The Effect of College Service Quality on the Learners' Satisfaction at English Department of Higher Education

Sabarun, IAIN Palangka Raya, Indonesia
Hamdanah, IAIN Palangka Raya, Indonesia

Abstract

The research was to measure the effect of college service quality on the learners' satisfaction of English Department at IAIN Palangka Raya. Quantitative method was used to survey 173 L2 learners using 35-items of self- developed questionnaire to determine the most influential factor of the college service quality. The validity and reliability were ensured. Assumption tests, such as normality, linierity, multicolinierity, heterokedasticity, autocorreltion, was also counted before analyzing data. The data were analysed using multiple linier regression, t test, F test and correlation. The finding revealed that: (a) the variables of tangible, reliability, responsiveness, assurance, empathy, gave effect simultaneously to the learners' satisfaction (F= 27.880, p= 0.000). (b) Partially, each variable gave contribution to the learners' satisfaction as follows: tangible (x1), 02.23% reliability (x2) 16.86%. responsiveness (x3) 12.88%, assurance (x4), 05.40% empathy (x5), 09.20%. (c) The most influential contributed to the satisfction was reliability, followed by responsiveness, empathy, assurance and tangible. The total effective contribution of those variables to the learners' satisfaction was 40.50%. The rest (50.50%) was affected by other variables out of investigation. The result suggested that the college increase service quality in terms of learning facilities, teaching laboratory, language laboratory, dormitory, cleanlines, safety, giving appropriate treatment and having more empathy and understanding the learners' needs. Similar studies at higher education with broader scope and sample size was recommended.

Keywords: Learners' Satisfaction, Quality Servive, Higher Education

Introduction

Service quality is a vital part of promoting higher education. It is the highest influential instruments for university development. Improving quality service to the learners' satisfaction is vital for today's universities. They recognize the importance of service quality in serving of learning process, accrediation level, college facilities, visiting lecturers, laboratory, dormitory, research colaboration, double degree program, student exchange and other services. This is caused by the improving numbers of learners enrolling universities (Shago, 2005). Service quality is considered as of key strategic value by every organization, uncluding educational institutions (Rashid and Jusoff, 2009). Although there has been an increasing number of researches investigating quality service and learners' satisfaction in university level all over the world (Agyapong 2011; Lee & Hwan 2005; Kuo *et al*. 2009; Greiner, 2000; Knight, 2002; Mai, 2005; Deshields et al, 2005; Rashidi & Moghadam, 2014), there was still limited number of research examining quality service and the learners' satisfaction on L2 classes in Kalimantan context. Therefore, this study attempts to fill those gaps.

In case of higher education, quality of service is a vital thing motivating colleges to competition and learners are directed to assess on services provided by university (Golder, Mitra, & Mooman, 2012, p.1). Service quality is a clients' attitude and perceived of a service (Parasuraman et al., 2005). Eshghi, Roy, & Ganguli (2008, p. 121) define it as a service assessment performed by clients. Service quality is a vital thing considered by institution management. Nalini et al., (2011, p. 52) state service quality has an vital position in every business, including educational institution. Arambewela and Hall (2009) confirm the core idea of quality is the match between expectation and perception of customers. To increase quality service, the institutions should analyze the factor contributing to service quality. Parasuraman et al. (2005) argued five factors of quality service. (a) *Tangibles*. This is in accordance with the physical environment. It includes physical material, technology equipment, person and information materials. It represents the service physically. It deals with performance of physical facilities, tools, and staff performance. (b) *Reliability*. It deals with customer perceptions. It is the capability to provide to the offered service accurately. (c) *Responsiveness*, being willing to help. It deals with client perceived on the willingness of service. It is a desire of employees to assist clients and to give service. (d) *Assurance*, inspiring trust and confidence. It deals with customer perceptions. (e) *Empathy*, treating customers as individuals. It is in line with client perceived on service provider to care and give attention.

