics activities whose output is not a physical product or construction, is generally consumed at the time it is produced, and provides added value in form such as convenience, comfort or health that are essentially intangible concerns of its first purchaser.

Service marketing is different from the product marketing as service has different characteristics from product. Service marketing differs from product marketing in

four characteristics, which are intangible, heterogeneous, inseparability of production and consumption and perishability (Zeithaml et al., 1985; Zeithaml & Bitner, 1996).

i.   Intangible

Service is product rather than object. It is perform by providers towards consumer. Difficulties will arise with this intangibility, which lead to quality control problems for the producer and the evaluations problems for the consumers. Therefore the consumers will look for signs of quality such as word of mouth, reputation, communications and physicals tangibles.

ii.   Heterogeneous

Services are performance frequently produce by humans. There are no two services will be precisely alike. As services are heterogeneous across time, organizations, and people, it is difficult to ensure consistent service quality. Delivering of service often involves some form of contact between consumer and service provider. The behavior of service provider influences the consumers' perception of quality. Ghobadian et al. (1994) also stated that the priority and expectations of consumer might vary each time they use the service. The variability of the service from one period to another and from consumer to consumer makes quality assurance and control difficult. Therefore service providers have to rely heavily on the competence and ability of their staff to understand the requirements of the consumer and react in appropriate manner.

iii.   Inseparability

Most services sold are simultaneously produced and consumed. The quality of service and customer satisfaction will be highly depending on what happened in real time. The high visibility of the conversion process means that it is not possible to hide mistakes or quality shortfalls. According to Ghobadin et al. (1994), the involvement of customer in the delivering process introduces an additional process factor and the management has little or no direct control. The behavior of one-group customers does influence other customers' perception of service quality.

iv.   Perishability

Service cannot be saved, stored, resold or returned. Marketers have to forecast and plan for capacity utilization. Unlike manufactured goods, it is not possible to have a final quality check. In other words the service provider needs to get the service right first time and every time.

The consumer is an integral part of the service process. Because of human interaction and labour intensity involved in the delivery of most services, they are heterogeneous as each service act is unique (Hill, 1995). This will lead to a lack of standardization. It means that service quality can vary considerably from one situation to another situation even though in the same organization.

2.3   ROLE OF CONSUMER

Consumer in the service industry is the person who are either receiving the service simultaneously or waiting their turn to receive the service sequentially. They can influence whether the service effectively and efficiently delivered. In many situations, consumers and even others in the service environment interact to produce the ultimate service outcome. Because of their participation, consumer is indispensable to the production process of service organization and they can actually control and contribute to their own satisfaction.

According to Zeithaml & Bitner (1996) and Lovelock & Wright (2002), service customers have been referred to as "partial employees" of the organization. They are part of human that contributes to the organization productive capacity. Customer input can affect the organization's productivity through both the quality of what they contribute and the resulting quality and the quality of output generated.

Lovelock and Wright (2002) suggested four steps for managing customers as partial employees as follows: -

i.   Conduct a "job analysis" of customers' present roles in the business and compare it against the role that the firm would like them to play;

ii.   Determine if the customers are aware of how they are expected to perform and have the skills needed to perform as required;

iii.   Motivate customers by ensuring that they will rewarded for performing well; and

iv.   Regularly appraised customer's performance. If it is unsatisfactory, seek to change their roles and the procedures in which they are involved.

Besides that, Zeithaml and Bitner (1996) also noted that consumers could also act as the contributors to service quality, value and satisfaction and customer also can play a role as potential competitors. Customer can play their role in service delivery by contributing to their own satisfaction and the ultimate quality of the service they received. Effective customer participation can increase the likelihood that needs is met and that the benefits the customer seeks are actually attained.

Another role played by service customer is that of potential competitors. Consumers can also perform the service for them and not need the provider at all. Customers are thus in the sense are competitors of the companies that supply the service.

2.4   THE SERVICE QUALITY (SERVQUAL) MODEL

Early conceptualizations of service quality theory are based on the disconfirmation paradigm employed in the physical goods literature. This suggests that quality results from a comparison of perceived with expected performance. Generally, service quality can be defined as the difference between

In the extended study, Parasuraman et al. found this ten overlapping dimensions of which five behavioral dimensions of tangibles, reliability, responsiveness, assurance, and empathy tended to improve the customer's perception of service quality. Four of the dimensions are concern to the process of service delivery and only one dimension, which is reliability concern to the outcome of service delivery. The five dimensions and their definitions are listed in Table 1.

Table 1: Service quality dimensions and their definitions

Dimension	Definition
i. Tangibles	Appearance of physical facilities, equipment, personnel, and communication materials
ii. Reliability	Ability to perform the promised service dependably and accurately
iii. Responsiveness	Willingness to help (internal) customers and provide prompt service
iv. Assurance	Knowledge and courtesy of employees and their ability to convey trust and confidence
v. Empathy	Caring, individualized attention the employees provide to each other

The service performance gap occurs when there is a discrepancy between the specifications and the delivery of service. The SERVQUAL model using the concept of gap model, developed by Parasuraman et al. (1985) highlights five gaps in the delivery of service, which influence a customer's judgment about the quality of service received. The model attempts to show the salient activities of the service organizations that influence the perception of quality. Its shows the interaction between these activities and identifies the linkages between the key activities of the service organizations or marketer which are related to the delivery

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of a satisfactory level of service quality. The links are described as gaps or discrepancies. In other words a gap represents a significant hurdle to achieve a satisfactory level of service quality. These gaps as shown in the figure 1 includes:

i.   Consumers' expectations and management's perceptions of these expectations (gap 1), the gap will occur when service provider not knowing what customers expect;

ii. the perceptions of service quality held by top management and the translation of these into quality specifications (gap 2), gap will occur when service provider did not select the right service designs and standards;

iii. these specifications and the service delivery at the front line (gap 3), gap will occur when service provider not delivering to the service standards;

iv. what is promise in external communications and the actual service delivered (gap 4), gap will occurs when service provider not matching performance to promises; and

v.   perceived performance and expectations, which is a function of gap i to iv (gap 5).

The gap model is basically customer oriented. The customer in a comparison between expected and perceived quality after the customer have received the service realizes quality.

Figure 1: A conceptual model of service quality

A CONCEPTUAL MODEL OF SERVICE QUALITY

CONSUMER

| Word of Mouth Communication | Personal Needs | Past Experience |

Expected Service

GAP 5

Perceived Service

MARKETER

GAP 1

Service Delivery (Including pre and post-service

GAP3

GAP 4

External Communications to Consumers

Translation of Perceptions into Service Quality Specs

GAP 2

Management Perceptions of Consumer Expectations
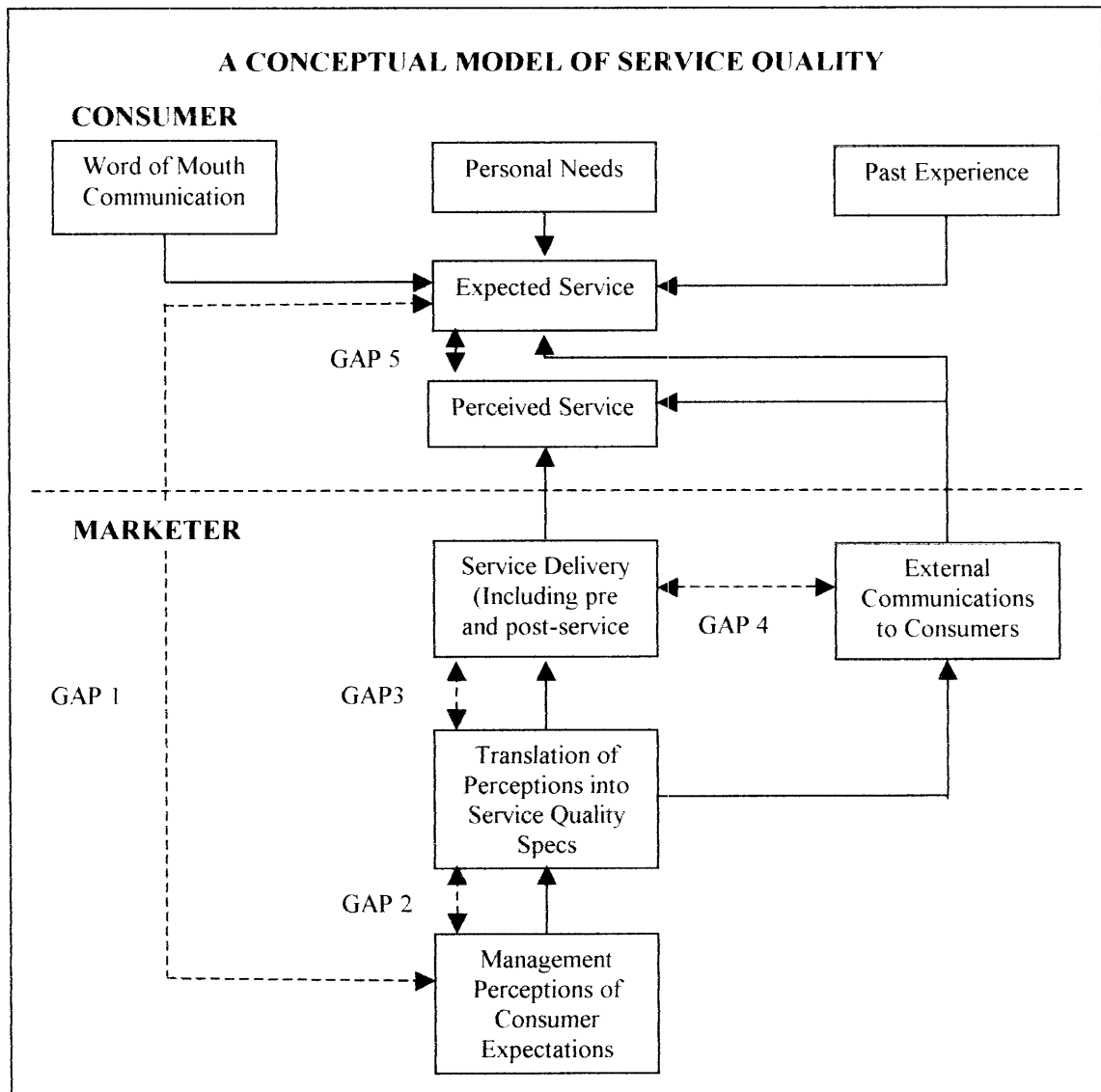
Adapted from Parasuraman, Zeithaml and Berry (1985)

