



**INTERNATIONAL JOURNAL
OF ENTREPRENEURSHIP AND
MANAGEMENT PRACTICES
(IJEMP)**

www.gaexcellence.com/ijemp



BEYOND THE SCROLL: DECODING GRADUATE SATISFACTION AND SERVICE QUALITY IN MALAYSIAN CONVOCATION MANAGEMENT

Mohd Zulfadli Mat Husin^{1*}, Wan Ahmad Ridhwan Wan Musa²

¹UMK International Center, Universiti Malaysia Kelantan, Malaysia

 zulfadli.mh@umk.edu.my

 <https://orcid.org/0000-0002-5112-560X>

²Faculty of Data Science and Computing, Universiti Malaysia Kelantan, Malaysia

 ridhwan@umk.edu.my

 <https://orcid.org/0009-0001-6778-8715>

*Corresponding Author

Article Info:

Article history:

Received date: 28.01.2026

Revised date: 19.02.2026

Accepted date: 04.03.2026

Published date: 17.03.2026

To cite this document:

Mat Husin, M. Z., & Wan Musa, W. A. R. (2026). Beyond The Scroll: Decoding Graduate Satisfaction and Service Quality in Malaysian Convocation Management. *International Journal of Education, Psychology and Counselling*, 9(33), 264-280.

Abstract:

Convocation ceremonies represent a critical service encounter that reflects an institution's operational excellence and commitment to student satisfaction. This study evaluates the management of the 14th Convocation at a Malaysian public university, examining whether institutional logistics align with graduate expectations across multiple service touchpoints. Utilizing a quantitative approach, a survey was administered to 896 graduates over seven distinct ceremonial sessions. The research employed structured questionnaires to measure satisfaction across key operational domains, including robe collection, RFID system integration, graduate processions, and certificate distribution. The results indicate a high level of graduate satisfaction, with an overall mean score of 4.48. The RFID System Management emerged as the highest-rated dimension, highlighting the efficacy of smart event technology in enhancing ceremonial efficiency. Inferential analysis revealed significant demographic and temporal variances. Finding showed that female graduates reported significantly higher satisfaction levels than males, suggesting a higher sensitivity to the relational and affective dimensions of service quality. Also, satisfaction scores improved progressively in later sessions, indicating a trend of real-time operational learning and iterative improvement by the management team. No significant difference was found between undergraduate and postgraduate satisfaction, suggesting a standardized and equitable service framework across all academic tiers. These findings provide a strategic roadmap for higher education administrators. The study underscores the importance of investing in technological infrastructure, acknowledging gender-sensitive service

perceptions, and adopting an iterative approach to large-scale event management. Ultimately, the convocation ceremony serves as a vital indicator of institutional quality and brand equity.

DOI: 10.35631/IJEMP.933016

Keyword:

Convocation Management, Service Quality, RFID Technology, Graduate Satisfaction, Higher Education Operations.



© The authors (2026). This is an Open Access article distributed under the terms of the Creative Commons Attribution (CC BY NC) (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits non-commercial re-use, distribution, and reproduction in any medium, provided the original work is properly cited. For commercial re-use, please contact ijemp@gaexcellence.com.

Introduction

Background of Study

Higher Education Institutions (HEIs) play a pivotal role in a nation's development. HEIs are established to disseminate knowledge and catalyze national progress through frameworks of innovation and creativity (Farahmandian et al., 2013). In this context, students are regarded as primary customers or key stakeholders, where their success in completing their studies is interpreted as one of the most significant reasons for an HEI's existence (Salinda Weerasinghe & R. Lalitha, 2017). Today, HEIs are profoundly affected by globalization and the rapid advancement of ICT, leading to intensified competition in attracting students both locally and internationally. HEIs face formidable challenges in ensuring their graduates possess the latest skills and knowledge required by industry (Ismail et al., 2024). Furthermore, to ensure that the institutional brand remains recognized and esteemed both nationally and globally, HEI management places great emphasis on evaluating graduate satisfaction levels.

Service quality and graduate satisfaction are critical aspects that require increased attention from HEIs to evolve, overcome higher education challenges, and remain competitive (Wael, 2015a). HEIs operate largely within the service sector, where the value of providing high-quality services has consistently risen year after year (Adinegara & Eka Putra, 2016). Ame & Tegambwage (2017) suggest that service quality is based on the discrepancy between customers' experiences and perceptions before and after utilizing a service.

It can be concluded that service quality is closely intertwined with customer expectations, as customer experiences are unique and varied; some customers expect high service quality, while others expect low quality. Nevertheless, many HEIs still fail to meet or achieve their customers' expected service quality standards due to dynamic shifts in customer expectations (Prakash,

2018). This challenge has compelled HEIs to continuously seek alternative ways to improve service quality efficiency to achieve higher levels of customer satisfaction (Chandra et al., 2019; Prakash, 2018). Therefore, the expectations of students as primary customers regarding service quality issues are of paramount importance (Neupane & Devkota, 2017). Various studies have been conducted within the context of higher education institutions in ASEAN and Asia to understand the levels and dimensions of services in HEIs that impact graduate satisfaction (Abd Rahim et al., 2024; Hakeem et al., 2021; Ikram & Kenayathulla, 2022; Mohd Yusof et al., 2022; Mustapha et al., 2021; Nguyen et al., 2024; Reunanen et al., 2024; Seitova et al., 2024).

