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SATISFACTION AT YSCT**

Azilah Baddiri¹, Clarice Duasin², Caroline Satu³, Rohani Mamat⁴, Mazlinda Musa⁵, Chung Su Chin⁶,
Tri Sumarsih⁷, Baidi Baddiri^{8*}

¹ Faculty of Civil Engineering, University Malaysia Sabah, Malaysia

Email: azilah.baddiri@ums.edu.my

² Faculty Medical and Health Sciences, University Malaysia Sabah, Malaysia

Email: clarice83@ums.edu.my

³ Faculty Medical and Health Sciences, University Malaysia Sabah, Malaysia

Email: caroline.satu@ums.edu.my

⁴ Faculty Medical and Health Sciences, University Malaysia Sabah, Malaysia

Email: rohanim@ums.edu.my

⁵ Faculty Medical and Health Sciences, University Malaysia Sabah, Malaysia

Email: mazlinda@ums.edu.my

⁶ Faculty Medical and Health Sciences, University Malaysia Sabah, Malaysia

Email: suchinchung@ums.edu.my

⁷ Universitas Muhammadiyah Gombong, Jalan Yos Sudarso N. 461 Gombong, Kebumen 54412.

Email: tris.smile@gmail.com

⁸ Faculty Medical and Health Sciences, University Malaysia Sabah, Malaysia

Email: baidibaddiri@ums.edu.my

* Corresponding Author

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Abstract:

In today's competitive environment, the education has not only become a major industry and need of the day but it is also an investment by the parents for their children. In public as well as in private sector, the quality of education is an important factor that considered for attracting and retaining the students who want to get higher education. It is obvious that customers are important stakeholders in organizations and their satisfaction is a priority to management. Customer satisfaction has been a subject of great interest to organizations and researchers alike. In recent years, organizations are obliged to render more services in addition to their offers. The quality of service has become an aspect of customer satisfaction. It has been proven by some researchers that service quality is related to customer satisfaction. The main purpose of this study is to identify the level of service quality as perceived by students in the YSCT and to identify the level of student satisfactions towards service quality. Purposive and simple randomized sampling technique was used to collect quantitative data from customers of Yayasan Sabah College of Technology (YSCT) to get

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their satisfaction levels and level of service quality which were substituted in the SERVQUAL model. This study contributes to existing theories by confirming or adding value to the relationships that are involved in customer satisfaction, service quality and SERVQUAL dimensions. It provides results that could be useful to top management in business organizations for strategic planning.

Keywords:

Service Quality and Student Satisfaction

Introduction

Customer satisfaction has been a subject of great interest to organizations and researchers alike. The principal objective of organizations is to maximize profits and to minimize cost. Profit maximization can be achieved through increase in sales with lesser costs. One of the factors that can help to increase sales is customer satisfaction, because satisfaction leads to customer loyalty, recommendation and repeat purchase (Wilson et al., 2008).

Particularly, the students in a higher educational institution seek more quality education and perfection of the system at their study place because it helps them to develop all the capabilities and essentials to be an effective educational personality. According to Rowley (1996), an educational institution that offer good service quality will able to help their students become more capable, good performers and productive. They also provide strong academic and carrier accomplishment for the students according to what they want.

The students seek assurance, empathy and responsiveness and during their academic development process, which then facilitates them to gain extra potential to compete in the market. It is therefore, the effectiveness of the administration and management of a higher educational institution able to facilitate the students with quality assurance and personality grooming so that the students can take maximum out of it (LeBlanc and Nguyen, 1997).

From the view of operations management, it is obvious that customers play important roles in the organizational process (Lee & Ritzman, 2005). Before the placement of strategies and organizational structure, the customers are the first aspect considered by managements. The questions asked in the strategic planning ranges from who will need to consume these offers? where are they? how much can they pay? how to reach the customers? and will it yield them maximum satisfaction? After these questions, the organization will then designs the product, segment the markets and create awareness. This does not only show the importance of customers in the business environment but also the importance of satisfying them.

Literature Review

Student Satisfaction

According to Kotler and Clarke (1987), satisfaction can be defined as a state felt by individual who has experience an outcome or any performance that achieve his or her expectation. Satisfaction is a function of relative level of expectations and perceives performance. The expectation may go as far as before the students even enter the higher education, suggesting that it is important to the researchers to determine first what the students expect before entering

the university (Palacio, Meneses and Perez, 2002). In contrary, Carey, Cambiano and De Vore (2002), believe that satisfaction actually covers issues of students' perception and experiences during the college years.

While most student satisfaction study focus on the perspective of customer, researchers are facing a problem of creating a standard definition for student satisfaction thus providing a need of customer satisfaction theory to be selected and modified so that it can explain the meaning of student satisfaction (Hom, 2002). Even though it is risky to view students as customer, but given the current atmosphere of higher education marketplace, there is a new moral prerogative that student have become "customer" and therefore can, as fee payers, reasonably demand that their views be heard and acted upon (William, 2002).

