# Measuring Student Satisfaction in Public and Private Universities in Pakistan

Hasnain Manzoor[1]

[1] Mohammad Ali Jinnah University Islamabad

## Abstract

Purpose -This specific study is aimed to find the specific factors which affect the satisfaction of the students in universities in Pakistan and to find these factors' relationship either positive or negative with the satisfaction.Design/Methodology/Approach -Different statistical tools were used during the study, which were compatible with our study such as Reliability analysis, Multiple Regression Analysis and ANOVA. In our questionnaires we used "Likert Scale" to get the more accurate and specific results and views from the respondents.Findings -The results of this study suggest that the facilities provided to the students regarding the sports facilities and the transportation facilities have significant effect on the satisfaction of the students in universities, while the accommodation facilities don't have any significant effect on the satisfaction of the students.Research implications/limitations -The limitations of the research are that we only included the non-educational facilities regarding the universities providing to the students.

*Index terms*— student satisfaction, universities, service quality.

# 1 Introduction

ducation plays an important role in the development of any country, in the economic better of that country, upgrading the standards of living of people etc. In the education higher education is even more necessary as all the professionals are produced by the higher education. Every country tries to develop such institutions which produce high quality professionals in every field. Pakistan is a developing country and also trying to develop its people with respect to their standard of living by delivering more and more education by setting up education institutions especially higher education institutions are focused. The number of institutions delivering higher education in Pakistan has increased in last few years, as well as the enrollment in these institutions has increased very much (HEC Pakistan 2010).

The number of students has increased many times because high technology sectors and business are now demanding at least a college degree for their jobs. According to Sedgwick (2005) Pakistan has to accommodate about 1.3 m students in the higher education institutions of Pakistan. Higher education institutions are considering their students as customers and treating this service as a genuine business service.

As the satisfying the needs of ultimate customers which are here students of these higher education institutions is the basic goal of these institutions, they are trying to meet the increasing number of expectations and trying to meet the high quality of the students demanded at this higher level of education (DeShields et al, 2005).

The success of these higher education institutions depends upon the satisfaction of their students as well as this satisfaction is used by these institutions to search out their strengths and weaknesses. Student satisfaction does not depend upon only on the teaching but an extensive analysis of the factors which contribute to the satisfaction of the students regarding their institutions as well as their programs. The higher education institutions have become relational services, these services are in which service provider i.e. education institutions and service receiver i.e. students, interact for improving and designing the outputs which satisfy the both parties. These

institutions face high national as well as international competition in the field of education so they choose the same strategies which the mostly genuine business firms do **??**Jarvis, 2000).

There are a lot of higher education institutions in Pakistan. From the 18 billion populations, only 2.6 percent of population is enrolled in the higher education institutions in Pakistan while adult literacy rate is only 43%. Even then besides of having these bleak statistics, there is a tremendous increase in the enrollment of student and so in the number of higher education institutions. There are two set of educational institutions in Pakistan, Public government owned and the Private which are owned locally by different people. These institutions are not only accommodating the huge rush to these institutions but also trying to provide quality educational services to the students enrolled (HEC Pakistan, 2010).

Quality in the educational institutions can't be achieved unless there is a continuous assessment as well as measures are taken to improve the performance of the teachers. Teachers in higher education institutions especially in the university have the responsibility of delivering quality education through finding the better ways of delivering knowledge, researches, reviewing and updating their knowledge as well as improving the curriculum to satisfy the students as the students is the customers of the institutions. In Arab, it is found that the current evaluating studies focus on preparation and knowledge of teachers, their training of teaching and a bit emphasis on the research knowledge of teachers is given **??**Said et al, 1979).

The purpose of this study is to have a look on the variables which contributes towards the satisfaction of the students in the universities of Pakistan either they are public or private. We will define what the satisfaction does mean, which are the factors which are important for improving students satisfaction, education as a service, educational institutional as a service business entities etc. The method used in this study for evaluating students' satisfaction in different universities is Questionnaires. We will take the opinions of different students of different universities through structured questionnaires. Then the results or opinions which will be collected will be put in the SPSS. First of all we check the frequency of respondents, then reliability test and finally regression analysis and conclude results.