A customer's perception of the staff of the service company involves a number of factors, which are their experience, knowledge and competence, combined with their commitment and willingness to serve the customer. Several studies have found that the following four quality factors are most important or the customer's perception of quality and all are related to the behavior of the staff (Edvandsson et al. 1994; Zeithaml & Bitner, 1996). Employee can take the following action to encounter customer perception of service quality.

a.   *Plan for effective recovery*. Employee should have the capability to response to the service delivery system failures. Employee is required to respond to some way to customer complains and disappointments.

b.   *Facilitate adaptability and flexibility*. Employee must be able to response to the customer needs and requests to ensure the customer feels that organizations, its employee and its technical systems are devoted in solving their problem.

c.   *Encourage spontaneity*. It is refer to the unprompted and unsolicited employee actions. Customer feels that the employee are willing to take care of the customer's problem and solve it in a proper manner.

d.   *Coping with problem customers*. Employer must help employee to cope with problem customers by providing skills in taking care of their duties.

2.4 CRITIQUES ON SERVQUAL

Service quality is considered a critical determinant of competitiveness. Despite the increasing importance of the service sector and of the significance of quality as a competitive factor, service quality concepts are not well developed (Ghobadian et al., 1994). In this respect, the service sector lags behind the manufacturing sector in embracing philosophies such as "total quality management" and "continuous improvement". There are major differences between service and manufacturing sectors as far as quality is concerns. Certain inherent characteristics of the service sector increase the complexity of "quality control" and "improvements efforts".

Parasuraman et al. (1985; 1988) introduced SERVQUAL which have been used in a variety of published studies and there is a growing literature, particularly in marketing field, critiquing is used. After SERVQUAL was proposed by Parasuraman et al. (1998), several critiques were levied against it. The conceptualization and operationalization of service equality is under heated debate. Carman (1990) cited by Lee et al (2000) argued that SERVQUAL could not be a generic measure that could apply to any service. It needs to be customized to the specific service and the dimensionality of service quality may depend on the type of service under study. Empirical analysis found that perceptions-only measures had higher correlations with an overall service quality measure and with complaint resolutions scores than did the SERVQUAL measures.

Cronin and Taylor (1992) and Lee et al. (2000) argued that SERVQUAL confounds satisfaction and attitude. They stated that service quality can be conceptualized as "similar to an attitude" and can be operationalised by the "adequacy – importance" model. In particular they maintained that "performance" instead of "performance – expectation" determines service quality and that developed an alternative measurement tool, SERVPERF, which is concerns only on performance. SERVPERF will ask customers how well the organizations has performed without regard to any previous expectations.

The SERVPERF model includes these 22-items of SERVQUAL. What are additional in the SERVPERF model are the overall ratings of satisfaction, perceived service quality and purchasing intentions. The main difference between SERVQUAL and SERVPERF is the focus of SERVPERF, underlying the fact that customer satisfaction is the result of service quality.

Robledo (2001) note that SERVPERF explained better the variation of the variable, "overall satisfaction", than of "service quality" which indicates that SERVPERF can be more appropriate to measure customer satisfaction than service quality. Previous research found that delivering reliable, responsive, and emphatic service indeed related to improved service quality perceptions (Cronin & Brady, 2001).

While versions of SERVQUAL continue to be critique, it is improved and SERVQUAL stands as the pre-eminent instrument for assessment and measurement of perceived service quality. Parasuraman et al. (1998) suggest that SERVQUAL is the most valuable when it is used periodically to track service quality trends.

Buttle (1996) highlighted that SERVQUAL has been subjected to a number of theoretical and operational critics. On the theoretical side, SERVQUAL is based on the disconfirmation paradigm rather than an attitudinal paradigm, and SERVQUAL fails to draw on established economic, statistical and psychological theory. SERVQUAL is also based on the Gaps model and there is little evidence that customers assess service quality in terms of P − E gaps. According to Cronin and Taylor (1992; 1994), SERVQUAL is paradigmatically flawed because of its ill-judge adoption of this disconfirmation model. Another matter is that SERVQUAL focuses on the process of service delivery and not the outcomes of the service encounter.

Gronross (1984), cited in Buttle (1996) has identified three components of service quality, which are technical, functional and reputational quality. Technical quality is concerned with outcome of the service encounter. Functional quality is concerned with the process of service delivery and reputation quality is a reflection of the corporate image of the service organization. Critiques have been argued that outcome quality is missing from Parasuraman et al. formulation of

service quality. Critics have raised a number of significant and related questions about the dimensionality of the SERVQUAL scale. The most serious are concerned with the number of dimensions, and the stability from context to context. But, Parasuraman et al. (1998) claimed that "the final 22-item scale and its five dimensions have sound and stable psychometric properties" or in other words they claims that the five dimensions are generics across service contexts.

Literature found that the domain of service quality might be factorially complex in some industries and very simple in others. In effect, the number of service quality dimensions is depending on the particular service being offered. Parasuraman et al. (1998, 1993) noted that the SERVQUAL items represent core evaluation criteria that transcend specific companies and industries and claimed that SERVQUAL:

> *Provides a basic skeleton through its expectations perceptions format encompassing statement for each of the five quality dimensions. The skeleton, when necessary, can be adopted or supplemented to fit the characteristics or specific research needs of a particular organization.*

So, for this study we found that the five dimensions or determinants introduced by Parasuraman et al. is appropriated with the service setting under investigations. Parasuraman et al. (1993) also noted that based on a comparative discussion of findings from their studies and those of other researchers who evaluated SERVQUAL presents additional evidence and rationale supporting the viability

of the five dimensional framework. Reliability test can be conduct as to make sure that the instrument can be used in the study.

On the operational side, the term expectation in SERVQUAL is polysemic; consumers use standards other than expectations to evaluate service quality. According to Llosa (1998), disagreement exists among researchers about the operationalisation of the concept. Customers' expectation can be divided into two types that are desired expectation and foretold expectation. Desired expectation is to say the wanted performance level where else foretold expectation is the performance level that is predicted to happen. In SERVQUAL, Parasuraman et al. defined expectations, as "the service customer would expect from excellent service organizations".

Teas (1993), cited by Dyke et al. (1997) found three different interpretations of expectations derived from an analysis of follow-up questions to an administration of SERVQUAL questionnaire. Franceschini et al. (1998) also highlighted the same opinion as Teas. One of the interpretations of expectation is as a forecast or prediction. A second interpretations of expectations is a measure of attribute importance and the third interpretations is the "classic ideal point" that is one on which a customer's ideal point is at a finite level and therefore, performance beyond which will displease the customer. In general, review of literature indicates that respondents to SERVQUAL may have numerous interpretations of

the expectations construct and that these various interpretations have different and even opposite impacts on perception on service quality.

Some critics have questioned SERVQUAL's failure to access customer evaluations based on absolute standards of service quality. The instruments ask respondents to report their expectations of excellent service providers within the class. Another aspect is that item composition in the SERVQUAL scales is composed of four or five items. It has become clear that this often inadequate to capture the variance within, or the context specific of each dimensions.

Many service are delivered over several moments of truth or encounters between service staff and customer. Customer's assessments of service quality may vary from moments of truth to moments of truth. The use of seven points Likert scales has been criticizes on several grounds. Most of the researcher believes this may cause respondents to overuse the extreme ends of the scale due to its lacks of verbal labeling and the respondent may face the problem "interpretation of the meaning of the midpoint of the scale". As to avoid this problem, the instrument will state the verbal labeling for each point. We opted to use five point likert scales in this study as suggested by Babakus and Mangold (1992) cited in Buttle (1996) that it would reduce the "frustration level" of the respondent and increase response rate and response quality.

Respondents appear to be bored and sometimes confused by the administration of the E and P versions of SERVQUAL. This will affect the collected data quality. But, Parasuraman et al. (1993) suggested that the questionnaire length can be reduced by using just one list of SERVQUAL items and placing the expectations and perceptions rating scales in two columns adjacent to the list.

Although there are critiques towards SERVQUAL, many researcher agree that SERVQUAL model is an establish framework for the measurement of general service quality. Besides that ii is improved and it's become the pre-eminent instrument for measurement of perceived service quality. As stated earlier, research shown that this framework has been extensively used and tested across a wide range of public and private sector and this instrument are basic skeleton underlying service quality that can be supplemented with context-specific item when necessary.

2.5   STUDENT'S SATISFACTION

As stated earlier, satisfaction can be referred as the situation where people feel their perception exceeds the expectations. In this study, perceived service quality considered as a component of student's satisfaction (Zeithaml & Bitner, 1996). The discrepancies between student's expectations and perceive performance can be said as disconfirmation. Cronin and Taylor (1992, 1994) viewed that perceived service quality leads to customer satisfaction while Parasuraman et al. (1998)

have concluded that customer satisfaction lead to perceived service quality. So we can conclude that service quality and student satisfaction is highly correlated. Athiyaman (1997) highlighted that consumer satisfaction with more recent encounters will have a larger impact on perceived quality than satisfaction with previous encounter. This type of reasoning demands that student satisfaction with all transaction prior to time be measured to explain perceived service quality at one particular time.