Customer Satisfaction and Service Quality Studies

Parasuraman, Zeithaml, and Berry (1994) agreed that service quality is one of the basics of customer satisfaction. In addressing the relationship between service quality and satisfaction, they studied a model developed by Oliver (1993). Oliver's model combines the two concepts and proposes that perceived service quality is antecedent to satisfaction. The outcomes showed that service quality leads to satisfaction. Parasuraman et al., (1988) compared service quality with satisfaction. They defined service quality as a form of attitude, a long run overall evaluation, while satisfaction as a transaction-specific measure. Based on such definition, it is considered that perceived service quality is a global measure, and so, the direction of causality was from satisfaction to service quality (Parasuraman et al., 1988).

Service Quality

The concept of quality as conceptualized in the services literature is based on the perceived quality. According to Zeithaml (1987) and Zammuto et al. (1996), perceived quality can be defined as a customer's judgment about an individual's overall experience or superiority. Similarly, Parasuraman, Zeithaml and Berry (1990) also decided that customer perceptions on service quality is result from comparing actual experience of the service and their expectations prior to receiving the service. Perceived quality also can be seen as a form of attitude that is related but unequal as satisfaction, and results from a comparison of expectations and perceptions performance (Rowley, 1996).

Therefore, perceived service quality could be the product of the evaluations of a service encounters number. Regarding to Hill (1995), in this case of a student, these could range from encounters with tutors, lecturers, the head of departments, office staff, librarian etc. As a result, if HEI fails to meet student expectations, the service will be judge as poor. In contrast, if HEI regularly provides service at a level that exceeds student expectations, the service will be evaluated as high quality (Zammuto et al, 1996).

Generally, students have three main criteria that need to be satisfied with services. These has been labeled as Requisite encounters which essentially enable students to fulfill their study obligations; Acceptable encounters which students acknowledge as being desirable but not essential during their course of study and Functional, an encounter of a practical or utilitarian nature (Oldfield and Baron, 2000).

According to Lassar, Manolis and Winsor (2000), two most prevalent and widely accepted perspectives on service quality include the SERVQUAL model and the Technical/Functional

Quality framework. Gronroos (1984) held that service quality is made up of three dimensions "the technical quality of the outcome", "the functional quality of the encounter" and "the company corporate image". He argued that in examining the determinants of quality, it is necessary to differentiate between quality associated with the process of service delivery and quality associated with the outcome of service, judged by the consumer after the service is performed.

It is interesting to identify here about the applicability of SERVQUAL to education sector, meaning that there is a suitability of applying it in higher education. Numerous studies have adapted this measurement in HEI, such as SQ in business schools (Rigotti and Pitt, 1992) and higher educational institutions (Cuthbert, 1996; Soutar and McNeil, 1996; Saaditul, Samsinar and Wong, 2000).

In the study by Cuthbert (1996) it has been found that among the dimension in SQ, the score for tangibility (3.34) is the highest, followed by assurance (3.21), reliable (3.11), responsive (3.04) and empathy (2.58). However he added that this does not represent tangibility as a major contributor towards satisfaction of the students as he believes it is the service encounter which is the determinant factor. O'Neill and Palmer (2004) also hold the exact same idea that, although tangibility is ranked as the best in term of overall performance score, but it has been ranked as the least importance by the students compared to process and empathy. Study by Perisau and McDaniel (1997) is best described as, assurance and reliability has been identified as the most important suggesting that students are most concern with the knowledge, courtesy and ability to inspire trust and confidence which is part of the assurance dimension.

Nevertheless, there are studies that have a different opinion on the importance of tangibility dimension in service quality. Smith and Ennew (2001) outlined an interesting aspect in his research toward the SQ in higher education. He highlighted that there is difficult aspect in the choice of satisfaction perception of customer between the affective indignation and the technical functionality. For example, the particular facility consumed by the students could be judged according to how reliable they are (technical functionality) or according to their ages, appearances, courtesy and empathy (affective). The perfect reliable facility, which is not up to date, but are capable of carrying out the task, may still be negatively rated if the users expect the university to provide up to date facility. He also showed that there were specific supportive items known as peripheral aspect and the university facilities, which students consume such as cafeterias and residential accommodation that will directly and indirectly have a significant impact on the evaluation of the university.

The Perceived Service Quality Model

Gronroos (1984, 1982) was one of the first scholars to conceptualise service quality. Gronroos's (1982) perceived service quality model was based on the disconfirmation paradigm (Churchill and Suprenant, 1982). In his model, service quality was defined as "the result of a comparison between customer's expectation, and his/her real-life experiences with the services" (Gronroos, 1984). Gronroos (1982) also suggested that functional and technical quality were the two most important dimensions of service quality. Technical quality referred to the outcome of the production process, or what the customer receives in a customer encounter. For example, if an insurance claim is settled to the customers' satisfaction then the outcome of the claims handling process results in good technical quality. Functional quality referred to the interaction between buyer and seller, that is, how the service is delivered. For example, if the claims handling

process is poor from the customers' view point then the functional quality will be low (Gronroos, 1982).

The Three-Component Model

Rust and Oliver (1994) recognized that the two dimensions in Gronroos (1984, 1982) service quality model were critical; however, they suggested another important dimension underlying service quality. Therefore, Rust and Oliver's (1994) proposed a three-component model, consisting of the service product (technical quality), the service delivery (functional quality), and the service environment.

Rust and Oliver's (1994) conceptualized model was empirically validated by McDougall and Levesque (1994), and by McAlexander, Kaldenberg, and Koenig (1994) and these authors confirmed the existence of the three components in retail banking and health care respectively.

