

UNIVERSITY OF SOUTHWALES

Measuring Service Quality in Higher Education from the Students Perception in Abu Dhabi University

Faisal AlSaeedi

2/23/2020

ACKNOWLEDGMENT

I would like to express my appreciation and sincere gratitude to my research supervisor _____ for her valuable help and guidance, her keen interest and motivation helped me reaching my aims. It was an outstanding time spend with her, I always felt comfortable working with her. Heartfelt thanks to _____ (new supervisor) who encouraged me to complete the critical phases of my work with her technical expertise. A special thanks to Muhammad Noman waheed, for the guidelines and instructions to use the HedPERF models.

I would like to specially thanks my parents for their support to go for my research with devotion. I wish to express my special and heartfelt thanks to my sisters who always remind me to reach my aims. Finally I would like to thanks all the faculty members of the University of South Wales, UK.

Abstract

Higher education institutions that need to understand the perception of the students about the services provided require a service quality measurement tool to achieve this purpose. The Higher Education Performance (HEdPERF) model is one such measuring tool that is specially made for educational institutions in order to examine and analyse the various parameters that constitute a valid ranking of the institute. This study uses the HEdPERF model to measure the student's perception about Abu Dhabi University and its three colleges. In accordance with the model the University is measured on the basis of a design survey questionnaire that parameterises various aspects about the students and a University into six factors – Non-academic, Academics, Reputation, Problem Solving, Understanding and Gain Access. Using these factors the student perception about the University was formulated into a five point rating scale spread over forty one questions testing the significance of agreement or disagreement held in positivistic view about the University's various services. The survey responses were also collected through various methods to ensure there minimisation of any possible bias that may arise due to several socio-political factors. The results of these responses reveal various aspects about Abu Dhabi University's three colleges in terms of the six factors. Since the responses were restricted to measurement only no technical recommendations were suggested, although where necessary short comings of the University as per student perception was highlighted.

Table of Contents

Abstract	i
Chapter I - Introduction.....	1
1.1. Research Background.....	1
1.2. External Context.....	3
1.3. Internal Context	4
1.4. Aims & Objectives	5
1.5. Limitations & Ethical Considerations	8
Chapter II - Literature Review	11
2.1. Relevance to Topic of Academic Literature Review	11
2.2. Quality in Higher Education.....	18
2.3. Service Quality in higher Education	18
2.4. The Nature of Services	20
2.5. The Construct of Service Quality.....	21
2.6. Literature Review Summary.....	23
Chapter III - Research Methodology.....	24
3.1. Introduction.....	24
3.2. Research Philosophy.....	25
3.2.1. Ontology	26
3.2.2. Epistemology	27
3.3. Sampling Criteria	28
3.4. Data Collection	29
3.5. Reliability and Validity	32
3.5.1. Reliability	33
3.5.2. Validity	34
3.6. Pre-testing the Questionnaire	35
3.7. Ethical Considerations.....	36
3.8. Data Analysis	37
Chapter IV – Research Analysis, Findings and Discussion	39
4.1. Academics Service Quality of Abu Dhabi University Colleges	44
4.2. Facilitation Service Quality of Abu Dhabi University Colleges.....	46
4.3. Market Outlook Service Quality of Abu Dhabi University Colleges.....	48
4.4. Administrative Service Quality of Abu Dhabi University Colleges.....	50

Measuring Service Quality in Higher Education

4.5. Student Affairs Dealing Service Quality of Abu Dhabi University Colleges.....	52
4.6. Factor Analysis	54
4.7. Confirmatory Factor Analysis.....	57
4.8. Reliability Analysis	58
4.9. Validity Test	59
4.10. Multiple Regression Analysis.....	60
Chapter V – Conclusion and Future Work.....	62
5.1. Conclusion.....	62
5.2. Future Work.....	64
References.....	66
Appendix.....	71
Appendix A - Survey Questionnaire	71
Appendix B - Online Survey Questionnaire	77
Appendix C – Online Survey Education Completed.....	79
Appendix D – Online Survey Age Group.....	80
Appendix E – Online Survey Gender Distribution	81
Appendix F – Online Survey Citizenship	82
Appendix G – Online Survey College Enrolment.....	83
Appendix H – Online Survey Service Quality Rating.....	85

List of Figures

Figure 1 Development and Validation of HEdPERF.....	30
Figure 2 Academic Aspects	35
Figure 3 the Relationship between Academic Aspects and Overall Service Quality.	38
Figure 4 Gender and Service Quality Dimensions.....	38
Figure 5 Parameters of investigation for colleges according to the student survey ratings.....	39
Figure 6 Manual Survey respondents' education qualification.....	41
Figure 7 Manual Survey respondents' age group.....	42
Figure 8 Manual Survey Gender Distribution.....	42
Figure 9 Manual Survey respondents' Emirati citizenship	43
Figure 10 Manual Survey respondents' status of study in Abu Dhabi University	43
Figure 11 Manual Survey respondents' college of study	44
Figure 12 Manual Survey respondents' (Female) perception about Abu Dhabi University Academics regarding its Faculty.....	45
Figure 13 Manual Survey respondents' (Male) perception about Abu Dhabi University Academics regarding its Faculty.....	46
Figure 14 Manual Survey respondents' (Female) perception about Abu Dhabi University's provisions and facilities	47
Figure 15 Manual Survey respondents' (Male) perception about Abu Dhabi University's provisions and facilities	48
Figure 16 Manual Survey respondents' (Female) perception about Abu Dhabi University's Market Outlook	49
Figure 17 Manual Survey respondents' (Male) perception about Abu Dhabi University's Market Outlook	50
Figure 18 Manual Survey respondents' (Female) perception about Abu Dhabi University Administration	51
Figure 19 Manual Survey respondents' (Male) perception about Abu Dhabi University Administration..	52
Figure 20 Manual Survey respondents' (Female) perception about Abu Dhabi University's Student Affair Dealings.....	53
Figure 21 Manual Survey respondents' (Male) perception about Abu Dhabi University's Student Affair Dealings.....	54

List of Tables

Table 1 Research Paradigm.....	25
Table 2 Description for Research Design	26
Table 3 Results of factor analysis.....	55
Table 4 Uni-dimensionality for the six service quality constructs.....	58
Table 5 Correlation matrix of service quality dimensions	58
Table 6 Correlations among the six factors of service quality and its criteria.....	59
Table 7 Relative importance of six dimensions in predicting service quality level.....	60

Chapter I - Introduction

1.1. Research Background

Excellences in satisfying customers are one of the important step towards finding success in service industries and among manufacturers of any product that needs reliable services. (Zeithmal, 1990, p. 2).

Nowadays in an environment where the level of competitiveness has increased in every field, the key factor to get edge over the competitors is through best possible service quality which ultimately improves customer satisfaction, thus increases the number of customer and outputting more profit. The significance of the service quality concept drives researchers and scholars to address this issue and to investigate it further across different service sectors (Albassam & Alshawi, 2010).

Due to this reason, in past two decades service quality has been a matter of focus and concern for the improvement in any business. Several research studies have analysed, examined and investigated its nature in the traditional face-to-face service environment. Moreover, numerous traditional service quality models have been developed to assess and evaluate service quality performance. The service sectors are playing an increasingly important role in the economy of many organisations. In today's world of global competition, rendering quality service is the key to success and many experts concur that the most powerful competitive trend currently shaping marketing and business strategy is service quality (Rasli, Shekarchizadeh, & Iqbal, 2012).

To give attention to the education sector Spadling (Education and the Higher Life, 2007, p. 31) presents an interesting general thought that learning is acquaintance with what others have felt, thought and done, and that knowledge is the result of what we ourselves have felt, thought, and done. Hence in this regard a person is best knowledgeable when an individual has taught oneself. This brings into perspective the purpose of acquiring knowledge, which should be to enlighten, encourage, and bring wisdom to the mind rather than to make it a depot of information storage. The great educational in problem has been and still persists is to find the manner of harnessing the interest and motivation to pursue a learning interest instead of coercively admitting oneself into rigor that damages creativity and inhibits narrow-minded repetition. In light of the rise in tuition fees, university funding cuts and fears of declining student numbers,

gaining a sustainable competitive advantage in the higher education sector is at the forefront of University agendas. The education sector is divided into intangible service sector. There are many ways to have a competitive edge in the market by offering quality educational services. (BEAUMONT, 2012).

Service quality is a prevalent driver and a key strategic issue on any organisational management's agenda. There is no surprise if academicians and practitioners are always keen to measure service quality to find best possible ways in order to improve quality and to get competitive advantages (Parasuraman & Zeithmal, 1994). The pressures driving successful organisations toward top quality services make the measurement of service quality and its subsequent management of utmost importance. Interest in the measurement of service quality is thus understandably high. However, the problem inherent in the implementation of such a strategy has been compounded by the abstract nature of service quality structure, making it somewhat challenging to define and measure. Though researches have devoted a great deal of attention to improve service quality, but there are still some unresolved issues that need to be investigated and addressed which will be explored in this study.

Research gathered through the use of focus groups as the method of data collection incorporates both quantitative and qualitative techniques to devise a methodology with conclusive verifiable results and increase the credibility of findings. Such studies have provided University managements with an overview of their current status of service quality. These studies also offer suggestions that could be implemented to improve service quality, given the limited resources available to management. Due to dynamic nature of service quality, it is vital to pursue the researches in order to investigate further researches to make sure that in education sector the educational institutes' remains competitive in what is an progressively turbulent environment. Professors in the literature and survey has identified poor course evaluation, students concerning over job security are the causes of lack of student interest in the study where on the other hands, higher education institutes are also struggling to educate students to avoid plagiarism as it has become an increasing problem in United Arab Emirates (UAE) which is the output of naivety among the students where they believe that by sharing the work is easy and helpful rather than an act questioning academic ethics. (Wilkins & Balakrishnan, Student perception of study at international branch, 2012).

One of the fundamental points that need to be addressed is that although educational institutes of UAE are investing heavily to satisfy their principal customers i.e. students, parents, teachers and education commissions, the crucial aspect that they are falling short on is the enhancement and convenience in the level of education with the rapidly growing technological advancements of today. This approach needs to be figured out so that the students who are about to graduate and existing graduates would find easy employability in their respective fields of concern as well as become aware of the current technology, procedures and standards. In this way the focus in this document concerns research about an institute located in UAE. Thereby it is necessary to mention a general view of service quality of higher education in UAE. The United Arab Emirates is going to be the next international education hub in 2016, since the education industry in the country has been spending billions of Dirham's in developing its educational systems, teaching staff, quality of education and other features. In fact 24% of the government budget is being utilised in the educational sector (Goatman, 2014).

This study is done keeping in view of the quality of education in the UAE from the view of students studying in UAE universities. However, the focus of the study is made on measuring the service quality of Abu Dhabi University from the perspective of students enrolled in Abu Dhabi University.

1.2.External Context

By 2009 UAE had over 162 international branch campuses of it's over 40 educational institutions globally, making it a host to more branch campuses than any other country in the world. The UAE is a significant case in point is a rich country with almost unlimited resources to import programs and people from developed country to meet the local and international demands and compliances of the modern study requirements, western consumerism and also compatible system of study with traditional Islamic society (Kirk & Napier, 2009, p. 2). The Commission of Academic Accreditation (CAA) was formed to encourage and support the educational excellence in the United Arab Emirates among higher educational institutions. CAA in the UAE is a quality assurance organization established by the Federal Government, the primary goal of the agency is to ensure the quality and international academic services and standards meeting local and international education standards and requirements (CAA, 2012). CAA in the UAE is the only

governing agency which provides license to higher education institutes and universities. In Abu Dhabi, there is an additional agency known as Abu Dhabi Education Council (ADEC) who works in collaboration with CAA to raise the quality of education and services of higher education institute and universities to the highest international level of standard (ADEC, n.d.). ADEC also regulates and promote development program for all education sector, this also include higher education (ADEC, n.d.). The agencies mentioned are both working to promote and facilitate higher education institutes and universities with good level of education and services. The agencies also make sure that all the institutes in the UAE are complying the requirement sets by the governing bodies to raise the standard in terms of quality.

Higher education institutes in the UAE are following three major functions including teaching, research and community services, as discussed above the main aim of these monitoring agencies is to provide license to higher education institutes and to supervise the performance in these three types of functions. Being educational governing bodies, teaching is the core of all of types where quality of education excellence is prioritize and deliverance of knowledge and education is kept at top to transfer knowledge and information from teachers to students. (Kassim & Abdullah, 2003). Research here is to investigate new knowledge and skills, the teachers in the institutes are encouraged to learn new techniques and to transfer the newly acquired knowledge to respective students. They are also, encouraged to guide and interact with the society to address society's untouched issues. (Becker, 2009)

1.3. Internal Context

The Abu-Dhabi University (ADU) is the main targeted institute which is being discussed in this document. According to the web (Your gateway to World Universities and Colleges, 2014) ADU ranks at 4956 in the world ranking of 2014 and the year of its accreditation is 2003. ADEC (Abu-Dhabi Education Council) ranks ADU at 12th position within the city. The relevant institute comprises of three colleges (College of Engineering, College of Arts and Science and College of Business Administration). Abu Dhabi University's administration has recently added five new international scholars to its rapid growing staff of 145 faculty members; College of Engineering comprises of 62 faculty members, College of Business Administration comprises of 42 faculty members and College of Arts and Sciences comprises of 26 faculty

members. Furthermore, the College of Engineering has received international accreditation from the Engineering Accreditation Commission (EAC) of ABET for 5 academic years 2014-2019. Moreover, Abu- Dhabi technology development committee is known as a committee of tycoons; ADU is being honoured by this committee as it joined the Khalifa fund for the good will of the University in May 2014.

On social websites the information marketed serves as the internal context when in April 2014 ADU organised an official campaign ‘Read with ADU’ in collaboration with ADEC (Facebook, Google, 2014). The motive of the event was to promote the intellectual awareness and knowledge for better scientific research and encouragement of students towards extracurricular activities. Therefore, this step resulted fruitful for ADU for maintaining good terms with ADEC.

Social websites such as Facebook and Google (Abu Dhabi University Page, 2014) also includes the update that ADU has organised an Undergraduate Student Orientation 2014-2015 for the new intake which includes around 55 different nationalities. The University’s intake increases gradually every year along with the development of programs and faculty staff.

1.4. Aims & Objectives

The aim of this document is to explore the factors which influence students’ expectations of services rendered at institutions of higher education by conducting in-depth interviews and academic investigations. The objectives of this document are to measure the service quality of higher education in Abu Dhabi University and for this purpose there are three methods for research strategy: survey through questionnaire, data analysis and discussion of results. The research of Soomro & Ahmed (2012) states that keeping a note of the rapid growth in the number of educational institutions, specifically Universities in the Emirates have also begun to increase the number of students that will graduate as qualified professionals but the important fact is that whether the graduating student possesses the enhanced knowledge and skills that makes him or her applicable for a successful job. Since 2008, UAE is experiencing a significant growth in its economy resulting in increased activity of businesses, creation of jobs and development within the Emirates (Soomro & Ahmed, 2012).

In educational institutes there are many stakeholders, the stakeholders, for the sake of understanding, is divided into two groups; internal stakeholders and external stakeholders. Students are one of the most important stakeholders as all the input and output processes are implemented and related to them. Students being stakeholders are also important to study and investigate as they act as the bridge between academic universities and other stakeholders such as parents, employer and society etc. Satisfaction of students are counted as the satisfaction of other stakeholders. (Alridge & Rowley, 1998). Students are the one who assess the quality of service provided including education and other relative services explored in later sections. The quality of education, teacher understanding, qualifications, method of teaching, management of the university etc. These all are the factors which are assessed by the students. Essentially, students would like to choose a University and consequently its program on the basis of certain parameters that form their perception about its worth and the value they will get. By knowing the perception of students it will enable the determination of key factors that makes a University a popular choice. A ground fact is that an institute is an important doorstep for many students to become applicable for the jobs and acquire qualification for a bright future, which is why it makes all the more important for students as well as human resource managers to know the worth of the University wherefrom a student would graduate. Education as an instrument of national development has often been regarded as the responsibility of the government on its citizen. Thus in many countries, the provision of schools, colleges and Universities are mainly public sector concerns. Furthermore, it is not only the University itself but also its program of education delivered to students that becomes a major deciding factor for any student or professional organisation hiring students from that University in the context of this study, the perception of students will reveal whether Abu Dhabi University possesses those factors and which among the two is a popular choice. Therefore the aim of this study is: 'To investigate the quality of education provided by Abu Dhabi University as perceived by students in UAE.'

The factors of perception governing the opinion of students shall be limited to the scope of quality of education provided by Abu Dhabi University. To emphasise the quality of education more specifically, it will be the measurement of quality of service in higher education that is delivered by Abu Dhabi University. The model for measuring the service quality shall be

performed using the research by (Abdullah F. , Measuring service quality in, 2005) as an instrument to the standard of measuring the Higher Education Performance Model (HEdPERF).

The primary aim of this study is to collect the alternative service quality measurement scales on diagnostic criteria to address the unresolved methodological issues. The secondary aim of this potential study constitutes the objectives by the collection of data in the form of a survey in the UAE about the opinions of people about Abu Dhabi University, as the previous research journals or articles have covered the surveys of the students within the relevant institute. The tasks which are being achieved in this paper is: to develop the collected data from opinions into revealing the service quality of academic programs at Abu Dhabi, to develop the collected data from opinions into revealing the quality of Abu Dhabi University ,to measure the collected data with the HEdPERF model and to determine the standing of Abu Dhabi University on the basis of the measurement and to make recommendations towards the improvement of parameters deemed necessary for improvement in Abu Dhabi University The accomplishment of the above mentioned objectives shall achieve the aim of this study. The objectives are vital towards knowing where Abu Dhabi University ranks in the HEdPERF model. The framework HEdPERF model sets the standard of the quality of education that carefully investigates crucial factors important to students. These factors are academic, non-academic, extracurricular, administrative, corporate relations of the institute and other factors of importance. By knowing this information, the institutes can be accounted for their standard of quality. Moreover, it will also reveal the manner students perceive the University themselves, which can be correlated to the benchmark of Abu Dhabi University. The collection of data for this research will be performed by means of a survey, which will be a questionnaire constituting a primary study. The sample size of the survey will be 50 students each from Abu Dhabi University's colleges. The survey will consent from the students the anonymity of their identity and request them to answer questions of the survey. The survey is a significance test of each parameter of the University as part of the HEdPERF model. The collected data will be analysed using statistical analysis to reach the necessary conclusions.

1.5. Limitations & Ethical Considerations

The United Arab Emirates is currently being in developing countries, improving rapidly in all sectors, UAE has experienced considerable improvement in last few years. Specifically in the education sector significant investment in infrastructure, administration and delivery system has been made. The higher education governing and regulatory bodies has made joint ventures with world leading educational institutes to align the practices and standards with developed countries implementing best human resources, infrastructure, quality of education and to facilitate the transition of the country to a knowledge-based, sustainable and diversified economy.

The rising issues currently under scrutiny are to build educational capacity, motivate technical knowledge education and innovating curriculum to assure best quality standards and to measure the performance.

World has witnessed a great shift in their economic systems. Now many economies are shifting form manufacturing and industry based economies to service economies. This is also why the education sector provides various services for its source of income. Now it is considered as a business and all the concepts and theories of business are applied on this sector as well. (Khan, Ahmed, & Nawaz, 2011). One of the important concepts, which needs to discussed from the viewpoint of all the stakeholders is the implantation and practice of service quality. In order to comply with the market needs and changing demands and to get a competitive edge, the institutes have to offer high quality education to satisfy the needs of the main stakeholders i.e. students. On the other hand, how the educational institutions are using quality standards, how they are emphasizing on the quality is the debate of time. This issue has been very popular and fascinated both academicians and the researchers, to investigate the complex education environments (Becket & Brookes, 2006). As a result, the measurement and management of quality has created a number of challenges. This, in turn, has led to the adoption of a variety of quality management practices within different countries and their Institutes providing Higher Education, many of which draw upon existing industry models.

The majority of the respondents in this research are male students. This pattern is similar to trends in the past whereby most UAE nationals studying in American or European universities comprise of more male than the female students due to UAE's traditional norms, in which there

is a higher likelihood for males to go abroad for higher education than females. This is the first limitation we came across. The second limitation highlights the adjustment problems among international students. Adjustment is the degree of the comfort which a person gets while accommodating in completely new settings. It is very difficult to accommodate in any other country as it is stressful and foreign students struggle to make the adjustment with the climate, culture, classroom protocol, different methods of teaching, comfort ability between student and teacher, level of studies etc. and these all cause dissatisfaction to students. These changes affect their attitudes toward their new environment. The third limitation describes a vital point that the study is focusing on only one stakeholder i.e. student, however, further research can be done from the point of view of other stakeholders as discussed before. Moreover, in this study the focus is made on only one university, unlike (Abdullah F. , 2006b) measuring service quality of more than one institute. Further research can be done involving other universities to make the comparison stronger. Higher education as a service possesses a totally different perspective, in this, the quality of service is highly dependent on the employees, further researches can be carried out with different stakeholders to investigate useful insight for the services provided by the university. These types of studies will also help in pointing out the opportunity to compare how employees of the institute can contribute in improving the quality and satisfaction for students. Moreover, the extended future study proposed will also focus to measure the perception of students from different colleges (faculties) within the university to find if any difference exists. The study can further be extended to measure the service quality of other universities operating in the UAE and perception of both undergraduate and postgraduate students can be analysed which may vary depending on number of variables. In this study, the findings revealed that the modified HedPERF scale is better suited in higher education service settings. The current study is only limited to one service industry, however, the extension to other universities can help in drawing more accurate conclusion and recommendations. Further studies should also be extended to institutes of other countries to find if the same or close results and level Abu Dhabi University has achieved as per HedPERF scale.

The survey was done randomly, and none of the law of the Abu Dhabi University is being violated. The author of this study disclaims any liability for any damage in reputation of

Measuring Service Quality in Higher Education

Abu Dhabi University. The study is done for educational purpose only and the author is not responsible for any loss, howsoever arising from use, of or reliance on this material.

Chapter II - Literature Review

2.1. Relevance to Topic of Academic Literature Review

An overview of literature review related to service and quality of in higher education from student's point of view is as follows. The introduction gives a relevant literature relating to the concept of service quality – a profoundly researched section of the services quality literature (Baron, Harris, & Hilton, *Service Marketing: Text and Cases*, 2009, p. 15).

The literature review is divided in three sections: the Nature of Services, the Construct of Services Quality and Measuring Service Quality. The Nature of Service focuses on presenting along with understanding service inside framework associated with higher education. Following an initiative to services the development of excellent service quality is reviewed, attempting to realise what is called a 'puzzling' along with 'indistinct' develop by means of numerous academics. In this particular section, the argument encircling the link between services quality and fulfilment is usually researched. Academicians unveil various tools to evaluate service quality while measuring service quality.

In the end, the literature review ends having a summary in which it details the real key studies, in addition to highlighting a gap in today's literature that this study seeks to handle. As mentioned by Saunders et.al (2007) theorists refer the expectations and have faith in the way world is governed. Many writers pointed out that research idea may be labeled with two principal varieties: positivist or possibly a phenomenological idea (Llusar & Zornoza, 2000).

Exploration style consists of the arrangement of collecting as well as studying of files in a manner that allows the investigator with assisting different operations as well as techniques within the investigation as well as saving plenty of energy, period, as well as income (Philips, 1971, p. 27). This specific analysis uses both options for data major as well as secondary as a way to appreciate the use of the study (Nejati, 2008). Main information is going to be from an example of pupils in the college of engineering populace by way of organised set of questions. Although secondary information will probably be accumulated by different solutions including: books, publications, electronic data bank at Abu Dhabi University the suggestions proceed thus in multiple directions (Parasuraman, Zeithaml, & Berry, 1985).

Analysis methods fluctuate according to the selection connected with phenomena beneath research, so deciding the very best method in place in any exploration in essence depend on the type along with reason for this specific exploration (Jankowicz, 2005, p. 26). Golafshani (2003, p. 26) says comprehending research phenomenon, which includes socio-cultural options represents a key function within selecting research strategy.

Deductive or top-down strategy techniques by standard in order to unique where the investigator, determined by current idea, develops a new speculation then models something in order to test the particular speculation (Snieder & Larner, 2009, p. 26). While in inductive method, the particular researcher commences together with observations of any particular occurrence and then endeavours to explain this kind of occurrence to develop the idea which can be generalised as to be able to identical phenomena (Saunders, Lewis, & Thornhill, 2007, p. 26).

