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Evaluation of the Educational Service Quality from the Perspective of Students' Using the (HEdPERF) Model Field Study in the Al-Dewaniyah Technical Institute

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Abstract

The current Research Looks at measuring and evaluation the quality of the Educational Service at the AL-Dewaniyah Technical Institute Using the HEdPERF model after adapting it to the Iraq Higher Education Environment. The Important of this subject is very important in the efforts of Social and economic development and the high level of the higher education Sector in building a knowledge Society at a time when the world's economies are in dire need of an advanced workforce with multiple Skills that Correspond to the Scientific and technological revolution based on Scientific and Cognitive flow after the Success of the higher education Organizations has become dependent on the satisfaction of its Students for the Services they provide. Which have become very important in order to attract more Students and the Sustainability of these organizations by identifying their Strengths and weaknesses and future areas of important as their ambassadors in the Community order to achieve the objectives of the research, questionnaire was adopted which included (44) relevant paragraph. The Sample of the research was random Sample of Students in the third and fourth stage and for all the Specialization in the Organization included (180) Students. In accordance with the purpose of the research, a set of hypotheses was formulated Using a set of statistical methods described in the first Section Using the Statistical program(spss vr.24). The research produced a set of Conclusions and recommendations based on them.

Key words: Educational service quality, Faculty member, Physical facilities, Employees, Reputation, Academic programs and Courses.

المستخلص

يتطلع البحث الحالي الى قياس وتقييم جودة الخدمة التعليمية في المعهد التقني/ الديوانية باستعمال انموذج (HEdPERF) بعد تعديله بما يتناسب وبيئة التعليم العالي العراقية، لما لهذا الموضوع من أهمية بالغة في جهود التنمية الاجتماعية والاقتصادية، ولما يتمتع به قطاع التعليم العالي من مكانة سامية في بناء مجتمع معرفي في وقت تكون فيه اقتصاديات العالم بأمس الحاجة الى قوة عمل متطورة ذات مهارات متعددة تتوافق والثورة العلمية والتكنولوجية القائمة على التدفق العلمي والمعرفي بعد أن أصبح نجاح منظمات التعليم العالي مرهوناً برضا طلبتها عن الخدمات التي تقدمها والتي أضحت من الأمور الهامة جداً من أجل جذب المزيد من الزبائن(الطلبة) واستدامة تلك المنظمات من خلال تحديدهم لمواطن القوة والضعف فيها ومجالات التحسين المستقبلية كونهم بمثابة سفراءها في المجتمع. ومن أجل تحقيق أهداف البحث فقد تم اعتماد استبانة شملت (44) فقرة ذات صلة بموضوع البحث، تمثلت عينة البحث بعينة عشوائية من طلبة المرحلة الثانية ولجميع التخصصات في المعهد شملت (180) طالباً وطالبة، و وفقاً للغرض من البحث فقد صيغت في ضوءه مجموعة من الفرضيات باستعمال مجموعة من الوسائل الإحصائية الموضحة في المبحث الاول باستخدام البرنامج الاحصائي (spss vr.24)، وخرج البحث بمجموعة من الاستنتاجات و التوصيات القائمة عليها.

- الكلمات المفتاحية: جودة الخدمة التعليمية، أعضاء الهيئة التدريسية، التسهيلات المادية، الموظفون، السمعة، البرامج والمقررات.

Introduction

Service quality is one of the most important challenges facing organizations in the world of today. Service quality has a fundamental role in the success and survival of organizations in general and education in particular. Service quality today is incorporated in as an important goal in the strategic planning of the educational organizations. This calls for the operation of service quality as a modern management philosophy that depends on the optimum investment of all capacities and resources to achieve the set goals on one hand, and to satisfy the needs and expectations of the students on the other hand. It is a modern philosophy with new characteristics that are manifested is accepting and managing change as a reality; the genuine endeavor to excel the educational process; and disseminating quality culture and quality responsibility in the organizations to have open, qualified and knowledgeable generations that can adapt to the rapid and continuous changes in sciences and technologies. This can guarantee the preparation of students who are capable of exercising pioneering role in society. Such objective requires the founding of suitable value, intellectual and legal context to ensure the freedoms of expression, thinking and movement; strategic vision for the status, potentials, obstacles, expectations and future that adopts objective and informed ideological choice and the potential for achievement as well as the general conditions and challenges. This drives societies to complete by means of upgrading educational systems to build an intellectual society that adopts quality as a thinking and a

practice. This confirms that educational centers can lead the country toward prosperity should they continue to improve the quality of their services as a duty that they should fulfill (Mujtaba & Al-Akbar, 2014: 146).

In the middle of the intense competition and the thrive of this sector for the commercial competitiveness that is forced by the economic powers due to the growth of the international educational markets and the shortage of the governmental support, educational organizations are made search for other financial sources. Hence, it was necessary for these organizations to become more interested in the way the student comprehends the educational experience; and adopting new perspectives for the reformation of internal management as an alternative to the traditional aspects and standards including educational performance indicators and research (Abdullah, 2006: 72; Beaumont, 2012: 12).

The research problem is related to the reduction of testing grades, the lack of the basic skills and the increase in test-failing. A set of research questions were put together around these problems.

The importance of the research comes from its adopting strategic customer-focus philosophy (i.e., student) by the application of state-of-the-art measures of educational service quality in the Iraqi context.

The research targets the change of direction toward continuous improvement and the renewal of the educational process philosophy by focusing on enhancing capacities and skills, and drawing attention to the engagement of all organizational members in adopting the philosophy of quality commitment.

The researcher utilized mainly field questionnaire approach for the collection of the practical data. The research is divided into four sections: methodology, hypothesis, statistical analysis, and conclusions and recommendations.