For this study, student satisfaction are measured in term of overall service quality as it is highly correlated. It could be measures by asking student to state their expectations and experiences of that particular service.

2.6   PREVIOUS FINDINGS

There are numbers of ways in which SERVQUAL results can be used to help services identify areas of performance improvement. The obvious use of gap scores to enable the service manager to assess current service quality and quantify gap that exist. Use of the service quality dimensions will allow an understanding of the broad areas where customer have particularly high or low expectations and an assessment of where there may be relatively large gaps.

Previous research by Soutar and McNeil (1996), Athiyaman (1997) and Wisniewski (2001) has found that SERVQUAL is applicable in university context

and that modification of the research instrument to include industry-specific quality features, as suggested by the original researchers is appropriate. Pariseau and McDaniel (1997), Galloway (1998), Frost and Kumar (2000) suggest that the gap occurs in all the five determinants but it differs in the rank ordering of these factors. However, Oldfield and Baron (2000) found that the service experience that is higher education is complex and student undergoing higher education likewise have a complex set of expectations. The student experience will vary their perception about quality of service offered.

Joseph & Joseph (1997) noted that when dealing with physical facilities, students consider quality universities as being those that have excellent academic, accommodation, as well as excellent campus layout. In this study, researcher considered physical facilities as the facilities provided or used at this department that can improve the quality of service provided. Joseph & Joseph in their study found that overall performance of the university fall in the "zone of tolerance" whereby the quality of service provided are at average. Parasuraman et al. (1993) stated that this concept measured two levels of expectations, which are adequate and desired. Managers using this approach can learn whether their customers' perceptions fall relative within the zone of tolerance (the space between adequate service and desired service) or outside the zone. These insights are possible only if customers' expectations are measured separately.

Important implications of service encounters should be managed in enhanced customer satisfaction. This in turn would enhance perceived service quality, which is depending on student satisfactions (Athiyaman, 1997). Whereas Hill (1997) found that the stability of students' expectations overtime, which suggest that they were probably form prior to arrival at university. Through his research, Hill found that student perceptions of service experienced proved less stable over time. It may have been result of a maturation process. According to Anderson (1995), it is a common phenomenon that expectations can change overtime as customers acquire more experience with the service provider. Thus when the perceived level of quality improves, relative to expectations, those expectations can eventually increase overtime.

Pariseau and McDaniel (1997) found that most important determinants of overall quality for students are assurance, reliability and empathy. Whereas according to Frost and Kumar (2000), responsiveness would influence service quality the most. Other research by Curry and Sinclair (2002) found that reliability is the most important determinant in service quality. Pariseau and McDaniel noted that differences maybe due to the degree of contact that the customer has with the service organizations. Assurance dimensions become important as this factor concern with knowledge, courtesy and an ability to inspire trust and confidence.

As noted by Oldfield and Baron (2000), any attempt to deliver a quality service, those who exert control or influence upon any of customer groups needs to be

constantly aware that interaction between students and staff lies at the heart of good service delivery. This is because students would view the member of staff dealing with them as the sample to generalize their perception towards the institution.

2.7 MANAGING SERVICE QUALITY IN HIGHER EDUCATION

According to Hill (1995), one of the problems facing higher educations organizations is seeking to improve service quality is that; as yet, a body of meaningful performance measures does not exist. However, since students are now being viewed as the primary customers of the higher education service. One approach to service quality management, which to some extent bypass the performance measures difficulty would be attempting to align, as closely as possible, students expectations with their perception of service performance.

Service expectations play a key role regarding the quality perception, which consumers ultimately develop. Organizations should take appropriate steps to manage such expectations. This would involves informing students of what is, and what is not possible and outlining the reasons why.

There do appear to be some issues, which are fundamental to the management of service quality in higher education. This includes the centrality of the role of the consumers and the relationship between the consumer expectations and his/her

perceptions of service provided. In this research, researcher considered students as "primary customers". So one possible approach to managing service quality is to focus on the alignment of student's expectations with their perceptions of service provided.

However, Hill (1995) found that in relation to student specifically, there are a number of potential problems associate with this approach. These include;

i.   Undergraduates' expectations regarding the quality of higher education services have no comparative base or framework of reference from which to make evaluations. Thus, their expectations of higher educations may be informed by their prior educational experiences at school. Such expectations may be quite unrealistic and will have a negative influence on perceive service performance.

ii.   Younger undergraduates undergo a transition from children to adults while at university, younger and mature students may become increasingly discerning over time. For these reasons, their perceptions of service provided are likely to change during the course of their studies, and such change may not necessarily relate to actual changes in service quality.

Hill also found that there is stability of students' expectations over time, which suggests that they were probably form prior to arrival at university. Service provider therefore need to manage students' expectations from enrolment through graduation, in order to align them as closely as possible with what can be

delivered by way of service quality. Higher Education Organization needs to gather information on students' expectations not only during their time at university but at the time of arrival.

The challenge for the management would be not only how to better meet student needs, but also how to meet those needs, should it be found that they alter over time.

CHAPTER 3

RESEARCH METHODOLOGY

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This section will explain the methods that will be used in this study. It includes types of study, research variable, population and sampling, instrument, and analysis of data.

3.2 RESEARCH METHODOLOGY

This study will be the cross-sectional study whereby it attempts to investigate the relation between the dimensions of service quality towards perceived service quality.

3.3 RESEARCH VARIABLE

This study will use six variables. Five variables will be the dependent variables and one independent variable. Dependent variables are the five dimensions of service quality namely tangibles, reliability, responsiveness, assurance and empathy, whereas the independent variable will be the overall service quality itself. To sum up, those variables can be shown in figure 2.

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Figure 2: Research framework model

Independent variables   Dependent variables

```
┌─────────────────────────┐
│        Tangibles        │──┐
└─────────────────────────┘  │
┌─────────────────────────┐  │
│       Reliability       │──┤
└─────────────────────────┘  │
┌─────────────────────────┐  │      ┌───────────────────────────┐
│     Responsiveness      │──┼─────▶│  Overall Service Quality   │
└─────────────────────────┘  │      └───────────────────────────┘
┌─────────────────────────┐  │
│        Assurance        │──┤
└─────────────────────────┘  │
┌─────────────────────────┐  │
│         Empathy         │──┘
└─────────────────────────┘
```
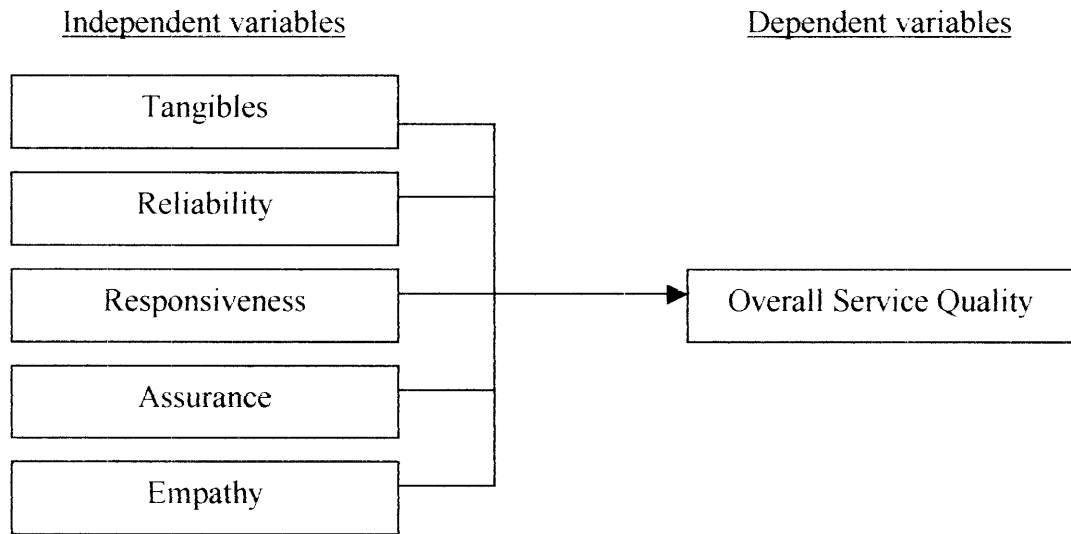
3.4 POPULATIONS AND SAMPLE

The population of this study will be undergraduate students of UUM with the average total of 17,000 people. It will include the students from the entire program offered and from the first year to the final year student. In this study we will omit the post-graduate students, as they are not dealing with the Department of Academic Affairs during their study.

The sample of this study will be undergraduate students. Respondent are selected based on convenience sampling due to the time constraints. Respondent will be the students that are dealing with Department of Academic Affairs especially at every counter at this department.

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3.5 INSTRUMENT

This study used the model that was developed by Parasuraman et al. and is argued that with minor modification, this model can be adapted to any service organizations (Parasuraman et al., 1985, 1988; Brown et al, 1993; Joseph & Joseph, 1997; Pariseau & McDaniel, 1997; Oldfield & Baron, 2000; Wisniewski, 2001). The 22-item SERVQUAL instrument will be customize to fit the context of education administration. The survey involved pairs statements relating to expectations and perceptions, evaluated on a five-point likert scale ranging from 5 – strongly agree and 1 – strongly disagree. Questionnaire will be divided into four sections, which are Section A – to capture demographic information; Section B – to capture information about student expectation towards service; Section C – to capture information about student perception towards service provided; and Section D – to capture information regarding overall perception towards service provided.

Section A: Demographic information

This section will consist of five questions to get the respondent's demographic information. Question will be ask regarding sex, year of study, how frequent they deal with this department, when is their last transaction with this department and the latest counter they are dealing with.

Section B: Student expectation of service

This section will consist of 22 statements used to assess student expectations towards service provided across five dimensions that are tangibles, reliability, responsiveness, assurance and empathy.