One more standpoint relating to analysis technique is figuring out whether it needs to be quantitative or perhaps qualitative or maybe a combination between two (Saunders, et.al 2007,p. 26; Hussey & Hussey, 1997, p. 26). Quantitative analysis relates to this positivist paradigm and considered as a target, and step-by-step method of learning points via exact or maybe statistical tools (Duffy, 1985, p. 26; Cormack, 2000, p. 26). Though qualitative tactic can be associated with the particular phenomenological paradigm and also interested in selection and also investigation involving facts inside descriptive type Saunders, et.al (2007, p. 26).

There are volume of components which could impact the trial sizing for instance: people sizing, trying mistake, the goal of the research as well as inappropriate trial assortment danger (Cohen, Manion, & Morrison, 2000, p. 29).

The recommendation was that sample size should be 30 at the least throughout relational survey design and style, whilst it ought to be more than 50 throughout trial and error and everyday scientific studies, and much more in comparison with 100 trials throughout survey research (Quinn, LeMay, Larsen, & Johnon, 2009).

The research finds diverse sample methods that are utilised in various kinds involving studies. Even so individuals sampling strategies belong to two standard different types which might be: likelihood examples along with non-probability examples (Bryman & Bell, 2007, p. 29).

The population sample is sizably feasible when taken into consideration that the existing exploration questionnaire (HEdPERF) to get at random, dispersed amid students found on a unitary company; even so, this availability of this arbitrary small sample would certainly be affected by different demands encountered with the analyst within this examine for example period, cost, and also availability, which often and thus, tends to make this nonprobability advantage choice a superb alternative to like predicament (Rodriguse, Barkur, Varambally, & Motagh, 2011).

Questionnaire is just about the nearly all popular tools used in sociable scientific disciplines reports in order to acquire quantitative files, solution questions, and test out ideas on their own or perhaps with each other having different tools (Sarantakos, 2005, p. 30).

Questionnaires have got many optimistic benefits that provides all of them superiority above other facts assortment techniques for example job interviews in addition to statement (Denscombe, 2003, p. 30). The key advantages of customer survey usually are: the reduced charge, speedy consequence, simple administrate along with manage, present additional anonymity along with autonomy for participants, the ability to achieve large numbers of target inhabitants, and also the diversity along with mobility from the options for delivering the item for you to participants for example strong speak to, phone, email, along with world wide web inbound links (Sarantakos, 2005; Denscombe, 2003; Bryman & Bell, 2007).

Within the quantitative exploration, the dependability along with validity are rooted within positivist viewpoint (Golafshani, 2003, p. 31). That's why, to be able to authenticate trustworthiness from the used study customer survey, researcher used Cronbach Leader to determine the current scale inner reliability (Sangeeta & Banwet, 2004).

According to (Nunnally, 1978, p. 32) the stability of size or questionnaire is suitable as Cronbach Leader is comparable to 0.7 as well as the greater coefficient better stability. As a result, the initial 40 collected questionnaires were being screened to ensure if the size is usually dependable as well as not (Smith, Clarke, & Smith, 2007). The particular trustworthiness analysis ended up being performed used to analyse the trustworthiness connected with the customer survey plus the trustworthiness connected with the products (Sureshchandar, Rajendran, & Anantharanman, 2002).

The questionnaire was distributed via two ways: the first was direct distribution to students by the researcher and his colleagues on the campus, where one hundred and ten copies of the questionnaire were distributed (Thakkar, Deshmukh, & Shastree, 2006). However, the particular customer survey ended up being dispersed in electronic format by means of email in order to forty five students coming from numerous courses from the college of engineering (Teas, 1993). Out of a hundred as well as twenty questionnaires that were dispersed, three months questionnaires were being compiled that constitutes 81% response pace (Zeithaml, Parauraman, & Berry, 1985). Regarding the electronic duplicate of the questionnaire, from forty five electronic copies, 16 questionnaires were received which signifies 30% response pace (Addis & Podesta, 2005).

As stated by (Keller, 2009, p. 28) remarked that the objective inhabitants may be the entire group of people or maybe devices associated with curiosity into an analyst. It is usually the original source from where the particular researcher may attain facts throughout order to address the research goals in order to produce inferences (Aldridge & Rowley, 1998). The research is maintained to be able to determine the educational support top quality on Abu Dhabi University (the Teachers regarding College of engineering) from the students' conception (Alves & Raposo, 2009).

The mark population in the study include regarding 3700 individuals in several study ranges in addition to several portfolios associated with training in most areas such as: mathematics, infrastructure discipline, mechanical discipline, electronic discipline, aeronautical discipline, lighting design and life event engineering, computing, computer forensics in addition to security measures, computer games and software package designing, construction, quality assurance and surveying (South Wales, 2014).

The finding in the research demonstrates the level of service quality in education is not the same related to demographic factors as some difference was witnessed (Anderson, Fornell, & Lehmann, 1994). In the term of gender the thinking approach of both male and female students about the educational service was slightly same, the only difference is that male students are more pleased by the service quality offered by Abu Dhabi University as compared to their female counterparts (Angell, Heffernan, & Megicks, 2008).

The age factor is considered there can be seen a clear difference of age between students assessment of educational service depending upon their age groups, but the overall result is that the older the students are the better the quality of educational service is especially in age groups above 35 years and some students aged between 26 to 30 are aged were fairly additional happy regarding service quality than the age groups (20-25) and (below 20) (Appleton-Knapp & Krentler, 2006).

The finding in the research demonstrates the level of service quality in education is not the same related to demographic factors as some difference was witnessed. In the term of gender the thinking approach of both male and female students about the educational service was slightly same, the only difference is that male students are more pleased by the service quality offered by Abu Dhabi University as compared to their female counterparts (Athiyaman, 1997).

The perception of the scholars concerning the amount of HEdPERF measurements additionally has observed some inconsistency. Students at the college were additional happy regarding non-academic aspects than the opposite measurements of academic service with mean score of (5.79) on the 7-point Likert scale. However, student's perception concerning the extent of educational aspect was superior in some factors like the confidentiality in managing University, the well communication of body workers with students, and therefore the body workers positive angle towards students. While this assessment was lower in alternative aspects like addressing complaints & inquiries, and therefore the individual attention of body workers. Educational aspects measurement came second in ranking in step with the students' insight with mean score of (5.56) (Brady & Cronin Jr., 2001).

However, there was a substantial variance in students' assessment of the factors enclosed during this dimension as some factors were evaluated completely with mean score larger than (6) on the 7-point Likert scale like the positive attitude of educational employees towards students, the well communication of educational employees within the class room, and data of educational employees (Abdullah F. , 2005).

The results of hypotheses testing showed that the null hypotheses were rejected which suggests that there's a relation between each of the size of HEdPERF model and therefore the instructional service quality at the college of engineering (Abdullah F. , 2005).

The results showed conjointly that correlation between every of the scale of HEdPERF model and overall service quality is high correlational statistics as Pearson Correlation worth altogether cases was higher than (0.7). The correlation between name and overall service quality was the foremost apparent as parametric statistic price was the best (0.886), whereas the correlation between program problems and overall service quality was the smallest amount apparent as parametric statistic price was the bottom (0.784). It will be over that enhancements in those five dimensions can result in associate degree improvement within the instructional service quality at the college of engineering as all those five dimensions might influence on the general service quality (Adcroft, Teckman , & Willis , 2010). The characteristics with the determined test are as follows; gender, age, study level, schooling status, nationality, as well as study course usually are highlighted under.

The goals to analyse this understanding of educational support service quality measurements (Academic Factors, Status, Program Issues, Non-Academic Factors, along with Access) with the numerous categories of group variables used in the research for instance gender (male and female), ages, research quantities (undergraduate, postgraduate, along with PhD), and others.

In research methodologies shows change within understanding associated with both equally men along with women individuals regarding assistance good quality and specifics (Adcroft, Teckman , & Willis , 2010). It can be obviously viewed in the table there is zero apparent variation throughout notion associated with both males and females in connection with instructional program at the faculty (Adcroft, Teckman , & Willis , 2010).

On the other hand, male students have shown slightly greater assessment when compared with their female peers with academics features, reputations, along with program issues, whilst female respondents possess greater assessment when compared with man peers with non-academic features, along with entry (Adcroft, Teckman , & Willis , 2010).

For the reason that main aim of this kind of analyse would be to evaluate the quality of academic assistance quality on Abu Dhabi University depending on students' understanding on this assistance, this analysis and also debate for the files collected concerning the academic

assistance quality and its size at the college connected with sophisticated technologies has been done so that it can solve the principle research issue which in turn details this kind of purpose.

School factor varied is just about the proportions associated with HEdPERF style pertaining to calibrating service top quality in advanced schooling industry. This particular dimension involves nine aspects concerned with the obligation of academic employees. The perception portrayed in research methodologies connects with college students on the teachers concerning academics factors manifested with the regular suggest ranking on this dimensions as well as objects (Abdullah F. , 2006b).

It can be viewed that most things in this sizing are over the simple sector (4) along with the overall imply ranking pertaining to academic elements is actually 5.56 (79. 4%) which in turn implies this sizing extremely nearby the contract level (6) (Abdullah F. , 2006b).

Even so, there's noticeable variation from the mean score involving the aspects since aspects including “Academic employees display good frame of mind to students” and also “Academic employees communicate properly from the classroom” have obtained higher examination by the individuals (6. 12) (6. 09) respectively (Abdullah F. , 2005).

So as to check out the research hypotheses about the relationship in between HEdPERF measurements (academic features, popularity, system concerns, non-academic features, as well as access) plus the overall educative assistance quality for the college of engineering (research question two), Pearson Correlation Coefficient was used (Adcroft, Teckman , & Willis , 2010).

Ho1: there is no relationship between academic aspects and overall assistance excellent at the University.

Ha1: there is no connection between academic factors and entire service good quality at the University.

In their research methodologies it showed that Sig. (2-tailed) which in turn shows benefit is adequate to 0.000 that is scaled-down compared to 0.01 ($0.000 < 0.01$) (Adcroft, Teckman , & Willis , 2010). So for the 1% value stage all of student discount this null speculation in addition to agree to the alternative one meaning there exists a connection between the instructional

elements as well as the informative service high quality for the college of engineering (Adcroft, Teckman , & Willis , 2010).

2.2. Quality in Higher Education

Quality notion within schooling is concerned because of the features and features in which relevant to the informative industry. High quality may very well be viewed as transferring the needs as well as targets of these individuals for you to unique attributes that form the leading foundation within their knowledge as well as teaching, as well as making this educative assistance consistent with students' expectation plus the academic background.

The high quality with higher education searches for to provide college students together with distinct capabilities that make all of them equipped to face the accumulation connected with details, ongoing adjust, and the huge technological advance. And so their function shouldn't be limited to knowledge exchange, as well as jamming just, this ought to turn into how to deal with these records effectively as well as make use of the data to be able to serve the training practice leading to be able to sturdy informative results in which give rise to the development as well as advancement involving society.

Because the result of multidimensional characteristics involving the thought of high quality generally speaking and the high quality within knowledge. Numerous words have got frequently also been employed synonymously for instance efficiency, proficiency, fairness and also quality to mention a similar notion. Even so, the world declaration in higher education identifies high quality education as; good quality with advanced schooling is a multidimensional idea, which should accept many the characteristics, along with actions: instructing along with school workshops, investigation along with scholarship grant, staffing, students, houses, features, equipment, companies to the community along with the school natural environment.

2.3. Service Quality in higher Education

The key concern connected with challenges in higher education resulted from Abu Dhabi's higher education industry development, along with decrease in funding allocation. This directed advanced schooling establishments to boost educational costs service fees in addition to develop marketing ways of bring in the greatest achievable amount of neighbourhood as well as

global college students. Each of the past factors have directed educational facilities to take on the service good quality strategy along with promoting methods associated with testing the idea. Therefore, Services good quality with higher education offers received a lot of interest and many research are carried out upon assistance good quality with higher education.

Incompatibility in regards to the unique description regarding good quality throughout degree concluded in much the same question regarding the very idea of service good quality throughout degree. Service quality from the academic market can be unique with characteristics compare to help some other areas because higher education market offers several stakeholders including learners, professional bodies, organisations, in addition to federal government in addition to every one of those stakeholders includes a specific thought of quality based on their prerequisites.

Consequently, it truly is tough to reach comprehensive agreement concerning the most practical way in order to outline in addition to calculate services excellent. The issue in measuring along with establishing program quality come back to the actual intangibility qualities from the program. For instance in pedagogy there's some necessities that have got to be consummated by student before their entrance and through their studies whereas this can be not the case in ancient business. However the first customers for teaching sectors area unit students as they're the direct receivers of the education service. While student's area unit the core of upper education method and while not them there'll be no education. Thus, perceived service quality from the students' purpose of read has become one in every of the core problems for educational activity establishments.

Considering that the majority researchers united that the scholars square measure the key customers for the higher education sector, the definition of service quality normally might be applied in pedagogy. Consequently, this additionally can result in the same disagreement concerning the simplest way to outline or measure the service quality in pedagogy whether or not it's the gap between student's expectations and their perceptions or it comes from perception of performance solely as prompt.

2.4. The Nature of Services

According to (Zeithaml, Berry, & Parasuraman, The Nature and Determinants of Customer Expectations of Service , 1993, p. 15) people didn't have experience in service marketing until 1970's when service marketing was formally recognized and a research discipline. In just some age's service marketing have grown to be the prominent way of monetary exercise and are currently playing an ever more essential purpose throughout the economy of numerous nations (Abdullah F. , 2006a, p. 15). At this time there definitely seems to be a good partnership in between economic improvement of several countries as well as service market; developed economic countries are an increasingly depending upon of services (Palmer, 2011, p. 15). For instance in UK 77% of their working population in employed in service sector as compared to 38% working population in Thailand. Thailand is inferior in development as compared to UK (Palmer, 2011).

An argument maid by DeShields Jr, et al. (2005, p. 18) says it is necessary intended for higher education managing to apply market-orientated guidelines as well as strategies which have been found in profit-making corporations. These kinds of ideas along with strategies will be applied to degree establishments along with the essence developing any competitive benefit (Hemsley & Oplatka, 2006, p. 18). Hence, institutions are increasingly understanding the importance involving degree to be a support business and are also inserting larger emphasis on achieving these targets and also require involving pupils (DeShields Jr, Kara, & Kaynak, 2005, p. 19). Nadiri, et al. (2009, p. 19) indicate that it must be critical regarding degree providers to recognise students' objectives and ideas involving just what creates a excellent services to be able to bring in pupils and work the requires. This specific promotes the necessity intended for advanced schooling corporations to continue to offer a reputable service and please its engaging buyers to attain sustainability in a very competitive service surroundings (DeShields Jr, Kara, & Kaynak, 2005, p. 19).

As mentioned by Oldfield & Baron (2000, p. 19) advanced schooling is visible as being a "pure assistance, " hinting that which it offers all of the exclusive qualities of any assistance. Gruber, et al. (2010, p. 19) state that degree can be a support which is primarily intangible, perishable along with heterogeneous. This specific is caused by this support expertise numerous

from one situation to another location, creating higher education support runs impossible to standardise. Higher education being a support additionally complies with the perishability criterion as it is hard in order to store. Nevertheless, ways to get over this particular usually are obvious, as an illustration, the actual breakthrough involving e-learning as well as online video media technological innovation (Cuthbert, 1996a, p. 19) since fifteen years. Consequently, service groups including advanced schooling wanting to escape the actual perishability feature of your service through the help of invention and also engineering innovations.

Support for top quality has been a well-known analysis topic for most assistance internet marketers along with researchers throughout the last about three years. Baron, et al. (2009, p. 167) maintain that “Assistance high quality may be the solitary many reviewed location throughout products and services advertising and marketing up to now”

A review of literature with relevancy service quality measure shows much service quality analysis models each in business context and in higher education sector. This diversity in commission quality scales came from the plurality of researchers’ views concerning service quality thought and therefore the continuous effort to seek out the most effective way to calculate. The most common of these scales within the relevant literature square measure explained and mentioned below (Abdullah, 2006b).

2.5. The Construct of Service Quality

Many service quality models particularly SERVQUAL, SERVPERF, and EP were intended to live service quality in commercial selling sectors. Although, those generic scales are used with success in several sectors, however, the cross-industry pertinence of those scales might be interrupted or invalid attributable to the distinctive nature for every sector (Abdullah, 2006a). In such cases, some changes on those copies might be required to suit with the precise options of every sector (Adcroft, Teckman , & Willis , 2010).

HEdPERF model accepts the awareness method in term of mensuration service quality. This instrument is comprised of forty one things representing five dimensions of the service quality in higher education that are (Abdullah, 2005).

- Non-academic factors: consists of items that usually are vital allowing learners to accomplish the research commitments, and depend on tasks accomplished by simply non-academic staff members (Allen & Davis, 1991).
- Academic features: tasks regarding academics (Stodnick & Rogers, 2008).
- Reputation: significance of higher education establishments with predicting a professional picture (Bolton & Drew, 1991).
- Gain Access to: contains difficulties since approachability, ease of contact, availability and also comfort (Brochado, 2009).
- Program issues: incredible importance of featuring far reaching in addition to reputable academic programmes/specialisations with flexible houses (Brown & Koenig, 1993).

This Country wide Student Review can be a country wide study done yearly in any respect degree establishments inside the UAE. This countrywide customer survey consists of 23 goods made to take a look at your judgment of individuals concerning the pursuing factors; teaching, examination & comments, academics assist, operation & management, understanding sources, individual advancement, students' nation, training position, as well as overall full satisfaction (Buttle, 1996).

The main role of this research is the measure the service quality of higher education in student's perception in Abu Dhabi University (Carillat, Jaramillo, & Mulki, 2007). And so far from examining the data composed by the selected measurement model (HEdPERF) it can be determined that the student's perception of scholastic service offered by the University of Abu Dhabi was slightly positive (clewes, 2003). The overall mean score educational service is (5.45) which are closer to slight agreement level (5) on seven point scale (Clow & Vorheis, 1993). This mean score indicates that faculty of engineering are marginally pleased about educational service quality (Cronin, Steven, & Taylor, 1992).

Given the ultimate results of the analysis of information, it is finished that the amount of academic service quality at the school of engineering from the point of view of scholars was comparatively smart (Duffy, 1985). However, this doesn't negate the existence of some weakness in some areas, which needs some measures to be exhausted order to avoid weaknesses and

strengthen the positive aspects (Harvey & Green, 1993). In light of the results, the man of science suggests the subsequent recommendations:

With respect to non-academic aspects that have received a decent assessment normally from the scholars, University ought to improve the means of managing inquiries and complaints in term of potency and interval (Jain, Sinha, & Sahney, 2011). In addition thereto body employees ought to provide additional attention to students as those problems have received lower assessment than alternative things (Khodayar, Fatemeh, Faranak, & Mohammad, 2011).

There is associate pressing want for the University to figure on the name aspect because it was given the bottom assessment by the scholars among different dimensions and as a result of its very important role in attracting new students in lightweight of the intensive competition in HE sector regionally and internationally (Lages & Fernandes, 2005).

2.6. Literature Review Summary

This kind of research features furnished overview of the particular literary works linked to quality in higher education, support quality, service quality in higher education, testing service quality, in addition to service quality way of measuring designs in higher education. Based on this comparability between methods, HEdPERF style ended up being picked to become applied in this research in order to gauge informative assistance top quality with college of engineering, college of business administration and college of arts and science at Abu Dhabi University.

Chapter III - Research Methodology

3.1. Introduction

The introduction has given a significant review of literature related to service quality which has been deeply researched and well presented in literature review. The United Arab Emirates has been experiencing important growth in its economy leading to enlarged activity of business, creation of jobs and development within Emirates. In light of this growth the quantity of academic establishments, specifically universities within the Emirates have additionally raised to extend the quantity of scholars that may graduate as qualified professionals.

A University has always been an important path for students to become qualified for future jobs that is why it makes all the lot of vital for college students moreover as human resource managers to grasp the value of the University a student would graduate.

The factors of perception governing the opinion of scholars have been restricted to the scope of quality of education provided by Abu Dhabi University and Emirates school for Advanced Education. To emphasise the standard of education a lot of specifically, the literature review has been measuring of quality of service in education that's delivered by national capital University and Emirates faculty for Advanced Education.

The accomplishment of the above mentioned objectives have had achieves the aims of this study. The objectives have been vital towards knowing where Abu Dhabi University and its three colleges rank in the HEdPERF model. The framework of HEdPERF has been set by the standard of the quality of education that carefully investigates crucial factors important to students.

These factors have been academic, non-academic, extracurricular, administrative, corporate relations of the institute and other factors of importance. By knowing this information, the institutes can be accounted for their standard of quality. Moreover, it has been revealed that the manner students perceive their respective college itself as being administratively responsible that can be correlated with the benchmark of Abu Dhabi University's administrative services.

The collection of data for this research has been performed by means of a survey, which will be a questionnaire constituting a primary study. The survey has been conducted with consent

from the students keeping the anonymity of their identity, and requests them to answer questions of the survey. The survey is a significance test of each parameter of the University as part of the HEdPERF model. The collected data has been analysed using the HEdPERF model in order to determine the service quality structure of Abu Dhabi University.

3.2. Research Philosophy

The research approach has been designed as many researchers expected and had faith in the way world has been governed. Many writers pointed out that research idea may be labeled with two principal varieties; positivist or possibly a phenomenological idea and they are as follows.

Table 1 Research Paradigm

	Positivist Paradigm	Phenomenological Paradigm
Basic Beliefs	The world is external and objective	The world is socially constructed and subjective
	Observer is independent	Observer is part of what observed
	Science is value free	Science is driven by human interests
Researchers Should	Focus on facts	Focus on Meanings
	Look for causality and fundamental laws	Try to understand what is happening
	Reduce phenomenon to simplest elements	Look at the totality of each situation
	Formulae hypothesis and then test them	Develop ideas through induction from data
Preferred Methods Include	Operationalising concepts so that they can be measured	Using multiple methods to establish different views of phenomena
	Taking larger samples	Small samples investigated in depth or over time.

This has been the research approach so far, as far as research design is concerned it is based on exploration style consisting of well-arranged collection as well as studying of files in a manner that allows the investigator that has been assisting different operations as well as techniques within the investigation as well as saving plenty of energy, period, as well as income.

Table 2 Description for Research Design

Category	Options
The degree to which the research question has been crystallised	Exploratory study formal study
The method of data collection	Monitoring Interrogation/communication
The power of the researcher to produce effects in the variables under study	Experimental Ex post facto
The purpose of the study	Descriptive causal
The time dimension	Cross sectional longitudinal
The topical scope – breadth and depth – of the study	Case Statistical Study
The research environment	Field setting laboratory research simulation
The subjects perceptions of research activity	Actual routine modified routine

There are several categories in research design as shows in table 2 with options for instance these option described the way literature has been written.

3.2.1. Ontology

The analysis methods have been fluctuating according to the selection connected with phenomena beneath research, so deciding the very best method has been put in place in any exploration in essence depending on the type and reason for this specific exploration. The research setting says comprehending research phenomenon, which has been socio-cultural options representing a key function in selecting research strategy.

The research setting has been divided into two settings known as deductive or inductive approach, qualitative and quantitative approach. The deductive and inductive approach has been designed to deduce and top-down the strategy techniques by standard which has given a unique problem to the investigator and the investigator, determined by current idea, develops a new speculation then models something in order to test the particular speculation. While in inductive method, a particular researcher commences together with observations of any particular occurrence and then endeavours to explain this kind of occurrence to develop the idea which has been generalised to be able to match the phenomena.

While in qualitative approach one more standpoint relating to analysis technique has been figuring out whether it be quantitative or perhaps qualitative or maybe a combination between two. The quantitative analysis relates to this positivist paradigm and considered as a target, and

step-by-step method of learning points via exact or maybe statistical tools. Though qualitative tactic can be associated with the particular phenomenological paradigm and also interested in selection and also investigation involving facts inside descriptive type.

This kind of research features furnished overview of the particular literary works linked to quality in higher education, support quality, service quality in higher education, testing service quality has been quality way of measuring designs in higher education. Based on this comparability between methods, HEdPERF style has been ended up being picked to become applied in this research in order to gauge informative assistance top quality with college of engineering, college of business administration and college of arts and science at Abu Dhabi University. Given the ultimate results of the research setting, it is finished that the amount of academic service quality at the school of engineering from the point of view of scholars was comparatively smart. However, this doesn't negate the existence of some weakness which has been in some areas, which needs some measures to be exhausted order to avoid weaknesses and strengthen the positive aspects. With respect to non-academic aspects that have been received a decent assessment normally from the scholars, University ought to improve the means of managing inquiries and complaints in term of potency and interval.

3.2.2. Epistemology

There are several components that could impact the trial sizing for instance: people sizing, trying mistake, and the goal of the research as well as inappropriate trial assortment risk. The sampling size has been according to the recommendation. The recommendation was that sample size should be 30 at the least throughout relational survey design and style, whilst it ought to be more than 50 throughout trial and error and everyday has been scientifically studies, and much more in comparison with 100 trials throughout survey research. The sampling techniques in the research have been based on a diverse sample method that is utilised in various kinds involving studies. Even so individuals sampling strategies belong to two standard different types which might be: likelihood examples along with non-probability examples.