SERVQUAL Model

One of the most useful measurements of service quality is the dimensions from the SERVQUAL model. In the creation of this model for the very first time, Parasuraman et al. (1985) identified 97 attributes which were condensed into ten dimensions; they were found to have an impact on service quality and were regarded as the criteria that were important to access customer's expectations and perceptions on delivered service (Kumar et al., 2009). Based on researcher knowledge regarding recent articles and studies that researcher could reach, there is a few number of studies had tested the five dimensions of SERVQUAL with both variable, which are customer satisfaction and service quality.

Problem Statement

Quality or service quality as some would say is an essential criteria which assists students in determining the colleges or universities of their choice. According to Shekarchizadeh, et.al., (2011) service organizations such as institutions of higher education most definitely are under constant pressure to outperform their competitors in the name of upholding service quality.

Particularly in Malaysia, private college always failed to attain the required curriculum standard set up by Malaysian Qualifications Agency (MQA) and most of lecturer appointed is lack of skills to handle the task given. This matter has been reported by Mohd Feroz (2004), where MQA had to reject accreditation applications of 40 programs by private higher learning institutions due to the weaknesses in core course structures and incompetence lecturer.

Studies using SERVQUAL by Muhammed Ehsan in 2010 found that the service quality greatly influences the students' satisfaction in multiple dimensions. In addition, according to Hishamuddin (2008), it is clear that service quality has significant positive relationship with student satisfaction. Thus, it confirms that by improving service quality, it may potentially improve the students' satisfaction as well and that is the priority of the private higher institutions due to the fact that they have to compete to earn interest from the students to study there.

However, Sureshchandar et.al (2002) believes the customer experience on the quality of services received actually depends on the experience you've traveled by the customer. If the customer never received better service from anywhere else, the experience of the service received will be lower, and vice versa. There are also studies show that the quality of service

received is not able to predict the level of satisfaction and it is obtained in a study conducted by Kouthouris et. al. (2005) against 287 individuals who engage in outdoor activities such as kayaking, orienteering and archery at the lake Plasteera, Greece.

Based on the disagreement, this study aims to determine to what extent SERVQUAL model able to assess the level of satisfaction of students in the HEI especially in YSCT. Although many studies have shown the existence of a positive relationship between service quality and customer satisfaction, but further studies relating to this relationship especially in Malaysia HEI still need to continue to strengthen the findings by Muhammed Ehsan Malik (2010).

Objectives

- i. To identify the level of student satisfactions towards service quality.
- ii. To identify the level of service quality as perceived by students in YS

Methodology

Particularly, the study was conducted by using quantitative methods. As the researchers will study the service quality and customer satisfaction at YSCT, the survey and questionnaire method was used as a main instrument by researcher. The questionnaire was chosen as the main instrument for the administration of questionnaires where data evaluation and self-evaluation of student on service quality can be obtained simultaneously. In addition, the questionnaire is the easiest and effective method for acquiring data if the standard sample size of study is large and comprehensive (Cresswell, 2009).

Location & Sample Study

This study will be carried out in Yayasan Sabah College of Technology (YSCT). It covers three campus and the target population of the study consisted of all final semester students at YSCT. YSCT consist of three campuses, namely Campus A (Hospitality), Campus B (Technical Campus) and Campus C (Commerce) with an estimated total population of student is 1070 people. It is estimated that population of final semester student at YSCT is 369 people.

Population & Samplings

The study population consisted of all final semester students at three campuses at YSCT. In 2016, the population of student at YSCT is about 1070 people and the population for final semester student is about 369 people. A total of 186 students were selected as respondents because they are considered to be those who accept the service provided by college. In addition, students also are the ones who can give an accurate picture of service quality and customer satisfaction at college (McNulty et al. 2005).

In this study, stratified sampling method was chosen as sampling techniques since the study population is not constant in terms of gender, levels of study and experience. According to Bryman (2005) and Cramer (2005), the sampling strata are the best way to get an overall picture because every strata have representatives who can avoid improper sample selection. According to Bryman and Cramer (2005), the stratified sampling could provide more accurate sample validity because the sample size distribution is relatively equal to each strata. It is rational as the student sample study was stratified according to three types of campus at YSCT.

Instrument Design

The questionnaire is the main instrument to collect data about service quality and student satisfaction at private higher education institutions. The instrument is divided into three parts, Part A (Demographics), Part B (Customer Satisfaction) and Part C (Service Quality). This questionnaire was adapted from Parasuraman et al., (1985) and has been adapted by Brady and Cronin (2001) and Tzu-Hui Kao (2007) in their study to identify the level of service quality.

Performance-only items are included in the questionnaire, as numerous studies have demonstrated the superiority of performance-only over difference score measures (Zeithaml et al., 1996, Cronin and Taylor, 1994). Moreover, most of the items are positively worded, as recommended by Parasuraman et al. (1991) and Carman (1990). However, there a small number of the items in the questionnaire are negatively worded. During the analysis, researcher will convert the negative result accordingly so that total mean score will be more representative and accurately. This study focused on students' overall academic satisfaction; therefore, students were requested to evaluate their overall experiences at YSCT, and not to relate their response to any particular subject or lecturer.