Section C: Student perception of service

This section will consist of 22 statements used in section B to assess student perception towards service received across five dimensions.

Section D: Summary information

This section will consist of 2 items as overall evaluation about quality of service and their level of satisfaction.

For each statement in section B and C, likert score will be used ranging from 1 to 5 represented in table 2 below:

Table 2: Likert scale score for SERVQUAL item

Scale	Score
Strongly agree	5
Agree	4
Neutral or Not sure	3
Disagree	2
Strongly disagree	1

Each statement in section D are used likert score ranging from 1 to 5 represented

as in table 3 and table 4 below.

Table 3: Likert scale score for question 50

Scale	Score
Excellent	5
Good	4
Neutral or Not sure	3
Poor	2
Very poor	1

Table 4: Likert scale score for question 51

Scale	Score
Very satisfied	5
Satisfied	4
Neutral or Not sure	3
Dissatisfied	2
Very dissatisfied	1

3.6 DATA COLLECTION

Data collection in this study was based on two types of data namely premier data

and secondary data. Secondary data was collected during library research through

journals, thesis and books whereas the premier data will be collected through

questionnaire. Data collection is estimate to be done within two weeks. 375 sets

of self-administered questionnaire were circulated at the counter of this department and at the counter of the residential colleges.

3.7 PILOT STUDY

As to ensure the reliability of the instrument to be used in this study, pilot study has been conducted. 30 sets of self-administered questionnaire were circulated. Based on cronbach alpha analysis, the result for every variables are as in table 5 shown that the instrument can be use in the real study. The reliability analysis results the cronbach alpha at 0.9469 for the expectation and 0.9478 for the perception. According to Sekaran (2000), if the value of cronbach alpha is more than 0.60, the instrument considered acceptable to use in real study.

Table 5: Results for the reliability analysis

Variables	Total item	Alpha value for expectation	Alpha value for perception
Tangible	4	0.7735	0.6691
Reliability	4	0.6274	0.9370
Responsiveness	5	0.8511	0.7977
Assurance	4	0.9000	0.8589
Empathy	5	0.9065	0.8759
Overall alpha value	**22**	**0.9469**	**0.9478**

3.8 ANALYSIS OF DATA

Data in this study will be analyzed by using descriptive and inferential methods. Descriptive methods will be used to interpret data in general and for the purpose of hypothesis testing, inferential analysis will be used. All the premier data in this study will be processes by using the Statistical Packages for Social Science (SPSS) program version 11.0.

Descriptive statistics will be used to interpret the demographic profile of the respondent. Besides that, the same methods will be used to the dimension for the variable to get the mean and median. Inferential methods that will be used in hypothesis testing are T-test, regression and analysis of variance.

CHAPTER 4

FINDINGS

CHAPTER 4

FINDINGS

4.1 INTRODUCTION

This section will explain the results from the analysis of data collected. Analysis is based on reliability to verify the data collected trough questionnaire. In the administration of SERVQUAL instrument for the Department of Academic Affairs, the gap was based on the difference between perception and expectation (P – E). A positive service gap would indicate that the students' perceptions exceed expectations for a particular item. Negative service gap would indicate that the customers' perceptions fell short of his or her expectations. As a result, any negative gap scores which indicate that specific functional quality areas potentially need for improvement.

4.2 ANALYSIS

4.2.1 Reliability analysis

Reliability analysis was conducted to test the consistency of the instrument used for gathering data. All item related to service quality dimensions were tested. Alpha value for the overall instrument is 0.9668 for expectation and 0.9401 for

perception. If compared to the pilot test, this instrument is reliable and can be used in this study. Detail result for reliability test is as in table 6.

Table 6: results of reliability analysis

Variables	Total item	Alpha value for expectation		Alpha value for perception	
		Pilot test	Actual	Pilot test	Actual
Tangible	4	0.7735	0.8778	0.6691	0.8180
Reliability	4	0.6274	0.8563	0.9370	0.8325
Responsiveness	5	0.8511	0.9177	0.7977	0.8345
Assurance	4	0.9000	0.9082	0.8589	0.8082
Empathy	5	0.9065	0.8736	0.8759	0.8240
Overall alpha value	22	0.9469	0.9668	0.9478	0.9401

4.2.2 Descriptive analysis

A total of 375 sets of questionnaires were distributed to the students who deals with this department and 192 sets were returned. Data from 184 sets of questionnaires resulting in a 49 percent of respond rate, were analyzed after the elimination of eight useable one, as the respondents are not filling completely.

Demographic analysis

In term of gender, 29.9 percent of respondents were male and the other 70.1 percent were female students. Research also investigates for the year of study of student. From the analysis, researcher found that most of the respondent are the

first year student, followed by the third year, second year, forth year and fifth year student. It can be summarized as in table 7.

Table 7: Number of respondents according to year of study

Year of study	Frequency	Percent	Cumulative percent
First year	65	35.3	35.3
Second year	50	27.2	62.5
Third year	56	30.4	92.9
Forth year	8	4.3	97.3
Fifth year	5	2.7	100.0
Total	**184**	**100.0**	

Research also look in term of how frequent the student dealing with the Department of Academic Affairs. As can be seen in table 8, most of the students deal 1 to 3 times in one semester. Only one quarter of the students deal more than seven times in one semester. Most of the respondent, which is represent of 43.5 percent of respondent deal with this department last month ago or last two months. It means that they deal more with this department on the early of semester compared to end of semester. Table 9 summarized the last transaction student did at this department.

Table 8: Frequency of student dealing with this department

Times dealing	Frequency	Percent	Cumulative percent
1 to 3	98	53.3	53.3
4 to 6	43	23.4	76.6
7 to 10	20	10.9	87.5
More than 10	23	12.5	100.0
Total	**184**	**100.0**	

Table 9: Student last transaction with this department

Time	Frequency	Percent	Cumulative percent
A few days ago	24	13.0	13.0
Last week	26	14.1	27.2
Last two week	33	17.9	45.1
Last month	80	43.5	88.6
Others	21	11.4	100.0
Total	**184**	**100.0**	

As can be seen in table 10, of the 184 respondents, 81 respondents that represent of 44 percent are dealing with Examination and Graduation Unit. 68 respondents (37 percent) are dealing with Course Registration Unit and only 35 respondents dealing with Admission and Record Unit (19 percent).

Table 10: Last counter students dealing with

Time	Frequency	Percent	Cumulative percent
Admission and Record	35	19.0	19.0
Examination and Graduation	81	44.0	63.0
Course Registration	68	37.0	100.0
Total	**184**	**100.0**	

4.2.3 Service quality analysis

Data collected through SERVQUAL instruments were analyzed as to answer the research objective number i and number ii. Table 11 shows the corresponding means and standard deviations. All service gaps are negative, indicating perceptions fell short of expectations. Tangibles exhibit the smallest gap between student expectations and perceptions, which is represented by – 0.08429. In contrast, responsiveness has the largest gap (-1.0779).

Table 11: Mean and standard deviations by attribute

Questionnaire attribute	Mean expectations	Mean perceptions	Standard deviation expectations	Standard deviation perceptions	P – E
Tangibles	4.0947	3.2518	0.7465	0.7166	-.08429
Reliability	3.9914	2.9135	0.9657	0.7982	-1.0058
Responsiveness	4.0707	3.0649	0.8559	0.7421	-1.0779
Assurance	4.0779	3.1304	0.8493	0.7452	-0.9475
Empathy	3.9155	3.0772	0.8575	0.7305	-0.8383

Table 12: Mean and standard deviation by questionnaire item

Questionnaire item	Mean expectations	Mean perceptions	Standard deviation expectations	Standard deviation perceptions	P – E
1	3.97	3.36	0.838	0.863	-0.61
2	4.07	3.15	0.860	0.835	-0.92
3	4.20	3.25	0.846	0.933	-0.95
4	4.15	3.24	0.944	0.922	-0.91
5	4.05	2.86	1.103	0.965	-1.19
6	4.04	2.91	1.124	1.054	-1.13
7	3.93	2.98	1.253	0.883	-0.95
8	3.94	2.90	1.140	0.992	-1.04
9	4.11	3.21	0.925	0.920	-0.9
10	4.11	3.04	0.960	0.996	-1.07
11	4.02	2.86	1.053	0.974	-1.16
12	4.04	3.09	1.060	0.934	-0.95
13	4.08	3.12	0.932	0.962	-0.95
14	4.17	3.30	0.927	0.948	-0.87
15	4.06	3.16	0.894	0.925	-0.9
16	4.09	3.06	0.939	1.041	-1.03
17	3.98	3.01	1.074	0.813	-0.97
18	3.63	2.86	1.174	0.900	-0.77
19	4.04	3.45	0.946	1.028	-0.59
20	3.71	2.93	1.136	0.912	-0.78
21	4.11	3.14	0.940	0.976	-0.97
22	4.09	3.01	1.047	0.947	-1.08

Table 12 shows the mean and standard deviations of expectations and perceptions by questionnaire item. There is no positive gap that indicating perceptions exceeds expectations. All item exhibited negative service gaps. The largest negative gaps occurred for statement 5 (when staff promise to do something at certain time, they will do so) with a gap score of -1.19. Other large gap occurred

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for statement 11 (staff will give prompt services to students), statement 6 (when student has a problem, staff will show a sincere interest in solving it), statement 22 (staff understand the specific needs of students), statements 10 (staff will tell student exactly when services will be performed) and statement 8 (staff will provide their services at the time they promise to do so). All these statements exhibited gap score for more than -1.00. In contrast, the smallest negative gap is for item 19 (operations hours convenient to all student) which exhibited gap score of -0.59.