# 2   II.

# 3   Literature Review

The studies of satisfaction have been conducted in different countries but main focus of student satisfaction in the higher studies especially in the universities is present in these studies, that's why we are mentioning here there results and findings in order to support our results and findings. The institutions which are providing higher education services are now realizing that their services of education can be regarded as the services same as the business services, so these institutions are focusing now not only to meet the study requirement of student but are trying to exceed these requirements in order to satisfy their ultimate customers which are definitely the students. This changing trend is identified especially in those countries which are basically following tuition based model of studies, (DeShields et al., 2005).

In Germany, there was first time introduction of the tuition fees for universities when a law was passed for the charging of the fees in January 2005. It is now believed that after this law, when universities are charging fees from the students, they will be service provider to the students and will actively react to the needs of the students, (Williams and Cappuccini-Ansfield, 2007). The introduction of tuition fees in Germany will also change the behavior of the students towards education as they will turn from a free recipient of education towards the consumer of these universities because now they are paying fees to these universities, this was said by Rolfe **??**2002). It is expected that fee paying student now will feel value of money, and will act as the consumers of these education institutions, (Watson, 2003 andNarasimhan, 2001).

Thomas and Gal ambos, (2004) give views, that now when the student are being considered the consumers of higher education institutions, their satisfaction is becoming more important to these institutions especially the institutions which are going to get new students for admissions in them. The satisfaction of the students as well as learning of these students should be important for the institutions as their outcome, (Applenton-Knapp and Krentler 2006).

From the year 2010, a Bologna process is adopted also in the Germany the purpose of which is to implement the same level of education standards throughout the Europe. The two levels of education bachelors and masters are adopted in Germany also to achieve the purpose of the above mentioned process. So, it is possible for the students in Germany to complete their bachelors and master level education at different universities. This will make the universities to treat their students as customers and try to retain their students because it is far more difficult and expensive than their retention, **??**Joseph et al, 2005).

Helgesen and Nesset (2007) emphasize the importance of retention the students equal to the recruitment of new students. Higher education can be categorized as a pure service, (Oldfield and Baron 2000). Hennig-Thurau (2001) says that educational services are the field of services marketing. Some authors also differentiated educational services from other services as education plays an important role in the life of a student as well as motivational force and intellectual skills are also necessary. There is a basic focus on the perceived quality in services studies. This perceived quality can be measured by comparing the expectations of the customers with actual services, (Zeithaml 1990).

There are many characteristics of services found in educational services such as they are intangible,

heterogeneous, and perishable and are consumed at the spot hen produced (Shank 1995). These are the characteristics which make the educational services unique . These characteristics make the service quality impossible to measure objectively (Patterson and Johnson 1993).

Every participant in the educational services has its own definition of service quality. The result is that the best definition of service quality as well as its way of measuring this quality doesn't exist (Clewes 2003). As the services are intangible and complex in nature, there is a lot of debate on this issue of measuring the quality from over last 25 years (Prabha 2010). He further said that to measure the quality of the educational services, there also is very much debate and research in the studies and researches conducted. The three variables quality, satisfaction and performance are in close and interrelated relationship to each other and are used synonymously (Cornin 2000, **??**itner and Hubert 1994).

The satisfaction of the students in the context of educational service can be referred as how the students evaluate their outcomes regarding the education and experiences in the educational institutions **??**Oliver and Desarbo 1989). Borden (1995) priorities and the environment which they perceive in the institution. In 2002 Wiers-Jenssen stated that the satisfaction of the students can be used as a main tool to compare the traditional view of improving higher education and market oriented goals.

