

Service Quality and Student Satisfaction in Higher Education Institutions: A Review of Literature.

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ABSTRACT- This is a conceptual paper that examines service quality and student satisfaction in higher learning institutions. It presents the reviews of the literature on the service quality construct in higher education and its influence on student satisfaction. The theoretical perspective of this paper included the Gap Model of service quality and the hierarchical service quality model. The various instruments for measuring service quality in higher education have been discussed briefly with a summary of the measurement instruments by different authors and their dimensions provided. The empirical studies have indicated that there is no consensus among authors on the dimensions that should be used to evaluate service quality in the higher education sector and hence different dimensions and measurement scales have been used by different authors. This paper concludes that service quality in higher education has a significant influence on student satisfaction and therefore higher education institutions should put in place mechanisms to collect student feedback to enable them to determine the service quality dimensions of interest to their students so that they can make the necessary improvements on the relevant service quality dimensions.

Index Terms- Service Quality, Student satisfaction, Servqual, Hedperf, and ServPerf.

I. INTRODUCTION

In recent years massive changes in policy, structure and status of higher education institutions have taken place all over the world. Issues such as privatization and increased competition among higher learning institutions are now common in most countries. Hill (1995), states that higher education is a service industry and that service quality is a critical determinant of the success of higher learning institutions (Landrum, Prybutok & Zhang, 2007).

In order to succeed in today's competitive higher education sector, service quality is of essence to any institution of higher learning (Sandhu & Bala, 2011). In view of this, higher education institutions must assess the quality of their services since outstanding service quality can provide them with competitive advantage (Albretch, 1991). If the higher education institutions provide quality service which meet or exceed that expectations of their students, their services will be evaluated as high quality service and if not, the services will be judged as poor (Zammito *et al*, 1996)

Student satisfaction is a major challenge for higher education institutions and as Arambewela and Hall (2009) posit, it is also

the major source of competitive advantage and the student satisfaction leads to student attraction, retention and the spread of positive word of mouth communication by satisfied students. Abdullah (2006) states that higher education institutions have to incorporate student satisfaction as an important component of their management in addition to their core business of teaching and research. Therefore, students are not seen as participants in the process of higher education but as customers or consumers of the process.

Service Quality

The definition of service quality can be provided from the perspective of how the consumers or users of the service judge the service based on what they may have experienced. The service quality construct in the services literature is based on perceived quality. Zeithaml (1987) and Zammuto *et al* (1996) define perceived quality as the consumer's judgement about an entity's overall experience or superiority. Perceived quality is also seen as a form of attitude related to, but not the same as satisfaction and it results from a comparison of expectations with perception of performance (Rowley, 1996).

According to Parasuraman, Zeithaml and Berry (1990), consumer perceptions of service quality results from comparing expectations prior to receiving the service and the actual experience of the service. In higher education institutions, perceived service quality can be the product of evaluating a number of service encounters for a student and these could range from encounters with administrative staff, to encounters with lecturers, librarian and security staff. If an institution consistency provides services at a level that exceeds customer expectations, the services will be evaluated as high quality but if the services fail to meet customer expectations, the services will be judged as poor quality (Zammuto *et al*, 1996).

In the higher education sector, service quality is considered as a key determinant of the performance of higher education institutions and in view of this, Zeithaml *et al* (1990) propose that service quality be defined as the conformance to student specifications. The implications of this is that it is the students of an institution of higher learning who define quality. The students determine the perceived or cognitive value of services based on their previous experience with the service delivered and therefore student expectations, service delivery process and the service output of higher education institutions have an impact on perceived service quality. Oldfield and Baron (2000) argue that students have three main criteria that need to be satisfied by higher education institution and there are identified as requisite encounter which enable students to fulfill their study obligations,

acceptable encounters which students acknowledge as being desirable but not essential during their studies and functional encounter which are of a practical or utilitarian nature.