Part A (Demographics)

Part A questioned about respondent demographics information such as gender, age, level of study and study location. In addition, the items in this questionnaire were constructed based on previous study by Tzu-Hui Kao (2007).

Part B

Part B encompasses the components designed to gauge the level of student satisfaction concerning their experiences. Parasuraman et al. (1991) delineate two integral segments, namely Part B and Part C, within the guidelines for questionnaire development. These items are categorized into five primary dimensions that have been examined concerning Customer Satisfaction in YSCT, namely

- i. Responsiveness
- ii. Empathy
- iii. Reliability
- iv. Tangibles
- v. Assurance

Each item is assigned a score ranging from 1 to 5 points. The cumulative mean score serves as the yardstick for assessing the level of service quality across all dimensions of Customer Satisfaction at YSCT. A total mean score of (0) is utilized to delineate low and high scores within each dimension of Customer Satisfaction. Dimensions with total scores surpassing the mean are deemed to exhibit high service quality, whereas those falling below the mean signify lower performance in the respective dimensions of service quality. The study employs a modified version of the SERVQUAL instrument tailored to the specific focus of this research, which centers on five dimensions: responsiveness, empathy, reliability, tangibles, and assurance.

Table 1: Distribution Item by Dimension Student Satisfaction

Service Quality Dimension	Number of Item	Total item
Responsiveness	1,2,3	3
Empathy	4,5,6	3
Reliability	7,8,9	3
Tangibles	10,11,12,13,14	5
Assurance	15,16,17	3
Total item		17

Table 1, presents the allocation of items assessing the dimensions of student satisfaction, namely responsiveness, empathy, reliability, tangibility, and assurance. Regarding the construction of the scale for each item, the researchers adhere to the Likert Scale methodology, where respondents are required to indicate their agreement or disagreement with each statement using a five-point scale. The distribution scale is depicted in Table 3a.

Part C

Part C contains the items to obtain information about the level of quality service of students' views as to what they went through. According to Kao (2007), there are two essential parts, namely Part B and Part C of the guidelines in producing questionnaires. In this section there are 23 items in total. These items are divided into five main dimensions that have been studied with respect to the quality of service in YSCT namely;

- i. Responsiveness
- ii. Empathy
- iii. Reliability
- iv. Tangibles
- v. Assurance

Each item has a score of 1-5 points. The totals mean score will determine the level of service quality in YSCT for all the measured dimensions of service quality. Total mean score (0) is used to determine the low and high scores for each dimension service quality. The total score for each dimension items that are higher than the mean are considered to have a high quality of service, while if the amount is lower than the mean score is considered less practice in the dimensions of service quality. In this study, researchers used the SERVQUAL instrument which has been modified to meet the scope of this study, which focuses on five dimensions, namely responsiveness, empathy, reliability, tangibles and assurance.

Table 2: Distribution Item by Dimension Service Quality

Service Quality Dimension	Number of Item	Total item
Responsiveness	1,2,3,4	4
Empathy	5,6,7,8	4
Reliability	9,10,11,12	4
Tangibles	13,14,15,16,17,18,19	7
Assurance	20,21,22,23	4
Total item		23

Table 2, shows the distribution of items that measure the dimensions of service quality which are responsiveness, empathy, reliability, tangible and assurance. In terms of construction scale for each item, the researchers refer to Likert Scale methods in which each respondent must choose one statement which marked the approval or otherwise of the statement based on the five-point scale. The distribution scale shown in Figure 3a.

Table 3: Answers by Likert Scale

Service Quality	Point
Strongly Disagree	1
Disagree	2
Moderate	3
Agree	4
Strongly Agree	5

Source: Chua (2006)

Respondents are required to indicate agreement or otherwise by marking the answers provided in the questionnaire according to the scale in the table 3. Scale (1) represent the most negative score and a score of (5) is the most positive response.

Data Collection Methods

The first stage conducted by researcher is to attain permission to conduct a study from the various parties before the study was initiated. At the first stage, the permission was applied to the management of YSCT and Department of Student Affairs before implementing the pilot study and the actual study in college. After the permission is achieved, the researchers also acquired permission from each Head of Department at YSCT before the questionnaire was distributed.

Administration of the questionnaire was conducted by researchers with the visit at every campus to study location. A total of 200 questionnaires were distributed as a sample which is exceeds the actual estimation in order to ensure that the sample is sufficient. Questionnaires began to be distributed to all the students started in September 2016 since on that time, the student were not busy with their examination.

Limitation

Because of the broad nature of this area of study, researcher could not access all the literature concerning customer satisfaction and service quality because it would have been very voluminous. Thus, researcher hovered in a limited aspect within the literature, thereby around the relationship between customer satisfaction and service quality dimensions of the SERVQUAL model. Although this topic concerns both the employees and customers, researcher focused on customers because researcher is interested in viewing this subject from the customer perspective and customers who consume services. This topic also can be viewed from a manufacturing and service sector; but researcher was limited this study to the education service sectors since service quality is best evaluated from the service sectors.

Findings and Discussion

Analysis of Student satisfaction Level at YSCT

Analysis of responses by respondents about the level of customer satisfaction at YSCT is based on the descriptive frequency, mean and standard deviation. Each item will be analyzed based on student response options. There are five dimensions that will be analyzed at this part and additional one part for overall satisfaction of student at YSCT.

