

Service Quality affecting to the Students' Satisfaction of Student affair Office in Linyi University, China

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Abstract

The purposes of this research were 1) to study student' satisfaction of the service provided by the University 2) to study service quality of Student Affairs Department in University. And 3) to study relationship between service quality and students' satisfaction of the service provided by the University. The quantitative analysis method is applied in this research, based on the SERVQUAL model of perceived service quality theory, combined with the actual service quality of a university student work department, according to five dimensions (reliability, tangibility, assurance, responsiveness, and empathy). The samples consisted of 416 students in the university. The research instrument was a questionnaire that had the overall reliability of 0.86. The statistics used in data analysis including percentage, mean, standard deviation and hypothesis testing by ANOVA and Regression coefficient

The research results found that; 1) The students' satisfaction of the service provided by the University, overall, at a high level. In addition to, the highest level of satisfaction was the convenience; the subordinate aspects were the courtesy, the coordination and the information 2) The service quality of the University, overall, at a high level. In addition to, the highest level of service quality was the responsiveness and empathy of service quality and 3) The overall relationship between service quality and students' satisfaction of the service provided by Linyi university in the whole have the positive correlation as a high level

Keywords: Service Quality, Satisfaction, Tangibility, Reliability, Responsiveness

Introduction

Rationale and Statement of the problem

Student satisfaction is a key indicator for a higher educational institutional success. As China is envisioning to become a global educational hub. This challenge is only one of several that surround quality improvement efforts in higher education with the increasingly competition in recent years, the once quality- and scientific-achievement-oriented universities are now shifting gears to focus more on the students' satisfaction with service quality. University students are recipients of services and have the attributes of consumer. Students' satisfaction is an important index for the University quality evaluation. Therefore, improving the service quality has become a main focus that universities are paying attention to. The student affairs office of universities serve as Front door to take care of students first impression, and the quality of student service affects the level of student satisfaction. However, in real life, there are many problems occurs such as low service efficiency, out of dated service facilities, poor personal service quality and student satisfaction, etc. In order to continuously improve the service quality and student satisfaction, this research is carried out. (Liu, & Xie, 2017) (Kuo, & Wu, C. 2015) (Leblanc, & Nguyen, 2018)

A. Parasuraman, Valarie Zeithaml and Leonard L. Berry (1985) released the SERVQUAL questionnaire for the first time to measure the quality of the service sector. Many subsequent scholars have carried out related research on service quality in different fields, but most research focused on business services, which may not represent those of the student affairs department in a university. (Liu, & Chen, 2020) (Chen, et al., 2019) (Shao, & Qi, 2017)

Objectives of Research

1. To study student' satisfaction of the service provided by Linyi University
2. To study service quality of Student affairs office in Linyi University
3. To study relationship between service quality and students' satisfaction of the service provided by Linyi University.

Literature Reviews

Introduction

First published in 1985 by A. Parasuraman, Valarie Zeithaml, and Leonard L. Berry, though with the intention for the service sector, the SERVQUAL questionnaire represented a breakthrough in the methodology applied in measuring service quality. SERVQUAL is a multidimensional research tool designed to capture consumer expectations and perceptions of services across five dimensions considered to represent service quality. SERVQUAL is based

on the expectation-disapproval paradigm. To be more specific, it scales service quality based on the degree to which consumers' expectations of quality before consumption are confirmed or negated by their actual perception of the service experience. The diagnostic value of the instrument is supported by a model of service quality that forms the conceptual framework for developing the scale (i.e., instrument or questionnaire). This tool has been used in a wide variety of environments and cultures and has been found to be relatively robust. It has become the main measure in the field of service quality. (Zeithaml, et al., 1990; Oliveira, et al., 2017; Hsu, et al., 2021)

Related Concept, Theory and Previous Researches

Since its debut, many similar researches have on the influencing factors of students' satisfaction with service quality been conducted. When exploring the influencing factors of college students' service quality, it mainly revolves around the five dimensions of service quality, namely tangibility, reliability, responsiveness, assurance, and empathy. The research results are also mainly used in the University's reforms to improve the quality of student services in order to improve the satisfaction of college students.

Service Quality

According to Tjiptono (2004), service quality is the level of quality that consumers expect to meet ones' desires. If consumers claims that the services, they receive has met their needs and expectations or even exceed their expectations, then the quality of services is considered good, excellent, or satisfactory. Besides, the definition of service quality according to Mauludin shows that service quality is the difference between the reality and the customer's expectations of the subscription received or obtained. According to Tjiptono's Lewis & Booms (2012), service quality is simply a measure of how well the level of service provided meets customer expectations". According to Harfika and Abdullah (2017), there are five dimensions of service quality shown as below: (Tjiptono, 2004; Trakulkasemsuk, Sinjindawong & Manisri, 2010; Mauludin, 2019; Harfika, & Abdullah, 2017; Navavongsathian, Vongchavalitkul & Limsarun, 2020; Limsarun, Navavongsathian, Vongchavalitkul & Damrongpong, 2021; Chavengsup, Rungrueng & Wonglek, 2021 ; Thongkhum, Wingwon & Piriayakul, 2022).