SECTION 1

Methodology

1) Research Problem

The research problem is related to the reduction of testing grades, the lack of the basic skills and the increase in test-failing. A set of research questions were put together around these problems as follows:

- a. Can HEdPERF model be used as a standard measure for educational service quality in the Iraqi context?
- b. What is the quality level of the educational service provided in the researched organization from a student perspective?

- c. Is there any clear variance in the opinions of the students about educational service quality in the Iraqi context?

2) Research Importance

This research is important as it:

- a. Adopts the customer-focus philosophy and predicting customer (student) needs and expectations
- b. Applies the above mentioned model as it is the latest in measuring the service quality of education in Iraq
- c. Contributes to the establishment of the concept of continuous improvement in this important sector
- d. Proposes actual treatment for the preparation of qualified staff that can scientifically and practically deal with changes and challenges
- e. Strongly seeks to develop the service quality of education through the use of model that relates to the actual performance not expectations by modifying it to fit the Iraqi context
- f. Draws attention to fill the gap between student expectations for the service quality and the students' actual perception of this quality in their organization to develop and improve the reality of service quality
- g. Relates to the satisfaction of the students with the performance of their organization
- h. Better the improvement of the service quality by means of the research results

3) Research Objectives

- a. Contributing to the adoption of creative thinking in organizational quality management in education by establishing, disseminating and developing quality culture
- b. Revealing the real status of the service quality provided by the educational sector by surveying students responses to identify strengths and weaknesses
- c. Testing effectiveness and validity of the modified research model in evaluating the educational service quality in the Iraq context and verifying its explanatory and predictive potentials for the service quality in the surveyed organization
- d. Targeting service improvement and adopting new educational philosophy that is based on enhancing capacities and skills and drawing attention to the engagement in quality process and commitment
- e. Targeting the improvement of the traditional mental model of education in the surveyed organization

- f. Humbly attempting to set forward practical solutions for the weaknesses and establishing on the strengths of the surveyed organization in this area
- 4) Research Hypotheses**
 - a. Absence of significant correlation for the dimensions of educational service quality on the modified model with the actual service quality provided by the surveyed organization
 - b. Absence of significant correlation for the educational service quality with students' satisfaction in the surveyed organization
 - c. Absence of significant differences between students' perception for the relative importance of the service quality dimensions on the modified model
 - 5) Data/Information Collection Techniques**
 - a. Theoretical Aspect: relevant sources, references and literatures the establish research scientific background
 - b. Practical Aspect: mainly survey questionnaire
 - 6) Research Limitations**
 - a. Special limitation: the technical institute in Dewaniyah Governorate
 - b. Scientific limitation: evaluation of educational service quality by the modified HEdPERF model
 - c. Sample limitation: second grade students in all departments of the institute
 - 7) Sampled Community:** the Technical Institute In Dewaniyah Governorate was chosen to be the practical sampled field. The sample community is the second graders in the institute from all departments. A questionnaire (185 copies) was administered to the sampled students and their inquiries and relevant research aspects were listened to and clarified. The retrieved copies were 180 to make response percentage about %97.29. Annex 1 shows a sample of the questionnaire (Abo Warda, 2007).
 - 8) Research Gap:** the research used a modified version of HEdPERF model to evaluate the educational service quality in the Iraqi context.
 - 9) Rationale**
 - a. Educational organizations often neglect surveying the opinions and evaluation of the students of the provided service quality as an effective tool to identify the extent such organizations have achieved the satisfaction of the students. Moreover, this research would motivate the students to realize their importance to the organization and therefore they would become loyal to it as they are part of it. This would make them positively express their needs to help the

organization seriously rethink the potentials to improve service to achieve students' satisfaction.

- b. Studies that tackle such subject are lacking and comprehensive.
- c. The educational sector possesses great human resource potentials to be qualified to lead the way in its own arena.
- d. The management is sincerely willing to develop and improve service quality.

10) Statistical Techniques

- a. Mean
- b. Standard deviation
- c. Variance
- d. Significance
- e. Confirmative factor
- f. Alpha Cronbach factor
- g. F test
- h. Correlation
- i. Regression
- j. Simple regression R
- k. Multiple regression
- l. R2 Coefficient
- m. AGFI, RMSEA, NFI, X testing
- n. One Way ANOVA test
- o. t test

SECTION 2

1) Educational Service Quality: Conceptual/Cognitive Background

a. The Concept of Educational Service Quality

Higher education is deemed important as one base of overall social and scientific development through the in-streaming of qualified staff members who are ready to face the modern requirement and able to develop ways to serve society and the environment.

Facing the modern challenges of globalization and the trend of knowledge economy, the educational sector is forced to adopt quality in thinking and practice as a strategic tool to improve the performance of organizational processes for the long term survival and benefit from the positive role of this tool in elevating the scientific standards in the country and its higher education sector; as educational service quality became the common measurement of all over the world.

Although most scholars consider the concept of quality as vague and find it difficult to agree on universal definition for it due to its multiple dimensions and

the difficulty in measurement and validation, we find several definitions to it. Jwaili (2002: 53) suggests that it is the congregated efforts made by the workers in the educational organizations (faculty and management) to elevate the level of the educational output to be suitable for the requirements and needs of the society, and this requires giving priority to training programs for those workers to create the base through designing quality culture as a precondition for the success of quality improvement.

Khawajki et., al. (2005: 14) states that this concept refers to an approach used by educational organizations to create the suitable scientific environment for the students, motivate them, prioritize/solve their problems and build their cultural personalities.

Al-Tala (2005: 17) states that educational service quality is a set of criteria and procedures that the implementation of which would continuously improve the scientific outcome.