Referring to those factors, a scale named Service quality (Serqual) was initiated by (Parasuraman et al., 2005). This idea focuses on the philosophical framework that clients assess quality of service by making comparison between perception and expectation of service. In other words, quality service can be fomulated as Q (quality) equals to P (perceived) minus E (expectation) (Bennett and Barkensjo, 2005). Generally, many studies revealed that service quality is the customers' perception on quality (Parasuraman, 2000). Kilbourne et al. (2004, p.529) argued that service quality becomes potential as a reliable measurement instrument. In the present study, service quality is all services given by the institute to fullfil the learners' satisfaction. The construct of service quality is as follows:

**Table 1. The construct and indicator of questionnaire on of service quality.**

Tangible (x1)	Assurance (x4)
a. The class rooms are clean and tidy.	a. The administration staffs are polite and kindly to the learners when giving services.
b. The classes are comfort and convenient.	
c. The learning equipment are available in the class.	b. The academic supervisors handle the learners' problems.
d. The toilets are available and clean.	c. The counseling guidance lecturers help learners when needed.
e. There is a Mushalla near the class.	
f. There are many referrence book in the faculty library.	d. All assignments given are returned to the learners
g. Parking area are available in college.	e. The lecturers spend the time effectively and efficiently in class.
h. ATMs are available in the college.	
i. Sports area are available in the college.	f. The sanctions are given to every learners who obey the college regulation.
j. Internet connections are available in the college.	

Reliability (x2)	Empathy (x5)
a. The lecturers explain the material clearly.	a. The faculty is concerned with the learners' needs.
b. The lecurers give a question-answer session during the class	b. The tuiton fee is communicated with the learners' parents.
c. The learning materials are given to the learners.	
d. The lecturers give feedback to the assignment given.	c. The faculty monitor the learners' learning progress through the academic advisors.
e. The lecturers come on time.	d. The lecturers are willingly to help the learners when having academic problems.
f. The lecturers teach the material based on their competence.	
g. The lecturers distribute the lesson plan and make a contract agreement with the learners at the beginning of semester program.	e. The lecturers are open and cooperative to the learners
	f. The faculty attempts to understand the learners' interest and talent.
	g. The faculty attempts to understand the learners' need.

Responsiveness (x3)	Learners' Satisfaction
a. The faculty provides couseling guidance to the learners.	a. Satisfaction on facilities and instra structure
b. The faculty offers scholarship the poor learners.	b. Satisfaction on academic and non-academic services
c. The faculty gives academic aid to learners when having academic problems	c. Satisfaction to get information.
d. The dean and staffs gives opportunity for learners' parents to consult.	d. Satisfaction on service assurance.
e. The faculty gives assurance aid to the learners who get an accident.	e. Satisfaction to get attention specificly.

There are many researchers interesting to investaigate the service quality and learners' satisfaction. For example, Yusoff et al, (2015) classified 12 variables that influence learners' satisfaction. Then, Douglas (2006) found that physical facilities of university do not give significant effect to learners' satisfaction but it plays as key factor of learners' choice. Then, Kanan & Baker (2006) revealed that academic programs make significant effect on learners' satisfaction. Palacio, et al., (2002) revealed that college image makes an important effect on learners' satisfaction. Hassan et al (2008) found that service quality measurement had a high correlation with learners' satisfaction. Nasser et al (2008) also revealed that learners having high knowledge on university rules and regulation, tend to obtain higher satisfaction. Asaduzzaman et al (2013) found that there was a high relationship among all dimensions with learners' satisfaction. In addition, Sultan and Wong (2010) revealed that the dimensions of dependability, assurance, unusual management and syllabus gave facilititative effect on learners' satisfaction. Annamderula and Bellamkonda (2012) indicated a high effect of teaching and course content, on the students perception of service quality. Similarly, Tuan (2012) found that service quality on administrative has high correlation with student's satisfaction. Then, Andrea and Benjamin (2013) found that that students perceive accommodation as most urgent factors of college area.

The present study differs from the above studies. This study has a self-developed construct composed of five variables. In addition, this research concentrates on the influence of college's service quality to the learners' satisfaction in the context of EFL classes in Central Kalimantan province. The data analyisis also differs. The data were analysed using multiple linier regression, t test, F test and correlation. This study applied a survey research design using documentation and questionnaire as research instruments. It was an investigation of a sample to investigate the incidence and distribution of variables (Ary, Lucy, Chris, and Asghar, 2010, p.651). The documentation was used to gather the data about the learners' characteristics; and questionnaire was used to examine the learners' satisfaction toward the quality service provided by the college. The objective was to explore the influence of quality service on learners' satisfaction in university level in L2 Kalimantan learners. In the present study, the SERVQUAL model was used. Finally, the study determined, which service quality dimensions were most important to the students. The research question can be stated as follows: Do the variables of tangible (x1), reliability (x2), responsiveness (x3), assurance (x4), empathy (x5), gave effect simultaneously to the learners' satisfaction. Of the five variables, which one has the highest influence on the learners' satisfaction?