1) Tangibility: The ability of a company to demonstrate its existence to the outside world. The appearance and competence of employees, the reliable physical facilities and infrastructure of the company, and the state of the surrounding environment are one way in which service companies provide quality service to their customers.

2) Reliability: A company's ability to deliver services exactly as promised. Reliable performance must meet customer expectations, which is reflected in equal service to all customers in a timely, error-free manner and with a high degree of accuracy.

3) Responsiveness: The willingness to help customers and the ability to provide service quickly and accurately. Delivering a clear message, ignoring and keeping customers waiting for no reason can lead to negative perceptions of service quality.

4) Assurance: The knowledge, courtesy and competence of the company's employees in order to develop customers' trust in the company.

5) Empathy, provide customers with sincere services that are more in line with individual needs, pay attention to the specific needs of customers, and provide customers with comfortable operating hours.

Through the above literature, service quality plays a vital role in student satisfaction, and the tangibility, reliability, responsiveness, assurance, and empathy of service quality directly determine the quality of service.

Student Satisfaction is one's feeling of pleasure or disappointment after comparing something. It is based on the comparison between the expected performances (results) of the product with the actual ones. If the performance underachieved than expected, customers would be dissatisfied. If the performance meets its expectations, the customer would be satisfied. Customers are very satisfied or happy if performance exceeds expectations (Kotler, 2016). According to Phillip Kotler and Kevin Lane Keller (2015),

From the above definitions, we can see that students' satisfaction with service quality is the feeling when students receive the services provided by the University and compare the service quality. If the service quality is lower than the students' expectations, then the students will be dissatisfied. If the service quality meets the student's expectation, the student is satisfied. If the service quality exceeds the student's expectation, the student is very satisfied

Hypothesis

There is a positive relation between the service quality of a student affairs department in a university and their impacts on student satisfaction. That is, the five dimensions of service quality, tangibility, reliability, responsiveness, assurance, and empathy, having a certain impact on student satisfaction.

Research Methods

This research uses quantitative research method as the survey method. Through questionnaire survey, the researcher has adopted the deductive approach in writing this paper, in which the evidences are mainly supported by existing researches empirical evidences. Hence, the reviewed of journal articles, publications and cases relating to a selected organization to review the concepts and applications related to student satisfaction in education industry.

Research Basis and Purposes

University students' satisfaction with service quality has attracting more and more attention. Although there are many studies on service quality satisfaction, they're still at the level of service quality analysis, which cannot be directly used for reference and implementation. There is an urgent need for more effective investigation of the University's own situation to form more complete and practical data chain, to comprehensively discuss the current status of the service quality of a student department in a university, to accurately grasp the real problems in the service quality, and to further discuss them.

This research conducts mainly through the survey of college students with different majors and different grades in a certain university, by distributing questionnaires to understand their cognition of service quality and the current status of service quality satisfaction. Through the above investigations, multi-dimensional and multi-level analysis and research, we aim at obtaining detailed and accurate results, which will become the most accurate data source for the paper.

Questionnaire Design and Survey Implementation

The design of the questionnaire is oriented toward the survey of students in a certain university, with the intention to understand the service quality of the student affairs office and student satisfaction. The content of each questionnaire has its own emphasis. The questionnaire focuses on the influence of five dimensions of Service quality, Tangibility, Reliability, Responsiveness, Assurance, and Empathy, on student satisfaction through personal basic information, service quality, and student satisfaction. In this survey, random sampling, and the samples were determined by Kreicie and Morgan Table and used a simple random sampling method. (Leekitchwatana, 2022, 169, 180 - 183). The questionnaires are released online via "Questionnaire Star", and the online questionnaires are sent to students according to different majors and level through student

The samples were the students of Linyi University, China, who were registration in the academic year 2023 around 12,000 students and collect data in amount of 416 students.

Research Results

Reliability analysis

Table 1. Reliability Statistics

variable	Cronbach's	
	Alpha	N of Items
Tangibility	.87	5
Reliability	.86	5
Responsiveness	.85	5
Assurance	.84	5
Empathy	.83	5
Student Satisfaction	.90	10

It can be seen from Table 1. that the overall reliability of 0.86 and the variable coefficient is greater than 0.85, indicating that the internal consistency of the questionnaire is very high and almost completely acceptable. The reliability and quality of the research data was also high.