Problem Statement

Every year, convocation ceremonies are held at both public and private HEIs across the country. However, questions frequently arise regarding the level of graduate satisfaction with services related to the management of these ceremonies (Abd Rahim et al., 2024). These issues are discussed and emphasized as measures for improvement in future event organization. Failure to improve service quality results in recurring mistakes, which ultimately negatively affects the branding of an HEI and significantly impacts graduate satisfaction (Mohd Yusof et al., 2022). Although there are studies (Ab Kadir, 2015; Muhamed@Che Harun et al., 2014) in the context of Malaysian HEIs that focus on measuring graduate satisfaction, limited research specifically focuses on graduate satisfaction regarding the management of graduates during the convocation ceremony (Abd Rahim et al., 2024). Consequently, this study aims to examine the level of graduate satisfaction toward graduate management during the ceremony, encompassing aspects such as academic regalia management, the graduate procession, certificate collection, and other related elements. The primary focus of the study is to evaluate the extent to which convocation ceremony management meets graduates' expectations and needs, while providing an overview of the effectiveness of management in ensuring a smooth ceremony and graduate satisfaction.

Research Questions

This study aims to measure the level of graduate satisfaction with convocation ceremony management. Accordingly, three research questions have been formulated as follows:

1. What is the level of graduate satisfaction regarding convocation ceremony management?
2. Are there differences in the level of graduate satisfaction based on gender, level of study, and convocation session?
3. What is the correlation between the level of graduate satisfaction and gender, level of study, and convocation session?

Significance of the Study

The significance of researching graduate satisfaction with management processes during convocation lies in the potential to broaden the understanding of service quality and graduate experiences in higher education institutions. Graduate satisfaction is a vital indicator for assessing institutional efficiency, as it reflects the quality of administrative management, communication, and overall event organization. By systematically examining how graduates evaluate convocation management, the findings of this study will provide valuable insights into the service quality dimensions that most impact graduates, such as efficiency, clarity of guidance, and staff responsiveness (Petruzzellis et al., 2006). Additionally, the findings are useful in assisting university management to revise policies, guidelines, or related procedures

in a continuous effort to ensure the convocation ceremony meets graduates' targets and needs, ultimately enhancing institutional satisfaction and building institutional loyalty (Sharabati et al., 2019)

Literature Review

Service Quality in HEIs

Lagrosen et al. (2004) described quality as a concept that is highly abstract and difficult to translate. This complexity arises because quality encompasses both objective and subjective characteristics that are challenging to evaluate; however, one measurable quality factor is quality specification. Quality can be interpreted as the level of technical efficiency that impacts customers, perceived either consciously or unconsciously (Józsa, 2017). Researchers focusing on service quality stated that quality related to experience is generally intangible and difficult to assess (Khatun et al., 2020; Wael, 2015b; Wu et al., 2012). Meanwhile, in the context of Higher Education Institutions (HEIs), service quality was defined as the perception of students who utilized or received the services provided by the HEI (Ab Kadir, 2015; Teeroovengadam et al., 2019). Lewis and Booms (1983) asserted that service quality is a measure of how well the service delivery matches customer expectations. Similarly, service quality is a comparison between expectations and the actual performance felt or experienced by the customer (Parasuraman et al., 1988).

Graduate Satisfaction

Customer satisfaction is the result of the discrepancy between quality expectations and the actual performance of the service received (Abd-El-Salam et al., 2013; Chen & Aritejo, 2008). The degree of this difference determines the level of customer satisfaction whether the customer is satisfied or dissatisfied. In this regard, customer satisfaction is translated through the customer's view of whether using a specific service evokes positive or unpleasant feelings (Kaura et al., 2015; Rust & Oliver, 1994). Consequently, it can be concluded that customer satisfaction is a psychological emotion closely linked to customer expectations and experiences regarding the quality they receive before, during, or after the service (Chen & Aritejo, 2008; Kaura et al., 2015; Rust & Oliver, 1994). In the context of this study, graduates are defined as the primary customers of HEIs who received services during the convocation ceremony. The level of graduate satisfaction can be interpreted as the degree of difference between the graduates' expectations before and after attending the ceremony, specifically regarding the graduate management services' quality.

Convocation Ceremony

The convocation ceremony represents a seminal achievement within the academic cycle, carrying enduring symbolic weight for the graduate and the institution alike (Magolda, 2003). The ceremony is recognized as a platform where graduates are celebrated after successfully completing their studies in their respective fields (Abd Rahim et al., 2024). It is a celebratory event aimed at honoring the achievements of graduates. Fundamentally, a convocation ceremony includes speeches, conferment of degrees, and the 'hooding' ceremony for PhD graduates. It provides a highly anticipated and meaningful experience for all graduates (Lonser, 1990). The event is described as a transition that celebrates the graduates' success and symbolizes their path into the professional world, serving as a point of hope for a brilliant future

for both graduates and educators (Manning, 2000). In HEI practice, such a program is an integration of celebrating academic achievement, tradition, and institutional pride. In line with continuous efforts to enhance their reputation, maintain identity, and secure graduate loyalty, the need to understand the factors playing a key role in graduate satisfaction is of paramount importance.

Review of Previous Studies

Reviewing studies related to graduate satisfaction and service quality in HEIs, various research has been conducted in an ongoing effort to improve quality concerning international students (Hakeem et al., 2021b; Suryandari & Husin, 2018), research services (Judi et al., 2020), HEI learning facilities (Ismael, 2017; Liman et al., 2020; Salinda Weerasinghe & R. Lalitha, 2017), and faculties (Ishak et al., 2020). These studies conclude that graduate satisfaction is directly related to and influenced by the quality of services or facilities provided by the HEI. Nevertheless, there remains a lack of research on graduate satisfaction, focusing specifically on graduate management during convocation ceremonies.