Abo Fara (2007: 3) describes educational service quality as meeting or exceeding students' expectations in the quality of the provided service.

Sarbu et., al. (2009: 384) points out that it is the alignment of purpose and goal, i.e., accounting the extent to which universities are able to meet the criteria and fulfil their explicit and implicit mission. This means the existence of mechanisms that are continuously achieve and meet the set criteria and goals within the explicit mission and for the sake of the proper transformation:

- i. Exceeding or maintaining the set criteria as benchmark
- ii. Sustaining the goal of enhancing values, beliefs, traditions and practices universities maintain through generations of students

Henard and Roseveare (2012: 7) point out that educational service quality is the use of educational techniques to teach and produce knowledgeable students and achieve the expected results.

Atiyah (2014: 41) suggests that educational service quality represents all aspects leading to the development of intellectual and skill potentials of the students in order to improve understanding, comprehension and ability to solve the problems they face effectively and invest the knowledge they acquire.

Consequently, it appears that educational service quality is a management approach used to establish the continuous thinking culture of improving the meeting or exceeding of the students' demands and expectations to have them satisfied with the provided service; and it is a strategy of the optimal investment in

organizational resources and potentials properly and neatly for the betterment of performance as it is an indicator of the achievement of the goals.

b. Educational Quality Goals

There are a group of goals educational quality in the relevant organization can achieve and they are as follows (Daniel & Prasad, 2007: 68) (Radhi, 2006: 80):

- i. Clarifying the academic policies
- ii. Increasing the competitive capacity and efficiency of the organization in achieving customer satisfaction
- iii. Improving productivity of each and every member in the organization and enhancing the agility and flexibility of the organization in dealing with the changes
- iv. Ensuring continuous and comprehensive improvement in all organizational activities and increasing the ability of continuous growth
- v. Providing effective research facilities

c. Strategic Goals of Higher Education

Such goals are represented by the following (Abdul-Rahman & Ahmed, 2007: 3):

- i. Increasing opportunities to acquire higher education and making it available for the society according to merit criteria
- ii. Developing the quality of the educational curricula, plans and programs
- iii. Building quality capacities of universities and faculties and adopting performance evaluation system and quality standards
- iv. Providing infrastructure, empowering environment and educational and research requirements
- v. Uplifting the productivity of the scientific research system and relating it to the needs of development
- vi. Developing the relations of the involved universities on the internal and external levels
- vii. Improving and updating the level of the intermediate education

d. Educational Process Criteria

Providing modern educational aids in the classroom is considered the most important criterion in the measurement of the given educational service quality for the students in order to make them comprehend the scientific material and maintain their attention for the whole class lesson period and test their abilities to analyze

and characterize. The experts identified a number of criteria for the educational process as follows (Al-Mheisin, 2011: 3):

- i. Educational aids should enhance the ability of the student to examine, think, monitor, observe and adopt the scientific thinking to solve problems
- ii. The presentation should suggest ideas and motivate students' discussion
- iii. The main subject should be carefully divided and planned to communicate the general idea by association and deduction based on the presentation of the idea
- iv. The scientific material should be established in the mind of the student

The researcher believes that the adoption of management thinking, teacher-student engagement, developing quality culture, and avoiding student's failure and motivating students instead of studying failure afterwards, should constitute an overall and continuous scientific development approach using teamwork and collective effort.

e. Quality Culture

Quality culture is a value system that produces supporting environment for continuous and sustainable quality improvement (Hmood & Al-Sheikh, 2010: 74). It leads to the engagement of every member, management, unit, student and instructor to be part of the quality program. The main ideas on which educational organizations rely can be summarized with: excellence, quality-focus, continuous improvement, teamwork, informed decisions by integrative database, common vision, training of organizational members, and effective and roleplaying leadership (Atiyah, 2014: 41-45). Figure 1 shows the common characteristics of organizations that have quality culture.

Figure 1: common characteristics of quality culture organizations

- | |
|--|
| <ul style="list-style-type: none">- Consistency between statements and actions- Serious concern for customer feedback to be used in continuous improvement- Involvement of employees in all activities with empowerment program- Utilization of teamwork- Accountability of top executives for quality, which is not delegated to lesser management levels- Sufficient and available sources for quality continuous improvement- Providing training and education continuously for the employees on all levels and employees having the needed skills and knowledge for quality continuous improvement- Incentive/promotion system based on contribution to quality continuous improvement- Treating suppliers as partners |
|--|

Source: Hmood et al, 2010: 75

f. Educational Quality Obstacles

There are a number of obstacles in the path to educational quality, such as (Drip, 2014: 85):

- i. Increase of enrollment in the organization
- ii. Limited job opportunities for the graduates
- iii. Lack of management change to make room for others to prove their worth
- iv. Deterioration of the scientific research field

g. Rationale for Adoption of Quality in the Technical Education

Al-Banna (2007: 12) suggests that there are many reasons for the adoption of quality in the technical education, such as (Manhal & Al-Shawi, 2011: 25):

- i. Improving the output of the educational process
- ii. The global technological revolution, based on scientific and knowledge inflow, represents a challenge for the human mind that makes all societies compete to excel the quality of their educational processes
- iii. Students are the focus and target of the process and hence should be satisfied as they are the main customers of the educational process
- iv. Improvement in the educational process in an organized way by continuous data analysis is a necessity
- v. Potentials and capacities of the teaching staff have to be invested in the educational process
- vi. Quality improvement is a means to empower the teaching staff in the organization and at the same time keeping the central management
- vii. Creating effective communication both horizontally and vertically
- viii. Total quality has special management culture and this necessitates changing the traditional culture of the organizational management and this means changing common values and attitudes to help achieve total quality
- ix. Changing management tradition into collaborative management