In examining the determinants of quality in a service, it is necessary to distinguish between quality associated with the process of service delivery and the quality associated with the outcome of the service which is judged by the consumer after the service is performed (Gronroos, 1984). Parasuraman, Zeithaml and Berry (1985) identified ten determinants of service quality that could be generalized to any type of service. The ten determinants are tangibles, reliability, responsiveness, competence, access, courtesy, credibility, security, communication and understanding. These ten determinants are tangibles, reliability, responsiveness, competence, access, courtesy, credibility, security, communication and understanding. These ten determinants were re-grouped by Parasuraman et al (1990) to form the well-known five dimensions of the SERVQUAL model and they are Tangibility, Assurance, Empathy, Reliability and Responsiveness.

Earlier studies on service quality in the higher education sector have often emphasized academic factors more than administrative factors, concentrating on effective course delivery mechanisms and the quality of courses and teaching (Athiyaman, 1997; Cheng & Tam, 1997; Soutar and McNeil, 1996). However Kamal and Ramzi (2002) looked at the administrative side of higher education by measuring student perception of registration and academic / career advice across different facilities and other administrative services to assure positive quality of courses and teaching (Athiyaman, 1997; Cheng & Tam, 1997; Soutar and McNeil, 1996). However Kamal and Ramzi (2002) looked at the administrative side of higher education by measuring student perception of registration and academic / career advice across different faculties and other administrative services to assure positive quality service that compliments the academic services.

Service Quality Dimensions.

The main concern with the dimensions of service quality is usually the range of areas which should be included. Cronin and Taylor (1994) state that customers should be the determinants of service quality dimensions rather than the management or the academic staff of the respective institution of higher education. Parasuraman et al (1990) proposed five dimensions of service quality as follows;

1. Tangibles: the equipment, physical facilities and appearance of personnel.
2. Empathy: The provision of caring and individualized attention to customers.
3. Reliability: The ability to perform the desired service dependably, accurately and consistently.
4. Responsiveness: The willingness to provide prompt service and help customers.
5. Assurance: Employees courtesy, knowledge and ability to convey trust and confidence.

Gronroos (1988) also identified six criteria of good perceived service quality including;

Attitudes and behaviour: customer perceive a genuine, friendly concern for them and their problems.

Reliability and trustworthiness: customer can trust the service provider to keep promises and act in their best interests.

Access and flexibility: customer feel that they have easy, timely access and that the service provider is prepared to adjust to their needs.

Professionalism and skills: customers see the service provider as knowledge and able to solve their problems in a professional way.

Recovery: customers know that immediate corrective action will be taken if anything goes wrong.

Reputation and credibility: customers believe that the brand image stands for good performance and accepted values.

Gronroos (1990) further states that service quality dimensions can be grouped into three categories; technical quality (service product), functional quality (service delivery) and corporate image (service environment). The technical quality dimensions can be measured objectively regardless of customer's opinion while functional quality issues are related to the interaction between the service provider and recipient of the service are usually measured in a subjective manner.

In the higher education sector, Carney (1994) proposed nineteen variables that can be used to evaluate the image of a college. These variables include variety of courses, academic reputation, class size, student qualification (academic), student qualities (personal), faculty – student interaction, quality instruction (faculty), career preparation, athletic programs, student activities (social life), community service, location, physical appearance (campus), on – campus residence, facilities and equipment, friendly, caring atmosphere, religious atmosphere, safe campus and cost (financial aid, Arivalan et al posit that though the nineteen variables were developed to evaluate college image, they are also highly relevant to the measurement of service quality.

Similarity, Athiyaman (1997) identified eight variables that can be used to evaluate university education services and they include library services, availability of staff for student consultation, teaching students well, computing facilities, recreational facilities, class sizes, level and difficulty of subject content and student workload.

Owlia and Aspinwall (1996) conducted a thorough literature review on service quality and grouped the service quality attributes into six dimensions as follows:-

Tangibles: the institution having sufficient equipment / facilities, modern equipment / facilities, ease of access to the facilities, visually appealing environment and support services such as accommodation / hostels.

Competence: the institution having sufficient academic staff who have theoretical knowledge, qualifications, practical knowledge and upto date teaching expertise and communication skills.

Attitude: The institutions staffs understands students' needs, are willing to help, are available for guidance and advisory, give personal attention to students and are courteous and friendly.

Content: the relevance of curriculum to the future jobs of students, curriculum containing primary knowledge, skills as well as flexibility of knowledge.

Delivery: effective presentation, sequencing, timeliness, consistency, fairness of examinations, feedback from students.