A study conducted by Mamun and Das (1999) explored some interesting factors in the satisfaction of the students in higher education institutions. The factors which they included are facilities of library, facilities of labs. And the factor that how much assistance is provided to the students for their internship programs. A very nice study in the context of educational services and students' satisfaction was conducted by **??**ahid, Chowdhry and Sogra (2000). They took different variables for studying the satisfaction of students in higher education institutions. These variables included the system of examination and course i.e. Annual System or Semester System, the quality of teachers and their delivery of knowledge to the students, the medium of teaching either it is English or local language, where the campus is located and its size, accommodating facilities for the students, the facilities which are provided to the students in the campus such as auditorium, parking facilities, canteen etc. They considered these variables as key factors for measuring students' satisfaction.

In a different study regarding student satisfaction, same factors and variables were used which are mentioned above as well as in this study quality of teaching, method used for teaching, teachers support to the students in their studies and the facilities provide to the students were considered as the basic factors of satisfaction (Majid, Mamun and Siddique 2000). The curriculum which adds skills in the students and the quality of teaching are the two main factors, should be considered in students satisfaction (Ahmad and Anwar 2000). Satisfaction of the customer can be treated as the feeling or attitude which the customer has after using the service or product (Metawa and Almossawi 1998).

Some researchers treat customer satisfaction related to the variables like quality of service provided and the facilities associated with the service such as convenience and the location of the service. Higher education can be treated as a professional service with the features of the intangibility, inseparability and variability (Bateson 1989. Service performance due to its variability may be varying daily, according to change in location or even several times in a day. So this variability of service makes the measuring students satisfaction difficult. Sapri, Kaka and Finch (2009) said that the institutions dealing in higher education should have proper infrastructure as buildings, facilities, recreation centers etc. Students are generally satisfied if the quality and facilities provided meet their expectations otherwise, they are dissatisfied from the educations as well as the institutions providing them the services (Petruzzellis, Uggento and Romanazzi, 2006). The students, who have got satisfaction, comment positively and recommend the new students to get admissions in these institutions.

Service quality may be stated as a form of attitude, evaluation on long term basis but the service satisfaction is specific to a transaction ). Due to this way of definition, perceived service quality was said to be a global measure and satisfaction to service quality was the direction of the causality. There is a need of measuring the existing relationship between all the three factors, customers, service quality and ultimately the satisfaction at three different levels of measurements. These levels are Cognitive, affective and behavioral (Oliver 1997.

Satisfaction related to service has an apparent dimension of transactions which is related to perception and hence emotional side (Iacobucci 1994), while the quality of service process is resulted from the rational or cognitive process, and hence referred to sensing and evaluating the external stimuli (Bitner 1990 andChristou 2001). The consumer and organization satisfaction emphasizing concept of marketing, in different studies are applied to higher education institutions such as universities (Amyx and Bristow 1999, Zafiropoulos 2005). As there is growing competition among different universities, they are using marketing concepts for attracting as well as retaining the students. Due to close resembles with services (Cherubini 1996, Pellicelli 1997 Zeithaml and Bitner 2002), higher education is being applied on, the concepts of service quality and the satisfaction of ultimate customer. As the new students are becoming more aware and have knowledge about the institution as well as quality of the education, they are more interactive as well as selective to their future, so it is becoming more difficult for the institutions to attract them (Sigala and Baum 2003).

Due to the increasing demands and expectations of the students to education as well as institutions has led the educational systems to change from the traditional system towards a customer based market of education (Sigala2002, 2004). If the teacher is more competent, students get more satisfaction. Lunenberg and Ornstein (2004) described the competency of teacher as the knowledge and the ability a teacher possesses. Teacher competency is the skill, ability and knowledge of the teacher (Mondy and Noe 2005). Competency of a teacher is

168  not only knowledge, ability and skill but also complex mental ability of processing as well as mobilization (Oliva
169  2009). The performance of a teacher is directly affected by his knowledge as well as ability of the teacher (Cheng
170  1995). As the competency of teachers have direct effect on the satisfaction of students, so we defined competency
171  by different writers and researchers. In many studies students' satisfaction is described as the

# 4  Data and Methodology a) Data

173  The study is conducted using both type of data, Primary and Secondary. Primary data is used for the basic
174  study about the perception of students regarding the facilities provided them in the higher education institutions
175  in Pakistan either they are satisfied or not while the Secondary data is used to build the study framework and
176  analysis system.
177      b) Primary Sources of Data Questionnaires are being used as a primary source to collect the data regarding
178  the satisfaction of students about the facilities provided to them in universities.