The researcher believes that the increasing economic competition made countries in the world consider the educational system as a means and a weapon with which to face the global changes by preparing high quality staff members.

h. Quality system Requirements for Implementation in the Technical Education

Shafi (2004: 86) suggests that the most important requirement in implementing quality in the educational organization to achieve customer value are:

- i. Support of top management for educational quality system
- ii. Disseminating quality culture among all members as one main step towards adopting quality management as changing the common organizational principles, values and beliefs among members of one unit makes them adopt new organizational culture that adds significant role to meet the new requirements of development
- iii. Involvement of all workers in performance improvement efforts
- iv. Continuous education and training for all members involved in the educational process
- v. Identifying the needs of external customers (students) and exposing the workers to performance and quality evaluation
- vi. Effectively internalizing performance self-evaluation
- vii. Developing information system to collect data to inform the decision-making process
- viii. Actual involvement of all members in planning and setting goals of quality through allocating roles, integrating efforts and uplift spirits in the work environment in all stages and all levels (Al-Janabi & Tahir, 2007: 181-182).

i. Models of Educational Service Quality

There is no single measure that is universal for service quality, which can be applied to various sectors. However, there are two important and common measures for educational service quality. The first measure was introduced by Parasuraman, Zeithmal and Berry in 1985. It was based on five most important gaps between customer-expected performance in the providing organization and the actual performance. It was called SERCEQUAL model and used in various areas. Service quality in this model was defined in five dimensions: service material aspects, interdependence, response, insurance and sympathy (Chopra et. al., 2014: 62; Shaar, 2014: 86; Cerri, 2012: 666; Choudhury, 2014: 2). Several critiques were pointed to this model such as it only fits to measure service quality in total confirmation cases by the service user about service characteristics (Al-Shieibi & Al-Shahrani, 2014: 320-321). Given the variance of service quality

according to sector and culture, some models based on this one does not suit all services. Winsted (1997: 337) points out that a model suitable for measuring service quality in certain country is not necessarily suitable to measure the same service quality in another country. Due to such critiques, Cornin and Taylor (1992) proposed another model they called SERVPERF, which measures the actual performance of the provided service (quality = performance) and the only difference between quality and performance is that the gap model contains two sets of statements to measure. The first set measures customer expectations for the service provided and the other set measures the actual performance of the service. The model of the actual performance consists of a set of statements that measure the actual performance of the service only (Ham et. al., 2003: 16; Rasli et. al., 2012: 14; Shauchenka et. al., 2014: 21).

However, both models contain the same five dimensions to measure service quality in most of the relevant studies. These dimensions are: tangibles, interdependence, response, security and sympathy (Abo Warda, 2007: 296-297).

Nevertheless, work continued to develop SERVPERF model in the field of higher education. Abdullah (2005) proposed HEdPERF model for the higher education performance to be applied to higher education organizations in Malaysia (public and private) based mainly on SERVPERF. This model proved excellence over the previous two models due to its high interpretive ability for educational service quality and its high validity and consistency with five dimensions, which Abdullah (2006) named as: academic, non-academic, image, facilities and programs. Additionally, this model was used by Abo Warda (2007) in the Egyptian higher education organizations with some modifications to make it of four dimensions only: academic, non-academic, access facilities and image/reputation.

The researcher applied the descriptive analytical methodology using modified HEdPERF model to make it suitable for the Iraqi higher education context as a tool to collect data from the sampled community.

2) Students' Satisfaction

Satisfaction enjoys high importance for all industrial and service organizations that are willing to succeed, survive and grow. Such importance is revealed by the consideration of customer satisfaction/dissatisfaction, identifying the reasons behind that and expanding the extent of organizational activities through the services provided, avoiding the repetition of mistakes and verifying the extent to which satisfaction is achieved or in need of review so as to execute the proper measures to provide services that meets the demands and expectations of the

customers. This concept is not new, especially in our Islamic culture as mentioned several times in the Holy Quran.

Oliver (1980: 462) defined satisfaction as organizational efforts to assess the extent of customer satisfaction for the provided services and programs in order to make organizational modifications and necessary programs to be more responsive to the demands and expectations of the society members and the targeted customer pool.

Dissatisfaction, on the other hand, as defined by Handg, is the gap between the ideal mix of certain features and the actual mix of them. Cohen relates expectation with dissatisfaction and states that dissatisfaction is a state that comes from the increasing expectations of the customers, which in turn increase the features they gain and the extent of their expectations (Al-Manawi, 1998: 122). Noor Al-Deen (2007: 114) suggests that satisfaction is a psychological sense expressing the difference between the perceived product/service performance and customer expectations on the following three levels:

enrollment Performance > expectations → high quality → very satisfied customer

Performance = expectations → quality → satisfied customer

Performance < expectations → non-quality → dissatisfied customer

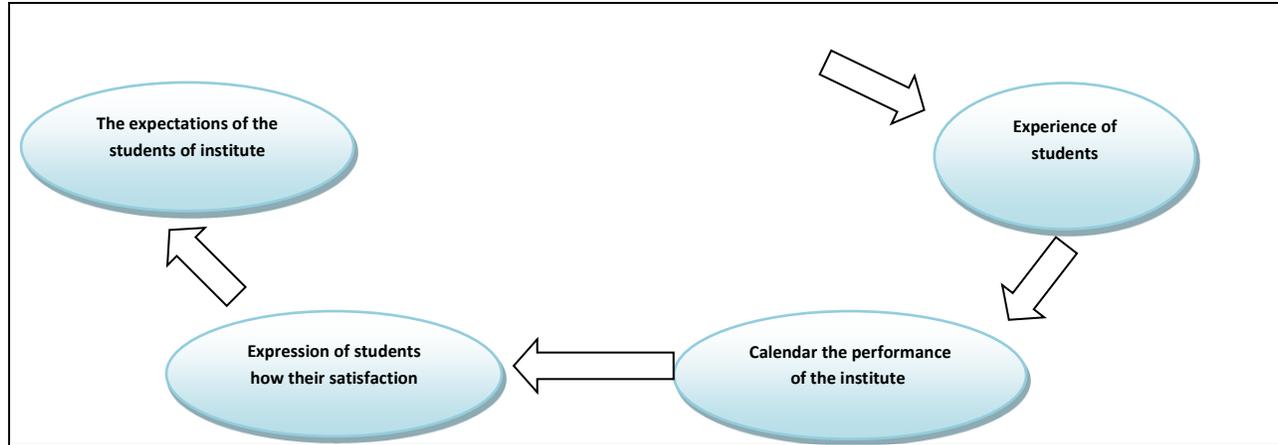
Herzberg defined three types of satisfaction (Al-Sharaida, 2008: 64-65):

- i. Internal satisfaction, which results from two sources: pleasure of being overwhelmed with one's work and one's sense of achievement and potentials coming with achievement
- ii. Satisfaction that comes from organizational job and psychological conditions
- iii. External satisfaction that is related to the financial gain

Noteworthy, students' satisfaction is considered as the most important factor in measuring and evaluating its academic development, which is also measuring the level of the institutions and its services. Therefore, the measurement of student satisfaction objectively defines the extent of student perception for the educational and administrative services provided in order to get the chance to make proper decisions to bridge the gap between student perception of service quality and the actual service quality provided. Figure 2 shows the logical framework for the mechanism of student satisfaction.

Figure 2: logical framework for the mechanism of student satisfaction





Source: (Al-Hasniyah, 2009: 289)

For the sake of achieving the intended satisfaction level for the customers, the following should be observed (Radhi & Ibrahim, 2010: 84):

- Total understanding of the short and long term customer demands
- Making clear relation between customers and designing organizational educational process
- Earning customers' trust
- Bridging trusting relations with the customers both internal and external, working on solving their problems and coordinate with them for providing job opportunities for the graduates
- Continuously evaluating and developing customer satisfaction for the performance of the graduates (Caplan, 1992: 63-65)
- Creating team spirit
- Satisfying society demands and observing the national principles to be the starting point for the organization
- Using the proper advanced technology
- Democratizing education away from politics
- Adopting educational service marketing approach using TQM for the educational process (Coate, 1992: 17)

Thus, customer satisfaction becomes one of the most important indicators of quality as satisfaction level reflects product/service appeal in terms of meeting the complicated demands of the customer, which often have two dimensions related to satisfaction: technical quality (customer's gain in the context of the provided service) and functional quality (understanding the influential relationship between the customer and the service provider) (Malinowska, 2015: 63).

SECTION 3

Statistics

Statistical analysis in this research depends on SPSS v.24 software and the relevant AMOS software.

General Frequencies and Statistics

The following table contains frequencies and their rates for the research variables

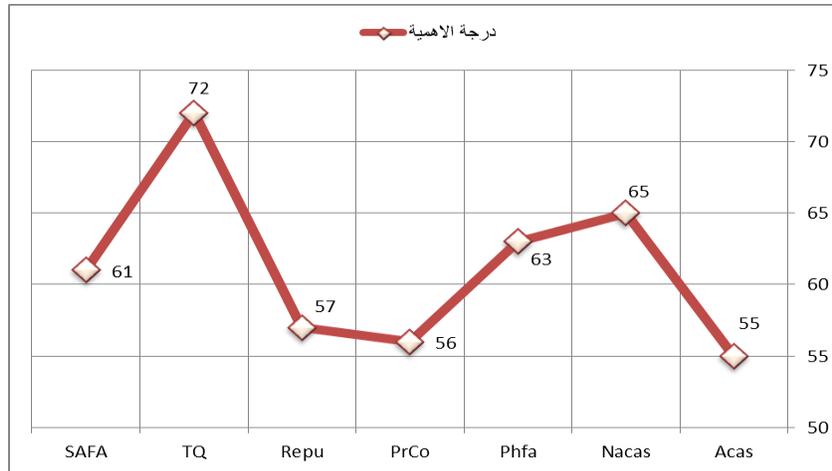
Table 1: general statistics for research variables

Axis		Absolutely Disagree	Disagree	Agree to some extent	Agree	Totally agree	Arithmetic mean	The standard deviation	Coefficient of variation	The degree of interest
Acas	Frequency	325	591	501	367	196	2.76	0.74	27	55
	Percent	16	30	25	19	10				
Nacas	Frequency	157	378	500	429	336	3.23	0.73	23	65
	Percent	9	21	28	24	19				
Phfa	Frequency	193	452	436	359	360	3.13	0.65	21	63
	Percent	11	25	24	20	20				
PrCo	Frequency	92	231	194	150	53	2.78	0.72	26	56
	Percent	13	32	27	21	7				
Repu	Frequency	134	340	295	196	115	2.83	0.80	28	57
	Percent	12	31	27	18	11				
TQ	Frequency	4	30	45	58	43	3.59	1.09	30	72
	Percent	2.2	16.7	25.0	32.2	23.9				
SAFA	Frequency	47	86	93	68	66	3.06	1.05	34	61
	Percent	13	24	26	19	18				

Source: devised by the researcher

From the table above, it is clear that the relative significance of TQ variable is the highest then comes Nacas and third comes Phfa and fourth comes SAFA and fifth comes Repu and sixth comes PrCo and finally Acas. The following graphic figure shows the relative significance of the variables.