The population sample has been sizable and feasible when taken into consideration that the existing exploration questionnaire (HEdPERF) has been at random, dispersed amid students found on a unitary company; even so, this availability of this arbitrary small sample has been certainly be affected by different demands encountered with the analyst within this examine for

example period, cost, and also availability, which have been tend to make this non-probability advantage choice a superb alternative to like dilemma. Questionnaire is just about the nearly all popular tools which have been used in sociable scientific disciplines reports in order to acquire quantitative files, solution questions, and test out ideas on their own or perhaps with each other having different tools.

Concerning the population, the objective inhabitants have been the entire group of people or maybe instruments associated with curiosity into an analyst. It is usually the original source from where the particular researcher may attain facts throughout order to address the research goals in order to produce inferences. The population study also states that the researches have been maintained to be able to determine the educational support top quality on Abu Dhabi University (the Teachers regarding College of engineering) from the students' conception. The mark population in the study include regarding 3700 individuals in several study ranges have been several portfolios associated with training in most areas such as: mathematics, infrastructure discipline, mechanical discipline, electronic discipline, aeronautical discipline, lighting design and life event engineering, computing, computer forensics in addition to security measures, computer games and software package designing, construction, quality assurance and surveying.

3.3. Sampling Criteria

The sampling criteria of the questionnaire were to conduct the survey in two ways: manual and online. The manual survey required individual survey taken from people at the Abu Dhabi University (see Appendix A). The online survey required sending a web link invitation to people who had liked the Abu Dhabi page on Facebook (see Appendix B).

The reasons for conducting manual and online surveys were to gather samples according to the convenience of the respondents. Some people are comfortable answering surveys in person and are sceptical of online surveys, which is why a manual survey was conducted. The same logic was applied to online survey, where people feel more comfortable and anonymous of their identity.

The manual survey was distributed physically to people present in the Abu Dhabi University. The distribution criterion was to survey 100 males and 100 females for a total of 200

respondents. The turnout of the response was 60% for females and 61% for males. The questions were designed such that it would take respondents up to a maximum of ten minutes completing the survey. Furthermore there was a 30% overall survey rejection rate, where possible respondents were not interested in participating in the survey.

The online survey was created on a survey website 'Survey monkey'. A web link was created and distributed manually to people on Facebook. The distribution criterion was posting a web link that directed interested respondents to the survey page. The expected turnout was of 104 respondents out of a total of 500 anticipated respondents with a sizeable percentage being males. The online survey was designed such that it would take respondents up to a maximum of 8 minutes to complete the survey.

The sampling criteria differentiated between genders, age groups, highest achieved qualification, Emirati citizenship, students, alumni and non-students, and the three colleges of Abu Dhabi University. The sampling criteria also demonstrate that in the term of gender the thinking approach of both male and female students about the educational service had been slightly same, the only difference is that female students are more pleased by the service quality offered by Abu Dhabi University as compared to their male counterparts.

The sampling criteria has been taken from several age factors which have been considered there can be seen a clear difference of age between students assessment of educational service depending upon their age groups. This was done so as to factor in former and current students.

3.4. Data Collection

The data collection instrument is a design survey questionnaire on the basis of the HEdPERF model. Since the HEdPERF model was designed specifically as a scale for measuring the service quality of higher education institutions (Abdullah F. , 2006c), it follows that the same model is applied for measuring the service quality of higher education of Abu Dhabi University. In Abdullah, F. (2006c) model the measurement was conducted for multiple educational institutions. In this research the measurement is being conduct just for one institution, albeit it is divided by its colleges for a comparative analysis.

The HEdPERF data collection procedure follows a stepwise procedure for its survey design as illustrated in figure 1. This research followed suit to this model and implemented the same steps for the design of survey questions, sampling and distribution of survey to respondents.

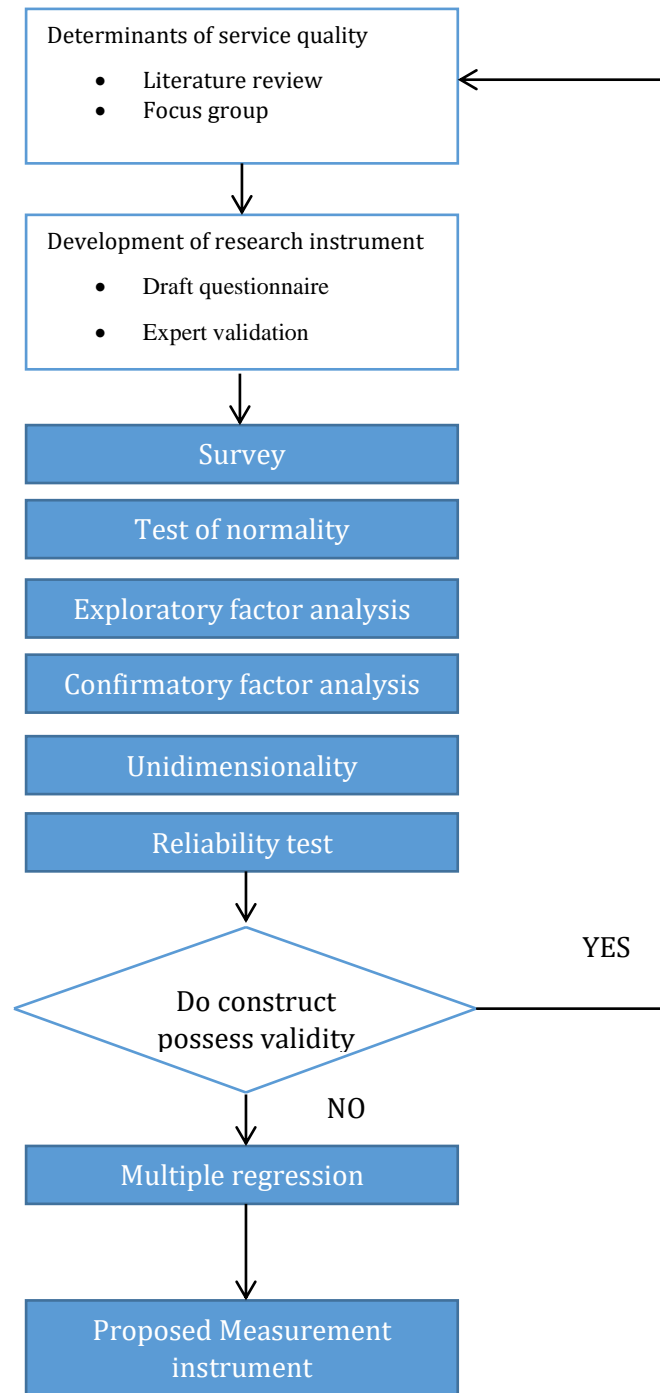


Figure 1 Development and Validation of HEdPERF (Abdullah F. , 2006c, p. 572)

The questionnaire is divided into two parts where the first part consists of six questions and the second part consists of forty-one questions. The first part asks general information about the respondents such as age, gender, highest completed education, citizenship, study status and the College in the Abu Dhabi University. These parameters are useful in sorting out various hypotheses as per the measurement of HEdPERF model, which will perform a factor analysis, a confirmatory factor analysis, a reliability analysis, a validity test and a multiple regression analysis.

The second part of the questionnaire is a five point ratings scale significance test. The questions are categorised on the basis of the HEdPERF model's six factors: non-academic aspects, academic aspects, reputation, access, programmes issues and understanding. For the purpose of simplicity these six factors are reorganised in the research analysis with respect to each college as five characteristics of the college.

It will be over these enhancements in those five dimensions that can result in higher education development within the instructional service quality at each college as all those five dimensions might influence on the general service quality of the Abu Dhabi University overall so as to check out the research hypotheses about the relationship in between HEdPERF measurements (academic features, popularity, system concerns, non-academic features, as well as access).

Quality notion in schooling is concerned because of the features which are relevant to the education sector. High quality may very well be viewed as transferring the needs as well as targets of this individuals to unique attributes that form the leading foundation within their knowledge as well as teaching, as well as making this educative assistance consistent have been with students' expectation plus the academic background.

The high quality with higher education searches for to provide college students together have been distinct capabilities that make all of them equipped to face the accumulation connected with details, ongoing adjust, and the huge technological advance. And so their function shouldn't be limited to knowledge exchange, as well as jamming just, this ought to turn into how to deal with these records effectively as well as make use of the data to be able to serve

the training practice leading to be able to sturdy informative results in which give rise to the development as well as advancement involving society.

3.5. Reliability and Validity

The particular challenges that arose in maintaining the service quality of higher education for Abu Dhabi University is its funding cut. Higher education requires choices to be able to allocate the essential money into providing the necessary services. That directs higher education establishments to increase educational costs service fees and become an addition to the institute's development. This markets ways to bring in the greatest achievable amount of students locally as well as internationally. Each of the past factors have directed educational facilities to take on the service good quality strategy along with promoting methods associated with testing the idea. Therefore, Services good quality with higher education offers received a lot of interest and many researches have been carried out upon assistance good quality with higher education.

Incompatibility in regards to the unique description regarding good quality throughout degree concluded in much the same question regarding the very idea of service good quality throughout degree. Service quality from the academic market can be unique with characteristics compare to help some other areas because higher education market offers several stakeholders including learners, professional bodies, organisations, in addition to federal government in addition to every one of those stakeholders includes a specific thought of quality based on their prerequisites.

Consequently, it truly has been is tough to reach comprehensive agreement concerning the most practical way in order to outline in addition to calculate services excellent. The issue in measuring have been establishing program quality come back to the actual intangibility qualities from the program. For instance in pedagogy there's some necessities that have got to be consummated by student before their entrance and through their studies whereas this can be not the case in ancient business. However the first customers for teaching sectors area unit students as they're the direct receivers of the education service. While student's area unit the core of upper education method and while not them there'll be no education. Thus, perceived service quality from the students' purpose of read has become one in every of the core problems for educational activity establishments.

Considering that the majority researchers united that the scholars square measure the key customers for the higher education sector, the definition of service quality normally might be applied in pedagogy. Consequently, this additionally can result in the same disagreement concerning the simplest way to outline or measure the service quality in pedagogy whether or not there has been a gap between student's expectations and their perceptions or it comes from perception of performance solely as prompt.

3.5.1. Reliability

The reliability of Abu Dhabi University has been measured when people didn't have experience in service marketing until they had struggles for it to be formally recognised and a research discipline. The reliability of measuring service quality in higher education has been set by an example used in service marketing which has been grown to be the prominent way of monetary exercise and are currently playing an ever more essential purpose throughout the economy of numerous nations. At this time there definitely seems to be a good partnership in between economic improvement of several countries as well as service market; developed economic countries are an increasingly depending upon of services.

The service reliability of higher education says that it has been necessary intended for higher education managing to apply market-orientated guidelines as well as strategies which have been found in profit-making corporations. These kinds of ideas and strategies have been applied to degree holders along with the essence developing any competitive benefit. Hence, institutions have been usually more and more understanding the importance involving degree to support business and have been inserting larger emphasis on achieving this targets and also requires involving pupils.

Hence the service quality and reliability of higher education also says that it must be critical regarding degree providers to recognise students' objectives and ideas involving just what creates a excellent services to be able to bring in pupils and work the requires. This specific promotes the necessity intended for higher education institutions to continue to offer a reputable service and please its engaging buyers to attain sustainability in a very competitive service surroundings.

The research also shows that some sources have been higher education is visible as being a real assistance, hinting that which had offered all of the exclusive qualities of assistance. state that degree can be a support which had primarily intangible, perishable along with heterogeneous.

This specific is reliability has been caused by the support and expertise numerous from one situation to another location, creating higher education support runs impossible to standardise. Higher education being a support additionally complies with the perishability criterion as it is hard in order to store. Nevertheless, ways to get over this particular usually has been obvious, as an illustration, the actual breakthrough involving e-learning as well as online video media technological innovation.

3.5.2. Validity

The validity of measuring service quality in higher education has been described by higher education performance model which have been particularly SERVQUAL, SERVPERF, and EP had been intended to measure service quality in commercial selling sectors (Abdullah F. , 2005). Although, those generic scales are used with success in several sectors, however, the cross-industry pertinence of those scales might be interrupted or invalid attributable to the distinctive nature for every sector. In such cases, some changes on those copies might be required to suit with the precise options of every sector.

The validity of HEdPERF model accepts the awareness method in term of mensuration service quality. This instrument is comprised of forty one things representing five dimensions of the service quality in higher education that have been, non-academic factors: consists of items that usually have been vital allowing learners to accomplish the research commitments, and depend on tasks accomplished by simply Non-Academic staff members; Academic features where tasks have existed regarding academics; Reputation where significance of higher education have been established with predicting a professional picture; Gain access which have contained difficulties since approachability; ease of contact, availability and also comfort. Program issues where incredible importance of featuring far reaching in addition to reputable academic programmes/specialisations with flexible houses. The validity of measuring service

quality in higher education country wide student review can be a country wide study done yearly in any respect degree establishments inside the UAE.

3.6. Pre-testing the Questionnaire

The questionnaire was pre-tested according to the HEDPERF style and kept into consideration the results of the survey conducted by Abdullah, F. (2006c). The considerations involve nine aspects concerned with the obligation of academic employees as figure 2 shows the seven point scale perception of students about teachers concerning academics factors.

	N	Minimum	Maximum	Mean	Std. Deviation
Academic staff have the knowledge to answer my Question relating to the course content	105	2.00	7.00	5.9524	.93419
Academic staff deal with me in a caring and courteous manner.	105	3.00	7.00	5.5238	1.03863
Academic staff are never too busy to respond to my request for assistance.	105	2.00	7.00	5.7333	.96343
When I have a problem, academic staff show a sincere interest in solving it.	105	4.00	7.00	5.4381	.88713
Academic staff show positive attitude towards students.	105	3.00	7.00	6.1238	.87371
Academic staff communicate well in the classroom.	105	3.00	7.00	6.0952	.87182
Academic staff provide feedback about my progress.	105	1.00	7.00	4.6762	1.39018
Academic staff allocate sufficient and convenient time for consultation.	105	2.00	7.00	4.9429	1.05456
Academic staff are highly educated and experience in their respective field.	105	1.00	7.00	5.8952	.96001
Academic Aspects	105	3.56	6.89	5.5598	.71875

Figure 2 Academic Aspects

Source: (Abdullah F. , 2005)

Even so, there's noticeable variation from the mean score involving the aspects since aspects including “Academic employees display good frame of mind to students” and also

“Academic employees communicate properly from the classroom” have obtained higher examination by the individuals (6.12) (6.09) respectively.

For the reason that main aim of this kind of pre-testing questionnaire would be to evaluate the quality of academic assistance quality on Abu Dhabi University depending on students’ understanding on this assistance, this analysis and also debate for the files collected concerning the academic assistance quality and its size at the college connected with sophisticated technologies has been done so that it can solve the principle research issue which in turn details this kind of purpose.

A sample pre-test questionnaire used for figure 2 shows change within understanding associated with both equally men along with women individuals regarding assistance good quality and specifics. It can be obviously viewed in the table there is zero apparent variation throughout notion associated with both males and females in connection with academic program at the faculty.

On the other hand, male students have shown slightly greater assessment when compared with their own female peers with academics features, reputations, along with program issues, whilst female respondents possess greater assessment when compared with man peers with non-academic features, along with entry.

3.7. Ethical Considerations

In the scope of this document there are certain aspects that required being left out for the reasons of the specified aim and purpose of the title in consideration. These are to be the limitations of this study, where ethical, social, geographical relevance is filtered to a degree that suits the context. Primarily, the correlation of measuring service quality at Abu Dhabi University has been observed for the location of UAE only and the organisations that originate from this geographic location. The basis of this choice is the fact that UAE follows various countries and their practices of higher education for their standard of management, success, profitability, global outreach and franchised deployments. The organisations that are enveloped in this category thus maintain an influence over organisations of other countries as well and so it is adequate to consider the origin of practices, policies and the resulting output before one considers the effects of those that come under this influence.

The conducted survey had a clear note of consent which required respondents to sign (in the case of manual) or agree (online) before participating in the survey. This was done to keep the respondents anonymous and protect their identity so as to eliminate any bias. The respondents were also voluntary participants and no respondent was asked to fill out the survey with any specific response to be answered. To ensure compliance with standard ethical practices the research ascertained respect of moral integrity, the rights to self-determination, anonymity, confidentiality and consent. The conducted analysis did not solely rely on experience and diligence of respondents; it however additionally required honesty and integrity to be key to the responses filled out in the survey.

Ethical considerations define knowledgeable agreement for the reason that possible subject's understanding for and to be involved on their own within a research that is achieved right after intake of crucial specifics of the study. The topics had been studied of these legal rights for students to their own agreement or even fall for to be involved, and to take away taking part whenever they want without having charges.

The respondents were also informed about the intention of the analysis, the methods that would be used to gather the results and also assured in which there was clearly zero possible hazards or even charges concerned.

3.8. Data Analysis

The data collected for this study is based on relevant and established questionnaires conducted by research works of credibility. The questionnaire design as discussed in the literature review holds substantial value as it takes input from the target audience and analyses their responses by factoring it in various parameters. The data represents feedback from employees for the mentioned practices and the effects of those practices on organisational output.

		Academic Aspects	Service Quality
Academic Aspects	Pearson Correlation	1	.852**
	Sig. (2-tailed)		.000
	N	105	105
Service Quality	Pearson Correlation	.852**	1
	Sig. (2-tailed)	.000	
	N	105	105

Figure 3 the Relationship between Academic Aspects and Overall Service Quality.

Source: (Abdullah F. , 2006b)

The primary data of the study is the collection of responses from a single educational institute subdivided into three colleges in UAE that fit suitably into the model for studying higher education practices i.e. HEdPERF. The aspects of these colleges are discussed keeping in view the six factors of the higher education service practices.

	Male		Female		Total	
	N	Mean	N	Mean	N	Mean
AcademicAspects	72	5.5033	33	5.5522	105	5.5598
Reputation	72	5.0895	33	4.8519	105	5.0148
ProgramIssues	72	5.4167	33	5.2273	105	5.3571
Non-academicAspects	72	5.7697	33	5.8535	105	5.7960
Access	72	5.5077	33	5.5090	105	5.5270
Service Quality	72	5.4694	33	5.4109	105	5.4510

Figure 4 Gender and Service Quality Dimensions

Source: (Abdullah F. , 2006b)

The secondary data of the study however, reveals a complete list of practices that existing research is able to establish for other educational institutions (see figure 3 and 4). These can be construed as comprehensive but incomplete to perfect the analysis of higher education practices and is rather a more general presentation of findings (also see figure 2). On the contrary, with the help of the mathematical model as devised by HEdPERF, it can be fairly accurate to predict the concept and practices as discussed in this study.

Chapter IV – Research Analysis, Findings and Discussion

The research data collected concerning Abu Dhabi University on the basis of the survey brought into perspective several elements. The findings here are essentially segmented with respect to individual colleges of the University to individually treat the parameters that reveal the higher education service quality of the college. Each college is then further scrutinised for its organisational structure in terms of academics, administration, student affairs, market outlook and facilities, which is formed on the basis of the matrix rating scale questions from the questionnaire i.e. Question 7 to 47 of the survey (see Appendix A).

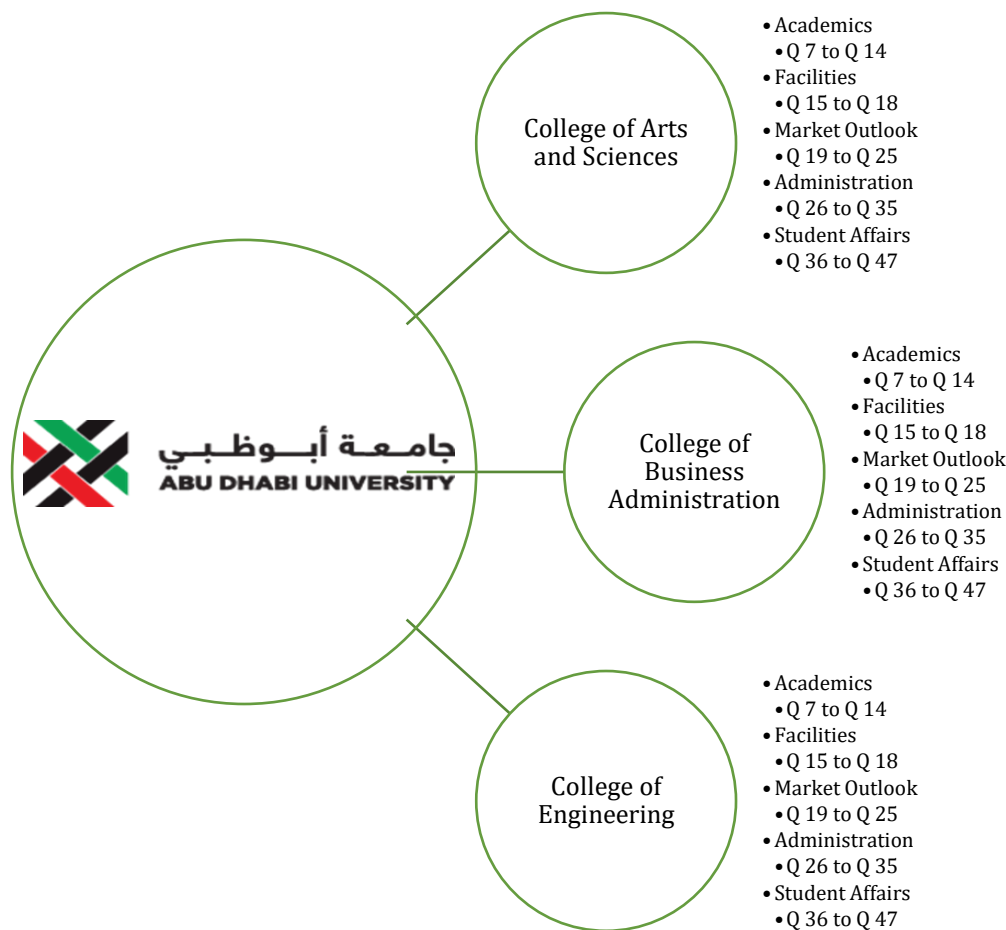


Figure 5 Parameters of investigation for colleges according to the student survey ratings

Data collection of the designed survey was accumulated in two ways, methodologically manual and online survey which allows a wider reach of target audience and minimise any possible inaccuracy of respondent opinion due to bias or accurate reporting.

The conducted analysis evaluated the collected data using the computer software SPSS to determine the values of the resulting factor analysis, confirmatory analysis of the factor analysis, the reliability analysis, the validity test and the multiple regression analysis. The parameters of analysis use the six factors of Abdullah, F. (2006c) i.e. Non-academic aspects, Academic aspects, Reputation, Access and Understanding. Although for the purpose of discussion, these six factors are simplified into five main factors that represent each college of the University. Although it is to be noted that the presented calculations illustrate the cumulative end effect on the service quality measured of Abu Dhabi University. The reason for such restructuring of the six factors into simplified five factors was to put the perspective of the University more conveniently.

Results of the conducted survey collected data from a total of 225 respondents (121 manual survey and 104 online). The gender proportion among the respondents in the manual survey was balanced with 60 female and 61 male respondents (see figure 8). Interestingly enough for the online survey a large number of respondents were male (82) representing a 78% gender turn out (see Appendix E). The cumulative gender distribution reveals that of the total respondents 36% respondents were female while there were 64% males who participated in the survey. This indicates that female respondents were less willing to participate in an online survey as compared to real life physical participating in a survey and males are more willing to provide feedback about the educational institution they are studying in i.e. Abu Dhabi University. Since the online survey was kept available for the duration of ten days, the aspect of females being absent online is ruled out, considering that the survey was distributed through social media.

Among the participating respondents it was revealed that most of the respondents were students currently studying in Abu Dhabi University (see figure 10 and Appendix G) which is revealed by their age group (see figure 7 and Appendix D) and their highest qualification completed at the time of the survey (see figure 6 and Appendix C). This mix of respondents also ensured that the

end response would rule out any element of bias that may possible arise in case existing and former students happened to be on either extremes of the five point scale.