# 5  c) Questionnaires

180  A sample of 300 students was distributed among 300 well structured questionnaires to collect their perception
181  views about the facilities provided to them in universities. Students from different departments and different
182  universities were selected as a sample and they were given questionnaires to give their perception about the
183  facilities of the universities provided to them and were asked if they were satisfied from them or other. The
184  response from the students of sample was appreciable and they supported in giving their fair views and perceptions
185  about the facilities.

# 6  d) Sampling

187  As we know that it is impossible for any researcher to collect the responses from a whole population, so he selects
188  a sample which justifies and represents the whole population. In this research study, we selected a sample of 300
189  students from 6 private and public universities.
190      These 6 universities University of Sargodha, Punjab University Lahore, University of Engineering and
191  Technology Faisalabad, University of Lahore, Hajvery University Lahore and NFC University Multan. From
192  these universities 300 respondents were selected from different level of education, Bachelors, Masters and others
193  which have passed at least 1 year in that university.

# 7  e) Methodology

195  Different statistical tools were used during the study, which were compatible with our study such as Reliability
196  analysis, Multiple Regression Analysis and ANOVA. In our questionnaires we used "Likert Scale" to get the more
197  accurate and specific results and views from the respondents. I used the questionnaires of ROSLINA BINTI
198  ABDULLAH.
199      IV.

# 8  Conceptual Framework

201  The main purpose of conducting this study is to find the affect of different factors the satisfaction of the students
202  in higher education institutions especially in Universities. In order to conduct this study the dependent variable
203  Students' Satisfaction was selected. The other independent variables which were selected are: a) Independent
204  Variables ? Recreation and Sports facilities in the campus for Students ? Accommodation facilities for the
205  Students ? Transportation Facilities for the Students Although the main focus of any educational institution
206  is on the basic purpose which is definitely the studies and education of the students but there is also a need
207  to provide the students with extracurricular activities which evokes and polish the students extra skills and
208  knowledge as well as their talent seeks the right direction. These activities include the sports for which the
209  universities provide the required good facilities to the students.
210      Accommodation facilities, is the second main variable of this study with relationship to the students
211  satisfaction. It is necessary for the universities to provide the accommodation and living facilities for the students
212  who are from the distant areas or from other cities and who have the difficulties in coming to the university daily.
213  This will definitely affect the students' satisfaction.
214      Similarly, transportation facilities for the students who live away from the university in the same city are
215  necessary. Each student can't afford to come to university daily from the distant location so it's the responsibility
216  of the university to provide them transportation facilities.

# 9  b) Dependent Variable

218  The only dependent variable in this study is the student satisfaction. We are going to study the factors which
219  affect the satisfaction of the students such as recreation and sports facilities provided to the students in the
220  campus can play an important role for the students' satisfaction. So, we took the recreation and sports facilities
221  as independent variable and the students' satisfaction as the dependent variable. Similarly, accommodation and

4

transport facilities provided to the student may play some role to affect the satisfaction of the students, so they are also taken as the independent variables and students' satisfaction is kept as dependent on them.

# 10 c) Hypothesis

We made three hypotheses regarding the relationship of independent variables to the dependent variables. These hypotheses were as follows.

The null hypotheses of all these hypotheses are that these facilities don't have any effect on the students' satisfaction in the universities.

V.

# 11 Findings and Results

# 12 a) Reliability Analysis

The reliability factor of all the variables is following:

# 13 i. Sports Facilities ii. Accommodation Facilities iii. Transportation Facilities

To measure the reliability, Cronbach's alpha was calculated. The given table shows different values for different variables we used in the study. The data from Likert Scale was put in the SPSS to calculate the reliability of these scales in the form of Cronbach's alpha. Values of alpha are between "0" to "1". The higher the value of alpha, the higher the reliability is. Values of alpha which are greater than "0.70" show more reliability, on the other hand, the values which are less than "0.60" show poor reliability. In our study the values are in the acceptable range and the table shows that. H 2 : Accommodation facilities have significant effect on the students' satisfaction in the universities.