Figure 3: Variable Relative Significance



Source: developed by the researcher using SPSS

Affirmative Factor Analysis

Educational Service Quality (EDQU)

A layout to analyze the affirmative factor for EDQU items and getting reliability parameters, was devised by the researcher to reveal the relevance of the items to the respective variable. The researcher used AMOS v.24 for this purpose and gained the parameters as shown in the following table.

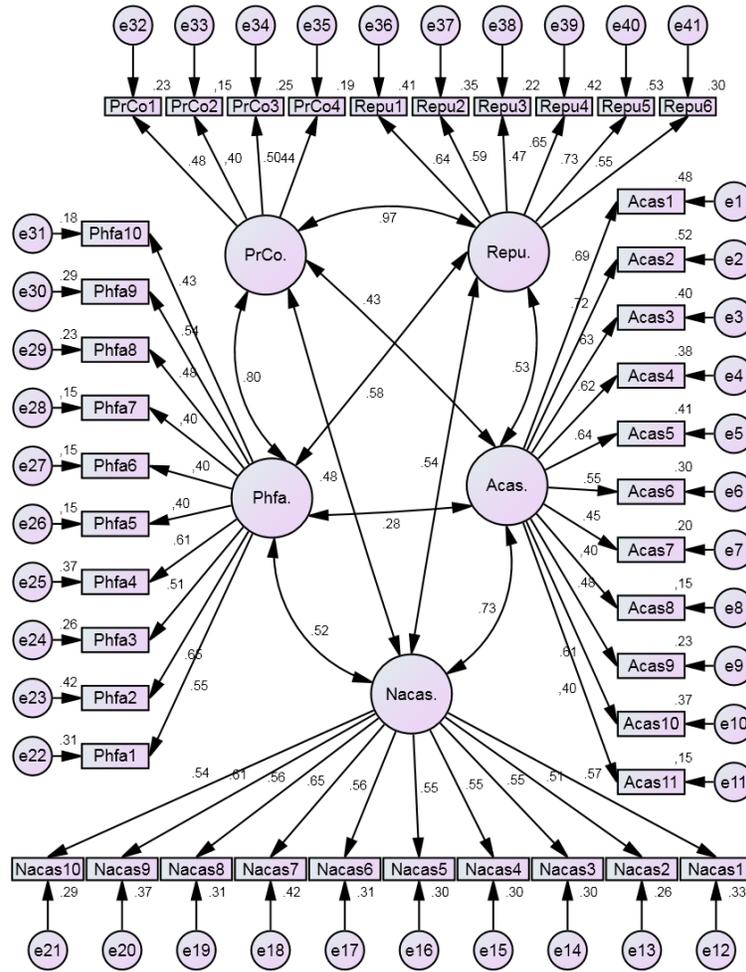
Table 2: parameters and researcher’s choice

Parameter symbol	χ^2/df	GFI	AGFI	RMSEA
Parameter value	1566.187/769=2.04	0.76	0.73	0.00
Comparison	Under 5	Over 0.50	Over 0.50	Under 0.08
Choice	Accepted	Accepted	Accepted	Accepted

Source: devised by the researcher

From the results above, it appears that the construct model is acceptable and the items can measure the variable in different rates as in the figure below:

Figure 4: constructive layout of educational service quality variable



Source: devised by the researcher

From the graphic above, Acas1 accounts for 0.69 in explaining Acas variable and thus this increase from the standard deviation leads to increase the value of Acas by one SD and so the rest of the items are interpreted.

The following table shows the estimated values for the regression weights for the items of EDQU by using Maximum Likelihood Estimates (MLE):

Table 3: estimated values of EDQU items

	Estimate
Acas1 <--- Acas.	.690
Acas2 <--- Acas.	.723
Acas3 <--- Acas.	.630
Acas4 <--- Acas.	.620
Acas5 <--- Acas.	.639
Acas6 <--- Acas.	.550
Acas7 <--- Acas.	.446

	Estimate
Acas8 <--- Acas.	.396
Acas9 <--- Acas.	.480
Acas10 <--- Acas.	.607
Acas11 <--- Acas.	.399
Nacas1 <--- Nacas.	.570
Nacas2 <--- Nacas.	.514
Nacas3 <--- Nacas.	.548
Nacas4 <--- Nacas.	.552
Nacas5 <--- Nacas.	.547
Nacas6 <--- Nacas.	.558
Nacas7 <--- Nacas.	.649
Nacas8 <--- Nacas.	.559
Nacas9 <--- Nacas.	.607
Nacas10 <--- Nacas.	.540
Phfa1 <--- Phfa.	.553
Phfa2 <--- Phfa.	.647
Phfa3 <--- Phfa.	.513
Phfa4 <--- Phfa.	.607
Phfa5 <--- Phfa.	.398
Phfa6 <--- Phfa.	.396
Phfa7 <--- Phfa.	.377
Phfa8 <--- Phfa.	.478
Phfa9 <--- Phfa.	.541
Phfa10 <--- Phfa.	.427
PrCo1 <--- PrCo.	.476
PrCo2 <--- PrCo.	.396
PrCo3 <--- PrCo.	.501
PrCo4 <--- PrCo.	.438
Repu1 <--- Repu.	.639
Repu2 <--- Repu.	.594
Repu3 <--- Repu.	.468
Repu4 <--- Repu.	.649
Repu5 <--- Repu.	.729
Repu6 <--- Repu.	.551

Source: devised by the researcher

Note that affirmative factor cannot be applied to the rest of the variables for the insufficient number of items required by this analysis.

Questionnaire Consistency

The researcher used Alpha Cronbach to verify the validity and consistency of the questionnaire and the table below shows the values and the number of items for each variable.