Responsiveness

Table 4: Student Satisfaction Level For Responsiveness Dimension

NO	ITEM Responsiveness	FREQUENCY					MEAN	SD
		1	2	3	4	5		
B1	I am satisfied with the availability of personnel to assist me	1	8	20	35	36	4.23	3.755
B2	I am satisfied with the availability of lecturers to assist me	6	8	15	35	36	3.88	1.153
B3	I seldom get the “run-around” when seeking information on this College	1	11	25	37	26	3.76	0.99

Table 4 represents the 3 item of customer satisfaction level in ‘responsiveness’ dimension by students at YSCT. Item number 1 indicates that 36 percent of student are strongly agree, 35 percent are agree, 20 percent are moderate while 8 percent and 1 percent are disagree and strongly disagree respectively. The score for this item is (M=4.23, SD=3.755). A total of 35 percent respondents are chose to agree and 36 percent are strongly agree with the statement in item number 2 which is ‘I am satisfied with the availability of lecturers to assist me’. The score for item number 2 is (M=3.88, SD=1.153). About 25 percent of respondents chose the answer "moderate", while 37 student choose to agree and 26 people chose "strongly agree" to the statement item number 3. The score for item number 3 is (M=3.76, SD=.99). As a result, it could be seen that student satisfaction level in responsiveness dimension is high since all the result of mean score shows ≥ 3.67 .

Empathy

Table 5: Student Satisfaction Level For Empathy Dimension

NO	ITEM Empathy	FREQUENCY					MEAN	SD
		1	2	3	4	5		
B4	I am satisfied with the accommodation and access to computer facilities	1	9	30	31	29	3.79	0.981
B5	I am satisfied with the accommodation and access to study room	1	3	18	40	38	4.11	0.871
B6	College are fair and unbiased in their treatment of individuals students	5	6	17	44	29	3.86	1.056

Table 5 represents the 3 item of customer satisfaction level in ‘empathy’ dimension by students at YSCT. Item number 4 indicates that 29 percent of student are strongly agree, 31 percent are agree, 30 percent are moderate while 9 percent and 1 percent are disagree and strongly disagree respectively. The score for this item is ($M=3.79$, $SD=.981$) and indicates that respondents are agreed with the statement contained in item 4. A total of 1 percent of respondents is strongly disagree and 3 percent are disagree with the statement in item number 5. While 40 percent respondents are choose to agree and 38 percent are strongly agree with the statement in item number 5 which is ‘I am satisfied with the accommodation and access to study room’. The score for item number 5 is ($M=4.11$, $SD=.871$). Around 29 percent of students are strongly agree with the statement in item number 6 while 44 percent are agree, 17 percent are moderate, 6 percent are disagree while 5 percent are strongly disagree. The score for item number 6 is ($M=3.86$, $SD=1.056$). This result showed 73 percent of students are agree with the statement ‘college are fair and unbiased in their treatment of individual students’. The mean score for items 4,5 and 6 in this dimension indicates that student satisfaction level in empathy dimension at YSCT is high since all of the mean score are ($M=3.79$, $M=4.11$ and $M=3.86$) respectively.

Reliability

Table 6: Student Satisfaction Level For Reliability Dimension

NO	ITEM	FREQUENCY					MEAN	SD
		1	2	3	4	5		
	Reliability							
B7	I am satisfied with the management of student registration which is timely and error-free	2	17	22	30	29	3.69	1.108
B8	All documentation regarding student are recorded accurately	3	5	21	40	32	4.141	3.007
B9	Lecturers has a good teaching capability	2	8	23	32	34	3.88	1.036

Table 6 represents the 3 item of customer satisfaction level in ‘reliability’ dimension by students at YSCT. Item number 7 indicates that 29 percent of student are strongly agree, 30 percent are agree, 22 percent are moderate while 17 percent and 2 percent are disagree and strongly disagree respectively. The score for this item is ($M=3.69$, $SD=1.108$). A total of 3 percent of respondents are strongly disagree and 5 percent are disagree with the statement in item number 8. While 40 percent respondents are chose to agree and 32 percent are strongly agree with the statement ‘all documentation regarding student are recorded accurately’. The score for this item is ($M=4.141$, $SD=3.007$). About 34 percent of students are strongly agree with the statement in item number 9 while 32 percent are agree, 23 percent are moderate, 8 percent are disagree while only 2 percent are strongly disagree. The score for item number 9 is ($M=3.88$, $SD=1.036$). This result showed 66 percent of students are agree with the statement ‘lecturers has a good teaching capability’ at YSCT. Generally, the mean score for all items in this dimension indicates that student satisfaction level in reliability dimension at YSCT is high since all of the mean score is ≥ 3.67 . (Kiess, 2002)

*Tangibles***Table 7: Student Satisfaction Level For Tangible Dimension**

NO	ITEM	FREQUENCY					MEAN	SD
		1	2	3	4	5		
	Tangibles							
B10	I am satisfied with the layout of classrooms	1	11	25	36	28	3.78	1
B11	I am satisfied with the lighting in classrooms	5	4	27	36	32	3.94	0.894
B12	I am satisfied with the appearance of building and grounds	1	8	20	34	37	3.98	0.994
B13	The overall cleanliness at college are satisfied	6	8	15	35	36	3.88	1.153
B14	The computer software at lab computer is 'Up-to-date.	3	9	22	34	32	3.84	1.057