# 14 Sports Facilities

Accommodation

H 3 : Transportation facilities have significant effect on the students' satisfaction in the universities.

# 15 iv. Reliability Statistics

In this study we used three types of variables which were recreation and sports facilities, accommodation facilities and transportation facilities. The alpha value we calculated from analysis for recreation and sports facilities was "0.832". The value of alpha calculated for accommodation facilities, was "0.776". And the last variable transportation facilities have the value of "0.748". All the values calculated for all the variables we used were above acceptable range, so we can say that our scales were reliable.

# 16 v. Summary of Respondents

The table shows that the frequencies of the respondents and the data collected of 300 respondents in which 177, (300) 59% are male and 123, (300) 41% are females .Most of the students in which 57% are 18 to 25 years, and 26 to 30 years are 35% and 8% are above 30 years. The qualification of the respondents is that mostly students are masters 70% and 25% students are bachelor and few students are M.Phill or relevant to any other degree. vi.

# 17 Results of Correlation Analysis

Correlation analysis is used to find the relationship between two or more sets of variables. It also tells the direction as well as how much relationship exist between these variables.

In this study we used Pearson's coefficient of correlation which is one of the most popular methods to measure the relationship between variables. The value of the correlation lies between "-1" to "+1". The positive value of correlation shows that there is a relationship exist and the more the value of coefficient the more the strong relationship is. While negative value shows otherwise.

The table given below shows the correlation values of different variables. The first variable sports facilities in relation to the dependent variable students' satisfaction has the coefficient of correlation of "0.554" which shows a positive relationship between the sports facilities and the students' satisfaction. It means that if more and good sports facilities are provided to students they are more satisfied. Similarly, the second independent variable of accommodation facilities also has a positive correlation of "0.223" with the dependent variable students' satisfaction.

The third and last independent variable in our study is the transportation facilities provided to students by universities. This variable also has a positive relationship with the dependent variable of students' satisfaction and the value of coefficient of correlation is "0.230". All the independent variables used in our study have a positive relationship with dependent variable which shows that they significantly affect positively the dependent variable.

## 18 Variables

Cronbach Significance level of all results is at 0.02. It shows that only 0.02 chances are present that our hypothesis may not be accepted or rejected. It can also be said that there are 90% chances of our hypothesis to be accepted.

## 19 Correlations

Correlation is significant at the 0.01 level (1-tailed).

viii.

## 20 Multiple Regression Results

The given table **??**hows ANOVA is the analysis of variance. The cell "df" shows the degree of freedom which means the number of independent variables which are three. The number 296 shows the total number of cases minus 3 minus one i.e. (N-3-1). The value of F is 84.138 at 0.0001 levels which show that the dependent variable student satisfaction is significantly influences and predicted by the independent variables (sports facilities, accommo-dation facilities and transportation facilities). The results of ANOVA support our hypothesis. In the table it can be seen that beta for the sports facilities is highest which reveals that it is the most important variable contributing to the students' satisfaction. The students of the higher education institutions are more satisfied from the facilities provided by the universities when they are properly provided with the recreation and sports facilities more than other facilities like accommodation and transportation facilities. As in the campus they are entertained only through the recreation and sports facilities and these facilities are important with the studies, so students ranked these facilities better for their satisfaction with respect to other facilities. Similarly, accommodation is not a big problem in the universities, as most of the students belong to the same city or even when the students are from other cities or locations, they are mature enough to find and adjust the facilities of accommodation near the campuses, so they don't give importance very much to accommodation facilities which our results in the table shows in the form of negative beta. The third type of facilities is the transportation facilities. These facilities although are significantly important but are not so much as the sports facilities as the students as universities levels mostly have their own transportation facilities when they are from the same city and when they are from other cities and live in hostels they don't need so much transportation facilities. So, in this study students gave importance to transportation facilities but not as much as the sports facilities.