Table 4: Alpha Cronbach

Axis	Items	Alpha Cronbach
Acas	11	0.84
Nacas	10	0.82
Phfa	10	0.76
PrCo	4	0.70
Repu	6	0.77
TSQ	41	0.91
TQ	1	-
SAFA	2	0.61
Total	44	0.90

Source: devised by the researcher

Coefficients the link

Find a researcher here the value of the link as shown below:

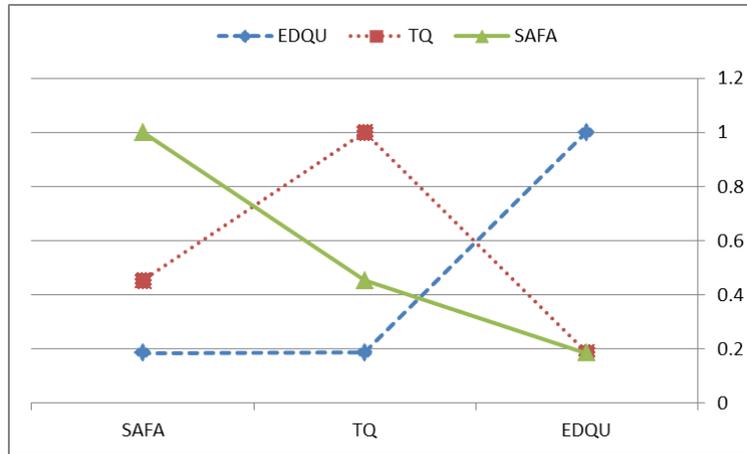
Table 5: Coefficients the link between variables

SAFA	TQ	EDQU		
.185	.187	1	Pearson Correlation	EDQU
.013	.012		Sig. (2-tailed)	
180	180	180	N	
.453	1	.187	Pearson Correlation	TQ
.000		.012	Sig. (2-tailed)	
180	180	180	N	
1	.453	.185	Pearson Correlation	SAFA
	.000	.013	Sig. (2-tailed)	
180	180	180	N	

Source: devised by the researcher

In the table above, the values give results of the significance of correlation among the variables. Correlation between EDQU and TQ is 0.187, which is trivial as it is below %5 significance. Correlation between EDQU and SAFA is 0.185, which is trivial and below %5 significance. Lastly, correlation between TQ and SAFA is 0.453, which is trivial and below %5 significance. The figure below shows correlations in the table above.

Figure 5: variables' correlations



Source: devised by the researcher

Effect Analysis

The research here is showing the effect of the independent variable EDQU on TQ and SAFA.

Effect of EDQU on TQ

The tested hypothesis is the null one as follows:

HQ: no significant effect of EDQU on TQ

in relation to the alternative hypothesis:

H1: significant effect of EDQU on TQ.

The research concludes the following results using SPSS v.24 as shown in the following table.

Table 6: summary of regression analysis results

Independent variable	Dependent variable	f-test	f-significance	Effect	t-test	t-significance	Decision	coefficient
EDQU	TQ	6.474	0.012	0.187	2.544	0.012	Significant	%4

Source: devised by the researcher

From the table above, it appears that there is a statistically significant effect below %5 as EDQU value is 0.187 and its t test is 2.544, which is trivial and denotes that EDQU is higher by one measure and hence TQ is higher by 0.187.

EDQU Effect on SAFA

The null hypothesis:

HO: no significant effect of EDQU on SAFA

The alternative hypothesis:

H1: significant effect of EDQU on SAFA

The following table shows the results using SPSS v.24.

Table 7: summary of regression analysis results

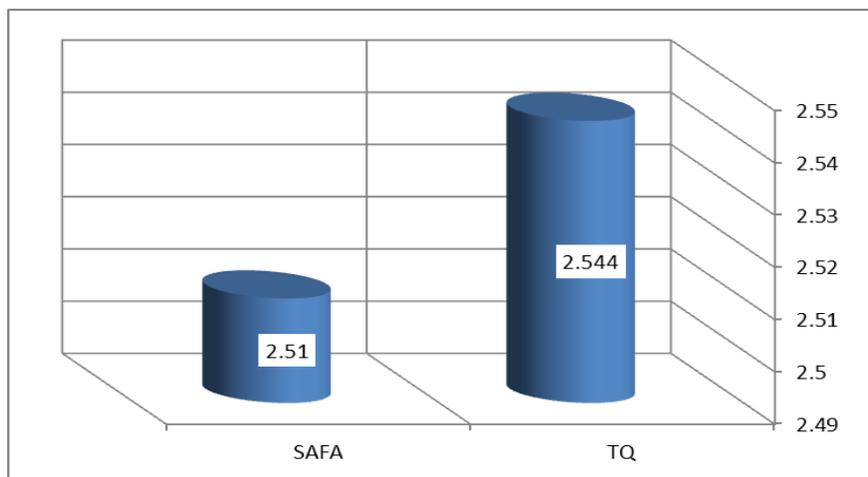
Independent variable	Dependent variable	f-test	f-significance	Effect	t-test	t-significance	Decision	coefficient
EDQU	SAFA	6.298	0.013	0.185	2.510	0.013	Significant	%3

Source: devised by the researcher

From the table above, it appears that there is a significant effect under %5 as EDQU value is 0.185 and t-test is 2.510, which is trivial denoting one measure higher for EDQU so as SAFA is 0.185 higher.

From the previous results, we note close resemblance between EDQU effect on TQ and SAFA, although EDQU effect on TQ was higher than the on SAFA. The figure below shows this by giving t-test values.

Figure 6: EDQU effect on TQ and SAFA



Source: devised by the researcher

SECTION 4

1) Conclusions

- a. The relative significance of TQ variable was the highest followed by Naca, then Phfa and next SAFA followed by Repu then PrCo and finally Acas.
- b. The model is suitable and the items can measure EDQU in various values.