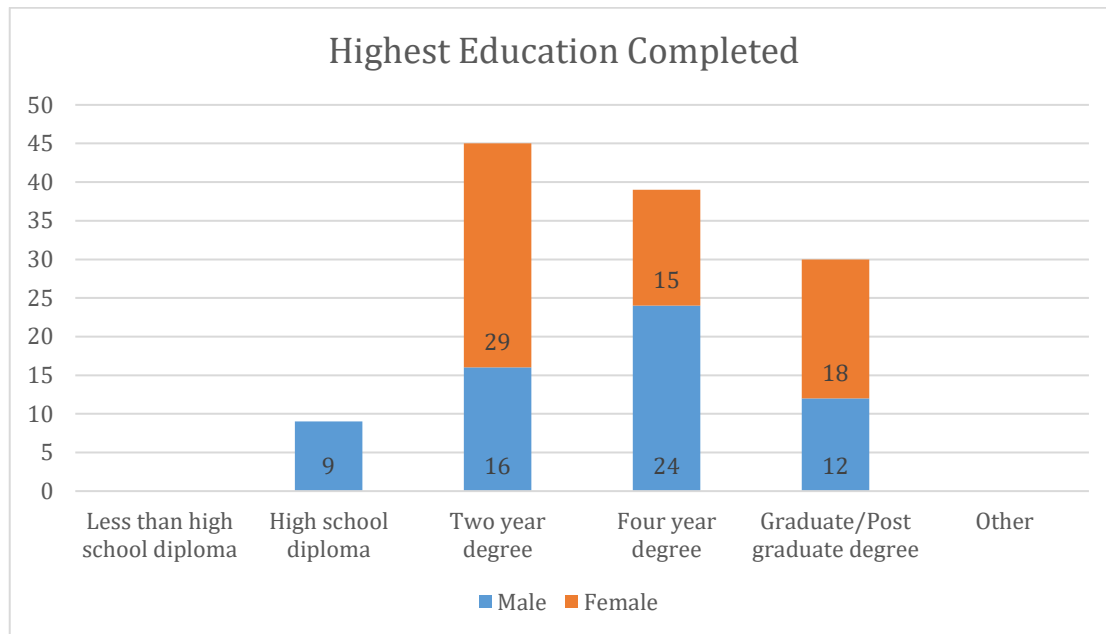


Figure 6 Manual Survey respondents' education qualification

The survey also kept into consideration concerning the demographics of the respondents with regards to their citizenship and the college they were admitted in whether currently or previously (see figure 11 and Appendix G). Although the survey was not designed to discriminate the respondents based on their nationality, which is why the questionnaire strictly wanted to eliminate any bias under the presumption of favourable local opinion or favourable foreign opinion about any aspect of the University, hence it only inquired of respondent citizenship to differentiate between citizens of UAE, citizens of UAE with foreign originality and non-citizens/foreigners (see figure 9 and Appendix F).

The respondents in both types of survey, manual and online were largely citizens of UAE, nevertheless the addition of foreign national citizens in the manual survey minimised any possible national bias. Although the same could not be found true for the online survey as online respondents were very few of foreign origin, with none being a non-citizen/foreigner. But this difference was not held in contempt for the analysis.

Measuring Service Quality in Higher Education

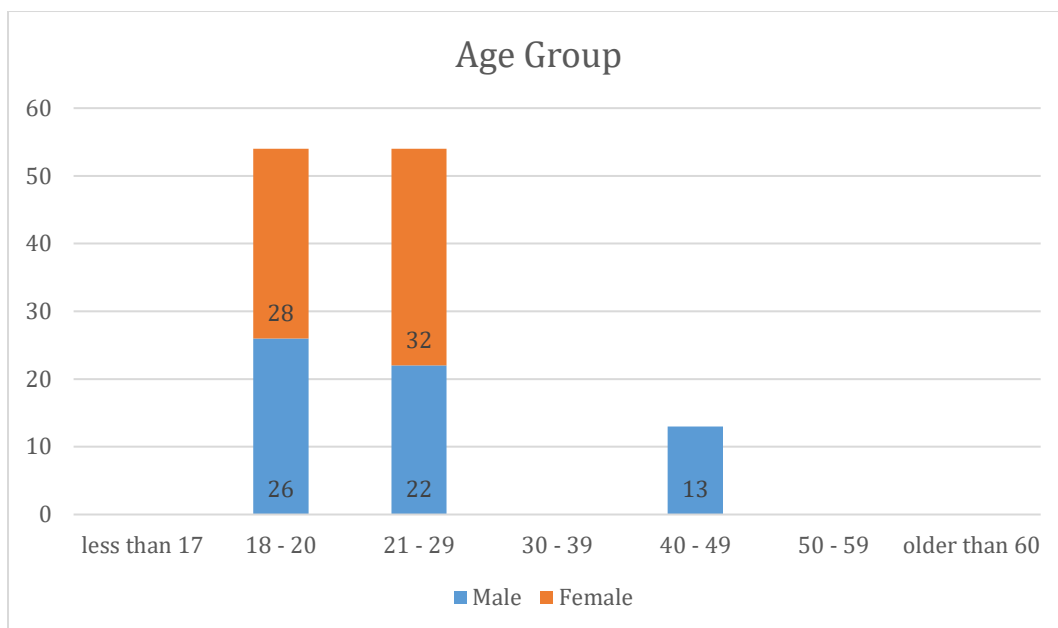


Figure 7 Manual Survey respondents' age group

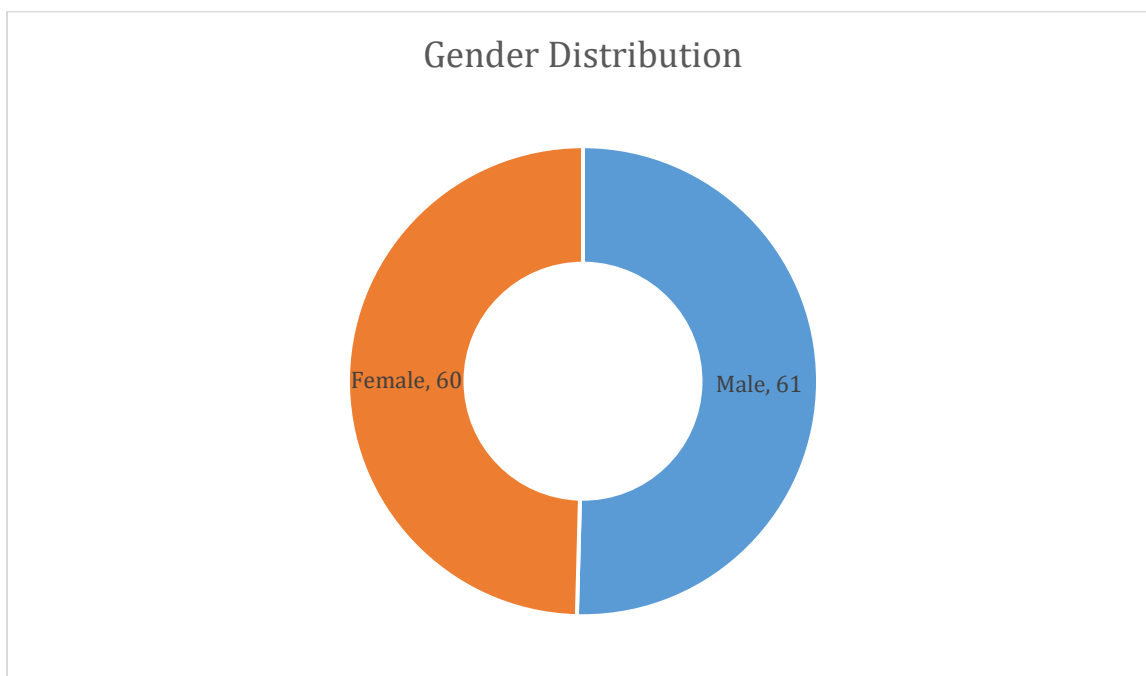


Figure 8 Manual Survey Gender Distribution

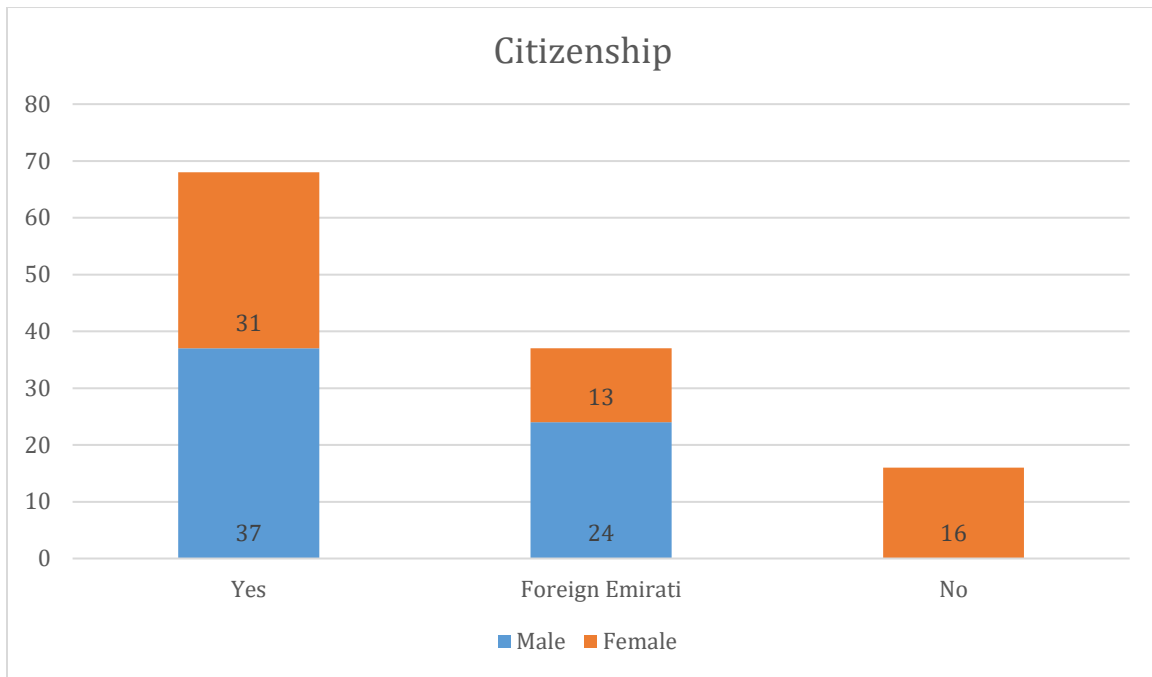


Figure 9 Manual Survey respondents' Emirati citizenship

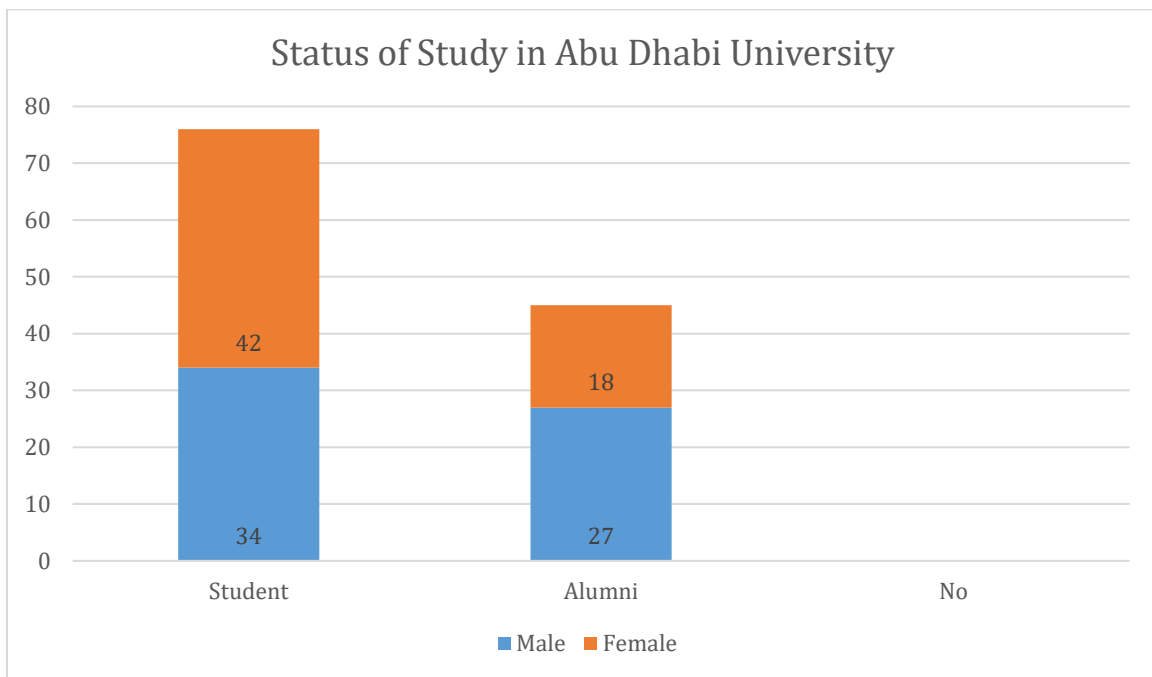


Figure 10 Manual Survey respondents' status of study in Abu Dhabi University

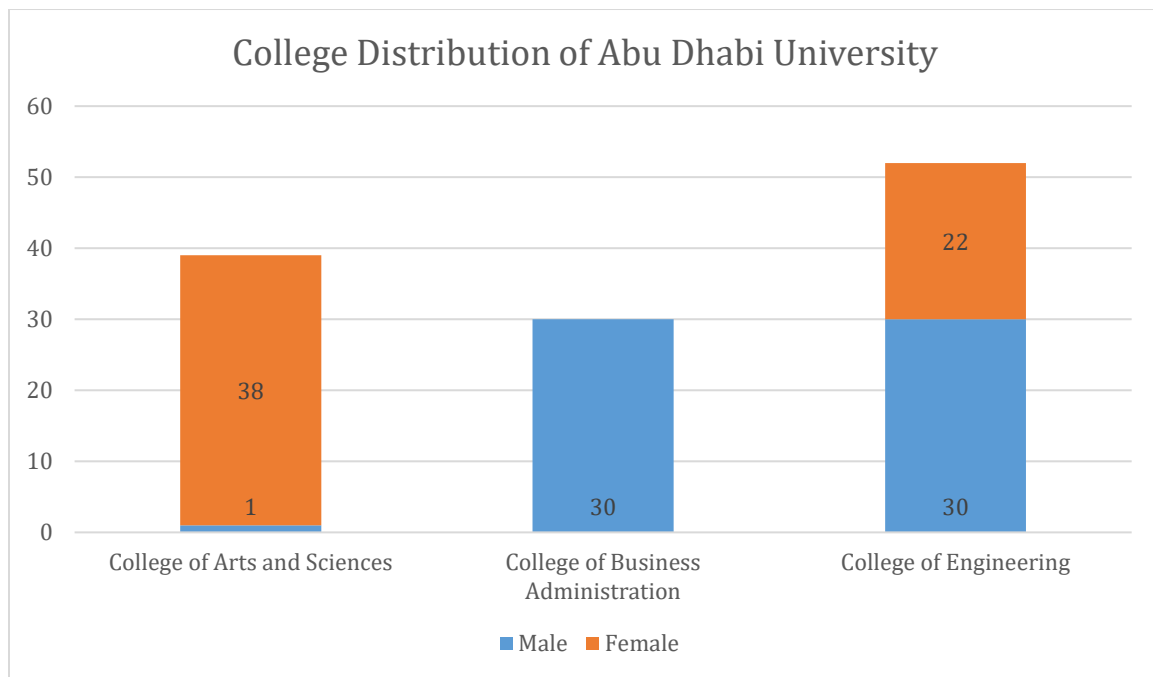


Figure 11 Manual Survey respondents' college of study

4.1. Academics Service Quality of Abu Dhabi University Colleges

The observations made about the three colleges of Abu Dhabi University's academic services, which refers to the Academic factor of the HEDPERF model is mentioned below. These observations are based on the results of ratings provided by female respondents in the manual survey (see figure 12), male respondents in the manual survey (see figure 13) and a combination of male and female respondents in the online survey (see Appendix H). The observations noted are as follows:

- Female respondents largely agree with the knowledge, courtesy and classroom communication of the faculty. While female respondents disagreed with the assistance, attitude positivity and consultation provided by faculty. On the other hand female respondents held a neutral or no opinion regarding the problem solving and feedback provided by faculty.

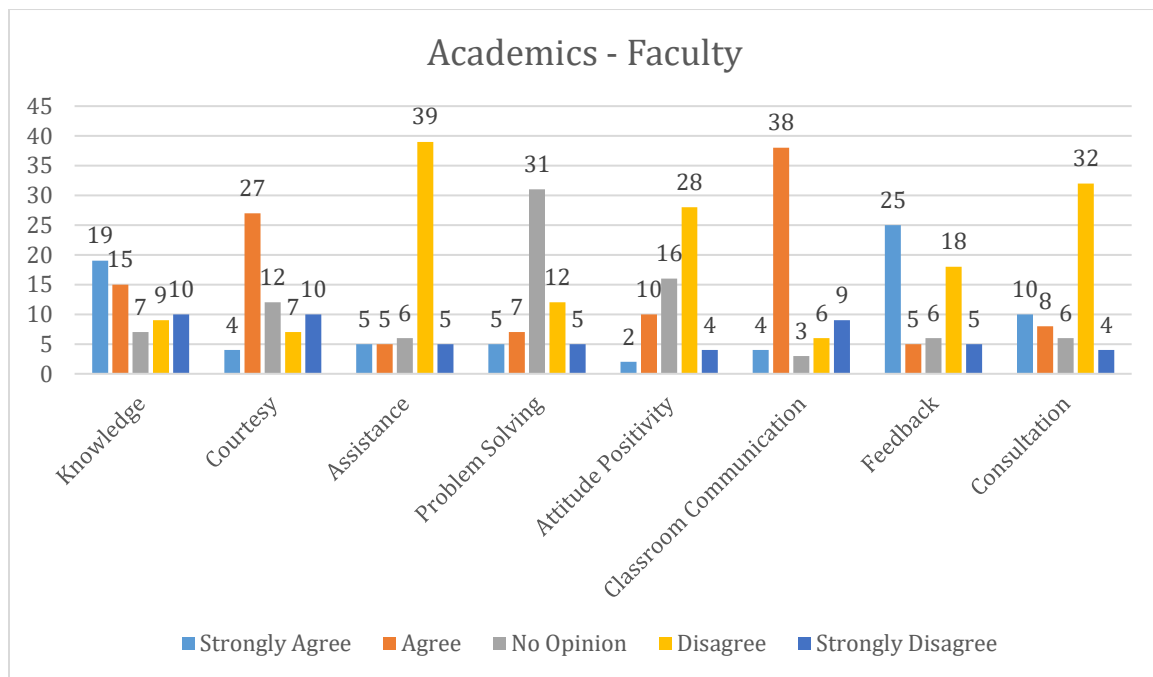


Figure 12 Manual Survey respondents' (Female) perception about Abu Dhabi University Academics regarding its Faculty.

- A large number of male respondents strongly disagreed with a number of services provided by faculty in the aspect of academics. This could indicate that the faculty has gender preferences towards students in Abu Dhabi University. Although male students seemed generally satisfied with the consultation provided by faculty members.
- In the online survey the average rating of respondents concerning academic services provided by faculty members of Abu Dhabi University was 3 points, meaning neutral or no opinion. Although the opinions largely tended towards the positive side.

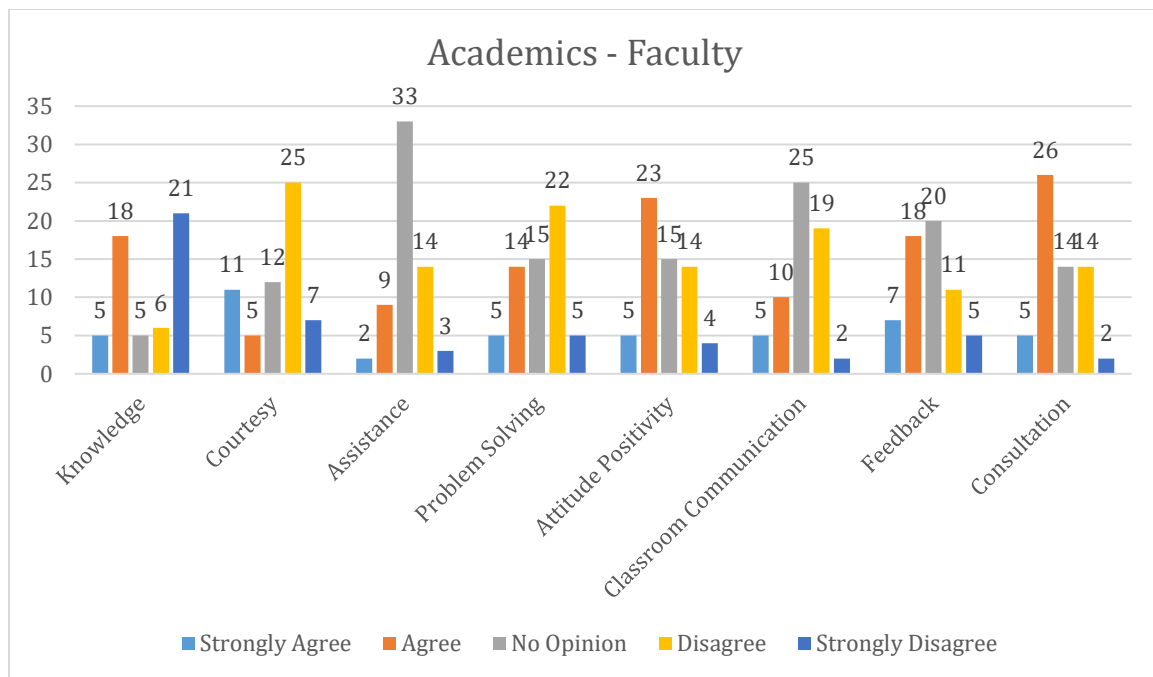


Figure 13 Manual Survey respondents' (Male) perception about Abu Dhabi University Academics regarding its Faculty.

4.2. Facilitation Service Quality of Abu Dhabi University Colleges

The observations made about the three colleges of Abu Dhabi University's facilitation services, which refers to the Gain Access factor of the HEdPERF model is mentioned below. These observations are based on the results of ratings provided by female respondents in the manual survey (see figure 14), male respondents in the manual survey (see figure 15) and a combination of male and female respondents in the online survey (see Appendix H). The observations noted are as follows:

- Female respondents largely agree with the adequate hostel facilities of the University. While female respondents did not disagree in a significant level, disagreements were however noted to a certain degree in general. Otherwise female respondents held a neutral or no opinion regarding the academic, recreational and other facilities of the University services.

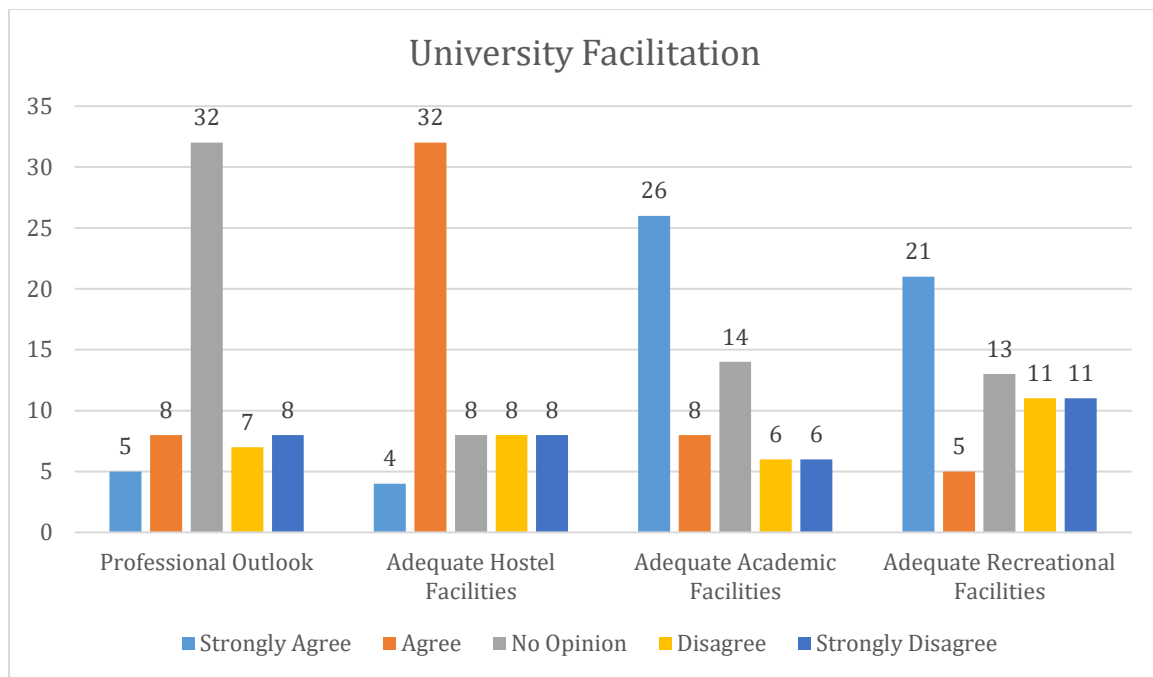


Figure 14 Manual Survey respondents' (Female) perception about Abu Dhabi University's provisions and facilities

- Male respondents seemed satisfied with the academic facilities of the University. Otherwise male respondents held a neutral opinion or generally disagreed with the facilitation services of the University.
- In the online survey the average rating of respondents concerning the facilitation services provided by Abu Dhabi University was 3 points, meaning neutral or no opinion. Although the opinions largely tended towards the positive side.
- This means that male respondents were generally satisfied with academic facilities of the University, while female respondents were generally satisfied with the hostel facilities of a University. Comparing this with the college enrolment of respondents (mostly engineering students), this goes to say that male students studying engineering find the academic facilities satisfactory and content with, while female students (most arts and sciences students) found the hostel services adequate.