Table 7 represents the 5 item of customer satisfaction level in 'tangibles' dimension by students at YSCT. Item number 10 indicates that almost 64 percent of student is agree with the statement 'I am satisfied with the layout of classrooms' while only 12 percent of students are disagree with the statement. Only 5 percent of respondents are strongly disagree and 4 percent are disagree with the statement in item number 11. While 71 percent respondents are chose to agree and strongly agree with the statement 'I am satisfied with the lighting in classrooms'. The score for item number 11 is (M=3.94, SD=.894). About 34 percent of students choose to agree and 37 students chose "strongly agree" to the statement item number 12. Score for item number 12 is (M=3.98, SD=.994). Almost 36 percent of students choose to "strongly agree" and 35 students chose "agree" to the statement item number 13 which is 'the overall cleanliness at college are satisfied'. The score for item number 13 is (M=3.88, SD=1.153). About 3 percent of student are strongly disagree and 9 percent of student are disagree with the item number 14 stated that 'the computer software at lab computer is up-to-date'. Almost 66 percent of students are agree with the statement in item number 14. The score for item number 14 is (M=3.84, SD=1.057). Based on the mean score result for all item in this dimension, it can be concluded that the level of student satisfaction in tangible dimension is high.

*Assurance***Table 8: Student Satisfaction Level for Assurance Dimension**

NO	ITEM	FREQUENCY					MEAN	SD
		1	2	3	4	5		
	Assurance							
B15	College staffs is friendly and courteous	2	13	22	32	32	3.8	1.072
B16	Lecturers are friendly and courteous	2	4	20	38	36	4.01	0.953
B17	Communication skills are well taught by the lecturers in this college.	1	11	25	36	27	3.78	0.996

Table 8 represents the 3 item of customer satisfaction level in 'assurance' dimension by students at YSCT. Item number 15 indicates that 32 percent of student are choose to strongly agree and agree respectively, 22 percent are moderate while 13 percent and 2 percent are disagree and strongly disagree respectively. The score for this item is ($M=3.8$, $SD=1.072$) and shows respondents are agreed with the statement contained in item 15. A total of 2 percent of respondents are strongly disagree and 4 percent are disagree with the statement in item number 16. While 38 percent respondents are chose to agree and 36 percent are strongly agree with the statement 'lecturers are friendly and courteous'. The score for this item is ($M=4.01$, $SD=0.953$). About 27 percent of students are strongly agree with the statement in item number 17 while 36 percent are agree, 25 percent are moderate, 11 percent are disagree while only 1 percent are strongly disagree. The mean value for item number 17 is ($M=3.78$, $SD=.996$). This result showed almost 63 percent of students are agree with the statement 'communication skills are well taught by the lecturers in this college'. The mean score for items 15,16 and 17 in this dimension indicates that student satisfaction level in assurance dimension at YSCT is high since all of the mean score are ($M=3.8$, $M=4.01$ and $M=3.78$) respectively.

Analysis of Service Quality Level at YSCT

Analysis of responses by student about the level of service quality at YSCT is based on the descriptive frequency, mean and standard deviation. Each item will be analyzed based on student options response. There are 5 dimensions that will be analyzed at this part which is responsiveness, empathy, reliability, tangibility and assurance.

Responsiveness

Table 9: Service Quality Level for Responsiveness Dimension

NO	ITEM Responsiveness	FREQUENCY					MEAN	SD
		1	2	3	4	5		
C1	Lecturers have a good capacity in problem solving	1	6	23	41	29	3.91	0.922
C2	Support staffs have a good capacity in problem solving	5	9	31	32	27	3.76	0.971
C3	Channels for expressing student complaints are readily available	1	5	16	40	38	4.09	0.907
C4	Queries are dealt with efficiently and promptly	6	13	17	30	34	3.74	1.21

Table 9 represents the 4 item of service quality level in 'responsiveness' dimension by students at YSCT. Based on the table, it could be seen that service quality level in 'responsiveness' dimension was not equally distributed among the sample population. Item number 1 indicates that 29 percent of student are strongly agree, 41 percent are agree, 23 percent are moderate while 6 percent and 1 percent are disagree and strongly disagree respectively. The score for this item is ($M=3.91$, $SD=.922$) and it shows respondents are agreed with the statement contained in item 1. A total of 5 percent of respondents are strongly disagree and 9 percent are disagree with the statement in item number 2. While 32 percent respondents are chose to agree and 27 percent are strongly agree with the statement in item number 2. The score for item number 2 is ($M=3.76$, $SD=.971$). 16 percent of respondents chose the answer "moderate", while 40 student choose to agree and 38 people chose "strongly agree" to the statement item no. 3. Score for item number 3 is ($M=4.09$, $SD=.907$). It can be concluded that 78 percent of respondents agreed with the statement in item number 3. About 34 percent of students are

strongly agree with the statement in item number 4 while 30 percent are agree, 17 percent are moderate, 13 percent are disagree while 6 percent are strongly disagree. The score for item number 4 is ($M=3.74$, $SD=1.21$). This result showed 64 percent of students are agree with the statement. Generally, the mean score for all items in this dimension indicates that service quality level in responsiveness dimension at YSCT is high where all of the mean score is exceeding 3.67. (Kiess, 2002)