Research Framework

This study applied Parasuraman's service quality. The dimensions included in this variable are tangible (x1), reliability (x2), responsiveness (x3), assurance (x4), empathy (x5), learners' satisfaction (y). The framework of thinking as follows:
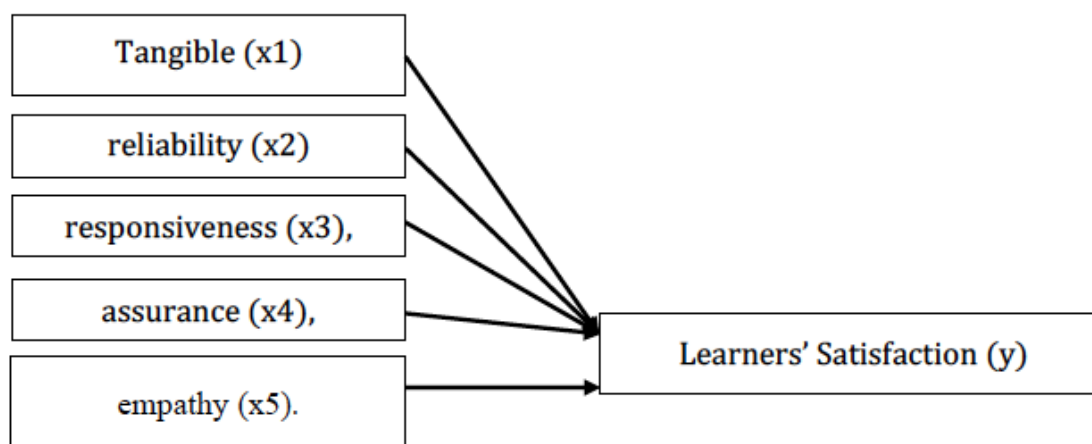
Figure 1. Framework of thinking

Participants

The samples were the L2 learners at IAIN Palangka Raya. A total number of 173 questionnaires were distributed. This number represented the population about 325 learners.

Data Collection

The self-developed questionnaire consisted of some aspects to calculate the learners' satisfaction on service quality provided by the college. This questionnaire covered 35 items represented five dimensions. To measure the learners' satisfaction, a five-point Likert scale was used. The collected data were analysed using multiple linier regression, t test, F test and correlation with the help of SPSS program. The result of Cronbach alpha was 0.84, on scale reliability indicating good internal consistency for the 35-item.

Conclusion

Before testing the hypotheses, the assumption test for multiple linier regression analysis, namely normality, linierity, multicolinieirty, autocorrelation, and heterokedasticity, was ensured. The output of Kolmogorov Smirnoff indicated that the value of Asymp. Sig. (2-tailed) was 0.684. Since it was greater than 0.05, the data were in normal distribution. The output indicated that the value of Deviation from Linearity on satisfaction and (a) tangible was (0.000< 0.05; F 16. 486); (b) reliability was 0.000< 0.05; F 20.808). It was said that there were no linierity among variables. Then, the output of tolerance and VIF mutlicolineirity test indicated that the tolerance value of variables: tangible (0.954> 0.10; VIF 1.048<10.00), reliability (0.890> 0.10; VIF 1.124<10.00), responsiveness (0.870> 0.10; VIF 1.150<10.00), assurance (0.983> 0.10; VIF 1.017 <10.00), empathy (0.958> 0.10; VIF 1.044 <10.00). It was said that multicolinieirty was not violated. Next, the output of heterokedasticity test using Glejser test indicated that the sigficant value of tangible (0.001< 0.05; t value 3.338), reliability (0.000< 0.05; t value 6.205), responsiveness (0.000< 0.05; t value 5.765), assurance (0.001< 0.05; t value -3.8523.338), (0.983> 0.10; VIF 1.017 <10.00), empathy (0.046< 0.05; t value 2.007). Then, the output indicated that the value of Durbin Watson was 1.894 (5; 173)> du 1.8114. it was said that autocorrelation was not vilolated.

Testing hypothesis

To respond the sixth research questions, the multiple linier regression analysis was applied. The study measured whether the five independent variables in this study gave facilitative effect simultaneously to the learners' satisfaction, as shown in Table 2.