In studies of HEIs abroad, a study at the University of Petra reported that nearly 48 percent of graduates agreed that the convocation ceremony was successful, indicating a moderate level of satisfaction with the event's management (Petra, 2014). Meanwhile, a study conducted at the University for Development Studies, Ghana, showed that graduates were generally satisfied with the university's operational management, although there was dissatisfaction with other aspects such as health facilities and campus safety, which also influenced the overall graduate experience during the convocation ceremony (Alhassan et al., 2018).

In the Malaysian HEI context, Abd Rahim et al. (2024) conducted a study on the overall quality of convocation ceremony management services at Sandakan Community College. The study concluded that the community college graduates were highly satisfied with the quality of management services based on findings analyzed using the SERVQUAL model. Overall, these studies emphasize that systematic and customer-oriented convocation management is essential to ensure graduate satisfaction and a meaningful ceremony experience. Further research focusing specifically on aspects such as academic regalia management, processions, and certificate collection is still needed to deepen the understanding of graduate satisfaction in this context.

Research Methodology

Research Design

This study was conducted to evaluate the level of graduate satisfaction regarding graduate management during the convocation ceremony at a public higher education institution. The research population comprised 2,866 graduates registered for the 14th convocation ceremony. A random sampling technique was employed, where respondents from each convocation session were selected randomly based on the actual population distribution. All graduates across sessions were provided with the survey, resulting in a total of 896 completed sets of questionnaires. This sampling approach was utilized to ensure balanced representation and to mitigate data collection bias. Furthermore, it enabled a comparative analysis between different groups within the population. This technique ensured that graduates from various categories, including different levels of study and convocation sessions, had an equal opportunity for

representation, thereby enhancing the external validity of the findings. The total of 896 respondents represents 31.26% of the overall population, which is considered sufficient and representative according to Krejcie & Morgan (1970), who recommend a minimum of 338 respondents for a population of approximately 2,800.

The research instrument consisted of a structured questionnaire developed and administered via Google Forms. The survey contained 10 items, divided into two primary sections:

1. Section A (Demographic Information): Comprising 3 questions designed to obtain respondents' basic information: Gender, Level of Study, and Convocation Session.
2. Section B (Graduate Satisfaction Level): Comprising 7 items measuring the level of graduate satisfaction regarding management during the ceremony. These items were measured using a five-point Likert scale:
 - 1 = Very Dissatisfied
 - 2 = Dissatisfied
 - 3 = Neutral
 - 4 = Satisfied
 - 5 = Very Satisfied

Data collection was conducted online through the distribution of the Google Form link to all graduates who attended the convocation. The data collection period lasted for 5 days, commencing immediately after the conclusion of each convocation session.

Data Analysis Method

The collected data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 29. Descriptive analysis was used to determine frequencies, percentages, means, and standard deviations. Furthermore, the study utilized independent t-tests, one-way ANOVA, and Pearson Correlation tests to address the formulated research questions.

Based on Cronbach's Alpha analysis, the 7 items in this survey achieved a value of 0.964. This reliability value indicates that the instrument items possess excellent internal consistency and high effectiveness, confirming their suitability for research purposes as illustrated in the table below (Bond & Fox, 2013).

Table 1: Interpretation of Cronbach's Alpha Score

Cronbach's Alpha Score	Reliability Level
0.8 to 1.0	Very good and effective with high consistency
0.7 to 0.8	Good and acceptable
0.6 to 0.7	Acceptable
< 0.6	Items need improvement
< 0.5	Items should be removed

Normal testing is crucial in determining the type of statistical tests to be used for data analysis. According to Field (2009), the use of Skewness and Kurtosis tests is appropriate for samples exceeding 200. Consequently, Skewness and Kurtosis normality tests were utilized to confirm that the obtained data followed a normal distribution. Skewness values within the range of -2

to +2 are considered normal (Chua, 2011). George & Mallery (2003) further state the ideal ranges for normal data as shown in the following table:

Table 2: Ranges for Skewness and Kurtosis Values

No	Statistical Item	Ideal Value	Range for Normal Distribution
1	Skewness	0	-2 to +2
2	Kurtosis	3	1 to 5

Table 3: Overall Graduate Management Evaluation Score based on Skewness and Kurtosis

Variable	N	Skewness Statistic	Skewness Std. Error	Kurtosis Statistic	Kurtosis Std. Error
Overall Graduate Management Evaluation	896	-1.753	.082	3.545	.163

Based on the values in the table above, the data distribution for the overall evaluation of graduate management is found to be normal. Accordingly, Pearson Correlation was utilized to assess the correlation between research variables. A one-way ANOVA was applied to compare the level of graduate satisfaction across convocation sessions. Additionally, inferential tests were used to evaluate comparisons between respondents' gender and level of study against their satisfaction levels.

Findings

Respondent Profile

Table 4: Respondent Profile

No	Category	Profile	N	Percentage (%)
1	Gender	Male	256	28.6%
		Female	640	71.4%
2	Convocation Session	Session 1	6	0.7%
		Session 2	96	10.7%
		Session 3	177	19.8%
		Session 4	150	16.7%
		Session 5	165	18.4%
		Session 6	121	13.5%
		Session 7	181	20.2%
3	Level of Study	Undergraduate	886	98.9%
		Master's and MBA	8	0.9%
		PhD and DBA	2	0.2%

Based on the table above, female respondents constituted the majority with 640 participants, while male respondents accounted for 256 (28.6%). Regarding the convocation sessions, the highest participation was recorded from Session 7 (20.2%), followed by Session 3 (19.8%), Session 5 (18.4%), and Session 4 (16.7%). Session 1 recorded the lowest number of

participants with only 6 individuals. In terms of the level of study, the vast majority of respondents were undergraduates (98.9%), compared to Master's graduates (0.9%) and PhD graduates (0.2%).