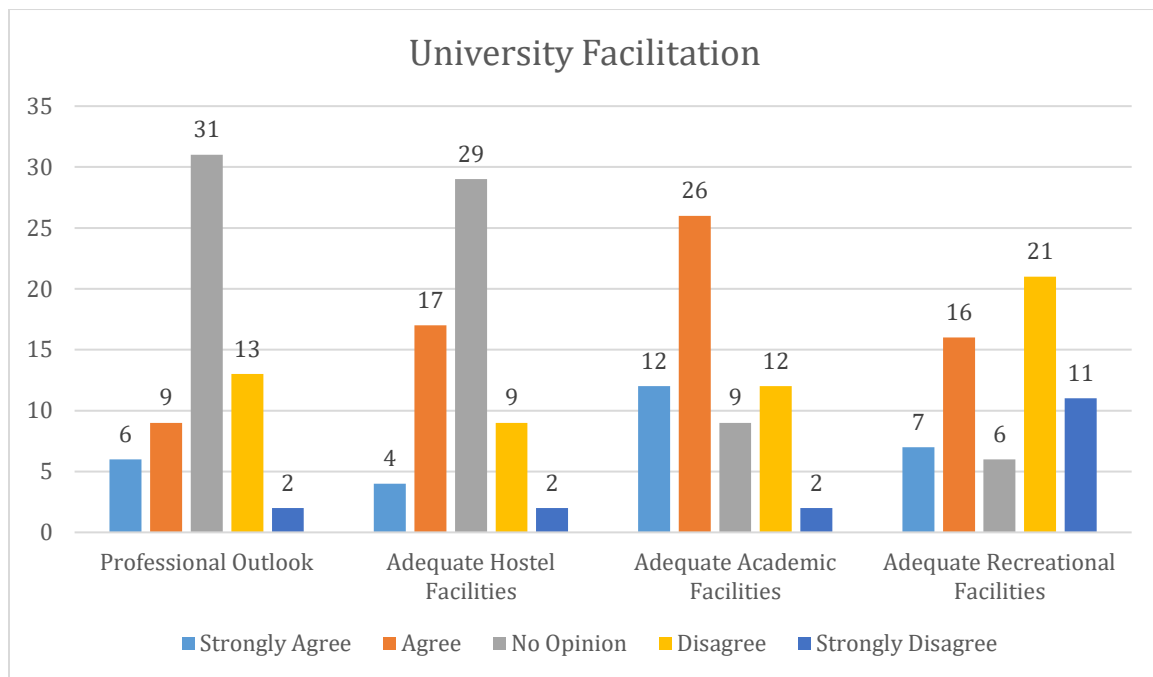


Figure 15 Manual Survey respondents' (Male) perception about Abu Dhabi University's provisions and facilities

4.3. Market Outlook Service Quality of Abu Dhabi University Colleges

The observations made about the three colleges of Abu Dhabi University's market services, which refers to the Gain Access and Reputation factor of the HEdPERF model is mentioned below. These observations are based on the results of ratings provided by female respondents in the manual survey (see figure 16), male respondents in the manual survey (see figure 17) and a combination of male and female respondents in the online survey (see Appendix H). The observations noted are as follows:

- Female respondents largely disagree with the market outlook of the University. Their disagreements were noted largely as being unoptimistic about the University's prospects of study and its programs in general. While female respondents only seemed to have a favourable opinion of the quality of programs and their flexibility.

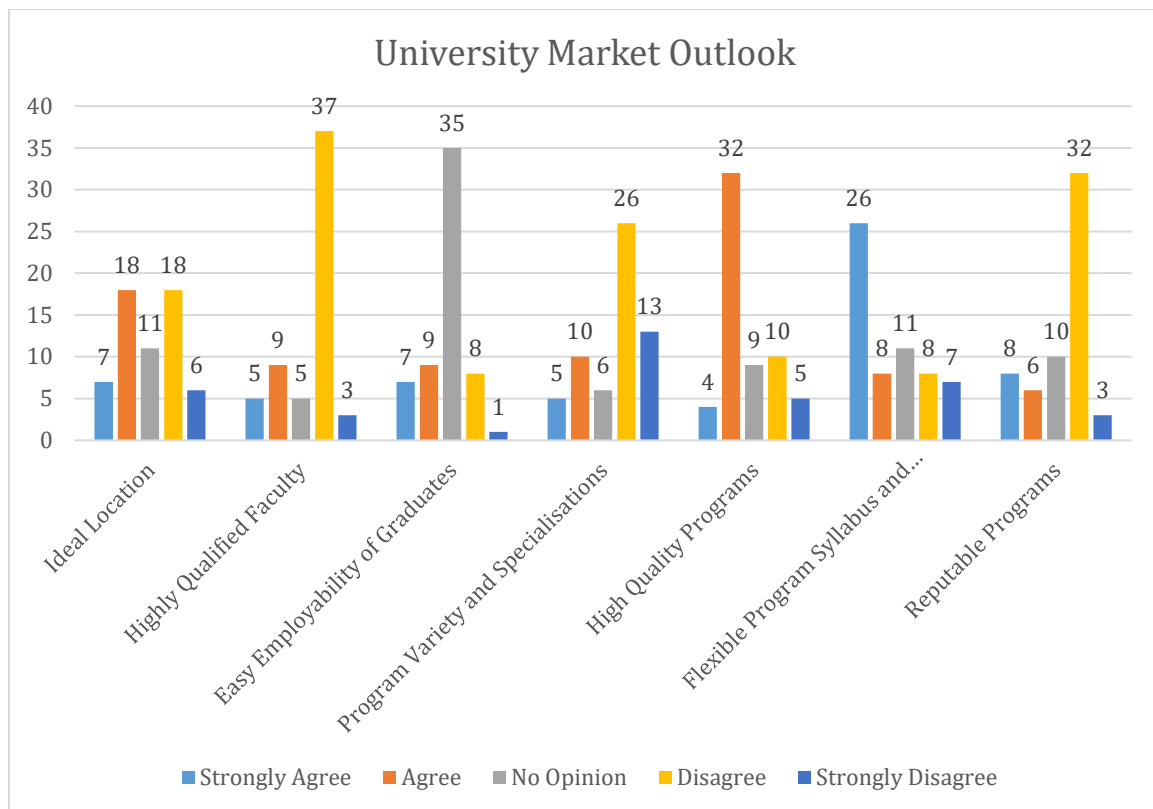


Figure 16 Manual Survey respondents' (Female) perception about Abu Dhabi University's Market Outlook

- Male respondents seemed equally satisfied with the quality of programs and the flexible syllabus of the University. Otherwise male respondents held a general disagreement with the University's market outlook.
- In the online survey the average rating of respondents concerning the market outlook of Abu Dhabi University was 3 points, meaning neutral or no opinion. Although the opinions largely tended towards the positive side.
- The commonality of opinion between male and female students provides a clear sense that Abu Dhabi University's colleges run their programs with high quality and flexible structure in general. But the responses indicate that the students were otherwise hopeless of the University's market outlook.

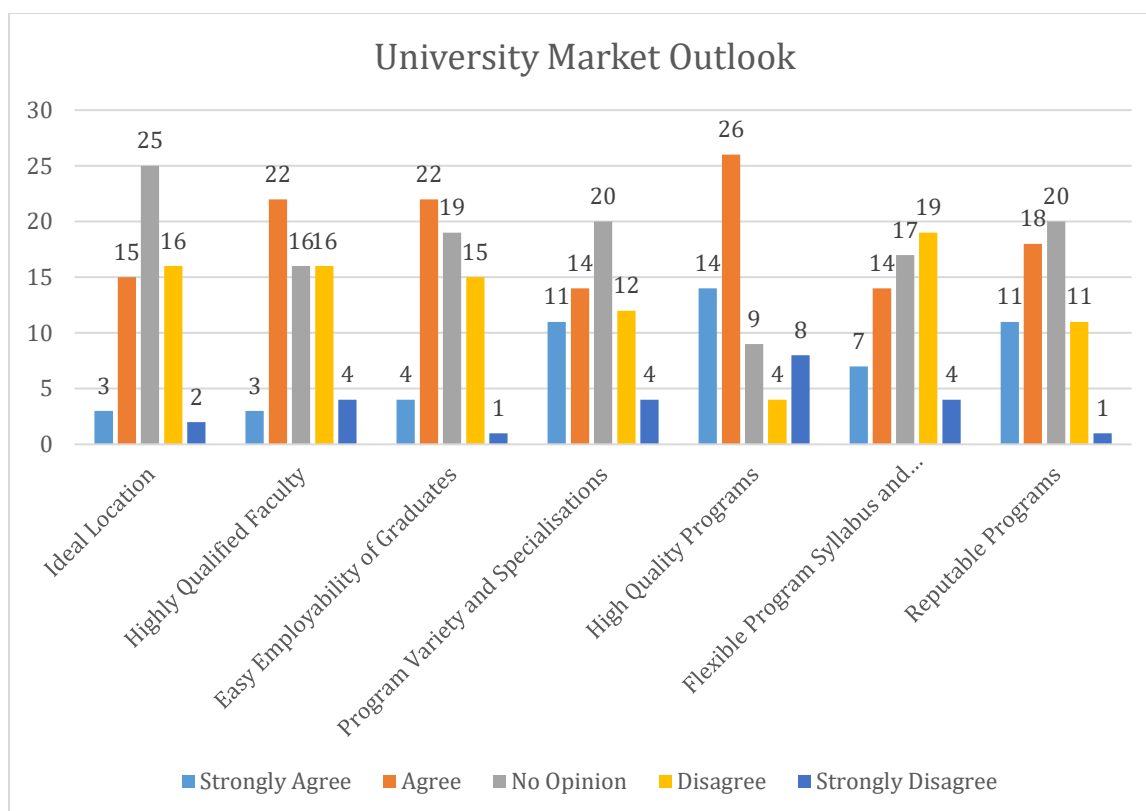


Figure 17 Manual Survey respondents' (Male) perception about Abu Dhabi University's Market Outlook

4.4. Administrative Service Quality of Abu Dhabi University Colleges

The observations made about the three colleges of Abu Dhabi University's administrative services, which refer to the Non-Academic staff, Gain Access and Problem solving factor of the HEdPERF model is mentioned below. These observations are based on the results of ratings provided by female respondents in the manual survey (see figure 18), male respondents in the manual survey (see figure 19) and a combination of male and female respondents in the online survey (see Appendix H). The observations noted are as follows:

- Female respondents largely held neutral or no opinion about Abu Dhabi University's administrative services. Their agreement concerned the individual attention and accessible communication of the University's administrative services, otherwise the administrative services received generally unfavourable opinion.

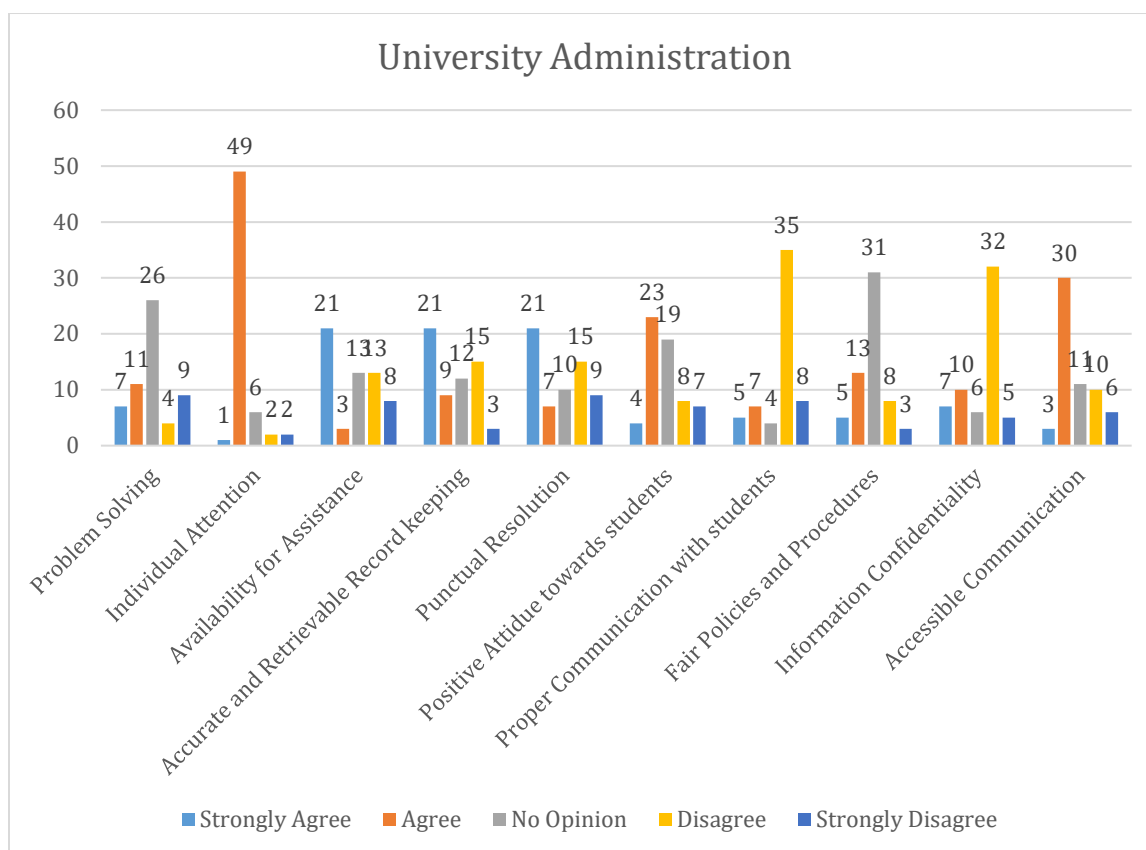


Figure 18 Manual Survey respondents' (Female) perception about Abu Dhabi University Administration

- Male respondents seemed equally satisfied with administrative services of the University regarding its accessible communication. While male students held a positive view about the University's record keeping and communication with students. Otherwise male respondents held a general disagreement with the University's administrative services.
- In the online survey the average rating of respondents concerning the market outlook of Abu Dhabi University was 3 points, meaning neutral or no opinion. Although the opinions largely tended towards the positive side.
- The commonality of opinion between male and female students about accessible communication of the University's administrative services provides a clear sense that Abu Dhabi University's administration has a lucid communication structure but suffers from unfavourable administration services.

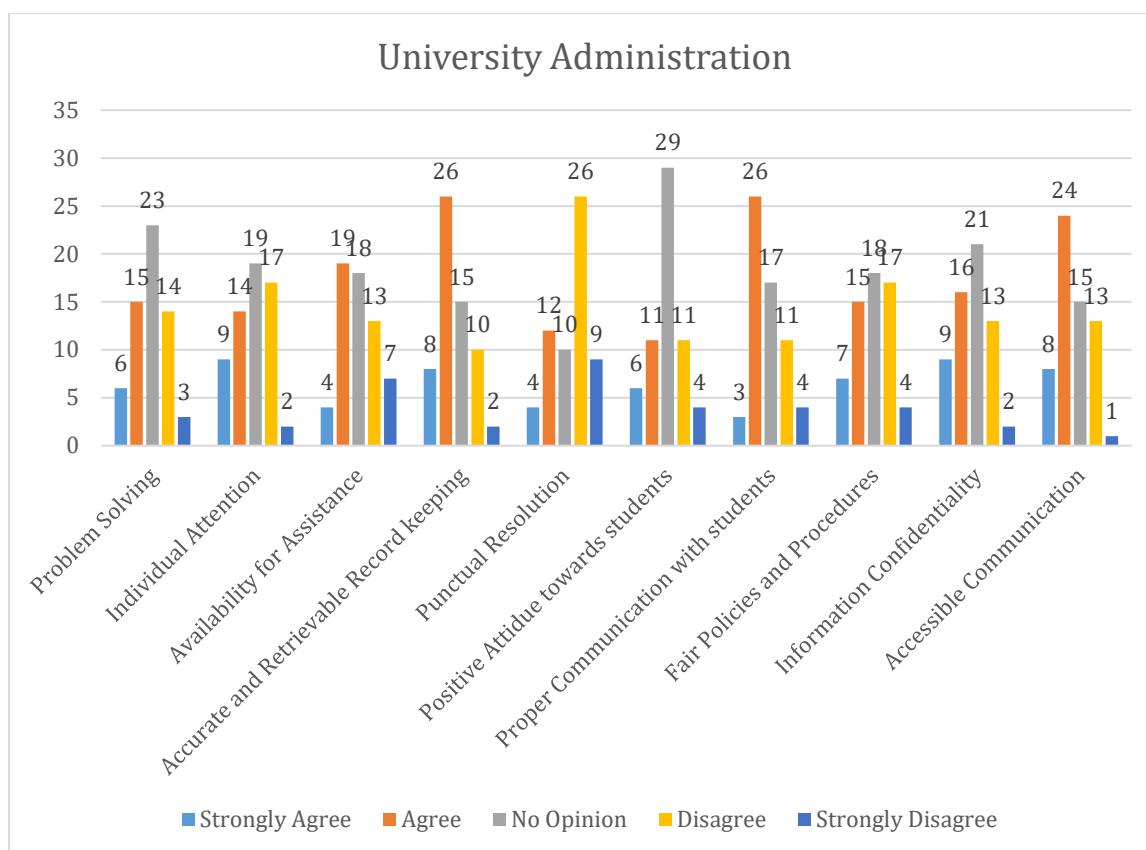


Figure 19 Manual Survey respondents' (Male) perception about Abu Dhabi University Administration

4.5. Student Affairs Dealing Service Quality of Abu Dhabi University Colleges

The observations made about the three colleges of Abu Dhabi University's student affairs dealing services, which refer to the Non-Academic staff, Problem solving and Understanding factor of the HEDPERF model is mentioned below. These observations are based on the results of ratings provided by female respondents in the manual survey (see figure 20), male respondents in the manual survey (see figure 21) and a combination of male and female respondents in the online survey (see Appendix H). The observations noted are as follows:

- Female respondents largely held a positive opinion about the University's counselling, student freedom, healthcare, confidence services and otherwise held a neutral or dissatisfied opinion about Abu Dhabi University's student affairs dealing services.

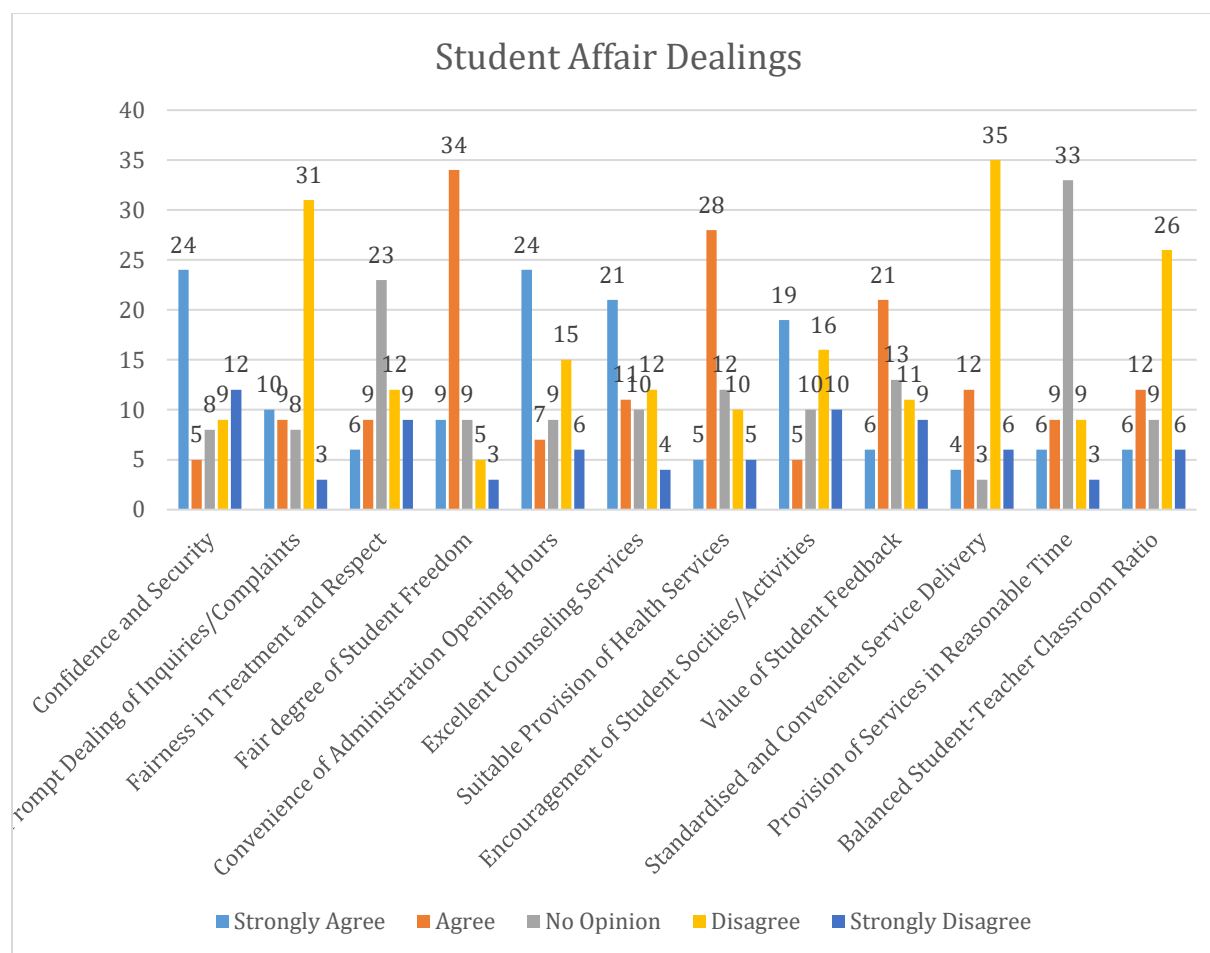


Figure 20 Manual Survey respondents' (Female) perception about Abu Dhabi University's Student Affair Dealings

- Male respondents largely held a neutral or unsatisfactory perspective of Abu Dhabi University's student affairs dealing services. Although there was favourable opinion notable in the responses, these responses were insufficient to significantly portray a positive view by male students.
- In the online survey the average rating of respondents concerning the market outlook of Abu Dhabi University was 3 points, meaning neutral or no opinion. Although the opinions largely tended towards the positive side.
- The commonality of opinion between male and female students about Abu Dhabi University's student affairs dealing portrays that the University needs to improve its students affairs dealing services since the students seem generally not satisfied.