Reliability: trustworthiness, offering recognized courses, keeping promises, handling complaints and timely resolution of problems.

After further analysis of the six variables, Owlia and Aspinwall (1996) later recommended that academic resources, competence, attitude and content be used as a framework for service quality measurement in higher education.

Student Satisfaction

Conceptualization of the satisfaction construct can be distinguished in terms of the specific transaction or the specific brand (Anderson et al, 1994). Oliver (1980) argues that transaction – brand specific limits satisfaction to a specific occasion but the cumulative customer satisfaction refers to the overall evaluation based on a number of purchase and consumption experiences of a service over time. Anderson et al (1994) states that customer satisfaction can be viewed as a function all the previous transactions and specific transactions. According to Hom (2002), researchers are facing a challenge in creating a standard definition for the concept of student satisfaction and therefore there is a need for a customer satisfaction theory to be selected and modified so that it can explain the meaning of student satisfaction. Satisfaction can be defined as a state felt by a person who has experienced performance or an outcome that fulfill his or her expectations and it perceives performance (Kotler & Clarice, 1987). Satisfaction is also defined by Malik, Danish and Usman (2010) as the intentional performance that results in one's contentment.

The concept of satisfaction in the context of higher education focuses on the student community. Oliver and Desarbo (1989) define student satisfaction as the favorability of a student's subjective assessment of the numerous outcomes and experiences related with education and being shaped continually and repeated experiences in campus life. Student satisfaction is also the short term attitude that results from the evaluation of their experience with the education service received. Institutions of Higher Education tend to be concerned with student satisfaction due to its impact on student motivation, recruitment of new students and retention of existing students.

Students are the key customers of higher education institutions and Illias et al (2008) state that student satisfaction is built continuously with experiences on campus during their study period. Student satisfaction is crucial since satisfied students could end up going back to their previous institutions for further studies or to enroll for new courses (Helgesen & Nettet, 2007). In view of this, higher education institutions should make every effort towards meeting and exceeding the expectations of their students in order to ensure the sustainability of their operations (Anderson et al, 1994).

Higher education institutions can use student feedback to evaluate the level of student satisfaction with the services provided Rowley (2003) outlined four reasons why collecting student feedback is important to such institutions and they are;

To provide students with an opportunity to express their level of satisfaction with their academic experiences at the institution.

To provide auditable evidence that students have had the opportunity to commend on their experiences and that such information is used to make improvements.

To allow the institutions to benchmark and provide indicators that will contribute to the reputation of the institution in the market place.

To encourage students to reflect on their experiences at the institution as they learn.

Students in higher education institutions rate their tutors' performance and methodology of teaching as the prime indicators in their educational development and successful completion of their studies. Malin et al (2010) argued that the tutors abilities excellence, coordination and flexibility greatly influence the student's academic performance. Sherlin et al (2000) also stated that tutors who are punctual and friendly to students are more popular. In view of this, Banwet and Dalta (2003) have pointed out that services are delivered to people by people and that moment of truth can make or break an institutions image.

The implication is that to achieve student satisfaction higher education institutions must focus on every aspect of the students experience at the institutions must focus on every aspect of the students' experience at the institution (Devinder & Dalta, 2003). According to Anantha et al (2012), student satisfaction is not limited to the lectures in class or guidance by tutors during the consultation hours but it includes the students' experiences while interacting with the non – academic staff, the physical infrastructure and other non – academic aspects of college life such as participation in sporting activities such as football.

Service Quality and Student Satisfaction in Higher Education Institutions

In the higher education context, the student is considered to be a key customer. The first author to introduce the concept of students as customers in higher education was Crawford (1991) and therefore student satisfaction is viewed as a good indicator of the quality of teaching at the institutions of higher learning and is also an outcome measure of the education process (Ramsden, 1991). However measuring students satisfaction is not an easy task and authors differ on which indicators should be used to measure student satisfaction 9Athiyaman, 1997; Elliot & Shin, 2002).