Overall Assessment of Graduate Satisfaction Levels

A comparison of all satisfaction items regarding graduate management (Table 5) indicates that respondents were highly satisfied with the RFID System Management, which achieved the highest mean score of 4.53. Conversely, the Convocation Robe Collection process recorded the lowest mean score of 4.40. Overall, graduates expressed a very high level of satisfaction with the management of the 14th Convocation Ceremony, with a total mean score of 4.48.

Table 5: Comparison of Graduate Management Satisfaction Levels by Item

Graduate Management Item	M	SD
eRobe Reservation System Management	4.45	.808
Convocation Robe Collection	4.40	.86
Graduate Procession Management	4.45	.84
Convocation Robe Return	4.46	.80
Certificate and Academic Transcript Collection	4.44	.83
RFID System Management	4.53	.78
Overall Graduate Management Assessment	4.48	.79

Analysis by Respondent Gender

Table 6: Graduate Satisfaction Levels Based on Gender

Graduate Management Item	Male	Female
eRobe Reservation System Management	4.40	4.46
Convocation Robe Collection	4.32	4.44
Graduate Procession Management	4.38	4.48
Convocation Robe Return	4.39	4.49
Certificate and Academic Transcript Collection	4.39	4.45
RFID System Management	4.41	4.57
Overall Graduate Management Assessment	4.37	4.52

Table 6 presents the comparison of satisfaction levels based on gender. Both female and male respondents recorded their highest satisfaction mean scores for RFID System Management (M=4.57 and M=4.41, respectively). Similarly, both genders reported the lowest satisfaction scores for Convocation Robe Collection, with males at M=4.32 and females at M=4.44. For the overall assessment of graduate management, a descriptive difference was observed between male respondents (M=4.37) and female respondents (M=4.52).

Table 7: Comparison of Overall Graduate Satisfaction Assessment by Gender

Gender	N	M	SD	t	df	p
Male	256	4.37	0.87	-2.55	894	0.006
Female	640	4.52	0.76			

An independent samples t-test was conducted to compare the overall satisfaction scores between male respondents (N=256, M=4.37, SD=0.87) and female respondents (N=640, M=4.52, SD=0.76). The results indicate a significant difference, $t(894) = -2.55$, $p = 0.006$ ($p < 0.05$). These findings demonstrate that female respondents recorded a significantly higher level of satisfaction regarding the convocation ceremony management compared to their male counterparts.

Respondents' Level of Study

Table 8: Graduate Satisfaction Levels Based on Level of Study

Graduate Management Item	Undergraduate	Postgraduate (Master & PhD)
eRobe Reservation System Management	4.44	4.50
Convocation Robe Collection	4.40	4.40
Graduate Procession Management	4.45	4.50
Convocation Robe Return	4.46	4.40
Certificate and Academic Transcript Collection	4.43	4.60
RFID System Management	4.53	4.40
Overall Graduate Management Assessment	4.48	4.30

The table above illustrates the satisfaction mean scores based on the respondents' level of study. Initially, the study categorized respondents into three groups: Undergraduate, Master's, and PhD. However, the analysis revealed a very small sample size for PhD graduates (N=2). Consequently, the PhD and Master's categories (including MBA and DBA) were merged into a single Postgraduate category. The mean scores indicate that postgraduate respondents were most satisfied with the Collection of Certificates and Academic Transcripts (M=4.60). Meanwhile, undergraduate respondents reported the highest satisfaction with RFID System Management (M=4.53).

Table 9: Comparison of Overall Graduate Satisfaction Assessment by Level of Study

Level of Study	N	M	SD	t	df	p
Undergraduate	886	4.48	0.79	0.71	894	0.48
Postgraduate (Master & PhD)	10	4.30	0.95			

Based on the independent samples t-test, there was no significant difference in the overall satisfaction assessment between undergraduates (N=886, M=4.48, SD=0.79) and postgraduates (N=10, M=4.30, SD=0.95), with $t(894) = 0.71$, $p = 0.48$.

Respondents' Convocation Session

Table 10: Graduate Satisfaction Levels Based on Convocation Session

Graduate Management Item	S1	S2	S3	S4	S5	S6	S7
eRobe Reservation System	4.00	4.32	4.44	4.44	4.31	4.55	4.59
Robe Collection	4.00	4.33	4.39	4.38	4.32	4.43	4.55
Procession Management	4.00	4.34	4.46	4.45	4.35	4.46	4.60
Robe Return	4.00	4.40	4.45	4.46	4.45	4.51	4.51
Certificate/Transcript Collection	4.00	4.33	4.49	4.41	4.43	4.51	4.43
RFID System Management	4.00	4.41	4.51	4.53	4.48	4.61	4.62
Overall Assessment	3.83	4.32	4.51	4.49	4.39	4.48	4.62

Descriptive analysis (Table 10) shows that almost all respondents across Sessions 1 to 7 recorded high satisfaction levels ($M > 4.00$). The RFID Management item recorded the highest mean score from Session 7 ($M=4.62$), followed by Graduate Procession Management from the same session ($M=4.60$). Only Session 1 graduates provided a slightly lower overall satisfaction rating ($M=3.83$), though their mean for specific management items remained at $M=4.00$. For Session 2, the highest satisfaction was for Robe Return ($M=4.40$). RFID System Management remained the highest-rated item for Sessions 3, 4, 5, and 6.