- c. The questionnaire is consistent and therefore it can be used and its results can be generalized for the sampled community.
- d. There is a significant correlation between EDQU and TQ
- e. There is a significant correlation between EDQU and SAFA
- f. There is a significant correlation between TQ and SAFA
- g. There is a significant effect of EDQU on TQ
- h. EDQU increase by one value leads to increase of SAFA by 0.185
- i. There is close resemblance in the effect of both the independent (EDQU) and dependent (TQ and SAFA) variables although EDQU effect on TQ is higher than on SAFA
- j. Sample responses show considerable knowledge about educational service quality as a vital issue that can help develop and improve creativity and innovation to uplift implementation and render the organization competitive
- k. The development of quality culture for staff members and setting proper conditions for scientific progress would contribute to the achievement of the goals.

2) Recommendations

- a. Improving the quality of student experience through changing the negative attitudes to make it contribute positively to student satisfaction and draw attention to student expectations by mobilizing efforts of continuous improvement for the sake of educational service quality
- b. The correlation between EDQU and SAFA proves that paying attention to and improving educational service quality even by one value can effectively improve student satisfaction by 0.185
- c. Developing effective criteria system to monitor and evaluate the academic and management performance provided that student satisfaction is among the criteria
- d. Activating the role of the teaching staff by proposing practical studies, and considering the negative aspects related to student satisfaction and proposing implementation mechanism for it along with modern techniques of continuous improvement of the organizational systems
- e. Developing quality culture for organizational members in order to achieve the mission and vision of satisfaction
- f. Continuous measuring, evaluating and improving the quality of educational programs by specialized experts with high scientific and

- practical experience and updating those programs to include approaches and techniques
- g. Respecting people, understanding their rights and meeting their demands and expectations within the boundaries of the educational process
 - h. Updating library services by enrichment with book and references for the students and researchers' convenience and encouraging scientific research culture in solving issue in the organization
 - i. Focusing on teamwork, achieving better departmental coordination and integrating goals to assist decision making and facilitate tasks and requirements.

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Research Questionnaire

General information (personal)

1. Gender:	male		Female	
2. age	-20	21-24	25-29	30+
3. department				
4. grade:	First		Second	
	Day		evening	Other
5. marital status:	Single		Married	Other
6. organization ownership	Public		private	

Note: put (√) in the suitable field that best expresses your genuine opinion about the variables below:

Dimension 1: Academic Aspects					
Items	Totally agree	Agree	Agree to some extent	Disagree	Absolutely disagreed
1. instructors show positive attitude towards students					
2. instructor-student communication is continuous					
3. instructors respond to student notes and comments					
4. instructors provide enough time for student consultation					
5. instructors are highly skillful in teaching inside classroom					
6. teaching staff has academic and educational expertise					
7. instructors hold humanitarian attitudes towards students inside and outside classroom					
8. instructions regulating instructor assistance for students in facilitating study material inside and outside classroom are in place					
9. instructors respond to students' feedback to improve educational service performance					
10. instructors use aids to facilitate and communicate information					
11. instructors allow students reasonable extent of freedom of expression					

Dimension 2: non-academic aspects					
Items	Totally agree	Agree	Agree to some	Disagree	Absolutely disagreed

			extent		
1. employees response promptly to students' demands in spite of work stress					
2. employees sympathize with students and help them if they are in trouble					
3. students feel safe inside the organization					
4. employees are kind and respecting					
5. employees are skilled in their work					
6. employees pay great and personal attention to students					
7. employees are very caring to students					
8. efficiency in handling complaints and grievances is in place					
9. employees have good communication skills with students					
10. equality among students in terms of respect and treatment is in place					

Dimension 3: physical facilities					
Items	Totally agree	Agree	Agree to some extent	Disagree	Absolutely disagreed
1. buildings and facilities in the organization look clean					
2. buildings and facilities in the organization are convenient					
3. various facilities are available in the organization					
4. classrooms are good and well-furnished					
5. layout boards are available to guide students to classrooms					
6. buildings are close to my residence					
7. buildings are close to main roads					
8. parking lots are available and spacious					
9. channels for communicating complaints and inquiries are available as phone lines or other means					
10. information needed about the organization and its systems are available on its website					

Dimension 4: programs and courses					
Items	Totally	Agree	Agree to	Disagree	Absolutely

	agree		some extent		disagreed
1. courses contain theoretical and practical knowledge					
2. scientific departments and specializations are various in the organization					
3. specializations are consistent with job market requirements					
4. courses are updated to cope with the contextual changes					

Dimension 5: reputation					
Items	Totally agree	Agree	Agree to some extent	Disagree	Absolutely disagreed
1. the organization has good reputation for the academic fields it provides					
2. educational services in the organization are trustworthy					
3. educational service in the organization is consistent with what its advertises					
4. the organization updates its scientific techniques					
5. the organization is committed to continuous development and innovation					
6. the management cares about students and they are its top priority					
Please draw a circle around the number of the item that most express your rating for the provided service quality in your educational organization in general					
1	2	3	4	5	
Excellent	Good	Average	Poor	Very poor	
How Satisfied for the Service of educational provided by your Organization's educational taught in Which					
1	2	3	4	5	
Completely Satisfied	Satisfied	I don't know	Not Satisfied	Not Satisfied Completely	
If there is Some One (your Friend or Relatives) Finished this Secondary School and looking for the field of Marafie want to join him do is it:					
<ol style="list-style-type: none"> 1. Insists on his advice need to enrollment institute. 2. Advise only join the institute. 3. Feel free to advice. 4. Advice not to enrollment to institute who taught in which. 5. Insists on his advice not to enrollment and look for in the last. 					