Empathy

Table 10: Service Quality Level for Empathy Dimension

NO	ITEM Empathy	FREQUENCY					MEAN	SD
		1	2	3	4	5		
C5	Administration has students' best interest at heart	3	15	22	36	23	3.62	1.086
C6	Staff are willing to give students individual attention	1	6	23	40	30	3.91	0.925
C7	The lecturers are sympathetic and supportive to the needs of students	5	9	30	32	28	3.77	0.972
C8	Opening hour of computer rooms are convenient for students	1	3	17	40	39	4.14	0.861

Table 10 represents the 4 item of service quality level in 'empathy' dimension by students at YSCT. Item number 5 indicates that 23 percent of student are strongly agree, 36 percent are agree, 22 percent are moderate while 15 percent and 3 percent are disagree and strongly disagree respectively. The score for this item is ($M=3.62$, $SD=1.086$). The results shows 59 percent of respondents agreed with the statement contained in item 1. Only 1 percent of respondents are strongly disagree and 6 percent are disagree with the statement in item number 6. While 40 percent respondents are chose to agree and 30 percent are strongly agree with the statement in item number 6. The mean value for item number 6 is ($M=3.91$, $SD=.925$).

The results shows 70 percent of student agree that staffs at YSCT are willing to give students individual attention. About 30 percent of respondents chose the answer "moderate", while 32 student choose to agree and 28 people chose "strongly agree" to the statement item number 7. Mean for item number 7 was ($M=3.77$, $SD=.972$). It can be concluded that 60 percent of respondents agreed with the statement in item number 7. Almost 39 percent of students are strongly agree with the statement in item number 8 while 40 percent are agree, 17 percent are moderate, 3 percent are disagree while 1 percent are strongly disagree. The score for item number 8 is ($M=4.14$, $SD=.861$). This result showed 79 percent of students are agree with the statement. Overall, only item number 6 indicates mean score ≤ 3.67 while the rest are ≥ 3.67 . The mean score for items 6,7 and 8 in this dimension indicates that service quality level in empathy dimension at YSCT is high since all of the mean score are ($M=3.91$, $M=3.77$ and $M=4.14$) respectively.

Reliability**Table 11: Service Quality Level for Reliability Dimension**

NO	ITEM Reliability	FREQUENCY					MEAN	SD
		1	2	3	4	5		
C9	The general reliability of lecturers is excellence (i.e. keeps time/don't cancel classes)	6	13	17	30	35	3.75	1.219
C10	Staff have a sincere interest in solving student's problem	1	6	24	41	28	3.89	0.92
C11	This college provides its services at a time it promises to do so	5	9	30	32	28	3.77	0.972
C12	Lecturers have a sincere interest in solving student's problem	1	2	18	40	39	4.13	0.862

Table 11 represents the 4 item of service quality level in 'reliability' dimension by students at YSCT. Item number 9 indicates that 35 percent of student are strongly agree, 30 percent are agree, 17 percent are moderate while 13 percent and 6 percent are disagree and strongly disagree respectively. The score for this item is (M=3.75, SD=1.219). The results shows 65 percent of respondents agreed with the statement contained in item 9. Only 1 percent of respondents are strongly disagree and 6 percent are disagree with the statement in item number 10. While 41 percent respondents are chose to agree and 28 percent are strongly agree with the statement in item number 10. The score for item number 6 is (M=3.89, SD=.92). The results shows 69 percent of student agree that staff have a sincere interest in solving student's problem. About 32 students choose to agree and 28 people chose "strongly agree" to the statement item number 11. Score for item number 11 is (M=3.77, SD=.972). It can be concluded that 60 percent of respondents agreed with the statement in item number 11. Almost 80 percent of students are agree with the statement in item number 12. The score for item number 12 is (M=4.13, SD=.862). Generally, the mean score for all items in this dimension indicates that service quality level in reliability dimension at YSCT is high as all of the mean score is ≥ 3.67 . (Kiess, 2002).

Tangibles**Table 12: Service Quality Level for Tangibles Dimension**

NO	ITEM Tangibles	FREQUENCY					MEAN	SD
		1	2	3	4	5		
C13	Lecturers have a good image and appearance	6	8	15	35	36	3.88	1.152
C14	The classrooms and study rooms are comfortable	2	9	22	38	30	3.86	0.993
C15	Decoration and atmosphere are comfortable	1	3	18	41	37	4.1	0.869
C16	Personnel have a good image and appearance	6	13	17	29	35	3.74	1.22
C17	College does provide convenient parking space for student	5	6	18	44	27	3.81	1.056
C18	The computers provided in the lab is adequate for students	1	11	25	36	27	3.94	1.002

C19	The computer provided is 'Up-to-datedness'	5	4	27	37	31	3.94	0.89
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Table 12 represents the 7 item of service quality level in 'tangibles' dimension by students at YSCT. Item number 13 indicates that almost 71 percent of student are agree that lecturers have a good image and appearance while only 14 percent of students are disagree with the statement. Only 2 percent of respondents are strongly disagree and 9 percent are disagree with the statement in item number 14. While 68 percent of respondents are chose to agree and strongly agree with the statement, 'the classrooms and study rooms are comfortable'. The score for item number 14 is (M=3.86, SD=.993). About 41 students choose to agree and 37 students chose "strongly agree" to the statement item number 15. Score for item number 15 is (M=4.1, SD=.86). The score value for item number 16 is (M=3.74, SD=1.22). About 27 percent of student are strongly agree and 44 percent of student are agree with the item number 17 stated that 'college does provide convenient parking space for student. About 63 percent of student are strongly agree and agree with the statement in item number 18 and almost 68 percent of student agree with the item number 19. The score for item number 18 is (M=3.94, SD=1.00) and the score for item number 19 is (M=3.94, SD=.89). Based on the mean score result for all item in this dimension, it can be concluded that the level of service quality for this dimension is high.