## 21 IX.

## 22 Analysis of Variance

In these results we can say that our hypothesis number first and third about recreation and sports facilities and transportation were proved significantly correct while the null hypothesis number two regarding accommodation facilities stands correct.

## 23 XI.

## 24 Conclusion and Recommendations

The study conducted about students' satisfaction regarding the facilities provided by the universities other than the facilities of education. We collected the perception of the students from different universities regarding the facilities through distributing questionnaires among them. Then we used different statistical measures to find the results. The results of this study suggest that the facilities provided to the students regarding the sports facilities and the transportation Predictors: (Constant), Transportation Facilities, Sports Facilities, Accommodatio Dependent Variable: Student This study recommends the universities to provide some facilities to satisfy their customers, the students to provide them the good and undifferentiated facilities which are helpful in satisfying them. They universities should focus to provide the students the recreation and sports facilities so that they are more satisfy with the institutions. Moreover, transportation facilities also help in satisfying the students. The recommendations are based only on the basis of the nature of the study, and of course the basic purpose of the universities is education and if they fulfill their responsibility, definitely students are satisfied to them.

## 25 XII.

## 26 Limitations

The main limitation of this research study it the shortage of time, due to which a huge sample could not be taken. Secondly, questionnaire instrument has its own limitations which cannot be overruled. Research biasness is also a problem which was tried to be minimized by instructing students related to research purpose and questionnaire. Cost factor is also very important because researchers have to face huge cost for conducting research survey. [1]
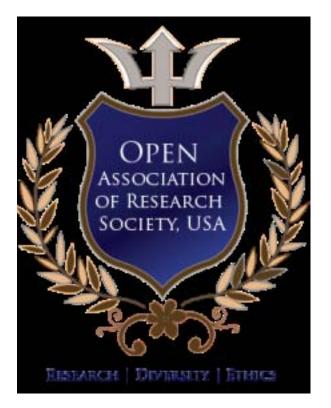
---

[1]© 2013 Global Journals Inc. (US)

Figure 1: G

# 26 LIMITATIONS

325 [Mondy and Noe ()] , R W Mondy , R A Noe . *Human Resource Management* 2005. Pearson Prentice Hall. (9
326     th edition)

327 [Parasuraman et al. ()] 'A conceptual model of service quality and its implications for future research'. A
328     Parasuraman , L Berry , V Zeithaml . *Journal of Marketing* 1985. 49 p. .

329 [Ramseook-Munhurrun et al. ()] 'A proposed model for measuring service quality in secondary education'.
330     Prabha Ramseook-Munhurrun , Perunjodi Naidoo , Pushpa Nundlall . *International Journal of Quality*
331     *and Service Sciences* 2010. 2 (3) p. .

332 [Shan et al. (ed.) ()] *A survey Research of satisfaction levels of graduate students enrolled in a nationally ranked*
333     *top-10 program at a mid-western university*, M D Shan , M Walker , T Hayes . 43. Sum Vichet, McCaskey J.
334     Stephen and Kyeyune Catherine (ed.) 1995. 2010. (Understanding professional service expectations: do we
335     regression and decision tree analysis. Research in Higher Education)

336 [Guosheng et al. ()] 'An empirical study of student satisfaction and its influencing factors -School of Continuing
337     Education of Guangzhou University'. Qi Guosheng , Chen Meifeng , Liu Xiao , Ding Bangyou . *International*
338     *Journal of Continuing Education and Lifelong Learning* 2010. 2 (2) p. .

339 [Cronin et al. ()] 'Assessing the effects of quality, value and customer satisfaction on consumer behavioral
340     intentions in service environ-ments'. J Cronin , M Brady , T Hult . *Journal of Retailing* 2000. 76.

341 [Metawa and Almossawi ()] 'Banking behaviorof Islamic bank customers: perspectives and implications'. S A
342     Metawa , M Almossawi . *International Journal of Bank Marketing* 1998. 16 (7) p. 47. (Journal of Marketing)

343 [Ahmed et al. ()] 'Bridging the Gap between Expectations of the Business Community and Delivery of the
344     Business Schools in Bangladesh'. M Ahmed , M Ahmed , S F Anwar . *Journal of Business Administration*
345     2000. 26 p. .