There exists the question as to whether customer's satisfaction is an antecedent to service quality or whether it is service quality that leads to customer satisfaction. Parasuraman et al 1998; Bitner (1990) and Bolton and Drew (1991) are of the view that customer satisfaction is an antecedent of service quality while woodside et al (1989), Spreng and Mackoy (1996) and Hoisington and Naumann (2003) are of the view that service quality leads to customer satisfaction. Researchers such as Cronin and Taylor (1992); Dion et al, (1998) and Lee et al (2000) have provided empirical evidence which supports the view that service quality is a precursor to customer satisfaction as cited by Ashish and Faizaan (2016).

II. LITERATURE REVIEW

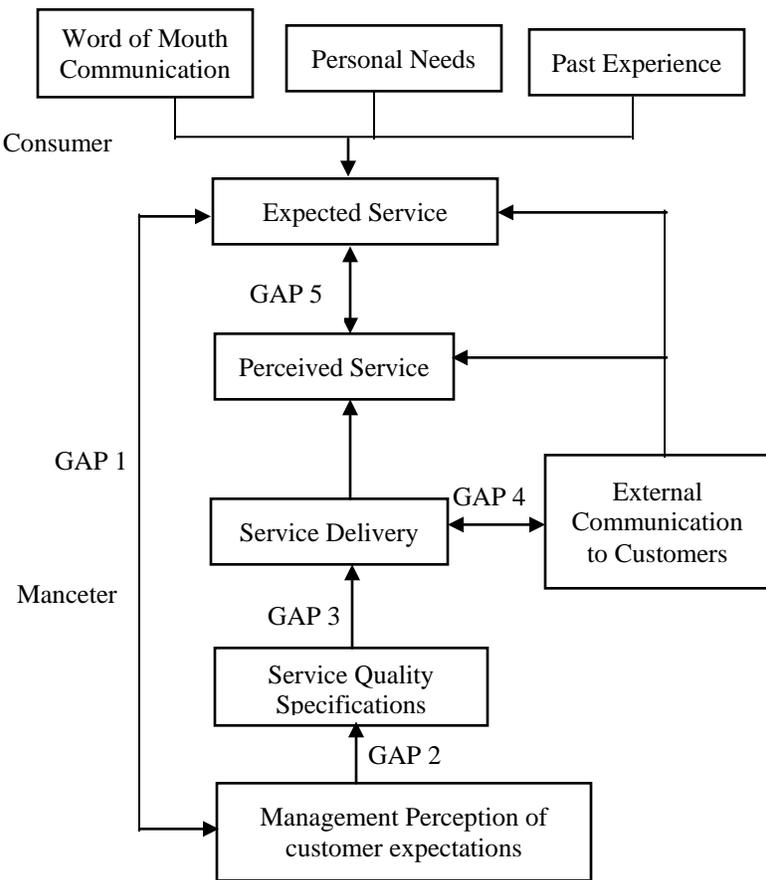
Theoretical perspectives

The GAPS Model of Service Quality

The GAPS Model of Service quality was first developed by Parasuraman, Zeithaml and Berry (1985) and it has served as a

framework for research in services marketing for over two decades. The Model is based on the expectation- confirmation theory (Oliver, 1980; 1993) and it illustrates how customers assess quality, taking into account quality offered by firms and the quality perceived by users after the service consumption. The GAPS model aims to identify the possible causes for a gap between expected quality and perceived quality. The model conceptualizes key concepts, strategies and decisions which are essential for the quality offer according to a sequence which starts from the consumer, identifies the necessary actions for the firm to plan and offer a service and goes back to the consumer for the comparison between expectations and perceptions.

Figure 2.1 illustrates the GAPS Model.



Source: Parasuraman, Zeithaml and Berry (1985)

The GAPS model in figure 2.1 outlines five service quality gaps which are.

GAP 1: -It is first gap in service quality and it occurs when the management of a firm fails to accurately identify customer expectations. It is also referred to as the knowledge gap.

GAP 2:- It is known as the design gap and it is measured to the management’s perception of customer expectations. This gap depends on the management’s belief that quality is important as well as the resources available for the provision of that service.

GAP 3:- It represents the variation in service design and services delivery. It is referred to as the performance gap. Since individuals perform the service, performance will depend on the

skill level or the level of training of the individual providing the service.

GAP 4:- It is known as the communications gap since it is the difference between what is promised to customer explicitly or implicitly and what is actually being delivered. Over – promising is usually responsible for this gap.