Table 12: ANOVA for Overall Graduate Satisfaction Assessment by Session

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.93	6	1.66	2.648	0.015
Within Groups	555.62	889	0.63		
Total	565.55	895			

The ANOVA results (Table 12) indicate a significant difference in satisfaction scores based on the convocation session ($F(6,889) = 2.648, p < 0.05$). Session 7 respondents reported the highest satisfaction ($M=4.62, SD=0.62$), while Session 1 reported the lowest ($M=3.83, SD=1.47$). However, despite the statistical significance, the actual difference in mean scores between groups is relatively small. The effect size, calculated using Eta squared, was 0.018. Subsequent Scheffe Post Hoc tests (Table 13) did not identify specific pairs with significant differences at the 0.05 level.

Pearson Correlation Analysis

Table 14: Pearson Correlation Matrix

Variables	1	2	3	4
1. Gender	1	.048	-.074*	.085*
2. Convocation Session	.048	1	-.014	.082*
3. Level of Study	-.074*	-.014	1	-.024
4. Overall Management Assessment	.085*	.082*	-.024	1

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

A Pearson correlation test was conducted to identify relationships between demographic variables and overall graduate satisfaction. In terms of gender, there is a statistically significant positive correlation between gender and satisfaction, $r(894) = 0.085$, $p = 0.011$. This suggests female respondents tend to report higher satisfaction levels. Similarly for convocation session, a significant positive correlation was found between the session and satisfaction, $r(894) = 0.082$, $p = 0.014$. This indicates that respondents in later sessions reported higher satisfaction, possibly due to iterative service improvements by the organizers. On the other hand, no significant correlation was found between the level of study and satisfaction ($r = -0.024$, $p = 0.478$), indicating that satisfaction levels are consistent across undergraduate and postgraduate cohorts.

Discussion

Graduate Satisfaction with Convocation Management

The findings indicate that graduates exhibit a high level of satisfaction regarding the management of convocation ceremonies. This suggests that the quality of service provided by the convocation personnel significantly influenced the overall evaluative perceptions of the graduates. These results align with research by (Abd Rahim et al., 2024), which concluded that graduates generally express high satisfaction with the management quality of such hallmark events. This positive outcome reflects the administrative staff's commitment to excellence, as graduates recognized and appreciated the professionalism displayed, translating into high satisfaction scores.

Comparative Analysis: Gender, Study Level, and Session

Data analysis revealed a significant disparity in satisfaction levels based on gender. Female respondents reported significantly higher satisfaction regarding service quality than their male counterparts. This is consistent with previous literature (Ab Kadir, 2015; Abd Majid et al., 2019; Mat Udi, 2018), which posits that female service consumers often provide more favorable evaluations of service quality. This trend may be attributed to the fact that female graduates are more sensitive to relational service quality, including social interaction and the emotional intelligence displayed by staff (Martínez-Tur et al., 2010). Effective communication and positive emotional displays by the management staff appear to have resonated more strongly with female graduates, thereby elevating their satisfaction ratings.

Regarding the level of study, no statistically significant difference was observed in satisfaction levels. This contradicts earlier studies (Mohd Yusof, Asimiran, et al., 2022; Mustafa et al., 2011) which argued that academic background influences service expectations. However, our findings are supported by (Htang, 2021; Li & Pateña, 2023), suggesting that overall satisfaction remains uniform across study levels when the service delivery model is standardized. Since undergraduate and postgraduate students undergo identical administrative processes and receive the same service quality, their evaluative outcomes remain commensurate despite differences in age or cohort size.

In terms of convocation sessions, although statistical significance was found, the effect size was relatively small. Graduates across all sessions expressed high satisfaction. Interestingly, graduates in the final sessions reported the highest satisfaction levels. This can be attributed to the iterative improvements made by the management team; as personnel refine workflows and

enhance operational efficiency throughout the convocation week, graduates in later sessions experience a more seamless and optimized service compared to those in the initial sessions.

Correlation Analysis

The findings suggest that gender and convocation session are influential predictors of graduate satisfaction, whereas the level of study remains a non-significant factor. This aligns with (Erdemir & Kis, 2024; Teng et al., 2025), who found that women tend to provide more positive feedback for well-organized formal events. The gender gap in satisfaction may stem from distinct perceptions of comfort, staff efficiency, and facilities, which female graduates appear to prioritize and appreciate more highly.

Furthermore, the significant correlation between the convocation session and satisfaction levels underscores the impact of continuous service improvement. As highlighted by (Mat Nor et al., 2014; Muhamed@Che Harun et al., 2014), the efficacy of event delivery is often shaped by the organizational ability to address weaknesses identified in earlier stages. Conversely, the lack of correlation between study level and satisfaction suggests that expectations regarding robe management, processions, and certificate collection are consistent across all academic ranks. This reflects a balanced and equitable service delivery framework, adhering to the principles of fair public service distribution (Lee, 2021; Svara & Brunet, 2005).

Conclusion

This study assessed graduate satisfaction levels to provide a nuanced understanding of service quality management during convocation ceremonies. The results demonstrate that graduates are highly satisfied with the services provided. However, a significant gender gap exists, with male graduates reporting lower satisfaction than females. While the level of study does not influence satisfaction, both gender and the specific convocation session emerge as critical determinants of graduate experience.

These findings offer strategic insights for university leadership to maintain high standards while addressing the specific needs of diverse graduate demographics. Continuous improvement in governance and service delivery is essential. Future research should expand this scope by evaluating the adequacy of physical facilities and assessing the satisfaction levels of guests and parents. Such comprehensive evaluations will allow Higher Education Institutions (HEIs) to identify operational gaps and ensure superior experience for all primary stakeholders.