346 [Lovelock ()] *Classifying services to gain*, C Lovelock . 1983.

347 [Lovelock ()] 'Classifying services to gain strategic marketing insights'. C Lovelock . *Journal of Marketing* 1983.
348     p. 47.

349 [Watson ()] 'Closing the feedback loop: ensuring effective action from student feedback'. S Watson . *Tertiary*
350     *education and Management* 2003. 9 p. .

351 [Zeithaml et al. ()] *Delivering Quality Service: Balancing Customer Perception and Expectations*, V A Zeithaml
352     , A Parasuraman , L L Berry . 1990. The Fress.

353 [Deshields et al. ()] 'Determinants of business student satisfaction and retention in Higher education: applying
354     Herzberg's two factor theory'. O Deshields , A Kara , E Kaynak . *international journal of Educational*
355     *Management* 2005. 19 (2) p. .

356 [Patterson and Johnson ()] 'Disconfirmation of expectation and the gap model of service quality: an integrated
357     paradigm'. P G Patterson , L W Johnson . *Journal of satisfaction, Dissatisfaction and Complaining Behaviour*
358     1993. 6 p. .

359 [Bitner ()] 'Evaluating service encounters: the effect of physical surroundings and employee respon-ses'. M J
360     Bitner . *Journal of Marketing* 1990. 54 p. .

361 [Palmer and Holt ()] 'Examining student satisfaction with wholly online learning'. R S Palmer , M D Holt .
362     *Journal of Computer Assisted Learning* 2009. 25 p. .

363 [Christou ()] 'Exploring the definitions of service quality in tourism: a conceptual approach'. E Christou . *The*
364     *Tourism Review* 2001. 56 (2) p. .

365 [Sapri et al. ()] 'Factors that Influence Student's Level of Satisfaction with Regards to Higher Educational
366     Facilities Services'. M Sapri , A Kaka , E Finch . *Malaysian Journal of Real Estate* 2009. 4 (1) p. 51.

367 [Cheng ()] *Function and effectiveness of education*, Y C Cheng . 1995. Hong Kong: Wide Angel Press.

368 [Henning-Thurau et al. ()] T Henning-Thurau , M Langer , U Hansen . *Modeling and managing student loyalty*,
369     2001.

370 [Lo and Celia ()] 'How student satisfaction factors affect perceived learning'. C Lo , Celia . *Journal of Scholarship*
371     *of Teaching and Learning* 2010. 10 (1) p. .

372 [Narasimhan ()] 'Improving the climate of teaching session: the use of evaluation by students and instructors'.
373     K Narasimhan . *Quality in Higher Education* 2001. 7.

374 [Sigala ()] 'Investigating the factors determining e-learning effectiveness in tourism and hospitality education'.
375     M Sigala . *Journal of Hospitality & Tourism Education* 2004a. 16 (2) p. .

376 [Majid et al. ()] A K M S Majid , M Z Mamun , S R Siddique . *Practices of Teaching Methods, Aids and Students'*
377     *Performance Evaluation*, 2000.

378 [Bateson ()] *Managing Services Marketing*, J E Bateson . 1989. The Dryden Press.

379 [Cherubini ()] *Marketing dei servizi*, S Cherubini . 1996. Franco Angeli, Milano.

380  [Pellicelli ()] *Marketing dei servizi*, G Pellicelli . 1997. Utet, Torino.

381  [Allen ()] 'Measuring business student satisfaction: a review and summary of the major predictors'. Gibson Allen
382      . *Journal of Higher Education Policy and Management* 2010. 32 (3) p. .

383  [Appleton-Knapp and Krentler ()] 'Measuring student expectations and their effect on satisfaction: the impor-
384      tance of managing student expectations'. S Appleton-Knapp , K Krentler . *journal of Marketing Education*
385      2006. 28 (3) p. .