4.2.4 Determinants of service quality

The 22 expectations scores were calculated and mean scores were found for each of the five factors from the SERVQUAL dimensions as to answer the third objective. Table 13 shown that student rank the five dimensions fairly consistent. Student thinks all dimensions of service quality are important and rank tangible as the most important factor. They rank empathy as the least important and the other three in the middle with assurance, responsiveness and followed by reliability. Findings in this study are contrast to service quality literature review, which traditionally finds that reliability is first and tangible the last (Anderson, 1995; Bebko, 2000; Brysland & Curry, 2001).

Table 13: Mean & Standard Deviations for expectations score

Questionnaire attribute	Mean expectations	Standard deviation expectations
Tangibles	4.0947	0.7465
Reliability	3.9914	0.9657
Responsiveness	4.0707	0.8559
Assurance	4.0779	0.8493
Empathy	3.9155	0.8575

4.2.5 Perceptions towards service quality

Results from analysis as in table 14 shown that student perceived quality of service rendered by this department are good which is represented by 44 percent. But 29.3 percent of respondent fell that the quality of service provide by this department are poor and 21.7 percent are not sure.

In term of level of satisfaction, the percentage of respondent that satisfied (36.4 percent) with the service provided and respondents that are not satisfied (31.0 percent) are almost the same with differences of 5.4 percent. Almost a quarter of respondent are not sure with their level of satisfaction towards service rendered by this department. The details of the results are shown in table 15.

Table 14: Frequencies for service quality offered by Department of Academic Affairs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very poor	5	2.7	2.7	2.7
	Poor	54	29.3	29.3	32.1
	Not sure	40	21.7	21.7	53.8
	Good	81	44.0	44.0	97.8
	Excellent	4	2.2	2.2	100.0
	Total	184	100.0	100.0	

Table 15: Students' satisfaction level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very dissatisfied	12	6.5	6.5	6.5
	Dissatisfied	57	31.0	31.0	37.5
	Not sure	45	24.5	24.5	62.0
	Satisfied	67	36.4	36.4	98.4
	Very satisfied	3	1.6	1.6	100.0
	Total	184	100.0	100.0	

In general, we can assume services rendered by this department are not up to the quality expected by students because only 38 percent of respondent were satisfied compared to respondent that are not satisfied.

4.2.6 Hypothesis testing

This part will explain the result of hypothesis testing pertaining the relationship between dependent variables and independent variable. The hypotheses were tested by using t-test, regression and ANOVA.

First Hypothesis

H_1 : *The five independent dimensions will significantly explain the variance in overall service quality*

Regression analysis was conducted to measure the variables that explain the variance in the overall service quality. The results indicated that correlation of the five independent variables with the dependent variable is 0.478. The results also shown that almost 23 percent of the variance in students' perception of service quality was explained by the five variables.

Table 16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.478[a]	.229	.207	.83360

a. Predictors: (Constant), Empathy, Tangible, Reliability, Assurance, Responsive

ANOVA test was conducted and the F value is 10.553 and significant at significant level of 0.0001 as shown in table 17 below. Results from previous test

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also shown the variance (R^2) of 0.229. It means that 23 percent of the variance in service quality was influenced by the five dimensions.

Table 17: Results of ANOVA[b] Analysis

Model	Sum of Square	df	Mean Square	F	Sig.
1 Regression	36.667	5	7.333	1.553	.000[a]
Residual	123.690	178	.695		
Total	160.357	183			

a. Predictors (Constant), Empathy, Tangible, Reliability, Assurance, Responsive
b. Dependent Variable: Overall

Coefficient test were conducted to identify which of the five factors the most important in explaining the differences in service quality. Table 18 shown that the highest standardized beta value is 0.246, which represented by assurance variable are significant at significant level of 0.053.

Table 18: Result of Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.493	.090		38.874	.000
Tangible	.238	.090	.237	2.639	.009
Responsive	7.965E-02	.109	.094	.734	.464
Reliability	-.117	.089	-.145	-1.311	.192
Assurance	.227	.117	.246	1.948	.053
Empathy	9.120E-02	.102	.100	.896	.372

a. Dependent Variable: Overall

Result indicated that two dimensions that are tangibles and assurance have significant positive relationship with service quality. It means that appearance of physical facilities, equipment, personal, communications material, knowledge and courtesy of staff and their ability to convey trust and confidence.

Second hypothesis

H_2: **Students' perception towards Department of Academic Affairs service quality different according to gender.**

T-Test was conducted to measure whether there are different perceptions towards service quality according to gender. The result of the T-test done is shown in table 19. As can be seen the difference in the means of 3.1364 and 3.0078 with standard deviations of 0.83 and 0.97 for the male and female on overall perceptions towards service quality is not significant. Thus, H_2 is not substantiated. So, there is no differences between gender towards the overall perceived service quality at this department.

Table 19: Results of T-Test for students' perceptions towards service quality according to gender

Groups Statistics

SEX		N	Mean	Std. Deviation	Std. Error Mean
OVERALL	MALE	55	3.1364	0.83585	0.11271
	FEMALE	129	3.0078	0.97625	0.08595

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
OVERALL	Equal variances assumed	2.512	.115	.853	182	.395	.1286	.15086	-.16905	.42627
	Equal variances not assumed			.907	118.211	.366	.1286	.14174	-.15207	.40929

Third hypothesis

H₃: **The service quality will be the same irrespective the counter they deal.**

ANOVA test was conducted to test the third hypothesis because there are more than two groups. The results of ANOVA, testing this hypothesis are shown in table 20.

Table 20: Results of ANOVA test to see whether the service quality will be the same irrespective the counter they deal

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Tangible	Between groups	.200	2	.10	.114	.892
	Within groups	158.457	181	.875		
	Total	158.657	183			
Responsive	Between groups	.710	2	.355	.292	.747
	Within groups	220.347	181	1.217		
	Total	221.057	183			
Reliability	Between groups	10.686	2	5.343	4.120	.018
	Within groups	234.711	181	1.297		
	Total	245.397	183			
Assurance	Between groups	1.372	2	.686	.666	.515
	Within groups	186.273	181	1.029		
	Total	187.645	183			
Empathy	Between groups	1.127	2	.563	.537	.586
	Within groups	190.046	181	1.050		
	Total	191.172	183			
Overall	Between groups	.770	2	.385	.437	.647
	Within groups	159.588	181	.882		
	Total	160.357	183			

In this case, F value for tangible, responsive, reliability, assurance, empathy and overall service quality are 0.114, 0.292, 4.120, 0.666, 0.537 and 0.437 respectively. All the F value is not significant at level of significant 0.01 except for reliability. This implies that H_3 is substantiated. That is, there are no

significant differences in the mean service quality at the three counters. But for the dimension of reliability, differences occur due to the attitude of the staff. If we look through this dimension, student were ask to respond towards department's ability to perform the promised service dependably and accurately.

Table 21: Results of the Bonferroni test

Multiple Comparisons

Dependent Variable	(I) COUNTER	(J) COUNTER	Mean Difference (I – J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
RELIABILITY	A&R	E&G	.6407*	.23035	.018	.0841	1.1973
		CR	.3238	.23690	.520	-.2486	.8963
	E&G	A&R	-.6407*	.23035	.018	-1.1973	-.0841
		CR	-.3169	.18729	.277	-.7695	.1357
	CR	A&R	-.3238	.23690	.520	-.8693	.2486
		E&G	.3169	.18729	.277	-.1357	.7695

* The mean difference is significant at the .05 level

Note: A&R   -   Admissions and Record Unit
      E&G   -   Examination and Graduation Unit
      CR   -   Course Registration Unit

As to determine among which groups the true differences lie, the Bonferroni test was performed. The results of the test are shown in table 21 (the full results of the test as in the appendix). The results showed that the mean service quality for the three groups was 0.6407 for the counter of Examination and Graduation Unit, 0.3238 for the counter of Course Registration Unit, and 0.3169 for the counter of Admission and Record Unit. The counter of Examination and Graduation Unit

with the highest score (0.6407) is the one that is significantly different from the other two counters at the significant level of 0.05.

Examination of individual statement in this dimension highlighted the major aspect of dissatisfaction are related to three items of this dimensions. The items are question 5 (when staff promise to do something by certain time, they will do so), question 6 (when a student have a problem, staff will show sincere interest in solving it) and question 8 (staff will provide their services at the time they promise to do so). It shown that staff at this counter did not perform what they promise and they did not show their sincere interest in solving any problem.

Table 22: Mean for reliability item according to counter

Counter		Item 5	Item 6	Item 7	Item 8
Admission & Record	Mean	-1.1143	-0.7059	-0.2647	-0.6571
	N	35	34	34	35
	Std. Deviation	1.38843	1.80117	1.44199	1.62595
Examination & Graduation	Mean	-1.3457	-1.3875	-1.2469	-1.3000
	N	81	80	81	80
	Std. Deviation	1.33380	1.35473	1.27995	1.43553
Course Registration	Mean	-1.0149	-1.0441	-0.9706	-0.9412
	N	67	68	68	68
	Std. Deviation	1.22465	1.28637	1.60196	1.29156
Total	Mean	-1.1803	-1.1319	-0.9617	-1.0437
	N	133	182	183	183
	Std. Deviation	1.30731	1.43907	1.47270	1.43667

Fourth hypothesis

H₄ : *Year of study will significantly influence students' perceptions towards*
service quality .

ANOVA analysis was conducted to measure whether year of study will

significantly influence students' perceptions towards service quality. The results

as in table 22 indicated that F value is 1.692 with significant level of 0.154. It

means that there are no significant differences in the perceived service quality

with the year of study.

Table 23: Results of ANOVA test to see whether year of study will influence
students' perception towards service quality.