-
- Acknowledgements:** The authors would like to acknowledge and extend special gratitude to the University Malaysia Kelantan graduate students of the 14th Convocation who agreed to be part of this study.
- Funding Statement:** No Funding
- Conflict of Interest Statement:** The authors declare that there is no conflict of interest regarding the publication of this paper. All authors have contributed to this work and approved the final version of the manuscript for submission to the International Journal of Entrepreneurship and Management Practices (IJEMP).
- Ethics Statement:** This study was conducted in accordance with ethical research standards. Informed consent was obtained from all participants prior to data collection. Participation was voluntary, and respondents were assured of confidentiality and anonymity. The data collected were used solely for academic purposes.
- Author Contribution Statement:** All authors contributed significantly to the development of this manuscript. Mohd Zufadli was responsible for the conceptualization, methodology, and overall supervision of the study. Wan Ahmad Ridhwan handled data collection, analysis, and interpretation of results. Mohd Zufadli contributed to the literature review, drafting, and critical revision of the manuscript. All authors read and approved the final version of the manuscript prior to submission.
-

References

- Ab Kadir, A. (2015). Faktor-Faktor Yang Mempengaruhi Kepuasan Pelanggan Terhadap Kualiti Perkhidmatan Zakat: Kajian Kes Perkhidmatan Pejabat Zakat Daerah Baling, Kedah. Universiti Utara Malaysia.
- Abd Majid, M. Z., Hussin, M., & Norman, M. H. (2019). Kepuasan Pelajar Terhadap Perkhidmatan Pendidikan Teknikal Dan Latihan Vokasional (Tvet) Di Rangkaian Universiti Teknikal Malaysia. *Journal of Nusantara Studies (JONUS)*, 4(2), 410–428. <https://doi.org/10.24200/jonus.vol4iss2pp410-428>
- Abd Rahim, R., Kamal Hamadi, S. H., & Abu Bakar, N. A. (2024). TAHAP KEPUASAN MUTU PERKHIDMATAN PENGURUSAN MAJLIS KONVOKESYEN DALAM KALANGAN GRADUAN KOLEJ KOMUNITI SANDAKAN. *EDigest TVET Think Big : Cetusan Minda TVET Madani*, 8.
- Abd-El-Salam, E., Shawky, A. Y., & El-Nahas, T. (2013). The impact of corporate image and reputation on service quality, customer satisfaction and customer loyalty: Testing the mediating role. Case analysis in an international service company. *Journal of Business and Retail Management Research*, 8, 130–153.
- Adinegara, G., & Eka Putra, P. S. (2016). Assessment of Service Quality in Higher Education: Case Study in Private University. In *International Journal of Business and Management Invention ISSN (Vol. 5)*. Online. www.ijbmi.org
- Alhassan, I., Sowley, E. N. K., Yakubu, R. N., & Kassim, B. A. (2018). Analysis of Graduate Satisfaction and Experience with Higher Education Services in a Ghanaian University. *The European Journal of Educational Sciences*, 05(04). <https://doi.org/10.19044/ejes.v5no4a2>
- Ame, A. M., & Tegambwage, A. M. G. (2017). An Assessment of the Reliability and Validity of the SERVQUAL Scale in the Higher Education Context of Tanzania. *The Pan-African Journal of Business Management*, 1(1).
- Bond, T., & Fox, C. (2013). *Applying The Rasch Model Fundamental Measurement in the Human Sciences (6th ed.)*. Taylor & Francis.
- Chandra, T., Hafni, L., Chandra, S., Purwati, A. A., & Chandra, J. (2019). The influence of service quality, university image on student satisfaction and student loyalty. *Benchmarking: An International Journal*, 26(5), 1533–1549. <https://doi.org/10.1108/BIJ-07-2018-0212>
- Chen, J., & Aritejo, B. (2008). Service quality and customer satisfaction measurement of mobile value-added services: A conceptual review. *IJMC*, 6, 165–176. <https://doi.org/10.1504/IJMC.2008.016575>
- Chua, Y. P. (2011). *Kaedah dan Statistik Penyelidikan: Kaedah Penyelidikan (2nd ed.)*. McGraw- Hill.
- Erdemir, N., & Kis, A. (2024). Gender differences in university students: Exploring life satisfaction through meta-analysis. *Research in Pedagogy*, 14(1), 170–179. <https://doi.org/10.5937/istrped2401170e>
- Farahmandian, S., Minavand, H., & Afshardost, M. (2013). Perceived service quality and student satisfaction in higher education. *IOSR Journal of Business and Management*, 12(4), 65–74. <https://doi.org/10.9790/487x-1246574>
- Field, A. (2009). *Discovering Statistics using SPSS (9th ed.)*. Sage Publications.
- George, Darren., & Mallery, Paul. (2003). *SPSS for Windows step by step : a simple guide and reference 11.0 update*. Allyn and Bacon.
- Hakeem, A., Najimdeen, A., Amzat, I. H., Bin, H., & Ali, M. (2021). The Impact of Service Quality Dimensions on Students' Satisfaction: A Study of International Students in