Assurance

Table 13: Service Quality Level For Assurance Dimension

NO	ITEM Assurance	FREQUENCY					MEAN	SD
		1	2	3	4	5		
C20	Lecturers are innovative and agents of change	1	8	21	35	36	3.96	0.981
C21	The college have a good commitment with the community	6	13	17	30	34	3.93	3.108
C22	College staffs have a good knowledge on rules and procedures	5	10	25	36	29	3.833	0.97
C23	Security measures at college is excellence	1.5	12	21	37	28	3.78	1.036

Table 13 represents the 4 item of service quality level in 'assurance' dimension by students at YSCT. Item number 20 indicates that almost 71 percent of student are agree that lecturers are innovative and agents of change while only 9 percent of students are disagree with the statement. Item number 21 indicates that 34 percent of student are strongly agree, 30 percent are agree, 17 percent are moderate while 13 percent and 6 percent are disagree and strongly disagree respectively. The score for this item is (M=3.93, SD=3.108). A total of 5 percent of respondents are strongly disagree and 10 percent are disagree with the statement in item number 22. While 36 percent respondents are chose to agree and 29 percent are strongly agree with the statement 'College staffs have a good knowledge on rules and procedures'. The score for item number 22 (M=3.83, SD=.97). About 25 percent of respondents chose the answer "moderate", while 37 student choose to agree and 26 people chose "strongly agree" to the statement item number 23. Mean for item number 23 is (M=3.78, SD=1.036). It can be concluded that 63 percent of respondents agreed with the statement in item number 23. As a

result, it could be seen that service quality level in assurance dimension is high as all the result of mean score shows ≥ 3.67 .

Finding on Objective 1

The research objective number 1 which is 'to identify the level of customer satisfaction at YSCT towards service quality' by using SERVQUAL model has been achieved. Based on the result, it can be concluded that level of student satisfaction at YSCT is high. From the result, responsiveness dimension score the highest mean value for student satisfaction. Referring to Parasuraman et al., (1988), SERVQUAL describes responsiveness as "willingness to help customers and provide prompt service". This result proves that YSCT Staff is available to help student, have a good capacity in problem solving and all queries are dealt with efficiently and promptly. This situation happened at YSCT since there is staff appointed at every department to help the students in order to get these services. Thus these colleges staff has the willingness to help their student and provide them with prompt services and make most of the student are satisfied with their services (Maushart, 2003).

This result also proves that SERVQUAL model can be used to evaluate the level of student satisfaction based on the each dimension of service quality. This is in line with the statement by Wilson (2008) explained that service quality is a focused evaluation that reflects the customer's perception of reliability, assurance, responsiveness, empathy and tangibility while satisfaction is more inclusive and it is influenced by perceptions of service quality, situational factors and personal factors. It means that student perception on service quality will affect their level of satisfaction. So, student satisfaction can be evaluated by using SERVQUAL model as this two variable have a strong relationship.

Finding on Objective 2

The research objective number 2 which is to 'identify the level of service quality at YSCT' has been achieved. From the result obtained, it can be concluded that level of service quality at YSCT is high based on the student response. This is absolutely reject the statement by Mohd Feroz (2004), that most of lecturer appointed at private college has lack of skills to handle the task given and private college always failed to attain the required curriculum standard set up by Malaysian Qualifications Agency(MQA).

This result indicates that YSCT have a good service quality as the mean score reach the value of 3.67 above (Kiess, 2002). This is also have been explained by Hill (1995), that if HEI fails to meet student expectations, the service will be judge as poor. Based on Zammuto et al, (1996) if HEI regularly provides service at a level that exceeds student expectations, the service will be evaluated as high quality. This findings also indicates that five SERVQUAL dimension proposed by Parasuraman(1985) can be used to identify the level of service quality at YSCT in line with previous research conducted by Mahiah., S. et al. (2006) also confirmed by Parasuraman, Zeithaml and Berry (1985). They suggest that increasing of sophistication of reliability, empathy, tangibility, responsiveness and assurance can increase customer satisfaction towards services rendered by Human Resource department.

Implications

This research seems to have contributed to the topic both on academic and business. The objective of this study was to identify the level of service quality and student satisfaction at YSCT with respect to service quality dimensions as proposed in SERVQUAL model. Using

the SERVQUAL dimension to examine the level of service quality and the level of student satisfaction will help the management to better understand what these dimensions mean to the student and to the college. This method also helps college management to understand their student needs and their perception towards service quality at YSCT. Based on the result, college management can improve their customer service and improve the management at college to adequate the student needs.

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