GAP 5:It is the total accommodation of variations in gaps to it and it represents the difference between the customer expectations and the perceived service.

According to Parasuraman et al (1985) consumers evaluate perceived service along five quality dimensions namely:

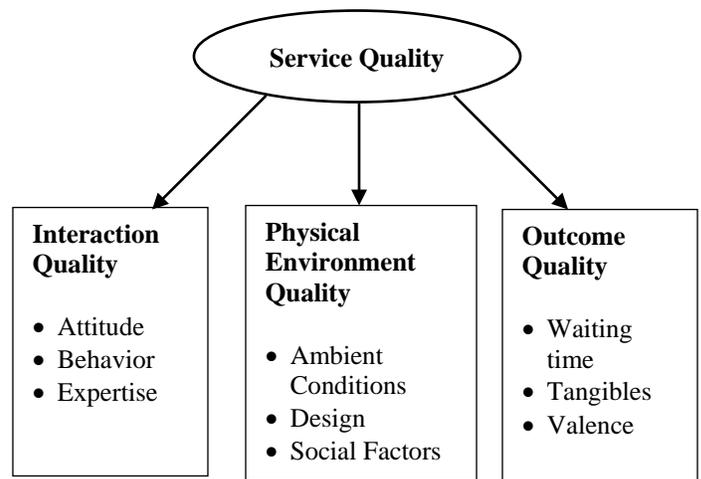
1. Reliability – The ability to perform the promised service dependably and accurately
2. Responsiveness - The willingness to help customers and to provide prompt service.
3. Assurance - The employee knowledge and courtesy and the ability of the firm and its employees to inspire trust and confidence in its customers.
4. Empathy - The caring, individualized attention the firm provides to its customers.
5. Tangibles – The appearance of physical facilities, equipment, personnel and communication materials.

Each time they experience a service, consumers evaluate the service quality by judging the experience based on the fine dimensions. (Parasuraman et al, 1985).

The Hierarchical Service quality Model.

The Hierarchical service quality model was proposed by Brady and Cronin (2001) and it is a comprehensive, multi-level construct that consists of three primary elements known as interaction quality, physical environment quality and outcome quality.

Figure 2.2 illustrates the Hierarchical service quality model.



Source: Adapted from Brady and Cronin (2001)

According to Brady and Cronin (2001), Interaction quality deals with the experience that customers have with employees who provide the services and it is one of the factors that influence customer satisfaction. Altitude, Behaviors and expertise of the employee are sub- dimensions of the interaction quality.

Physical environment quality includes the physical and social setting in which the institution operates such as buildings, cleanliness and availability of customer’s personal space. Ambient conditions, design and social factors as the sub-dimensions of the physical environment quality, Walter et al (2010) argues that the physical environment is crucial to customers because service delivery occurs in the physical environment where the design, production and delivery of the services are of value to customers. The interior and exterior of the physical environment can also create positive or negative experiences to customer (Walter et al; 2010).

Outcome quality refers to the outcome of the services performance and represents what the consumer achieves from the service. The sub dimensions that contribute to outcome quality are waiting time, tangibles and valence which contribute to customer satisfaction. Hensley and Sulek (2010) argue that customers become dissatisfied with a service if they have to wait for a long time to be served. Many service firms also worry about customer queues as it may elicit negative perceptions on the quality of customer service (Bielen & Demoulin, 2007). Valence is the post consumption of the overall outcome regardless of evaluation of specific aspects of service quality. Customers form service quality perceptions by evaluating services performance at multiple lends and ultimately combine these evaluations to arrive at an overall service quality perception (Brady & Cronin, 2001).

Instruments for measuring service quality in Higher education

The term service quality has a significant richness and delivery of meaning. As such, progress in designing and developing a generic framework for measuring service quality has been hampered by the inherent problems commonly associated with the unique characteristics of services namely intangibility, perish ability, inseparability and heterogeneity (Zeithaml et al ; 1985). Similarly Carman (1990) and Bolton and Drew 91991) Concur that service quality is an elusive concept and there is considerable debate in the services literature about how best to measure it.