- Malaysian Public Universities. *IIUM JOURNAL OF EDUCATIONAL STUDIES*, 9(2), 89–108.
- Htang, L. K. (2021). A look at university student service quality and satisfaction. *Quality Assurance in Education*. <https://doi.org/10.1108/QAE-09-2020-0108>
- Ikram, M., & Kenayathulla, H. B. (2022). A Systematic Literature Review of Student Satisfaction: What is Next? *International Journal of Advanced Research in Education and Society*, 4(4). <https://doi.org/10.55057/ijares.2022.4.4.5>
- Ishak, N., Khairuddin, F. N., & Aziz, N. S. (2020). FACULTY OF EDUCATION POSTGRADUATE STUDENTS' SATISFACTION TOWARDS THEIR FACULTY. *Jurnal Ilmi*, 10, 140–149.
- Ismael, N. A. (2017). FAKTOR YANG MEMPENGARUHI TAHAP KEPUASAN PELAJAR TERHADAP PROGRAM PENGURUSAN ASET DAN FASILITI. *Universiti Teknologi Malaysia*.
- Ismail, Z., Che Aziz, R., & Chea, C. (2024). Preparing Future-ready Learners: 21st Century Skills in an Open and Distance Learning Education in Malaysia. *Jurnal Pendidikan Terbuka Dan Jarak Jauh*, 25(1), 27–40.
- Józsa, T. (2017). The antecedents of market orientation and its effect on customer satisfaction and service quality: The case of Hungarian municipal public service provisions. *International Review on Public and Nonprofit Marketing*, 14(3), 391–407. <https://doi.org/10.1007/s12208-017-0179-x>
- Judi, H. M., Mohamed, H., & Ashaari@Sahari, N. (2020). Indeks Kepuasan Pelajar Siswazah terhadap Prasarana Penyelidikan di Universiti Kebangsaan Malaysia. *JOURNAL OF QUALITY MEASUREMENT AND ANALYSIS*, 16(2), 141–156.
- Kaura, V., Prasad, C., & Sharma, S. (2015). Service quality, service convenience, price and fairness, customer loyalty, and the mediating role of customer satisfaction. *International Journal of Bank Marketing*, 33, 404–422. <https://doi.org/10.1108/IJBM-04-2014-0048>
- Khatun, Most. M., Rahamatullah, N. M., Afrin, T., Islam, S., & Rahman, M. (2020). Consumer Perception of Online Marketplace in Bangladesh: An Empirical Study on Dhaka City. *Asian Business Review*, 10(2), 115–120. <https://doi.org/10.18034/abr.v10i2.473>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.
- Lagrosen, S., Seyyed-Hashemi, R., & Leitner, M. (2004). Examination of the dimensions of quality in higher education. *Quality Assurance in Education*, 12, 61–69. <https://doi.org/10.1108/09684880410536431>
- Lee, Y. (2021). Government for Leaving No One Behind: Social Equity in Public Administration and Trust in Government. *SAGE Open*, 11(3). <https://doi.org/10.1177/21582440211029227>
- Lewis, C., & Booms, B. (1983). The Marketing Aspects of Service Quality. In L. L. Berry, G. Shostack, & G. Upah (Eds.), *Emerging Perspectives in Service Marketing* (pp. 99–107). American Marketing Association.
- Li, Y., & Pateña, A. (2023). Service quality and student satisfaction in one Chinese university. *International Journal of Research Studies in Management*. <https://doi.org/10.5861/ijrsm.2023.1138>
- Liman, A., Ismail, Z., & Ahmad, M. H. (2020). Kepuasan Pelajar terhadap Kemudahan : Kajian Kes di Kolej Komuniti Kuala Terengganu. *Journal Online Jaringan Pengajian Seni Bina (JOJAPS)*, 21.
- Lonser, R. (1990). Calendar of Events. *The Journal of Nutrition*, 151, 3883. <https://doi.org/10.1227/01.NEU.0000344911.29400.5B>

- Magolda, P. M. (2003). Saying Good-Bye: An Anthropological Examination of a Commencement Ritual. *Journal of College Student Development*, 44(6), 779–796. <https://doi.org/10.1353/csd.2003.0073>
- Manning, K. (2000). Rituals, Ceremonies, and Cultural Meaning in Higher Education. <https://doi.org/10.5040/9798216009344>
- Martínez-Tur, V., Moliner, C., Peiró, J., & Sánchez-Hernández, R. (2010). Linking Functional and Relational Service Quality to Customer Satisfaction and Loyalty: Differences between Men and Women. *Psychological Reports*, 106, 598–610. <https://doi.org/10.2466/pr0.106.2.598-610>
- Mat Nor, F., Ahmad Sabri, S., & Khalid, K. (2014). TAHAP KEPUASAN PELANGGAN TERHADAP KUALITI PERKHIDMATAN PENGANGKUTAN AWAM DI KUIS.
- Mat Udi, Z. (2018). Faktor Kepuasan Pelanggan terhadap Perkhidmatan Kementerian Perdagangan Dalam Negeri, Koperasi dan Kepenggunaan Wilayah Persekutuan Putrajaya dan Kuala Lumpur. Universiti Putra Malaysia.
- Mohd Yusof, N., Asimira, S., & Abdul Kadir, S. (2022a). Student Satisfaction of University Service Quality in Malaysia: A Review. *International Journal of Academic Research in Progressive Education and Development*, 11(1), 677–688. <https://doi.org/10.6007/ijarped/v11-i1/10985>
- Mohd Yusof, N., Asimira, S., & Abdul Kadir, S. (2022b). Student Satisfaction of University Service Quality in Malaysia: A Review. *International Journal of Academic Research in Progressive Education and Development*, 11(1), 677–688. <https://doi.org/10.6007/ijarped/v11-i1/10985>
- Mohd Yusof, N., Asimiran, S., & Abdul Kadir, S. (2022). Tahap Kepuasan Pelajar Terhadap Kualiti Perkhidmatan Universiti: Satu Tinjauan. *Abqari Journal*, 26(1), 127–137. <https://doi.org/10.33102/abqari.vol26no1.386>
- Muhamed@Che Harun, M. F. A. A., Ghazali, M. S., & Abdul Wahid, N. (2014). Kajian Kepuasan Pelanggan terhadap Mutu Perkhidmatan di Perpustakaan Al-Bukhari UiTM Pahang. *Prosiding KONAKA Konferensi Akademik 2014*, 1–8.
- Mustafa, Z., Jane, T. S., & Ab Hamid, M. R. (2011). Kajian Kepuasan Pelajar Kejuruteraan Universiti di Malaysia menggunakan Pemodelan Persamaan Berstruktur. *Journal of Quality Measurement and Analysis*, 7(1), 117–127.
- Mustapha, N. A., Jamil, K., AlShaari, S. A. H., & Nordin, S. (2021). FACTORS AFFECTING STUDENTS SATISFACTION OF HIGHER EDUCATION INSTITUTION SERVICES. *QUANTUM JOURNAL OF SOCIAL SCIENCES AND HUMANITIES*, 4(2). <http://www.qjssh.com>
- Neupane, R., & Devkota, M. (2017). Evaluation of the Impacts of Service Quality Dimensions on Patient/Customer Satisfaction: A Study of Private Hospitals in Nepal. *International Journal of Social Sciences and Management*, 4(3), 165–176. <https://doi.org/10.3126/ijssm.v4i3.17520>
- Nguyen, H. V., Vu, T. D., Saleem, M., & Yaseen, A. (2024). The influence of service quality on student satisfaction and student loyalty in Vietnam: the moderating role of the university image. *Journal of Trade Science*, 12(1), 37–59. <https://doi.org/10.1108/jts-12-2023-0032>
- Parasuraman, A., Zeithaml, V., & L. Berry, L. (1988). SERVQUAL: A multiple-Item Scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 64(1).
- Petra, U. of. (2014). Analytical Studies Graduates Satisfaction Graduation Ceremony Fall 2014.