2. Analysis of basic information of samples

2. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	219	52.6	52.6	52.6
	Female	197	47.4	47.4	47.4
	Total	416	100.0	100.0	

3. Year of study at the University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First year	63	15.1	15.1	15.1
	Second Year	80	19.3	19.3	19.3
	Third Year	64	15.4	15.4	15.4
	Fourth year	136	32.7	32.7	32.7
	Other	73	17.5	17.5	17.5
	Total	416	100.0	100.0	

4. Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	undergraduate	341	82.0	82.0	82.0
	Master Degree	50	12.0	12.0	12.0
	Doctoral degree	25	6.0	6.0	6.0
	Total	416	100.0	100.0	

It can be seen from Table 2 that the sample selection is based on the ratio of male and female students in the surveyed colleges and universities. The ratio of the sample to the total number of students is close to 1:2, suggesting that the data is reasonable.

It can also be seen from Table 4-3 that the survey objects are distributed in each the students, which can clearly explain the views and requirements of students at different stages on service quality, ensuring the accuracy of the data.

Finally, we showed in Table 4 that in order to ensure the cognition of service quality by students of different level of education in Linyi University, the survey and statistical analysis of students in the three levels are carried out to ensure the integrity and authenticity of the sample, which is more representative of Linyi University overall level.

Result analysis

5. Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Sumresponsiveness, SumTangibility, SumEmpathy, SumReliability, SumAssurance ^b	.	Enter

a. Dependent Variable: Sumsatisfaction

b. All requested variables entered.

6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.924 ^a	.855	.853	.30996

a. Predictors: (Constant), Sumresponsiveness, SumTangibility, SumEmpathy, SumReliability, SumAssurance

It can be seen from the above table that the service quality (tangibility, reliability, responsiveness, assurance, and empathy) is used as the independent variable, and student satisfaction is used as the dependent variable for linear regression analysis. It can also be seen from the above table that the model The R-squared value was 0.855, meaning that service quality explained 85.5% of the variation in student satisfaction.

7 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	132.617	5	26.523	76.507	.000 ^b
	Residual	142.139	410	.347		
	Total	274.755	415			

a. Dependent Variable: Sumsatisfaction

b. Predictors: (Constant), Sumresponsiveness, SumTangibility, SumEmpathy, SumReliability, SumAssurance

It can be seen from the above table that when the F test is performed on the model, it is found that the model passes the F test ($F=76.507$, $p=0.000<0.05$), which means that the model construction is meaningful.

8. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1	(Constant)	1.180	.128		9.228	.000
	Sum _{Tangibility}	.221	.078	.245	2.821	.005
	Sum _{Reliability}	.021	.086	.022	.247	.805
	Sum _{responsiveness}	.146	.073	.160	1.999	.046
	Sum _{Assurance}	.134	.077	.141	1.732	.084
	Sum _{Empathy}	.156	.076	.169	2.057	.040

a. Dependent Variable: Sumsatisfaction

As can be seen from the above table, Sum_{Tangibility}.Sum_{Reliability}.Sum_{Assurance}. Sum_{Empathy}. Sum_{responsiveness} is used as an independent variable, whereas Sum_{satisfaction} is used as a dependent variable for linear regression analysis. As can be seen from the above table, the model formula is as follows:

$$\text{Sum}_{\text{satisfaction}} = 1.180 + 0.221 * \text{Sum}_{\text{Tangibility}} + 0.021 * \text{Sum}_{\text{Reliability}} + 0.146 * \text{Sum}_{\text{responsiveness}} + 0.134 * \text{Sum}_{\text{Assurance}} + 0.156 * \text{Sum}_{\text{Empathy}},$$

the R square value of the model is 0.855, which means that $\text{Sum}_{\text{Tangibility}}$, $\text{Sum}_{\text{Reliability}}$, $\text{Sum}_{\text{Assurance}}$, $\text{Sum}_{\text{Empathy}}$, $\text{Sum}_{\text{responsiveness}}$ can explain 85.5% of the changes in $\text{Sum}_{\text{satisfaction}}$. When the F test was performed on the model, it was found that the model passed the household test ($F=76.507$, $p=0.000 < 0.05$), which means that at least one of $\text{Sum}_{\text{Tangibility}}$. There is autocorrelation, there is no correlation between the sample data, and the model is better. The final specific analysis shows that:

The regression coefficient of $\text{Sum}_{\text{Tangibility}}$ is 0.221 ($=2.821$, $p=0.005 < 0.01$), which means that $\text{Sum}_{\text{Tangibility}}$ will have a significant positive effect on $\text{Sum}_{\text{satisfaction}}$.