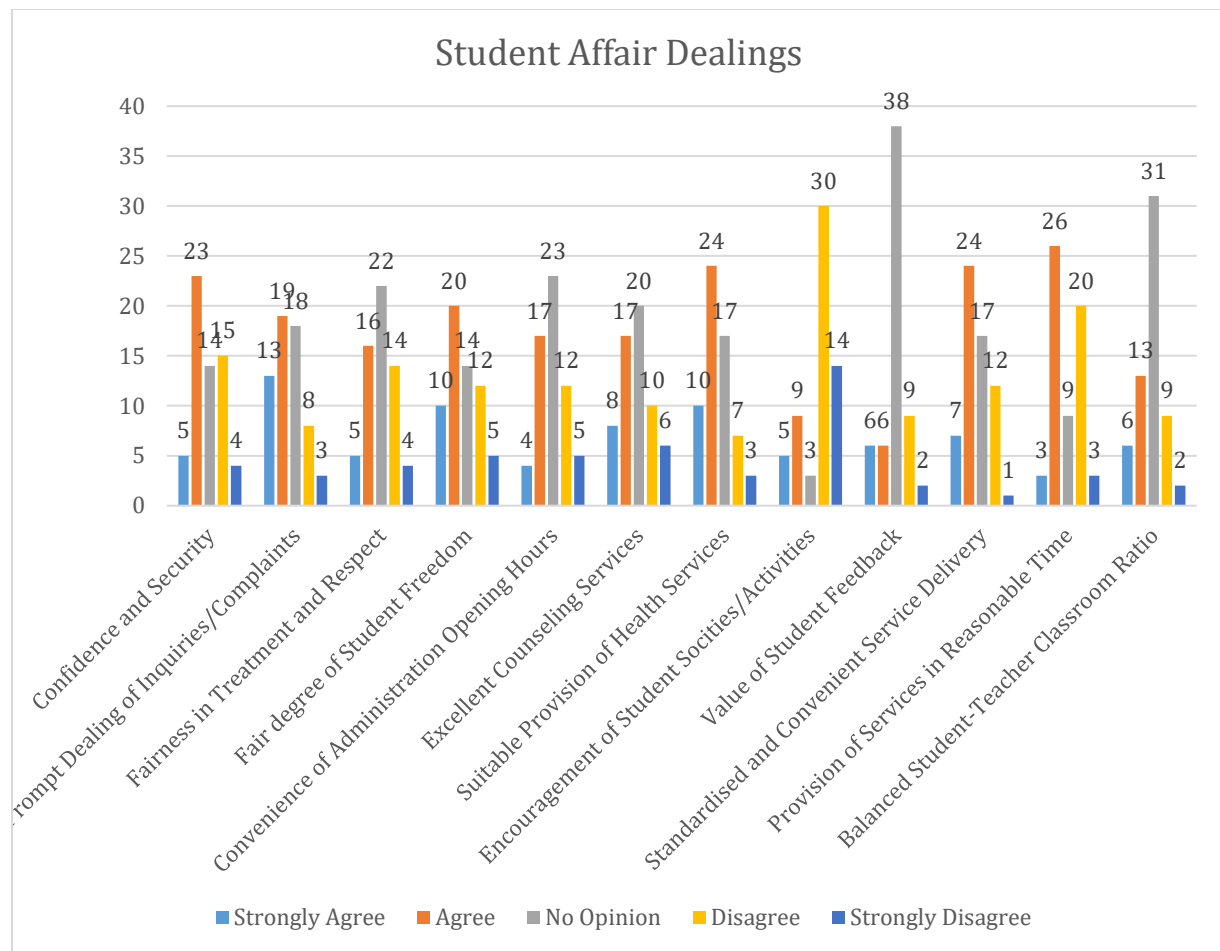


Figure 21 Manual Survey respondents' (Male) perception about Abu Dhabi University's Student Affair Dealings

4.6. Factor Analysis

In order to find the dimensional structure of service quality of the university under scrutiny factor analysis was carried out. The assumption of the suitability of the analysis was to make sure the relation in data matrix that accepts the use of it. It was observed that the correlations were meaningful with $P=0.01$.

The factor solution conceded six factors of service quality with reference to higher education resulting by excluding non-loading variables.

The results of the factor analysis is tabulated (see Table 3).

The available literature of Abdullah, F. (2006c) provisions the yielded results of service quality determinants with respect to each of the analyzed factors. The loading on each of the six factors is considered an important quality indicator of the University's various aspects. These dimensions must be taken into account as not supporting of the SERVQUAL instrument as discussed in the literature review. Most importantly it should be noted that the six factors which were derived didn't comply with the rules to the famous SERVQUAL instrument, where five factors were obtained namely, responsiveness, reliability, empathy, assurance & tangibles, which were confirmed as representing the generic dimensions of service quality. (Parasuraman et al., 1991a). Similarly, many subsequent studies of service quality in a variety of service industries have also failed to recover the five dimensions of service quality (see Buttle, 1996; Robinson, 1999).

Table 3 Results of factor analysis

	Variables	Factor 1 Non-Academic Aspects	Factor 2 Academic Aspects	Factor 3 Reputation	Factor 4 Access	Factor 5 Program Issues	Factor 6 Understanding
1	Knowledge in course content		0.69				
2	Caring and Courteous	0.34	0.73				
3	Responding to request for assistance		0.63				0.40
4	Sincere interest in solving problem		0.73				
5	Positive attitude		0.79				
6	Good communication		0.66				
7	Feedback on progress		0.62			0.37	
8	Sufficient and convenient consultation		0.59				
9	Professional Appearance	0.34		0.50			
10	Hostel Facilities			0.73			
11	Academic Facilities	0.34		0.56		0.32	
12	Recreational			0.77			

Measuring Service Quality in Higher Education

	Facilities						
13	Ideal Campus Location			0.46		0.32	
14	Educated and Experienced Faculty						0.40
15	Easily employable graduates	0.41	0.30	0.56			
16	Variety of Programs					0.62	
17	Internal Quality Program			0.74			
18	Flexible Syllabus		0.31			0.71	
19	Reputable Academic Programs		0.31	0.48		0.38	
20	Sincere interest in solving problems	0.77					
21	Individual attention	0.77					
22	Responding to request for assistance	0.69					
23	Accurate and retrievable records	0.75					
24	Punctuality in resolution	0.80					
25	Positive attitude	0.74					
26	Good communication	0.75					
27	Policies and procedures	0.64					
28	Confidentiality of information	0.39					
29	Easily contacted with telephone	0.38			0.62		
30	Feeling secure and confident	0.48	0.30		0.40	0.35	
31	Prompt dealing with complaints	0.73					
32	Equal treatment and respect	0.44			0.57		
33	Fair amount of freedom				0.65		
34	Convenient	0.69					

	opening hours						
35	Counselling serv.	0.35			0.49		0.40
36	Health services			0.51	0.31		0.40
37	Student Unions	0.32			0.59		
38	Feedback for improvement			0.36	0.64		
39	Service delivery procedures	0.35	0.34	0.36	0.50		
40	Service within reasonable time frame	0.50		0.33	0.37	0.31	
41	Minimal Class Size	0.36	0.33	0.38			0.35
	Eigenvalues	8.28	5.53	4.85	4.27	2.55	1.26
	% of variance	20.2	13.5	11.8	10.4	6.2	3.1
	Cumulative % of variance	20.2	33.7	45.5	55.9	62.1	65.2

4.7. Confirmatory Factor Analysis

According to Gerbing and Anderson (1988, p. 189) the evaluation of the uni-dimensionality of these scales is not achieved by constructing the scales from detailed examination of the size of the factor loadings rather it is accomplished by a CFA in which each of the factor is predecessor to a mutually exclusive subset of indicators. (Hattie, 1985; Anderson and Gerbing, 1991) stated that it is the highly mandatory condition for construct validity and reliability checking that the measures should be uni-dimensional which is referred to the fact that a single concept is fundament set of measures. In order to validate uni-dimensionality, each construct is specified by a measurement and by remaining in the boundaries of SPSS structural equation modeling is achieved for all the constructs using CFA.

Table 4 presents the measures of model fit for the entire sample, and it was observed that the results are acceptable and can be fitted for the six-factor model. Various methods were used to evaluate the overall fit of the model to the data. Through Chi Square and other methods of goodness fit it was indicated that an exact fit of a model is possible when P for goodness fit methods is above a certain value which is usually 0.05 i.e. $P > 0.05$. According to Eisen et al. (1999) a relative likelihood ratio of 5 or less falls in acceptable fit due to the reason that Chi square is sensitive in sample size and those points where large samples are used by Chi square exhibit significances so the decision was taken to use relative likelihood ratio of 5 or less.

A wide range of goodness-of-fit measures were suggested to eradicate or to remove the dependence on sample size. SPSS helps in delivering many fit indices of which the goodness-of-fit index (GFI), the adjusted goodness of fit index (AGFI), the comparative fit index (CFI), and the incremental fit index (IFI) were utilized. These indices found ranges from 0 to 1 with higher values directing a better fit.

Table 2 shows that the value is above 0.77 for all the indices of the six service quality constructs which resulted in a proof of uni-dimensionality for the scales (Bryne, 1994). Discrepancy per degree of freedom, which is measured by the Root Mean Squared Error of Approximation (RMSEA) was also observed and it was reported to be 0.07 which indicated a very well fit to the data. (RMSEA < 0.05 = close fit, RMSEA > 0.05 to < 0.08 = fair fit, RMSEA > 0.08 to 0.10 = poor fit, Kelloway, 1998; Chow et al., 2001). Therefore, the conclusion obtained from the above approximations it was noted that the six factor model fits well and represented a sensibly close approximation in the population.

Table 4 Uni-dimensionality for the six service quality constructs

Fit indices	Dimension
Relative likelihood ratio	2.76
Goodness of fit index	0.81
Comparative fit index	0.98
Incremental fit index	0.98
Root mean square error of approximation	0.07

4.8. Reliability Analysis

The reliability of the composite score should be assessed after uni-dimensionality has been acceptably established. As Gerbing and Anderson (1988, p. 190) stated that if the values of scores are widely fluctuating over repeated measurements and if the resultant composite scores are obtained primarily by measurement error then even a perfectly uni-dimensional scale is no or of a little practical use. (Peter, 1979, p. 6) have defined reliability as the degree to which the measurements are free from error and are generating consistent results. Spearmen-Brown corrected correlation which was computed for the six service quality constructs and for that two internal consistency estimations of reliability were conducted which were “coefficient alpha” and “split-half coefficient”. (Nunnally, 1988) stated that when alpha is 0.70 and above to be the criteria for demonstrating internal consistency of new scales and previously established scales

respectively. Split-half coefficient, as the name suggests that each construct is split into half so that each half is approximately equal and Cronbach's studied in 1943 (cited in Wagner et al., 1986, p. 108) stated that when splitting is achieved of the constructs the split which yields the highest correlation gives the most nearly comparable values. Table 5 shows the values of coefficient alpha and split half coefficient for all the six scales. Internal consistency have been observed in all the six constructs and all have satisfactory reliability values in their original form which conclude that all the values meet the required prerequisite.

Table 5 Correlation matrix of service quality dimensions

Dimension	Non-Academic Aspects	Academic Aspects	Reputation	Access	Program Issues	Understanding
Non-Academic Aspects	1.00	0.84	0.87	0.93	0.85	0.82
Academic Aspects	0.84	1.00	0.85	0.79	0.90	0.81
Reputation	0.87	0.85	1.00	0.87	0.91	0.87
Access	0.93	0.79	0.87	1.00	0.83	0.85
Program Issues	0.85	0.90	0.90	0.83	1.00	0.81
Understanding	0.82	0.81	0.87	0.85	0.81	1.00

4.9. Validity Test

Once establishment of uni-dimensionality is achieved and the internal consistency estimations of reliability shows acceptable values the next step is to move towards examining the validity of the constructs. Validity is defined such as it presents the extent to which a measured or measured set of values are correctly represented in the concept of study. Five tests were carried out to validate the six service quality constructs which were "face validity", "content validity", "convergent validity", "discriminant validity" and "criterion-related validity". (Bohrnstedt, 1983; Kaplan and Sacuzzo, 1993) stated that validity of face and content validity is ensured when the questionnaire had been perfectly designed by an in depth review of relevant literature and then it is fine-tuned based on the suggestions and ideas of different experts. Construct validity is the primary threat to the validity of service quality in this research. It was suggested by Churchill (1979) that convergent and discriminant validity must be examined in content validity. Table 6 illustrates the proof of convergent validity such that all the six dimensions of service quality have a relation in

between and it can be stated that they are highly correlated to each other. Chi square difference test was conducted in order to test the scales for discriminant validity. All the six service quality constraints have been tested by discriminant validity in the validity test. Statistically all the validity tests showed significance at $P=0.01$ level which is the indication that all the constructs are distinct which is also a strong indication of discrimination validity. Computation of criterion-related validity was also carried out so that it can be verified the performance of measure against some criterion. Three criteria's were correlated with constructs in this thesis which were "service quality level", "satisfaction level" and "loyalty" with constructs so that the criterion-related validity can be established. It is shown in table 6 that all the constructs have a significant positive correlation with the overall service quality, satisfaction level and loyalty, hence the establishment of criterion-related validity has been achieved for all the six factors.

Table 6 Correlations among the six factors of service quality and its criteria

Dimension	Service quality level	Satisfaction level	Loyalty
Non-Academic Aspects	0.62	0.66	0.50
Academic Aspects	0.56	0.62	0.50
Reputation	0.61	0.63	0.53
Access	0.65	0.67	0.52
Program Issues	0.58	0.63	0.51
Understanding	0.58	0.62	0.52

4.10. Multiple Regression Analysis

In this study the help of Multiple-regression was taken in order to determine the overall effect of the six dimensions on the service quality level and most importantly to examine the relative importance of individual dimensions.

The effect size of the regression model measured the service quality level as a dependent variable and the service quality notches for the individual dimensions as the independent variables. In order to evaluate that how well the six dimensions predicted service quality multiple regression method were applied subsequently. It was noted that six dimensions, in linear combination were significantly related to the service quality level, $R^2 = 0.43$ which was adjusted to $R^2 = 0.42$, $F(6, 402) = 50.3$ & $P = 0.01$. Sample multiple correlation coefficient was found to be 0.66 which pointed out that approx.. 42.9% of the variance of the service quality in the

samples can be considered for the linear combination of the six dimensions. Many attempts were made to determine the influence of individual service quality dimensions so that it can be figured out that which dimension is important in determining the service quality based on customer perception (Parasuraman et al., 1988, 1991b).

Table 7 illustrates the results of the multiple regression method where the only dependent variable was service quality level and the scale which was used to measure was ranging from 1 i.e. strongly agree to 5 i.e. strongly disagree. Adjusted R² of 0.42 was used in the resulting output and only one significant dimension, namely “access”, was extracted that alone contributed 15% of the variance in service quality level, on the second hand the other dimensions accounted only 27.9% because $42.9\% - 15.0\% = 27.9\%$. This concluded that the other dimensions which are “non-academic aspects”, “academic aspects”, “program issues” and “understanding” are not responsible to contribute significantly towards motivating the variance in the overall rating.

Table 7 Relative importance of six dimensions in predicting service quality level

Dimension	Standardised Coefficient(β)	Significant (P)
Non-Academic Aspects	0.08	0.52
Academic Aspects	0.04	0.70
Reputation	0.18	0.09
Access	0.39	0.001
Program Issues	0.02	0.83
Understanding	0.02	0.79

Chapter V – Conclusion and Future Work

5.1. Conclusion

The research study that was undertaken to measure the service quality of higher education in Abu Dhabi University yielded interesting results. Since this research study was essentially based on the perception of the students about the University they were studying in the HEdPERF model was utilised to ensure that the measurement is valid and reliable. The designed questionnaire surveyed from the students revealed mixed opinions of the students about Abu Dhabi University. The responses were sorted to further distinguish what the students felt about the service quality of the colleges they studied in. The most interesting difference was noted in the difference of ratings between respondents who answered the survey manually versus those who participated online. Even though over all the student perception about Abu Dhabi University was met with favourable opinion, there was a noticeable proportion of students who disagreed with the quality of service provided by the University.

The respondents of the manual survey largely disagreed with the quality of administrative services provided to students, which is categorised as non-academic aspects according to the HEdPERF model. The disagreement on the other key factor was on market outlook and student affairs dealing services i.e. access and programmes issues factor respectively. More notably female respondents held a negative perception about Abu Dhabi University's reputation factor and understanding factor, while male respondents held a negative perception about the University's access and understanding factor. It goes to note that in the factor of academic aspects both male and female respondents were dissatisfied with the amount of time the academic faculty dedicated in catering towards students. These perceptions held by students reveal that in view of the students Abu Dhabi University needs to re-evaluate and modify its management over aspects that are unfavourable in each respective college.

Referring to the respondents of the online survey, the students and alumni both looked at the administration in negative light concerning its due responsibility. The non-academic staffs was met with negative opinion in the perception of the students and counter relating it with the manual survey it can be verified that Abu Dhabi University lacks in its ability to provide the necessary quality of service in its administrative duties. Male respondents were primarily the ones who in their opinion found that there was unsatisfactory treatment provided by the

University, whereas females equally complained albeit in small percentage about their disagreement with the quality of service provided by the non-academic staff.

Interestingly there were similarities in both survey types in what students perceived as positive in Abu Dhabi University. The students were largely satisfied with certain aspects within the factors of academic aspects, reputation and understanding, which extended to both genders and all three colleges. Regarding the service quality in academics the students largely agreed with the knowledge of the academic faculty. This can be construed as Abu Dhabi University's preference for hiring academic faculty members who are knowledgeable about their subject matter. This is verifiable as the number of students who agree with the ability of the faculty to communicate well in the class room. Likewise in the factor of reputation students were overall favourable towards the market outlook of Abu Dhabi University concerning its appearance and presentation, revealing that the University is aware of its public image and has thus spent necessarily in this regard. This focus is also further supported when students favour the facilities provided by the University. So it can very much be said that Abu Dhabi University excels in providing the following services adequately and is met with favourable opinion by its customers.

The HEdPERF model proved to be very useful tool in measuring the service quality of Abu Dhabi University in the perception of the students. The analysis conducted revealed various perceptions of students that portrays the quality of service in higher education provided by the University. This tool was instrumental for this research because of the similarity of workings by the scholar Firdaus Abdullah who had published several works on the HEdPERF model and other measurement tools for service quality.

Design of the survey was formed on the basis of the HEdPERF model for the reason that the model takes into account six factors that investigate forty one different aspects of a higher education institute's service quality. The performance model is basically useful for any measurement of service quality provided by an organisation. Although the specific focus of higher education on the performance model makes it more suitable only for higher education institutions where all the required parameters to be scrutinised or investigated are applicable.

Abu Dhabi University is undoubtedly one of the renowned higher education institutes in the United Arab Emirates. Students within the UAE, neighbouring countries as well as from

other foreign countries arrive in the UAE for work and studies. The UAE is already a known hub for economic activity in the Middle East and people are increasingly visiting the region for better prospects. While the favourable opinion of students should keep the University in positive light, the unfavourable perception of students needs to be accounted for by Abu Dhabi University towards providing better service quality in its area of short comings.

5.2. Future Work

Much of the findings in this research document were conclusive in the effort of measuring the stated purpose, which was to measure the perception of students regarding the quality of service provided by Abu Dhabi University's three colleges for higher education to students. The HEdPERF model as an instrument was chosen over other models for its applicability and suitability as compared to SERVPERF and SERVQUAL. For pursuing future work the key priorities should be placed on building upon this research by overcoming the limitations mentioned in this research. One such key note limitation that needs to be highlighted is the accuracy of student perception. This research did not factor in any way the cross checking of services provided by Abu Dhabi University in order to legitimately concur that the said opinions hold true in real life. The survey only investigated the perception of students about the University they studied in or studied from, and it would have been useful if a separate investigation was conducted to determine the extent of services provided by Abu Dhabi University and its College of Arts and Sciences, College of Engineering and College of Business Administration. By knowing the short comings of each college (faculties) and the institute through independent investigation with regards to the six factors, a comparison can be drawn which could be useful in analysing the quality of service provided to the students and the impact of services on students that can represent the satisfaction level of the students and develop a cause – effect relationship between service and end users.

Beside the stated use of the HEdPERF measurement tool, it cannot be used for other service sectors without modifications to its questionnaire and its factors that may as a result undermine its usefulness. While this specific applicability of the HEdPERF is viewable as suitable, the measurement tool lacks the necessary parameters that can be made use of in other sectors as a way of bringing into perspective the comparative validity of its usefulness and accuracy. Although the SERFPERF is the sought for solution, it is not suitably applicable to the

Measuring Service Quality in Higher Education

education sector and such incompatibilities are what bring about a margin for unaccounted assumptions and scepticisms.

References

- Abdullah, F. (2005). HEdPERF versus SERVPERF; The quest for ideal measuring instruments of service quality in higher education sector. *Quality Assurance in Education*, 305-328.
- Abdullah, F. (2005). Measuring service quality in. *MARA University of Technology, Jalan Meranek, Malaysia*, 12.
- Abdullah, F. (2006a). Measuring Service Quality in Higher Education: HEdPERF versus SERVPERF. *Marketing Intelligence & Planning*, 24(1), 31-47.
- Abdullah, F. (2006b). Measuring Service Quality in Higher Education: Three Instruments Compared. *International Journal of Research & Methods in Education*, 71-89.
- Abdullah, F. (2006c). The development of HEdPERF: a new measuring instrument of service quality for the higher education sector. *International Journal of Consumer Studies*, 569 - 581.
- Adcroft, A., Teckman, J., & Willis, R. (2010). Is higher education in the UK becoming more competitive? *International Journal of Public Sector Management*, 579-588.
- Addis, M., & Podesta, S. (2005). Long life to marketing research: a postmodern view. *European Journal of Marketing*, 386-412.
- ADEC. (n.d.). *Ministry of Higher Education and Scientific Research*. Retrieved from <http://www.adec.ac.ae/en/Pages/default.aspx>
- Albassam, T., & Alshawhi, S. (2010). Service Quality Measurement in the Internet Context.
- Aldridge, S., & Rowley, J. (1998). Measuring customer satisfaction in higher education. *Quality Assurance in Education*, 197-204.
- Alfadel, M. (2013). Measuring Service Quality in Higher Education from the Students' Perceptions in the University of Glamorgan. *The Faculty of Advanced Technology*, 1-69.
- Allen, J., & Davis, D. (1991). Searching for Excellence in Marketing Education: The Relationship between Service Quality and Three out-come Variables. *Journal of Marketing Education*, 47-55.
- Alridge, & Rowley. (1998). Higher Education in International Institutions.
- Alves, H., & Raposo, M. (2009). The Measurement of the construct satisfaction in higher education. *The Service Industries Journal*, 203-218.
- Anderson, E. W., Fornell, C., & Lehmann, D. R. (1994). Customer satisfaction, market share and profitability: findings from sweden. *The Journal of Marketing*, 53-66.
- Angell, R. J., Heffernan, T. W., & Megicks, P. (2008). Service Quality in Postgraduate Education. *Quality Assurance in Education*, 236-254.
- Appleton-Knapp, S. L., & Krentler, K. A. (2006). Measuring student expectations and their effects on satisfaction: The importance of managing student expectation. *Journal of Marketing Education*, 254-264.

Measuring Service Quality in Higher Education

- Athiyaman, A. (1997). Linking Student satisfaction and service quality perceptions: the case of university education. *European Journal of Marketing*, 528-540.
- Baron, S., Harris, K., & Hilton, T. (2009). *Service Marketing: Text and Cases* (3rd ed.). Basingstroke: Palgrave Macmillan.
- Baron, S., Harris, K., & Hilton, T. (2009). *Services Marketing: text and cases* (3 ed.). Basingstoke: Palgrave Macmillan.
- Beaumont, D. J. (2012). Service Quality in Higher Education: The Student's Viewpoint. *Manchester Business School*, 1(1), 1-111.
- BEAUMONT, D. J. (2012). Service Quality in Higher Education: A student's View Point. *UNIVERSITY OF MANCHESTER*, 123.
- Becker, W. (2009). Education Management in UAE.
- Becket, & Brookes. (2006). Higher Education Institutes.
- Bitner, M. J. (1990). Evaluating service counters: the effects of physical surroundings and employee responses. *The Journal of Marketing*, 69-82.
- Bolton, R. N., & Drew, J. H. (1991). A Longitudinal Analysis of the Impact of Service changes on Customer Attitudes. *The Journal of Marketing*, 1-9.
- Brady, M. K., & Cronin Jr., J. J. (2001). Some new thoughts on conceptualizing perceived service quality: a hierarchical approach. *The Journal of Marketing*, 34-49.
- Brochado, A. (2009). Comparing Alternative Instruments to Measure Service Quality in Higher Education. *Quality Assurance in Education*, 174-190.
- Brown, D. J., & Koenig, H. F. (1993). Applying Total Quality Management to Business Education. *Journal of Education for Business*, 319-329.
- Bryman, A., & Bell, E. (2007). *Business Research Methods*. Oxford: Oxford University Press.
- Buttle, F. (1996). SERVQUAL: review, critique research agenda. *European Journal of Marketing*, 8-32.
- CAA. (2012). Ministry of Higher Education and Scientific Research.
- Carillat, A. F., Jaramillo, F., & Mulki, P. J. (2007). The Validity of the SERVQUAL and SERVPERF scales: A meta-analytic view of 17 years research cross five continents. *International Journal of Service Industry Management*, 472-490.
- clewes, D. (2003). A Student-centred conceptual model of service quality in higher education. *Quality in Higher Education*, 69-85.
- Clow, K. E., & Vorheis, D. W. (1993). Building a competitive advantage for service firms. *Journal of Service Marketing*, 22-32.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education*. London: Routledge/Falmer.