ANOVA

SERVQUAL

	Sum of squares	Df	Mean Square	F	Sig.
Between groups	4.633	4	1.158	1.692	.154
Within groups	122.524	179	.684		
Total	127.157	183			

4.2.7 Other comments from respondents

The last part of the questionnaire enquire respondent about the comments or

recommendations to Department of Academic Affairs in order to improve the

quality of service if they feel service provided are not up to their expectations.

From the analysis, some of the respondents are not satisfied with the staff attitude.

Respondent fell that they are not treated properly or courteously and staff at the counter did not show their sincerity in solving or answering any queries and this situations considered happen to certain counter only as tested in hypothesis 3.

Besides that, respondent also highlighted that they are not getting or late in getting the massage about updated academic policy or procedure. As a result, they will face the problem during their study and again they have to see or face the staff at the counter to solve their problem, which they fell this staff is not sincerely try to solve their problem.

Table 24: Summary of recommendations or comment from students

Recommendations or comments	No. of Respondents
Change to the more efficient system such as course registration activity in such a way that convenience to students	3
Lengthen the period for certain activity such as dissemination of time table and examination slip	2
Services are not provided promptly as expected	10
Staff at the counter should have better knowledge of their work and should change the way the treat student	20
Willing to help students sincerely and give students priority when making their decisions	11
Any changes in policy or procedures is not informed to the student early	7

Another recommendation is that they request for lengthen the period for certain activity such as to take the timetable and examination slips. Respondent fell that the penalty they must pay is too much to them and it seems like this department is

not putting students the best in their heart. Respondents also requested to change

the management system for some activity in such a way that it can help and

convenience to students. All recommendations are summarized in table 24.

CHAPTER 5

DISCUSSION & CONCLUSION

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DISCUSSION & CONCLUSION

5.0 INTRODUCTION

Delivering quality service has become an important goal for most higher education today. Customer satisfaction will depend to quality of service they received from the service provider. This study was conducted to get better understanding of how students form impression of the Department of Academic Affairs service quality. As we know, Department of Academic Affairs is the department that deals directly with student. So this department should focus on effective strategy implementation to increase its service quality.

Ahmad Sarji (1991), emphasis that customer satisfaction should be the priority in public services. Service provider need to put customer first whenever they plan to deliver their service as to give the responsive service to public. Quality of service should match to customer needs. It should satisfied customer through providing efficient, effective, convenience and prompt service. Ahmad Sarji said that the effort to give the quality services not only to satisfied the customer needs but must give the services more than their expectation.

5.1 SERVICE QUALITY

The concept of measuring the difference between expectations and perceptions in the form of SERVQUAL gap score proved very useful for assessing current level of service quality. There has been much debate and criticism of the measurement of expectations for a variety of reason (Cronin and Taylor, 1994; Buttle, 1996; Dyke, 1997; Franceschini, 1998; Robledo, 2001; Cronin & Brady, 2001) but expectations score were realistic and comparison with perceptions scores was therefore more meaningful.

The present study captures student evaluations of the quality of the educational experience with the 22-pairs item questionnaire design to fit the specific nature of the Department of Academic Affairs under investigation. The result of quality gaps obtained from this study can contributed to a better understanding of service quality. It does form the basis of future service developments and will aid the prioritization of service developments for the coming years. This study adopted the five dimensions of service quality introduced by Parasuraman et al. (1985, 1988). Four of the five dimensions are emphasis on process of service delivery and one of it emphasis on the outcome of the service. So, this department should emphasis process of delivering service if they are trying to improve their quality of service.

This study showed that the heterogeneous or generic dimensions of service quality described by Parasuraman et al. (1985, 1988) are applicable in a university

context and that modification of the research instrument to include industry-specific quality features as suggested by the original researchers is appropriate (Soutar & McNeil, 1996).

Effective and efficient service provided by any organizations is depending to customer satisfaction that can maximize their needs. Previous research found that there is significant relationship between service quality and customer satisfaction level. Quality service can be the long-term strategy to convince about service offered.

Analysis shows that there are some discrepancies between student expectation and perception of service quality at this department. Results of ANOVA test show that the variances in the service quality were influenced by the five dimensions (tangible, reliability, assurance, responsiveness and empathy). Study also indicated that only 46 percent of the respondents feel service quality offered by this department is good and 38 percent of the respondents were satisfied. It indicates that there is an area need for improvement.

If we look at the student's comment in the previous chapter, most of the student comment about the attitude and the way the staff of this department treat students. This comment is considered normal because customer is the best person to evaluate how well the staff has performed their job (Frost & Kumar, 2000; Parasuraman et al., 1988; Ahmad Sarji, 1991). In all situations, staff has to

improve their way they interact with customer, as they are at the important side whether to the customer they serve and the employee they represent (Oldfield & Baron, 2000). Any action, manner, behavior and appearance of the frontline staff will describe the identity of that particular department (Edvandsson et al., 1994; Zeithaml & Bitner, 1996). Image or identity of the department is part from quality of service. Image such as prompt, accurate, dependably and delivering service as promised can built trust from customer to deal with.

Findings also show students perception towards quality of service at this department is not influenced by gender and year of study. Hill (1995) said that students perception of service provided are likely to change during the course of their studies and such change will not relate to actual changes in service quality. Besides that, hill also found that there is stability of students' expectations over time prior to arrival at university.

Most of respondent are dealing with Examination and Graduation Unit counter, followed by Course Registration and Admission and Record. Findings from this study indicated that Examination and Graduation Unit counter have a problem in term of service quality compared to the other counter. Management of this department should take possible action to improve student perceptions towards this counter. If this situations are not improved, it will tarnish the image of this

department and student will label this department are not putting priority to the customer.

The best step to improve performance or quality of service is through understanding customers' expectations. The core concept of this model is to measure and close the gap between customer expectations and perceptions. If service provider knows better customer expectations, they can provide service according to the customer needs. Through that, they will close the discrepancies and at the mean time customer satisfaction occurs.

Numerous of problem associated with the original SERVQUAL instrument as described in literature (Cronin & Taylor, 1992, 1994; Lee et al., 2000; Robledo, 2001; Cronin & Brady, 2001; Buttle, 1996; Llosa, 1998; Dyke et al., 1997; and Francheschini et al., 1998). Using of pair item sometimes makes the respondent confuse and they did not answer the form properly. Some of the respondent may fell bored to read the same statement twice. So the idea of using SERVPERF may be appropriate.

Another factor to be concern with is the operational definitions about expectations. Different people may have different interpretations about this term. As Llosa (1998) and Dyke et al. (1997) stated that customers' expectations could be divided into two types namely desired expectations and foretold expectations. This situation will give an impact to the results of the questionnaire. One possible

step is that researcher must explain the concept for this word in their questionnaire. Respondent will fill the questionnaire according to the concept earlier.

5.2   SERVICE QUALITY DIMENSIONS

Respondents (students) think that all dimensions of service quality are important. They rank tangible as the most important factor followed by assurance, responsiveness, reliability and empathy. Finding in this study is contrast with the literature review which rank reliability is the most important and tangible as the least important. In this situation, we can understand that students in this university will form their impressions about quality of service for that particular department through the appearance of the staff and facilities they have. When all the things and material associate to the service delivering are properly arrange then they will fell comfortable and confidence to deal.

Besides that, student rank assurance as second factor because knowledge and courtesy of employees will develop customer trust and confidence to get the service. Customer will feel safe to deal with certain department when they trust and confidence with the staff. Findings and comments from student also shown that student are more concern to the courtesy and knowledge of the staff.

After they feel save to deal with then only they think about the responsiveness and reliability factor, which they look for the staff's willingness to help customer and provide prompt service. Quality service should emphasis on doing thing right on the first time instead of rework to correct the fault. We as a customer usually expect to get the service immediately when we go to the service provider and we need a respond to our request. Customer will fell they are appreciate when the staff courteously explain the situation and try the best to solve the problem even though they do not get what they want. Customers also insist to get the service as promised. After all then only the respondent look for the caring and individualized attention from the staff.

Findings from this study indicate that responsiveness has the largest gap followed by reliability, assurance, tangibles and empathy. It means that staffs at this department are not showing their willingness to help students and provide prompt service. Students also put in their comment that services are not providing promptly as expected. Students or customer are hoping that all services rendered are dependably and accurate. It is because any mistake in their action will give an impact to their future and in the short term will raise the problem during in their study. Through analysis of all item, the largest gaps occurs on statement 5 shown that staff at this department are not delivering the service at the time they promise. Further more, students highlighted that staffs of this department are not showing the sincere interest in solving students' problems, as they do not understand the specific needs of the students.

5.3 ROLE OF THE CONSUMER

We are not denying the role of consumer in service delivering. As stated earlier in literature review, consumer in service is the person who are either receiving the service simultaneously or waiting in the line to get service sequentially. The most important thing is that they can influence whether the service effectively and efficiently delivered. It is because the characteristics of service are intangible, heterogeneous, inseparability of production and consumption and perishability (Zeithaml et al., 1985; Zeithaml & Bitner, 1996). In this case, customer can control and contribute to their own satisfaction.

Students have to understand the procedures and academic policies. With that, they can react as what the policies are. So in other words they will take the steps that will not give them a problem. As a result they will not facing a problem when dealing with this department because they are in the accurate track. Students have to play their role because they also contributed to the quality of output generated.

5.4 RECOMMENDATION

Based on the analysis of this study, there are a few recommendations to improve quality of service of this department. Management of this department must think that student's perceptions towards quality of service are important. It is because

students are the primary customers of this department. Further more UUM is now going to achieve "World Class University".

As to give customer satisfied with the service provided, management must think of to close the gap. In order to close the gap, service provider should understand the customer expectations. By understanding customer expectations, service provider can offer the service according to the customer expectations (gap 1), select the right service design and standards (gap 2), deliver service up to the standards required by customer (gap 3) and can match performance to promises (gap 4). If all the four gaps can be close, indirectly the "gap 5" will be close.