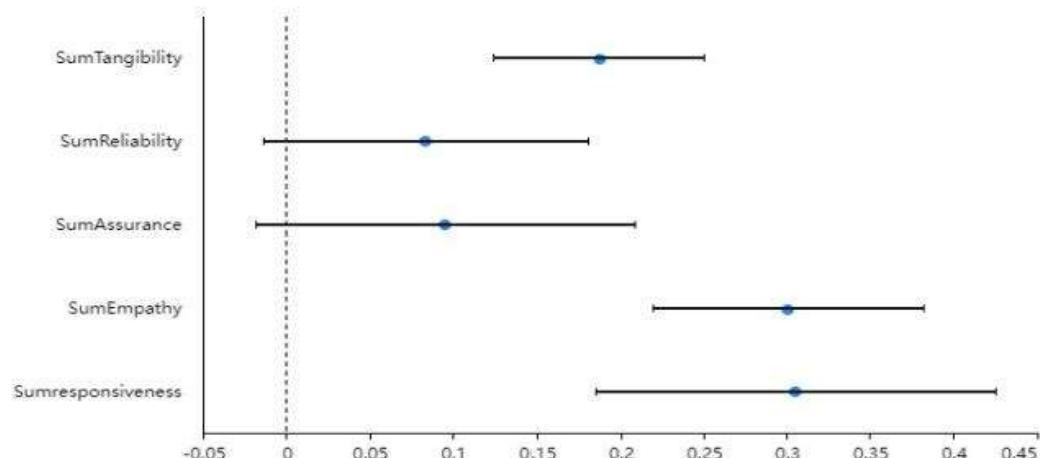
The regression coefficient of $\text{Sum}_{\text{Reliability}}$ is 0.221 ($=0.247$, $p=0.805 > 0.05$), which means that $\text{Sum}_{\text{Reliability}}$ will not affect $\text{Sum}_{\text{satisfaction}}$.

The regression coefficient of $\text{Sum}_{\text{responsiveness}}$ is 0.146 ($=1.999$, $p=0.046 > 0.05$), which means that $\text{Sum}_{\text{responsiveness}}$ will have a significant positive effect on $\text{Sum}_{\text{satisfaction}}$.

The regression coefficient value of $\text{Sum}_{\text{Assurance}}$ is 0.134 ($=1.732$, $p=0.084 > 0.01$), which means that $\text{Sum}_{\text{Assurance}}$ will not affect $\text{Sum}_{\text{satisfaction}}$.

The regression coefficient value of $\text{Sum}_{\text{Empathy}}$ is 0.156 ($=2.057$, $p=0.040 < 0.01$), which means that $\text{Sum}_{\text{Empathy}}$ will have a significant positive impact on $\text{Sum}_{\text{satisfaction}}$.

The summary analysis shows that: $\text{Sum}_{\text{Tangibility}}$, $\text{Sum}_{\text{responsiveness}}$, $\text{Sum}_{\text{Empathy}}$ will have a significant positive impact on $\text{Sum}_{\text{satisfaction}}$. But $\text{Sum}_{\text{Reliability}}$, $\text{Sum}_{\text{Assurance}}$ will not affect $\text{Sum}_{\text{satisfaction}}$.



Conclusions

The results of this study showed that the service quality of a student affairs office in Linyi university is better, and the student satisfaction is higher. The responsiveness and

empathy of service quality have the greatest impact on student satisfaction, followed by the impact of tangibles, with the impact of reliability and assurance being lowest. It is suggested that the student affairs departments of colleges and universities improve the response efficiency of service quality, put themselves in the consideration of students, continuously improve service facilities, and improve student satisfaction.

Recommendations

Improving student services office valued

We suggest optimizing the student service infrastructure, creating a "one-stop" service community for students, improving the intelligence level of the service community, and providing students with a warm, comfortable, good communicated and practical service environment. Such as, purchasing modern service facilities that meet the needs of students, and improve the conditions for serving students and enrich the types of student service facilities

Establish service concept and service awareness

The service personnel of the student affairs department need to strengthen the "student-oriented" service concept and should always implement the service awareness of "for all students, in service work. Adjusting working attitudes, adjusting work-mentality, and created new ways of working and respond to students' needs. We also suggest that the university continuously improve the assessment mechanism and incentive valued, clarify the work objectives and responsibilities of each service position, and incorporate service efficiency, service level, and student satisfaction into the scope of the assessment work.

Strengthening Humanistic Care for Student Services office

University service personnel should have a comprehensive understanding of students in their daily work, implementing hierarchical daily management and services according to the individual conditions of each the students, so that students can truly feel the warmth from their hearts. University should carry out more projects for personalized services such as students' mental health and employment guidance. It is also recommended that effectively implementing the comprehensive service system for students, requiring teachers guidance and assistance to students, counselors to look after students' development, and resolving problems are all crucial.

Develop smart campus services

Through the Internet of Things (IoT) and intelligent perception technology, we recommend building a smart campus management and information support platform,

integrating campus resources, and developing smart services. By using big data technology to provide support for decision-making of the University managers, smart campuses can promote continuous optimization or re-engineering of management service processes, while innovating management service models, realizing business collaboration, and unifying service platforms within the University and departments

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