386  [Oliver ()] R L Oliver . *satisfaction: A behavioral perspective on the consumer*, (New York, NY) 1997.
387      McGraw.Hill Education.

388  [Zahid et al. ()] 'Present Status and Future Direction of Business Education in Bangladesh'. J R Zahid , G M
389      Chowdhury , J Sogra . *Journal of Business Administration* 2000. 26 p. .

390  [Sedgwick ()] 'Private Universities in Pakistan'. R Sedgwick . *World Education News and Reviews* 2005. 18 (1) .

391  [Zeithaml et al. ()] 'Problems and Strategies in services marketing'. V A Zeithaml , Parasuraman , L Berry .
392      *Journal of Marketing* 1985. 49 (2) p. .

393  [Oliver and Desarbo ()] 'Processing of the satisfaction response in a suggested framework and research proposi-
394      tion'. Oliver , W S Desarbo . *Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior*
395      1997. 2 p. .

396  [Borden ()] 'Segmenting student markets with a student satisfaction and priorities survey'. V M Borden . *Higher*
397      *Education*, 1995. 36 p. .

398  [Zafiropoulos et al. (2005)] 'Service Quality Assessment in Higher Education: the Case of Technological Edu-
399      cational Institute of Serres'. C Zafiropoulos , G Fragidis , E Kehris , S Dimitriadis , D Paschaloudis . *9*
400      *th International Conference on Marketing and Development (ICMD), Thessaloniki*, 2005. June. p. . (paper
401      presented at the)

402  [Parasuraman et al. ()] 'SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service
403      Quality'. A Parasuraman , V A Zeithaml , L L Berry . *Journal of Retailing* 1988. 64 p. .

404  [Parasuraman et al. ()] 'SERVQUAL: A Multiple-Item Scale for Measuring Customer Perceptions of Service
405      Quality'. A Parasuraman , V A Zeithaml , L L Berry . *Journal of Retailing* 1988. 64 (1) p. .

406  [Petruzzellis et al. ()] 'Student Satisfaction and Quality of Service in Italian Universities'. L Petruzzellis , A M
407      D'uggento , S Romanazzi . *Managing Service Quality* 2006. 16 (4) p. .

408  [Sigala ()] 'The ASP-Qual model: measuring ASP service quality in Greece'. M Sigala . *Managing Service Quality*
409      2004b. 14 (1) p. .

410  [Sigala ()] 'The evolution of internet pedagogy: benefits for tourism and hospitality education'. M Sigala . *Journal*
411      *of Hospitality, Leisure, Sports and Tourism Education* 2002. 1 (2) p. .

412  [Amyx and Bristow ()] 'The marketing concept in an academic setting: assessing and comparing the needs of
413      Asian/Pacific Islander and Anglo consumers of the educational product'. D Amyx , D N Bristow . *Journal of*
414      *Customer Service in Marketing and Management* 1999. 5 (4) p. .

415  [Mamun and Das ()] 'Total Quality Management for Non-Government Universities of Bangladesh'. M Z Mamun ,
416      S Das . *Proceedings of Annual Convention of Bangladesh Society for Total Quality Management in Association*
417      *with Department of Industrial and Production Engineering*, (Annual Convention of Bangladesh Society for
418      Total Quality Management in Association with Department of Industrial and Production EngineeringBUET,
419      Dhaka) December 3-4, 1999. 1999. p. .

420  [Sigala and Baum ()] 'Trends and issues in tourism and hospitality higher education: visioning the future'. M
421      Sigala , T Baum . *Tourism and Hospitality Research*, 2003. 4 p. .

422  [Helgesen and Nesset ()] 'What accounts for student loyalty? Some field study evidence'. O Helgesen , E Nesset
423      . *international Journal of Educational Management* 2007. 21 (2) p. .

424  [Thomas and Galambos ()] *What satisfies students? Mining students-opinion data with regression and decision*
425      *tree analysis*, E H Thomas , N Galambos . 2004. 45 p. . (Research in Higher Education)