The SERVQUAL Instrument of Parasuraman et al. (1985) has attracted the greatest attention claiming to measure the relevant dimensions of the perceived quality across service industries based on fire dimensions namely; reliability, responsiveness, empathy, assurance and tangibles. Despite its popularly, Cronin and Taylor (1992) criticized the SERVQUAL instrument by arguing that there is little evidence either theoretically or empirically to support the notion of ‘expectations minus performance’ gap as a basis for measuring service quality. They proposed a ‘performance only’ measure of service quality known as SERVPERF. In their empirical work, Cronin and Taylor (1992) argued that the SERVPERF instrument performs better than any other measure of service quality.

In higher education, service quality measurement has intensified with increased emphasis on education accountability. Ho and Wearn (1996) incorporated the SERVQUAL into HETQMEX, A Higher Education TQM excellence model that measured service quality based on areas such as leadership, commitment, training education and teamwork. More recently, the Higher Education performance scale (HEdPERF) was developed by Firdaus (2006) and the instrument aimed at considering not only the academic

components of service quality but also the total service environment. Table 2.1 provides a summary of the various authors and measurement scales developed for measuring service quality and the dimensions covered by each scale.

Table 2.1: Selected Service quality studies and dimensions in higher education.

Author (s)	Service Quality Dimensions
Zeithaml et al (1990) Parasuraman and Berry (1991) Service Quality Model (SERVQUAL)	Tangibles Reliability Responsiveness Assurance Empathy
Cronin and Taylor (1992) Performance only; service Quality Performance Model (SERVPERF)	Reliability Assurance Tangibles Empathy Responsiveness
Owlia and Aspinwall (1996)	Tangibles Competence Attitude Content Delivery Reliability
Ho and Wearn (1996) Higher Education TQM model of excellent (HETQMEX)	Leadership Commitment Total customer satisfaction Total involvement Training education Ownership of problem Reward and recognition Error prevention Teamwork
Athiyaman (1997)	Teaching students well Availability of staff for student consultation Library services. Computing facilities Recreational facilities Class size Level and difficulty of subject content Student workload
Sangeeta et al (2004)	Competence Attitude Content Delivery Reliability
Firdaus (2006) Higher Education Performance (HedPERF)	Non – Academic aspects. Academic aspects Reputation Access Programme issues Understanding.
Pereda et al (2007)	Sufficient resources Quality of faculty Tangibility

	Reliability
Sultan and Wong (2010) Performance Based Higher education service Quality Model (PHed)	Dependability Effectiveness Capability Efficiency Competencies Assurance Unusual situation management Semester and syllabus
Annamderula and Bellamkonda (2012) Higher Education Service Quality (HiEdQUAL)	Teaching and course content Administrative services Academic facilities Campus infrastructure Support services

Source: Adapted from Prasad and Jha (2013)

Different dimensions of service quality have been used by different researchers. According to Cronin and Taylor (1994) and Lee et al (2000), customers must be the determinant of service quality dimensions rather than the management of an institution. Hadikoemoro (2002) argues that developing a service quality model to measure the student's perception of service quality dimensions cover many aspects and therefore it is put possible to cover all aspects.

III. EMPIRICAL REVIEW

Empirical studies

Hassan et al (2008) studied service quality and student satisfaction in Malaysia using a case study of private higher education institutions. The findings indicated that the SERVQUAL dimensions of tangibility, responsiveness, assurance, reliability and empathy had a significant positive relationship with student satisfaction.

Malik et al (2010) investigated the impact of service quality on student's satisfaction in higher education institutes of Punjab province in Pakistan. They used the SERVQUAL instrument and their findings showed that students were satisfied with the tangibles, assurance, reliability and empathy but not with parking facilities, computer labs, cafeteria service and the complaint handling system. Asaduzzaman et al (2013) also examined service quality and student satisfaction in private universities in Bangladesh using a sample of 550 business students. They study used the SERVQUAL dimensions and the findings indicated a significant correlation among all the dimensions with student satisfaction.

Similarly Sultan and Wong (2010) develop and empirically tested the Performance based higher education service quality model (PHed) on 360 students from Japanese Universities. Findings of the study indicated that the eight dimensions of Dependability, effectiveness, capability, efficiency, competencies, assurance, unusual situation management and semester and syllabus had a significant influence on student satisfaction.