Measuring Service Quality in Higher Education

- Cooper, D. R., & Schindler, P. S. (2001). *Business Research Methods*. New York: McGraw - Hill Book Co.
- Cormack, D. (2000). *The Research Process in Nursing*. Oxford: Blackwell Science.
- Cronin, J. J., Steven, A., & Taylor. (1992). Measuring Service Quality: A Reexamination and Extension. *Journal of Marketing*, 55-68.
- Cuthbert, P. F. (1996a). Managing Service Quality in HE: SERVQUAL the answer? Part 1. *Managing Service Quality*, 6(2), 11-16.
- Denscombe, M. (2003). *The Good Research Guide: for small - scale research projects*. Buckingham: Open University Press.
- DeShields Jr, O. W., Kara, A., & Kaynak, E. (2005). Determinants of Business Student Satisfaction and Retention in Higher Education: Applying Herzber's two-factor theory. . *International Journal of Education Management*, 19(2), 128-139.
- Duffy, M. E. (1985). Designing Research the Qualitative - Quantative Debate. *Journal of Advance Nursing*, 225-232.
- Duffy, M. E. (1985). Designing Research the Qualitative - Quantitative Debate. *Journal of Advance Nursing*, 225-232.
- Easterby, S., Thorpe, M. R., & Lowe, A. (1991). *Management Research. An Introduction*. London: Sage.
- Facebook, Google. (2014, September 8). Abu Dhabi University Page. UAE, Abu Dhabi, Abu Dhabi.
- Goatman, A. (2014). Service Quality in Institutes of UAE.
- Golafshani, N. (2003). Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*, 597-607.
- Gruber, T., FuB, S., Voss, R., & Glaser, Z. M. (2010). Examining Student Satisfaction with Higher Education Services: Using a New Measurement Tool. *International Journal of Public Sector Management*, 23(2), 105-123.
- Harvey, L., & Green, D. (1993). Defining Quallity. *Assess Eval High Educ*, 9-34.
- Hemsley, B. J., & Oplatka, I. (2006). Universities in a Competitive Global Marketplace: A Systematic Review of the literature on higher Education Marketing. *International Journal of Public Sector Management*, 19(4), 316-338.
- Hussey, J., & Hussey, R. (1997). *Business Research: A Practical Guide for Undergraduate and Postgraduate Students*. London: Macmillan.
- Jain, R., Sinha, G., & Sahney, S. (2011). Conceptualizing Service Quality in Higher Education. *Asian Journal on Quality*, 296-314.
- Jankowicz, A. D. (2005). *Business Research Project for Student*. Andover: Cengage Learning EMEA.
- Kassim, N. M., & Abdullah, N. A. (2003). Service Innovation In Higher Education. *Academy of Finance and Management Review*, 10.

- Keller, G. (2009). *Managerial Statistics Abbreviated*. South Western: Cengage Learning.
- Khan, M. M., Ahmed, I., & Nawaz, M. M. (2011). Student's Perspective of Service Quality in Higher Learning Institutions; An. *International Journal of Business and Social Science*, 5.
- Khodayar, A., Fatemeh, N. T., Faranak, M., & Mohammad, M. R. (2011). Assessing Quality Gap of University Services. *Asian Journal on Quality*, 167-175.
- Kirk, D., & Napier, D. (2009). *The Transformation of Higher Education in UAE*. Netherland : Springer Netherlands.
- Kothari, C. R. (2004). *Research Methodology: Methods & Techniques*. Delhi: Dharmesh Printers.
- Lages, L., & Fernandes, J. (2005). The SERVQUAL scale: A multi - item instrument for measuring service personal values. *Journal of Business Research*, 1562-1572.
- Llusar, J. B., & Zornoza, C. C. (2000). Validity and reliability in perceived quality measurement models: an empirical investigation in spanish ceramic companies. *International Journal of Quality & Reliability Management*, 899-918.
- Nadiri, H., Kandampully, J., & Hussain, K. (2009). Students Perceptions of Service Quality in Higher Education. *Total Quality Management & Business Excellence*, 20(5), 523-535.
- Nejati, M. (2008). Service Quality at University of Tehran Central Library. *Library Management*, 571-582.
- Nunnally, J. C. (1978). *Psychometric Theory*. New York: McGraw - Hill.
- Oldfield, B. M., & Baron, S. (2000). Student Perception of Service Quality in a UK University Business and Management Faculty. *Quality Assurance in Education*, 20(5), 523-535.
- Palmer, A. (2011). *Principal of Service Marketing* (6 ed.). Maidenhead: McGraw-Hill Education.
- Parasuraman, & Zeithmal, V. (1994). Alternative Scales for measuring service quality. *Journal of Retailing*, 30.
- Parasuraman, A., Zeithaml, V., & Berry, L. (1985). A Conceptual Model of Service Quality and its implications for future research. *Journal of Marketing*, 41-50.
- Philips, B. S. (1971). *Social Research Strategy and Tactics*. London: Macmillan Publishing.
- Quinn, A., LeMay, G., Larsen, P., & Johnson, D. M. (2009). Service Quality in Higher Education. *Total Quality Management and Business Excellence Journal*, 139-152.
- Rasli, A., Shekarchizadeh, A., & Iqbal, M. J. (2012). Perception of Service Quality in Higher. *International Journal of Academic Research in*, 15.
- Rodrigue, L. R., Barkur, G., Varambally, C. M., & Motagh, G. F. (2011). Comparison of SERVQUAL and SERVPERF metrics: an empirical study. *The TQM Journal*, 629-643.
- Sangeeta, S., & Banwet, S. (2004). Measurement of Internal Service Quality: Application of the SWEQUAL battery to internal service quality. *Managing Service Quality*, 278-291.

- Sarantakos, S. (2005). *Social Research*. Basingstroke/London: Macmillan Press Ltd.
- Saunders, M., Lewis, P., & Thornhill, A. (2007). *Research Methods for Business Students*. Harlow: Prentice Hall.
- Smith, G., Clarke, A., & Smith, A. (2007). Evaluating service quality in universities: a service department perspective . *Quality Assurance in Education*, 334-351.
- Snieder, R., & Lerner, K. (2009). *The Art of Being a Scientist: A Guide for Graduate Students and their Mentors*. Cambridge: Cambridge University Press.
- Soomro, T. R., & Ahmed, R. (2012). Quality in Higher Education: United Arab Emirates Perspective. *Higher Education Studies*, 15.
- South Wales. (2014, August 25). *Univeristy of South Wales*. Retrieved from <http://fat.glam.ac.uk/about/>: <http://fat.glam.ac.uk/about/>
- Spalding, J. L. (2007). *Education and the Higher Life*. Chicago: A. C. McCLURG & CO.
- Stodnick, M., & Rogers, P. (2008). Using SERVQUAL to Measure the Quality of the Classroom Experience. *Decision Science Journal of Innovative Education*, 115-133.
- Sureshchandar, G. S., Rajendran, C., & Anantharanman, R. N. (2002). Determinants of customer-perceived service quality: A confirmantory factor analysis approach. *Journal of Services Marketing*, 9-34.
- Teas, R. K. (1993). Expectations, performance evaluation, and consumers' perceptions of quality. *Journal of marketing*, 18-34.
- Thakkar, J., Deshmukh, S. G., & Shastree, A. (2006). Total quality management (TQM) in self-financed technical institutions: A quality function deployment (QFD) and force field analysis approach. *Quality Assurance in Education*, 54-74.
- Wilkins, S., & Balakrishnan, M. S. (2012). Students Perception of Study at International Branch Campuses: Implication for Educators and College Managers. *Research Online*, 1-16.
- Wilkins, S., & Balakrishnan, M. S. (2012). Student perception of study at international branch. *University of Wollongong in Dubai - Papers*, 15.
- Your gateway to World Universities and Colleges. (2014, 28 July Monday). *www.4icu.org*. Retrieved 2014, from 4icu: <http://www.4icu.org/reviews/4663.htm>
- Zeithaml, V. A., Berry, L. L., & Parasuraman, A. (1993). The Nature and Determinants of Customer Expectations of Service . *Journal of the Academy of Marketing Science* , 21(1), 1-12.
- Zeithaml, V. A., Parauraman, A., & Berry, L. L. (1985). Problems and strategies in service marketing. *Journal of Marketing*, 33-46.
- Zeithmal, V. (1990). *Delivering Quality Service*. New York: The Free Press.

Appendix

Appendix A - Survey Questionnaire

Higher Education Performance Model Survey

Note of Consent

A survey is being carried out as part of a study project on measuring the quality of higher education as perceived by students. The results of this survey will be helpful in quality evaluation and thus aid in making necessary recommendations where improvements are felt necessary by established standards. Please participate in this survey, your input will be a valuable contribution to this project.

Disclaimer: All information herein concerning your identity will be kept private and confidential. Any information concerning your identity shall not be shared with any third party. This survey does not bind you to any legal proceedings and there are no risks associated. As a survey respondent, you are expected to provide accurately to your best level of knowledge.

I have read this consent form and understand it and agree to voluntarily participate as a respondent in the study.

Signature

Measuring Service Quality in Higher Education

1. What is the highest level of education you have completed?
 - a. Less than high school diploma
 - b. High school diploma
 - c. 2 – year degree
 - d. 4 – year degree
 - e. Graduate or postgraduate degree
 - f. Other (Please Specify) _____
2. Which category below includes your age?
 - a. 17 or younger
 - b. 18 to 20
 - c. 21 to 29
 - d. 30 to 39
 - e. 40 to 49
 - f. 50 to 59
 - g. 60 or older
3. Are you male or female?
 - a. Male
 - b. Female
4. Are you an Emirati citizen?
 - a. Yes
 - b. Yes, of foreign origin
 - c. No
5. Are you a student of Abu Dhabi University or have you ever studied there?
 - a. Yes, currently a student
 - b. Yes, I studied there
 - c. No
6. If 'Yes', which faculty of Abu Dhabi University were you admitted in?
 - a. Faculty of Engineering
 - b. Faculty of Management Sciences
 - c. Faculty of Arts

Measuring Service Quality in Higher Education

Please Rate the following based on your experience/knowledge of the education program based on your answers in questions 5 and 6.

Tick (X) to the Faculty of Abu Dhabi University you Study/Studied in

Faculty of Engineering (___)

Faculty of Business Management (___)

Faculty of Arts (___)

		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
7.	The faculty have the prerequisite knowledge to answer my questions relating to the course content					
8.	The faculty deals with me in a caring and courteous manner					
9.	The faculty is never too busy to respond to my request for assistance					
10.	When I have a problem the faculty show a sincere interest in solving it					
11.	The faculty have a positive attitude towards students					
12.	The faculty communicate well in the classroom					
13.	The faculty provide feedback about my progress					
14.	The faculty allocate sufficient time for consultation					
15.	The institution has a professional outlook					
16.	The hostel facilities and equipment are adequate and necessary					
17.	Academic facilities are adequate and necessary					
18.	Recreational					

Measuring Service Quality in Higher Education

	facilities are adequate and necessary					
19.	The institute has an ideal location with excellent campus layout and appearance					
20.	The faculty is highly qualified in their respective field					
21.	The institute's graduates are easily employable					
22.	The institute offers a variety of programs with various specializations					
23.	The institute runs its programs with high quality					
24.	The institute offers programs with flexible syllabus and structure					
25.	The institute offers reputable programs					
26.	When I have a problem the administrative staff show a sincere interest in solving it					
27.	The administrative staff cater to individual attention					
28.	The administrative staff are never too busy to respond to a request for assistance					
29.	The administration offices keep accurate and retrievable records					
30.	The administration is punctual in its resolution					
31.	The administrative					

Measuring Service Quality in Higher Education

	staff show positive work attitude towards students					
32.	The administrative staff communicate well with students					
33.	The administrative staff have fair policies and procedures					
34.	The administrative staff respect my confidentiality when I disclose information to them					
35.	The administrative staff are easily reachable by phone					
36.	I feel secure and confident in my dealings with the Institution					
37.	Inquiries/complaints are dealt promptly					
38.	Students are treated with fairness and with respect by the Institute's Staff					
39.	Students are provided with fair degree of freedom					
40.	The opening hours of administrative offices are convenient for me					
41.	The institution provides excellent counselling Services					
42.	Health services are suitably provided					
43.	The institution encourages and promotes Student Societies/Unions					
44.	The institution values feedback					

Measuring Service Quality in Higher Education

	from students to improve service performance					
45.	The institution has standardized and convenient service delivery procedures					
46.	The institution provides services within Reasonable time					
47.	Class sizes populated with a balanced student to teacher ratio					

Measuring Service Quality in Higher Education

Appendix B - Online Survey Questionnaire

Higher Education Performance Model Survey

Abu Dhabi University Survey

A survey is being carried out as part of a study project on measuring the quality of higher education as perceived by students. The results of this survey will be helpful in quality evaluation and thus aid in making necessary recommendations where improvements are felt necessary by established standards. Please participate in this survey, your input will be a valuable contribution to this project.

Disclaimer: All information herein concerning your identity will be kept private and confidential. Any information concerning your identity shall not be shared with any third party. This survey does not bind you to any legal proceedings and there are no risks associated. As a survey respondent, you are expected to provide accurately to your best level of knowledge.

1. What is the highest level of education you have completed?

- ☐ Less than High School Diploma ☐ Four Year Degree
- ☐ High School Diploma ☐ Graduate/Post Graduate Degree
- ☐ Two Year Degree
- ☐ Other (please specify)
-

2. Which category below includes your age?

- ☐ 17 or younger
- ☐ 18-20
- ☐ 21-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60 or older

3. What is your gender?

- ☐ Female
- ☐ Male

4. Are you an Emirati Citizen?

- ☐ Yes
- ☐ Yes, of foreign origin
- ☐ No

5. Are you a student of Abu Dhabi University or have you studied there?

- ☐ Yes, currently a student
- ☐ Yes, I studied there
- ☐ No

6. If 'Yes', which faculty of Abu Dhabi University were you admitted in?

- ☐ Faculty of Engineering
- ☐ Faculty of Management Sciences
- ☐ Faculty of Arts

7. Please Rate the following based on your experience/knowledge of the education program based on your answers in questions 5 and 6.

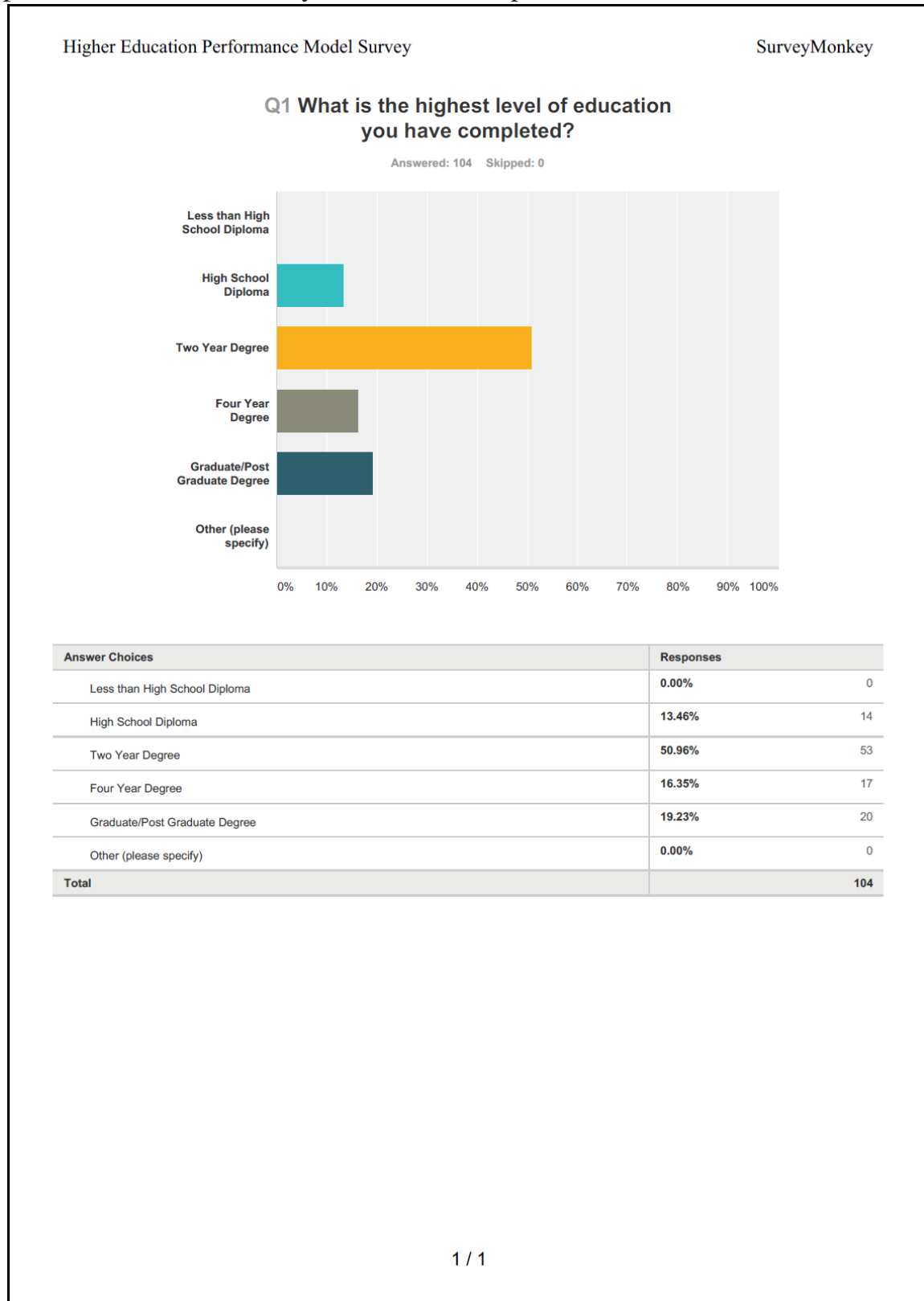
	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
The faculty have the prerequisite knowledge to answer my questions relating to the course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty deals with me in a caring and courteous manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty is never too busy to respond to my request for assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have a problem the faculty show a sincere interest in solving it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty have a positive attitude towards students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Measuring Service Quality in Higher Education

The faculty communicate well in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty provide feedback about my progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty allocate sufficient time for consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution has a professional outlook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The hostel facilities and equipment are adequate and necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic facilities are adequate and necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational facilities are adequate and necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institute has an ideal location with excellent campus layout and appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty is highly qualified in their respective field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institute's graduates are easily employable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institute offers a variety of programs with various specializations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institute runs its programs with high quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institute offers programs with flexible syllabus and structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institute offers reputable programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have a problem the administrative staff show a sincere interest in solving it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administrative staff cater to individual attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administrative staff are never too busy to respond to a request for assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration offices keep accurate and retrievable records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration is punctual in its resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administrative staff show positive work attitude towards students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administrative staff communicate well with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administrative staff have fair policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administrative staff respect my confidentiality when I disclose information to them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administrative staff are easily reachable by phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel secure and confident in my dealings with the Institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inquiries/complaints are dealt promptly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are treated with fairness and with respect by the Institute's staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are provided with fair degree of freedom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opening hours of administrative offices are convenient for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution provides excellent counseling services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health services are suitably provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution encourages and promotes Student Societies/Unions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution values feedback from students to improve service performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution has standardized and convenient service delivery procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution provides services within reasonable time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class sizes populated with a balanced student to teacher ratio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next

Appendix C – Online Survey Education Completed



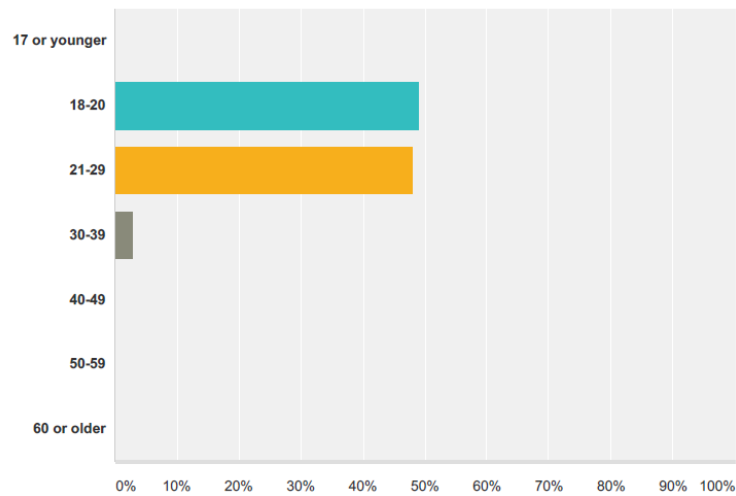
Appendix D – Online Survey Age Group

Higher Education Performance Model Survey

SurveyMonkey

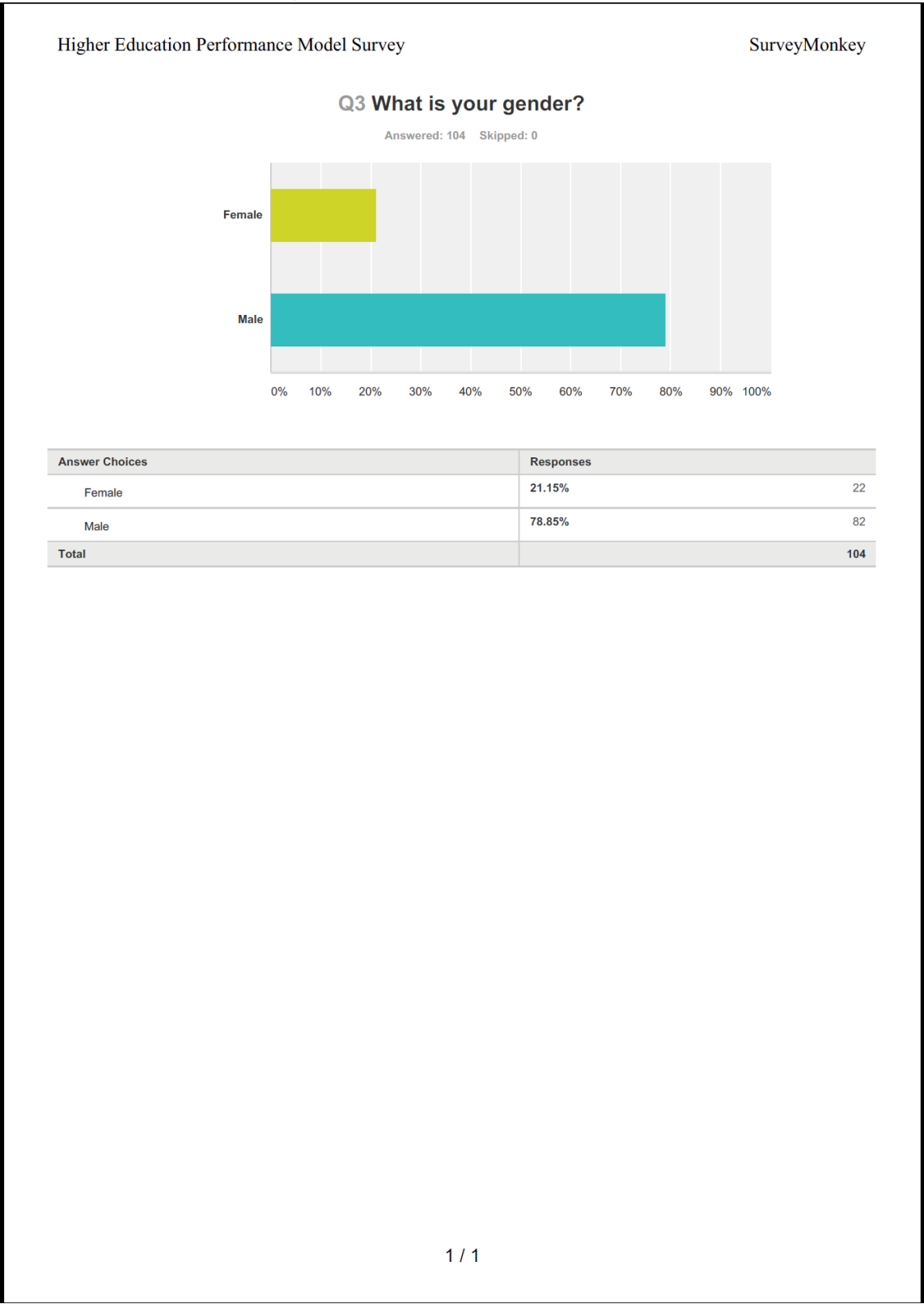
Q2 Which category below includes your age?