- Petruzzellis, L., D'Uggento, A. M., & Romanazzi, S. (2006). Student satisfaction and quality of service in Italian universities. In *Managing Service Quality* (Vol. 16, Issue 4, pp. 349–364). <https://doi.org/10.1108/09604520610675694>
- Prakash, G. (2018). Quality in higher education institutions: insights from the literature. *The TQM Journal*, 30(6), 732–748. <https://doi.org/10.1108/TQM-04-2017-0043>
- Reunanen, T., Taatila, V., & Joshi, M. (2024). Correlation between students' satisfaction with studies and graduation. *Human Factors, Business Management and Society*, 135, 295–302. <https://doi.org/10.54941/ahfe1004956>
- Rust, R., & Oliver, R. (1994). Service. *Service Quality. New Directions in Theory and Practice*, 1–20. <https://doi.org/10.4135/9781452229102.n1>
- Salinda Weerasinghe, I. M., & R. Lalitha, F. S. (2017). Students' Satisfaction in Higher Education Literature Review. *American Journal of Educational Research*, 5(5), 533–539. <https://doi.org/10.12691/education-5-5-9>
- Seitova, M., Temirbekova, Z., Kazykhankyzy, L., Khalmatova, Z., & Çelik, H. E. (2024). Perceived service quality and student satisfaction: a case study at Khoja Akhmet Yassawi University, Kazakhstan. *Frontiers in Education*, 9. <https://doi.org/10.3389/educ.2024.1492432>
- Sharabati, A.-A. A., Alhileh, M. M., & Abusaimh, H. (2019). Effect of service quality on graduates' satisfaction. *Quality Assurance in Education*, 27(3), 320–337. <https://doi.org/10.1108/QAE-04-2018-0035>
- Suryandari, R. Y., & Husin, H. (2018). Pendidikan Tinggi dan Kepuasan Pelajar Antarabangsa terhadap Kualiti Perkhidmatan di Malaysia : Kajian Kes di Kolej Universiti Insaniah, Kuala Ketil, Kedah. *International Journal of Society, Development and Environment in the Developing World*, 2(3), 29–47.
- Svara, J. H., & Brunet, J. R. (2005). Social Equity Is a Pillar of Public Administration. *Journal of Public Affairs Education*, 11(3), 253–258. <https://doi.org/10.1080/15236803.2005.12001398>
- Tahir, A., & Saleem, I. (2021). IMPACT OF SERVICE QUALITY ON STUDENT SATISFACTION IN HIGHER EDUCATION: A COMPARATIVE STUDY OF PUBLIC AND PRIVATE UNIVERSITIES IN PAKISTAN. *Governance and Management Review (GMR)*, 6(1).
- Teeroovengadam, V., Nunkoo, R., Gronroos, C., Kamalanabhan, T. J., & Seebaluck, A. K. (2019). Higher education service quality, student satisfaction and loyalty: Validating the HESQUAL scale and testing an improved structural model. *Quality Assurance in Education*, 27(4), 427–445. <https://doi.org/10.1108/QAE-01-2019-0003>
- Teng, C., Yang, C., & Wu, G. (2025). Are female students less satisfied with doctoral candidacy experiences? Evidence from 108 countries. *Humanities and Social Sciences Communications*, 12(1). <https://doi.org/10.1057/s41599-025-04937-2>
- Wael, T. (2015a). Using Servqual Model to Assess Service Quality and Students Satisfaction in Pavia University-Italy. *International Journal of Research in Business Studies and Management*, 2(3), 24–31.
- Wu, C. H. J., Liao, H. C., Hung, K. P., & Ho, Y. H. (2012). Service guarantees in the hotel industry: Their effects on consumer risk and service quality perceptions. *International Journal of Hospitality Management*, 31(3), 757–763.