A new measurement scale known as HiEDQUAL was developed by Annamderula and Bellamkonda (2012) for measuring service quality in the Indian Higher education sector. A sample of 358 students was used and the research findings showed a significant

positive influence of teaching and course content, administrative services, academic facilities, campus infrastructure and support services on the overall students perception of service quality Van Schalkwyk and Steenkamp (2014) explored service quality and its measurement for private higher education institutions in South Africa. A sample of 984 students was used and the SERVQUAL instrument used to collect service quality data. The findings of the study indicated that the five dimensions of the SERVQUAL instrument had a significant influence on the satisfaction and perception of service quality by students at the private higher education institutions.

Poturak (2014) analyzed private universities service quality and students' satisfaction in Bosnia and Herzegovina using a sample of 300 respondents. Findings of this study indicated that service quality at the private universities had a significant effect on the level of students' satisfaction. Mang'unyi and Go vender (2014) examined perceived service quality and customer satisfaction using student's perception of Kenyan private universities using a sample of 522 students. The study used the HEDPERF framework to collect the research data. Their findings indicated that the service quality dimensions had a positive and a significant relationship with service quality dimensions had a positive and significant relationship with service quality which in turn influenced customer satisfaction. Kundi et al (2014) investigated the impact of service and quality on customer satisfaction in higher education institution using a case study of Gomal University in Pakistan and a sample of 200 students. The study used the SERVQUAL instrument and findings showed significant and positive impacts of service quality dimensions on customer satisfaction which is consistent with the findings of previous studies.

However there have been several inconsistencies in the findings of various studies. Douglas et al (2006) measured student satisfaction at a university in England and found that the quality of academic resources were not important in determining students satisfaction. This is not consistent with the findings of a study by Encabo (2011) who studied student perception on instructional quality and satisfaction in Philippines and found that academic resources was the most significant factor influencing student's satisfaction.

Similarly, Tuan (2012) analyzed the effects of service quality and price fairness on student satisfaction in universities in Vietnam. Findings of the study shown that administrative service quality was significantly and positively related to student's satisfaction. On the contrary Ahmed and Masud (2014) examined the service quality and student satisfaction of a higher educational institute in Malaysia and found that administrative services were not academic researches, lecturer quality and quality of academic programmes had a direct and significant relationship with the satisfaction level of the students.

IV. CONCLUSION AND RECOMMENDATION

Service quality in higher is a multi – dimensional construct and there is no consensus among authors on the dimensions or the best model that should be used evaluate service quality in institutions of higher learning. The existing literature on the service quality construct in higher education identifies many dimensions such as competence of staff, reputation of the institution, delivery styles by tutors and lecturers, reliability,

tangibles, responsiveness, sufficiency of resources, administrative services, and attitude support services among others.

In the studies reviewed, the SERVQUAL instrument has been used the most in the measurement of service quality although newer models such as HEDPERF and HiEdQUAL were developed specifically for measuring service quality in the higher education sector. There is a need for their higher education specific models such as PHed, HEDPERF and HiEdQUAL to be tested more in the African higher education sector in order to validate them in a differed geographical area since most of them have only been tested in Asian countries such as Malaysia, Japan and India.

Effective evaluation of service quality and student satisfaction. In higher education institutions should include both academic and non-academic dimensions that students are exposed to when studying at an institution and these include; teaching and administrative staff competence, staff reliability and responsiveness, staff empathy and assurance, delivery styles used by tutors and lecturers and institution facilities such as libraries, computer laboratories and hostels for institutions that provide boarding facilities for their students. Another important dimension in higher education service quality is the support services especially in the area of counseling and student health in case a student requires medical attention while still at the institution's premises.

The existing literature shows that service quality in higher education has a significant influence on student satisfaction and in view of this, higher education institutions need to be aware of the service quality dimensions that influence the satisfaction of their students and therefore it is important to note that these dimensions should be determined by the students and not the management of the institution because the students are the primary recipients of the services provided by the institutions. Student feedback is also an important component in the evaluation of service quality and student satisfaction and focus groups can be used to identify the key areas of interest to students. Formal questionnaire based surveys and suggestion boxes can be used to collect student feedback on the key dimensions of service quality and student satisfaction. The paper recommends that a study be done to investigate the moderating effect of corporate reputation on the relationship between service quality and student satisfaction.

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