Answered: 104 Skipped: 0

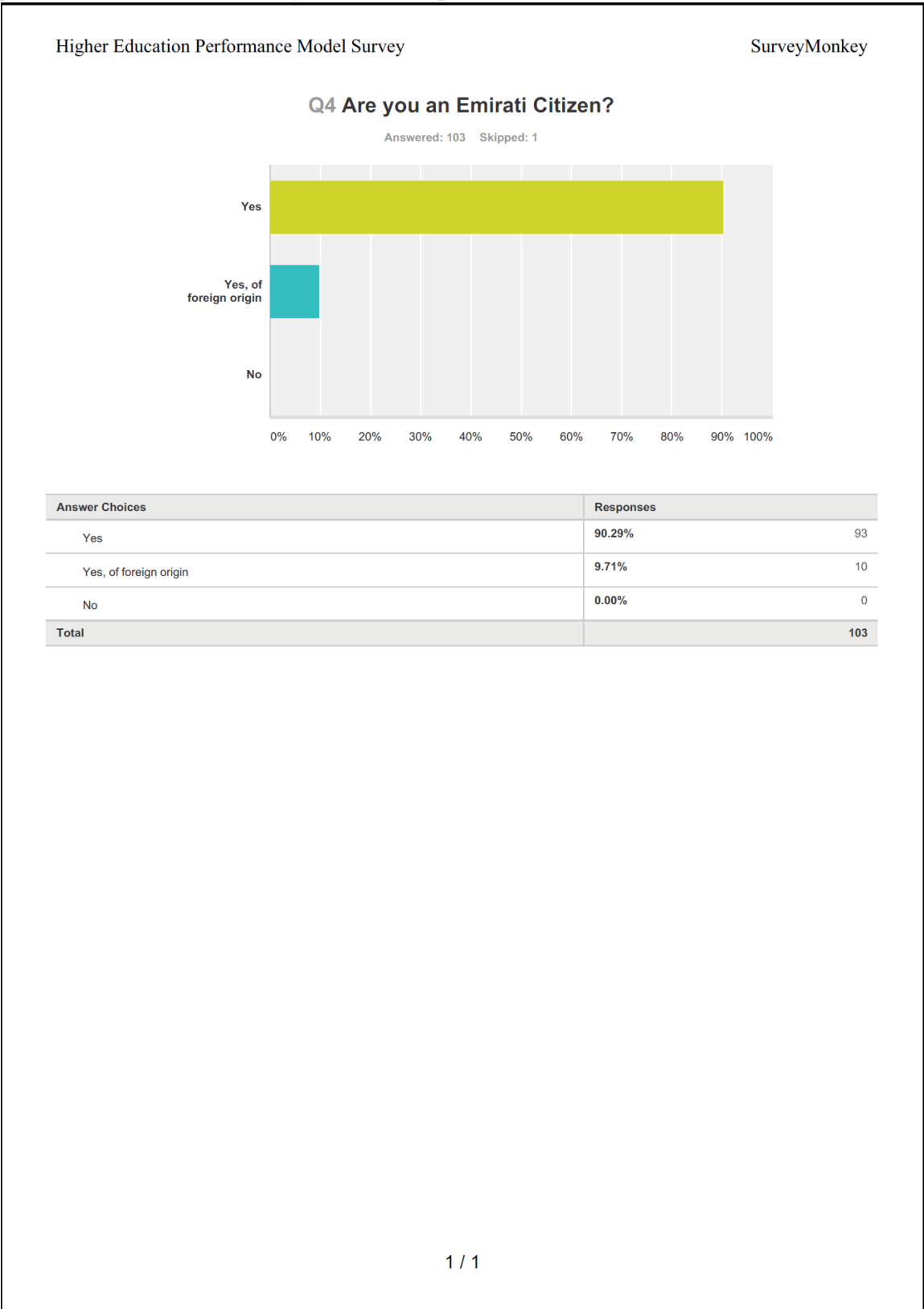


Answer Choices	Responses
17 or younger	0.00% 0
18-20	49.04% 51
21-29	48.08% 50
30-39	2.88% 3
40-49	0.00% 0
50-59	0.00% 0
60 or older	0.00% 0
Total	104

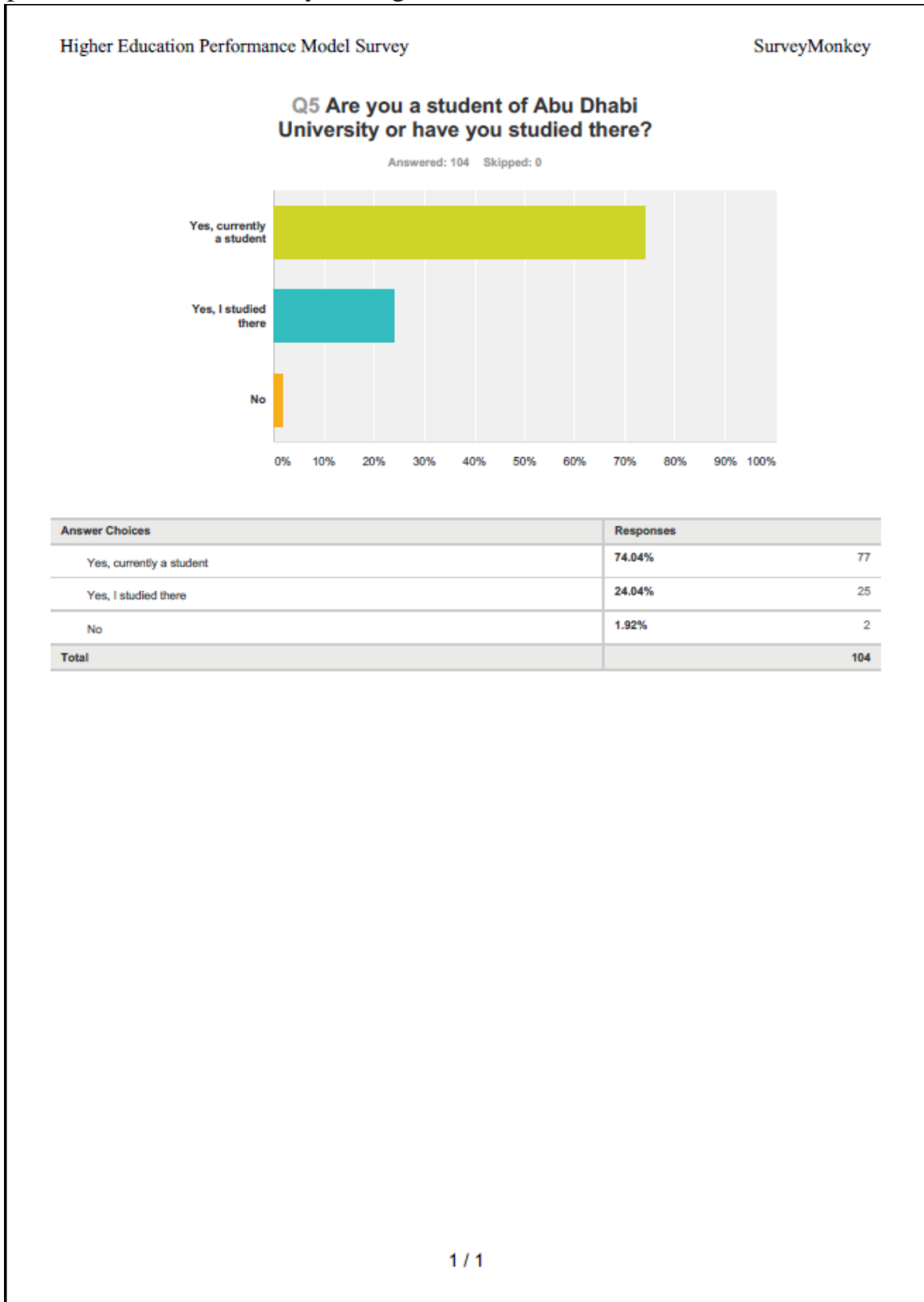
Appendix E – Online Survey Gender Distribution

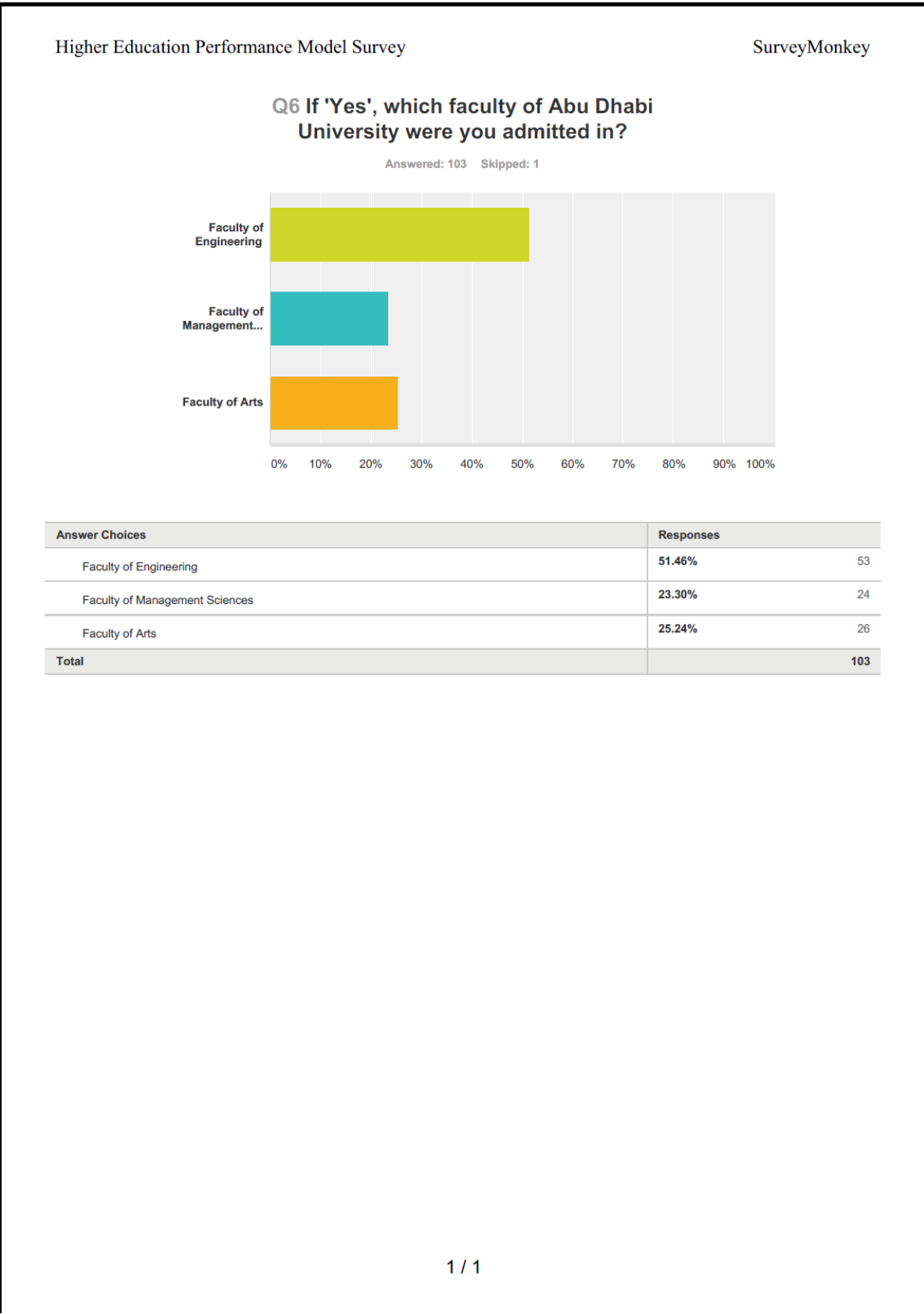


Appendix F – Online Survey Citizenship

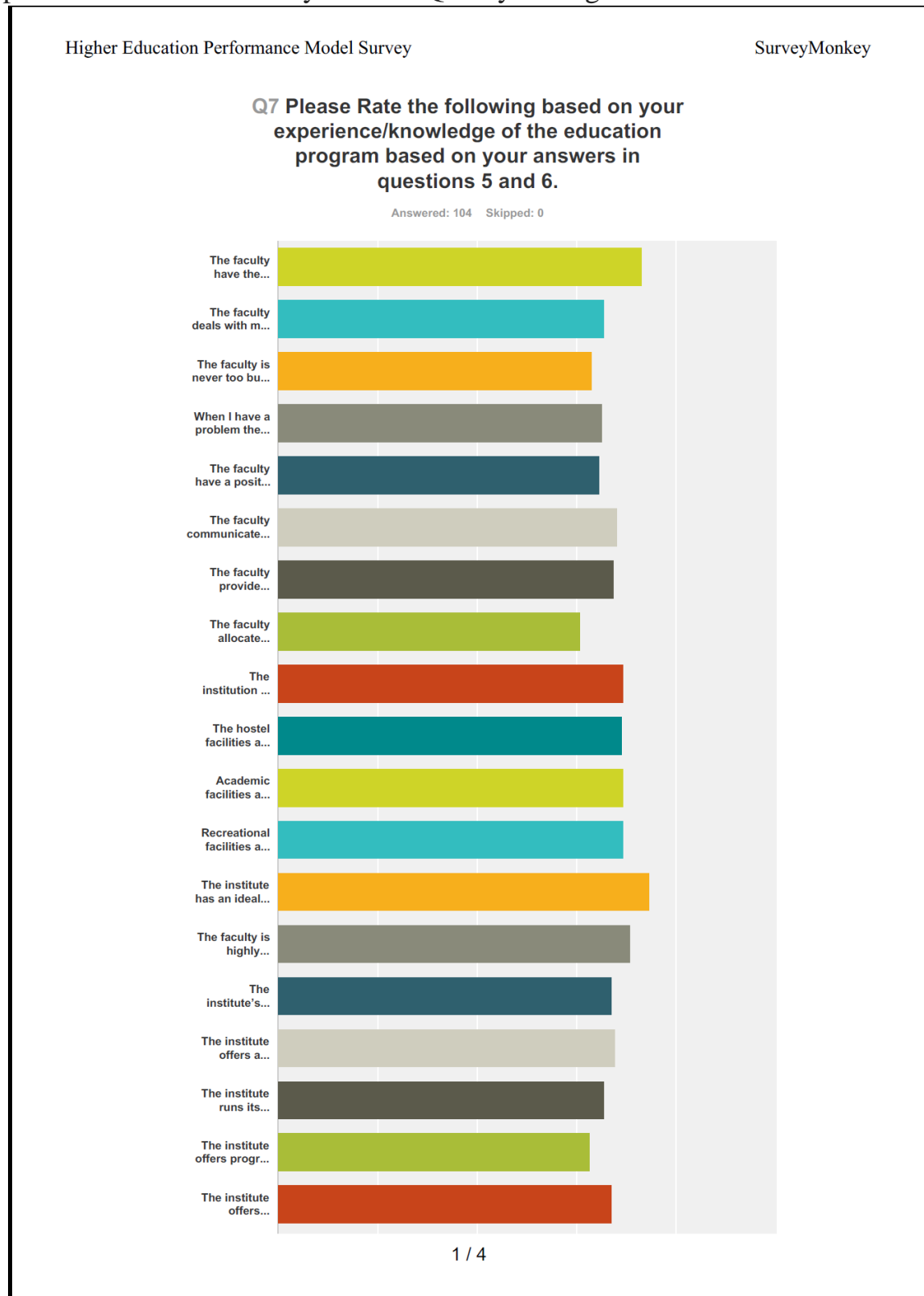


Appendix G – Online Survey College Enrolment

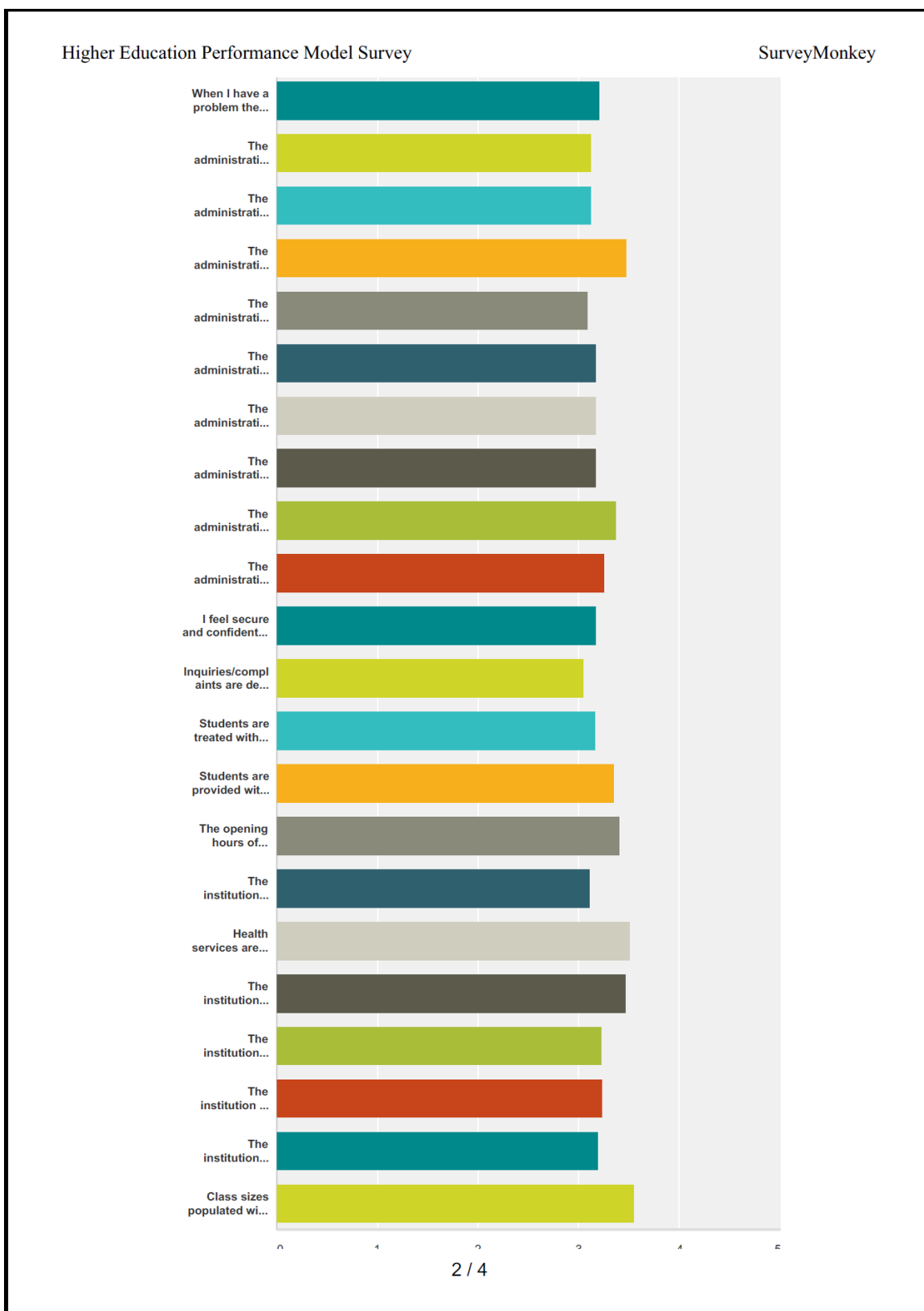




Appendix H – Online Survey Service Quality Rating



Measuring Service Quality in Higher Education



Measuring Service Quality in Higher Education

Higher Education Performance Model Survey

SurveyMonkey

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Total	Average Rating
The faculty have the prerequisite knowledge to answer my questions relating to the course content	3.85% 4	16.35% 17	9.62% 10	50.96% 53	19.23% 20	104	3.65
The faculty deals with me in a caring and courteous manner	5.77% 6	24.04% 25	15.38% 16	46.15% 48	8.65% 9	104	3.28
The faculty is never too busy to respond to my request for assistance	6.73% 7	26.92% 28	17.31% 18	42.31% 44	6.73% 7	104	3.15
When I have a problem the faculty show a sincere interest in solving it	5.77% 6	26.92% 28	14.42% 15	41.35% 43	11.54% 12	104	3.26
The faculty have a positive attitude towards students	5.83% 6	28.16% 29	13.59% 14	41.75% 43	10.68% 11	103	3.23
The faculty communicate well in the classroom	4.81% 5	20.19% 21	14.42% 15	50.96% 53	9.62% 10	104	3.40
The faculty provide feedback about my progress	4.81% 5	21.15% 22	17.31% 18	46.15% 48	10.58% 11	104	3.37
The faculty allocate sufficient time for consultation	6.73% 7	32.69% 34	17.31% 18	36.54% 38	6.73% 7	104	3.04
The institution has a professional outlook	9.62% 10	14.42% 15	17.31% 18	36.54% 38	22.12% 23	104	3.47
The hostel facilities and equipment are adequate and necessary	3.85% 4	19.23% 20	16.35% 17	48.08% 50	12.50% 13	104	3.46
Academic facilities are adequate and necessary	3.85% 4	21.15% 22	13.46% 14	47.12% 49	14.42% 15	104	3.47
Recreational facilities are adequate and necessary	3.85% 4	20.19% 21	14.42% 15	48.08% 50	13.46% 14	104	3.47
The institute has an ideal location with excellent campus layout and appearance	3.85% 4	15.38% 16	11.54% 12	42.31% 44	26.92% 28	104	3.73
The faculty is highly qualified in their respective field	4.81% 5	17.31% 18	15.38% 16	44.23% 46	18.27% 19	104	3.54
The institute's graduates are easily employable	6.73% 7	20.19% 21	17.31% 18	43.27% 45	12.50% 13	104	3.35
The institute offers a variety of programs with various specializations	3.85% 4	23.08% 24	16.35% 17	44.23% 46	12.50% 13	104	3.38
The institute runs its programs with high quality	10.58% 11	22.12% 23	12.50% 13	38.46% 40	16.35% 17	104	3.28
The institute offers programs with flexible syllabus and structure	9.62% 10	25.00% 26	16.35% 17	40.38% 42	8.65% 9	104	3.13
The institute offers reputable programs	7.69% 8	22.12% 23	11.54% 12	45.19% 47	13.46% 14	104	3.35
When I have a problem the administrative staff show a sincere interest in solving it	7.69% 8	25.00% 26	16.35% 17	41.35% 43	9.62% 10	104	3.20
The administrative staff cater to individual attention	9.62% 10	25.00% 26	16.35% 17	42.31% 44	6.73% 7	104	3.12
The administrative staff are never too busy to respond to a request for assistance	8.65% 9	25.00% 26	19.23% 20	40.38% 42	6.73% 7	104	3.12
The administration offices keep accurate and retrievable records	5.77% 6	16.35% 17	21.15% 22	37.50% 39	19.23% 20	104	3.48

Measuring Service Quality in Higher Education

Higher Education Performance Model Survey

SurveyMonkey

The administration is punctual in its resolution	9.62% 10	25.96% 27	19.23% 20	36.54% 38	8.65% 9	104	3.09
The administrative staff show positive work attitude towards students	7.69% 8	25.96% 27	16.35% 17	41.35% 43	8.65% 9	104	3.17
The administrative staff communicate well with students	8.65% 9	24.04% 25	16.35% 17	43.27% 45	7.69% 8	104	3.17
The administrative staff have fair policies and procedures	8.65% 9	21.15% 22	20.19% 21	44.23% 46	5.77% 6	104	3.17
The administrative staff respect my confidentiality when I disclose information to them	7.69% 8	18.27% 19	19.23% 20	39.42% 41	15.38% 16	104	3.37
The administrative staff are easily reachable by phone	6.73% 7	22.12% 23	18.27% 19	44.23% 46	8.65% 9	104	3.26
I feel secure and confident in my dealings with the Institution	9.71% 10	23.30% 24	16.50% 17	40.78% 42	9.71% 10	103	3.17
Inquiries/complaints are dealt promptly	11.54% 12	26.92% 28	17.31% 18	33.65% 35	10.58% 11	104	3.05
Students are treated with fairness and with respect by the Institute's staff	9.71% 10	23.30% 24	17.48% 18	40.78% 42	8.74% 9	103	3.16
Students are provided with fair degree of freedom	6.73% 7	19.23% 20	18.27% 19	44.23% 46	11.54% 12	104	3.35
The opening hours of administrative offices are convenient for me	3.85% 4	18.27% 19	20.19% 21	49.04% 51	8.65% 9	104	3.40
The institution provides excellent counseling services	11.54% 12	23.08% 24	17.31% 18	39.42% 41	8.65% 9	104	3.11
Health services are suitably provided	3.85% 4	18.27% 19	17.31% 18	44.23% 46	16.35% 17	104	3.51
The institution encourages and promotes Student Societies/Unions	4.81% 5	23.08% 24	13.46% 14	37.50% 39	21.15% 22	104	3.47
The institution values feedback from students to improve service performance	8.65% 9	25.00% 26	13.46% 14	40.38% 42	12.50% 13	104	3.23
The institution has standardized and convenient service delivery procedures	6.73% 7	27.88% 29	11.54% 12	42.31% 44	11.54% 12	104	3.24
The institution provides services within reasonable time	11.54% 12	23.08% 24	10.58% 11	44.23% 46	10.58% 11	104	3.19
Class sizes populated with a balanced student to teacher ratio	6.73% 7	16.35% 17	15.38% 16	38.46% 40	23.08% 24	104	3.55