To appreciate more fully the benefits of using SERVQUAL, surveys should be conducted every year for the following reasons: -

i.   To allow yearly comparisons.

ii.   To determine how service improvements have affected customers' perception and expectations of the service overtime.

iii.   To determine the effectiveness of service development and improvement initiatives in targeted dimensions.

iv.   As a diagnostic tool in identifying possible area of concern before they become problems that could lead to dissatisfaction.

Organizations must be open to change in an effort to serve their customer better. Commitment to service quality starts from the top. Customer service requires a

dedication beginning at the management level and flowing through the organization. Anderson (1995) suggests that management should provide ongoing training in customer/staff relations. There must be a trade off of resource allocation for quality improvements efforts between high-tech and high-touch areas. According to Anderson, improving the speed and efficiency of service delivery cannot be allowed to overshadow the importance of human interactions elements inherent in any service delivery systems.

Denton (1989) suggested that training program to the staff is the way that can ensure excellent service quality. Training program will let the employee prepared to do a specific task or orient them to a particular area, which can maximize an employee's potential. If the employees have skill, it will give benefit to the organization in term of quicker decision-making. It is because decision making occurs at much lower level and will motivated the staff to do their job better.

Research shows that front-line service providers tend to treat customers the way they are treated. Organizations with poor service often treat their employees as if they were unimportant and unintelligent. Oldfield and Baron (2000) noted that the role of front-line service provider is important because customers will deal with them. Through their experience dealing with this person they will form their perception towards service quality at this department.

Besides that, other skill-based training successfully being used includes stress management, which in turn will reduce turn over of front line employee and at the mean time can increase customer satisfaction. Supervisors or superiors should develop their staffs' skills and attitudes needed to provide quality service such as skills for decision-making, listening, adaptive behavior and stress management. Perhaps the best single way to develop an effective service strategy is simply listen to the customers because customers are willing to tell organizations what they want. But to understand customer desires requires personal feedback. To improve this situations, service providers must continually explore new ways of providing services to their customers.

Another way to improve quality of service of this department is through creating the "customer friendly" environment. Every staff must put in their mind that student should be the priority in decision making. All the staff must have better knowledge of the work they did. Service provider must also decide or forecast how long the time they need to solve any problem or to complete any transaction. So that they can customer exactly when the service will perform. With that customer will feel comfortable and they can arrange their time accordingly.

Another important area is the dissemination of the information, which needed the student to take certain action. Some of the information may be at a short notice but normally decision to change any policy or procedures were made earlier and it

has an ample time to inform students. Information dissemination should use all communications channel available at the campus.

Management of this department could also conduct a survey to study the expectation and perception of staff compared to expectation and perceptions of student. It could be the best way to understand both party and can help management to close the gap. Besides that, this department needs to influence the students' expectation to ensure that they are realistic and that the department can fulfill them. Robledo (2001) suggested some tools that can be used are promotional campaign with suitable positioning statements, mission statements, consumer education program and consistent and excellent service delivery.

5.5   CONCLUSION

Delivering quality service has become an important goal for most higher education institutions. Practitioners often assume that quality service is the same as consumer satisfaction. This study attempt to investigate the students' perception towards quality of service provided by the Department of Academic Affairs. This study is expected to contribute some input to this department in order to improve their performance. The role of this department is important as the excellent of academic management will give positive impact to the university and indirectly will meet public expectations.

For the purpose of this study, SERVQUAL model were used. This model is generally used to measure customers' perception of service rendered. It is based on the gap model for measuring service quality across five dimensions by applications of an adaptable 22-item instrument. 375 samples have been choose and only 184 set f questionnaire were return.

Findings show that Department of Academic Affairs fail to meet service quality expectations. In other words, there are discrepancies between student expectations and perceptions. From analysis done, all the dimensions and item exhibited negative service gap. ANOVA test confirm that the five dimensions influenced the variances in the service quality. Results indicated that only 38 percent of the respondents were satisfied. Its means that there is an area that can be improved at this department.

Research found that respondents think that all dimensions of service quality are important but they rank tangible as the most important factor followed by assurance, responsiveness, reliability and empathy. In term of counter they are dealing with, Examination and Graduation counter is the counter that have problem in delivering quality service. Another important aspect to look into is the interaction between staffs and students as a customer. Staff behavior and the way they communicate with customer have big impact to quality of service. It is because they are the person that becomes the image of the department. They deal

directly with students and student will evaluate their performance and make a generalization for quality of service offered by this department.

As to improve this situation, several suggestions were recommended. Management of this department should emphasis on putting an effort to adjust service-delivering system according to the customer needs. Training should be providing to the staff as to improve their skill. SERVQUAL analysis should be done yearly so that they can compare their performance and make an adjustment if possible.

As a conclusion, SERVQUAL model is appropriate in measuring service quality in higher education with some adjustment in their instrument. It is because management can do comparisons between customer expectations and perceptions and improvement action can be done accordingly.

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APPENDIX

UNIVERSITI UTARA MALAYSIA

BORANG SOAL SELIDIK

PERSEPSI PELAJAR TERHADAP KUALITI PERKHIDMATAN JABATAN HAL EHWAL AKADEMIK

Tinjauan ini dijalankan untuk mengumpul maklumat mengenai jangkaan pelajar dan persepsi pelajar terhadap perkhidmatan di Jabatan Hal Ehwal Akademik (HEA). Hasil kajian akan memberikan maklumat yang berguna mengenai kekuatan dan kelemahan Jabatan Hal Ehwal Akademik. Soal selidik ini mengandungi empat (4) bahagian. Sila jawab semua soalan disetiap bahagian. Sekiranya anda ingin memberikan komen terhadap mana-mana soalan ataupun ingin menjelaskan jawapan anda, anda boleh menggunakan ruang yang disediakan atau dibahagian belakang soal selidik ini. Komen-komen anda akan dibaca dan akan diambil kira. *Segala maklumat yang diberikan adalah rahsia dan digunakan untuk tujuan penyelidikan ini sahaja.*

Terima kasih di atas bantuan anda.

Abd Rahman Mohd Isa

Bahagian A

Maklumat Peribadi

Arahan: Tandakan (√) pada ruangan yang berkenaan

1.   Jantina   [   ] Lelaki   [   ] Perempuan

2.   Tahun pengajian   [   ]   Tahun 1   [   ]   Tahun 2
                            [   ]   Tahun 3   [   ]   Tahun 4
                            [   ]   Tahun 5

3.   Secara purata nyatakan kekerapan anda berurusan dengan Jabatan Hal Ehwal Akademik dalam satu semester

        [   ]   Tidak pernah   [   ]   1 hingga 3
        [   ]   4 hingga 6   [   ]   7 hingga 10
        [   ]   Lebih dari 10

4.   Bilakah kali terakhir anda berurusan dengan Jabatan Hal Ehwal Akademik

        [   ]   Beberapa hari yang lalu   [   ]   Minggu lepas
        [   ]   Dua minggu lepas   [   ]   Bulan lepas
        [   ]   Lain-lain (Nyatakan)_____

5.   Kaunter terakhir anda berurusan di Jabatan Hal Ehwal Akademik

        [   ]   Unit Kemasukan dan Rekod
        [   ]   Unit Peperiksaan dan Pengijazahan
        [   ]   Unit Pendaftaran Kursus

Bahagian B

Arahan:
Berdasarkan pengalaman anda sebagai pelanggan di Jabatan Hal Ehwal Akademik (HEA), cuba bayangkan Jabatan HEA yang dapat memberikan kualiti perkhimatan yang cemerlang dan anda berasa selesa serta yakin untuk berurusan. Pada pendapat anda, sejauh manakah HEA perlu memiliki ciri-ciri seperti kenyataan-kenyataan berikut. *Sekiranya anda merasakan ciri-ciri tersebut perlu ada pada sebuah jabatan yang cemerlang, bulatkan nombor 5 dan jika sebaliknya bulatkan nombor 1. Sekiranya anda tidak mempunyai pandangan yang kuat terhadap kenyataan tersebut, bulatkan salah satu nombor diantara 2 dan 4.* Tiada jawapan yang betul atau salah. Apa yang penting adalah nombor yang dapat menggambarkan pandangan anda terhadap jabatan yang dapat memberikan kualiti perkhidmatan yang cemerlang

Sangat tidak bersetuju	Tidak bersetuju	Tidak Pasti	Bersetuju	Sangat bersetuju
1	2	3	4	5
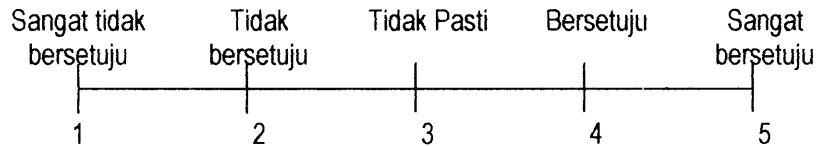
Bayangkan sebagai sebuah jabatan yang cemerlang, HEA perlu:

6.	Peralatan fizikal dapat dilihat dengan jelas	1	2	3	4	5
7.	Mempunyai peralatan yang canggih	1	2	3	4	5
8.	Kakitangan adalah profesional dan berpakaian kemas	1	2	3	4	5
9.	Peralatan yang berkaitan dengan perkhidmatan yang ditawarkan (seperti borang dan notis) disusun dengan teratur dan dapat dilihat dengan jelas	1	2	3	4	5
10.	Kakitangan sentiasa menunaikan janji	1	2	3	4	5
11.	Apabila anda menghadapi masalah, kakitangan akan menunjukkan keikhlasan untuk menyelesaikannya	1	2	3	4	5
12.	Kakitangan selalunya melakukan kerja yang betul pada kali pertama.	1	2	3	4	5
13.	Kakitangan akan memberikan perkhidmatan tepat pada masa yang telah dijanjikan	1	2	3	4	5
14.	Jabatan akan menekankan kepada maklumat yang tepat dan betul.	1	2	3	4	5
15.	Kakitangan akan memberitahu pelajar dengan tepat bilakah perkhidmatan tersebut akan diberikan.	1	2	3	4	5
16.	Kakitangan akan memberikan perkhimatan kepada pelajar dengan kadar segera.	1	2	3	4	5
17.	Kakitangan sentiasa bersedia membantu pelajar.	1	2	3	4	5
18.	Kakitangan sentiasa memberi respon terhadap segala yang ditanya oleh pelajar.	1	2	3	4	5
19.	Anda akan berasa yakin dengan kakitangan Jabatan yang cemerlang.	1	2	3	4	5
20.	Anda berasa selamat ketika menerima perkhidmatan.	1	2	3	4	5
21.	Kakitangan sentiasa bersopan santun ketika berurusan dengan pelajar.	1	2	3	4	5
22	Kakitangan berpengetahuan dalam menjawab soalan-soalan anda.	1	2	3	4	5
23.	Kakitangan memberikan perhatian secara peribadi.	1	2	3	4	5
24.	Waktu operasi sesuai untuk pelajar.	1	2	3	4	5
25.	Kakitangan memberi perhatian secara individu.	1	2	3	4	5
26.	Jabatan meletakkan pelajar sebagai keutamaan.	1	2	3	4	5
27.	Kakitangan memahami keperluan pelajar.	1	2	3	4	5

Bahagian C

Arahan:

Kenyataan berikut merupakan pandangan/persepsi anda terhadap perkhidmatan yang anda terima di HEA. Bagi setiap kenyataan, pada pendapat anda sejauh manakah HEA mempunyai ciri-ciri seperti yang dinyatakan. Sekali lagi bulatkan nombor *1 sekiranya anda amat tidak bersetuju bahawa HEA mempunyai ciri-ciri tersebut dan bulatkan 5 sekiranya anda amat bersetuju. Anda boleh membulatkan nombor diantara 1 dan 5 bagi menggambarkan pandangan/persepsi anda.* Tiada jawapan yang betul atau salah. Apa yang dipentingkan adalah skor yang benar-benar menggambarkan pandangan/persepsi anda terhadap perkhidmatan yang anda terima di HEA.
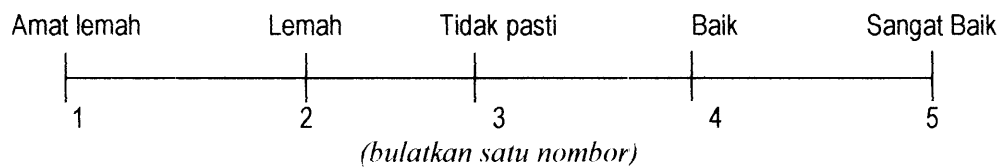
Sangat tidak bersetuju	Tidak bersetuju	Tidak pasti	Bersetuju	Sangat bersetuju
1	2	3	4	5
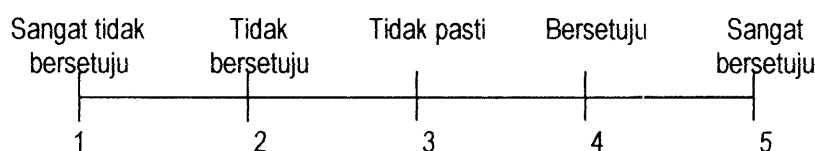
Perkhidmatan yang telah anda terima di HEA

28.	Peralatan fizikal dapat dilihat dengan jelas	1	2	3	4	5
29.	Mempunyai peralatan yang canggih	1	2	3	4	5
30.	Kakitangan adalah profesional dan berpakaian kemas	1	2	3	4	5
31.	Peralatan yang berkaitan dengan perkhidmatan yang ditawarkan (seperti borang dan notis) disusun dengan teratur dan dapat dilihat dengan jelas	1	2	3	4	5
32.	Kakitangan sentiasa menunaikan janji	1	2	3	4	5
33.	Apabila anda menghadapi masalah, kakitangan akan menunjukkan keikhlasan untuk menyelesaikannya	1	2	3	4	5
34.	Kakitangan selalunya melakukan kerja yang betul pada kali pertama.	1	2	3	4	5
35.	Kakitangan akan memberikan perkhidmatan tepat pada masa yang telah dijanjikan	1	2	3	4	5
36.	Jabatan akan menekankan kepada maklumat yang tepat dan betul.	1	2	3	4	5
37.	Kakitangan akan memberitahu pelajar dengan tepat bilakah perkhidmatan tersebut akan diberikan.	1	2	3	4	5
38.	Kakitangan akan memberikan perkhimatan kepada pelajar dengan kadar segera.	1	2	3	4	5
39.	Kakitangan sentiasa bersedia membantu pelajar.	1	2	3	4	5
40.	Kakitangan sentiasa memberi respon terhadap segala yang ditanya oleh pelajar.	1	2	3	4	5
41.	Anda akan berasa yakin dengan kakitangan Jabatan yang cemerlang.	1	2	3	4	5
42.	Anda berasa selamat ketika menerima perkhidmatan.	1	2	3	4	5
43.	Kakitangan sentiasa bersopan santun ketika berurusan dengan pelajar.	1	2	3	4	5

44	Kakitangan berpengetahuan dalam menjawab soalan-soalan anda.	1	2	3	4	5
45.	Kakitangan memberikan perhatian secara peribadi.	1	2	3	4	5
46.	Waktu operasi sesuai untuk pelajar.	1	2	3	4	5
47.	kakitangan memberi perhatian secara individu.	1	2	3	4	5
48.	Jabatan meletakkan pelajar sebagai keutamaan.	1	2	3	4	5
49.	Kakitangan memahami keperluan pelajar.	1	2	3	4	5

Bahagian D:

Maklumat Umum

50. Secara keseluruhannya, kualiti perkhidmatan yang ditawarkan oleh HEA adalah:

Amat lemah	Lemah	Tidak pasti	Baik	Sangat Baik
1	2	3	4	5

(bulatkan satu nombor)

51. Tahap kepuasan anda terhadap perkhidmatan yang diberikan oleh HEA adalah:

Sangat tidak memuaskan	Tidak memuaskan	Tidak pasti	Memuaskan	Sangat memuaskan
1	2	3	4	5

(bulatkan satu nombor)
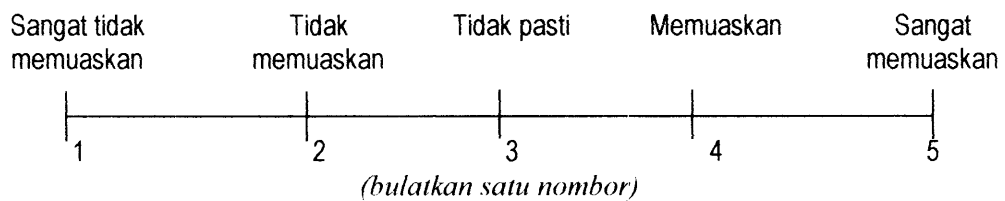
Sekiranya anda ingin memberikan sebarang komen atau pandangan tentang kualiti perkhidmatan yang ditawarkan oleh HEA, sila gunakan ruang di bawah untuk tujuan tersebut.

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_____

Terima kasih di atas bantuan anda.

Oneway

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
PETANGIB	Between Groups	.200	2	.100	.114	.892
	Within Groups	158.457	181	.875		
	Total	158.657	183			
PERESP	Between Groups	.710	2	.355	.292	.747
	Within Groups	220.347	181	1.217		
	Total	221.057	183			
PERELIA	Between Groups	10.686	2	5.343	4.120	.018
	Within Groups	234.711	181	1.297		
	Total	245.397	183			
PEASSURA	Between Groups	1.372	2	.686	.666	.515
	Within Groups	186.273	181	1.029		
	Total	187.645	183			
PEEMPATH	Between Groups	1.127	2	.563	.537	.586
	Within Groups	190.046	181	1.050		
	Total	191.172	183			
OVERALL	Between Groups	.770	2	.385	.437	.647
	Within Groups	159.588	181	.882		
	Total	160.357	183			

Post Hoc Tests

Multiple Comparisons

Bonferroni

Dependent Variable	(I) KAUNTER	(J) KAUNTER	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
PETANGIB	Unit Kemasukan dan Rekod	Unit Peperiksaan dan Pengijazahan	.0749	.18926	1.000	-.3825	.5322
		Unit Pendaftaran Kursus	.0139	.19465	1.000	-.4565	.4842
	Unit Peperiksaan dan Pengijazahan	Unit Kemasukan dan Rekod	-.0749	.18926	1.000	-.5322	.3825
		Unit Pendaftaran Kursus	-.0610	.15389	1.000	-.4329	.3109
	Unit Pendaftaran Kursus	Unit Kemasukan dan Rekod	-.0139	.19465	1.000	-.4842	.4565
		Unit Peperiksaan dan Pengijazahan	.0610	.15389	1.000	-.3109	.4329
PERESP	Unit Kemasukan dan Rekod	Unit Peperiksaan dan Pengijazahan	.1033	.22319	1.000	-.4361	.6426
		Unit Pendaftaran Kursus	-.0303	.22953	1.000	-.5849	.5244
	Unit Peperiksaan dan Pengijazahan	Unit Kemasukan dan Rekod	-.1033	.22319	1.000	-.6426	.4361
		Unit Pendaftaran Kursus	-.1335	.18147	1.000	-.5720	.3050
	Unit Pendaftaran Kursus	Unit Kemasukan dan Rekod	.0303	.22953	1.000	-.5244	.5849
		Unit Peperiksaan dan Pengijazahan	.1335	.18147	1.000	-.3050	.5720