Table 2. Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.675[a]	.455	.439	2.99077

The table showed that the *R* value of 0.675 and an *R*-square value of 0.455. The *R*-square value showed how well a model fitted the data. It showed that the five variables gave 45.50 % of college satisfaction. It meant that the relationship of both variables was statistically significant, which was also explained in Table 3 (F= 27.880, the *p* value was 0.00), as shown below.

Table 3. Result of Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1246.913	5	249.383	27.880	.000[a]
	Residual	1493.769	167	8.945		
	Total	2740.682	172			

Partially, The significant efect of each variable on the learners' satisfaction was explained below:
a. The tangible variable gives facilitative effect on the learners' satisfaction.

The output indicated that the t value of Tangible was higher than t table (3.338> 1.973) and p-value< 0.05 (0.001<0.05). It meant that ho stating that there was no significant efect of tangible variable on the learners' satisfaction was rejected; and ha stating that there was a significant efect of tangible variable on the learners' satisfaction was accepted. It meant that at the signicant level of 0.5%, the tangible variable gave facilitative effect to the learners' satisfaction (see Table 4 for more detail).

Table 4. Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	27.792	9.481		2.931	.004
Tangible (X1)	.177	.053	.195	3.338	.001
Reliability (X2	.330	.053	.376	6.205	.000
Responsiveness (X3)	.277	.048	.353	5.765	.000
Assurance (X4)	-.191	.050	-.222	-3.852	.000
Empathy (X5)	.093	.046	.117	2.007	.046

b. The reliability variable gives facilitative effect on the learners' satisfaction.

The output indicated that the t value of Reliability was higher than t table (6.205> 1.973) and p-value< 0.05 (0.000<0.05). It meant that ho stating that there was no significant efect of Reliability variable on the learners' satisfaction was rejected; and ha stating that there was a significant efect of Reliability variable on the learners' satisfaction was accepted. It meant that at the signicant level of 0.5%, reliability variable gave facilitative effect to the learners' satisfaction as shown in Table 4.

c. The Responsiveness variable gives facilitative effect on the learners' satisfaction.

The output indicated that the t value of Responsiveness was higher than t table (5.765> 1.973) and p-value< 0.05 (0.000<0.05). It meant that ho stating that there was no significant efect of Responsiveness variable on the learners' satisfaction was rejected; and ha stating that there was a significant efect of Responsiveness variable on the learners' satisfaction was accepted. It meant that at the signicant level of 0.5%, responsiveness variable gave facilitative effect to the learners' satisfaction (see Table 4 for more detail).

d. The Assurance variable gives facilitative effect on the learners' satisfaction.

The output indicated that the t value of Assurance was higher than t table (3.852> 1.973) and p-value< 0.05 (0.000<0.05). It meant that ho stating that there was no significant efect of Assurance variable on the learners' satisfaction was rejected; and ha stating that there was a significant efect of Assurance variable on the learners' satisfaction was accepted. It meant that at the signicant level of 0.5%, Assurance variable gave facilitative effect to the learners' satisfaction (see Table 4 for more detail).

e. The Empathy variable gives facilitative effect on the learners' satisfaction.

The output indicated that the t value of Empathy was higher than t table (2.007> 1.973) and p-value< 0.05 (0.046<0.050). It meant that ho stating that there was no significant efect of Empathy variable on the learners' satisfaction was rejected; and ha stating that there was a significant efect of Empathy variable on the learners' satisfaction was accepted. It meant that at the signicant level of 0.5%, Empathy variable gave facilitative effect to the learners' satisfaction (see Table 4 for more detail).

f. There is no interaction effect among variables of Tangible (X1), Reliability (X2), Responsiveness (X3), Assurance (X4), and Empathy (X5) on the learners' satisfaction.

The output of Anova Table indicated that the F value was higher than F table (27.880 > 2.27) and p-value< 0.05 (0.000<0.050). It meant that ho stating that there was no interaction effect among variables on the learners' satisfaction was rejected; and ha stating that there was an interaction effect among variables on the learners' satisfaction was accepted (see Table 2 for more detail). The table showed the value of determinant coefficient or the influence of Empathy (X5), Assurance (X4), Tangible (X1), Responsiveness (X3), Reliability (X2) correlated simultaneously to the learners'

satisfaction (See Table 9 for detail). The R square was 0.455 or 45.50%. It ,meant that Empathy (X5), Assurance (X4), Tangible (X1), Responsiveness (X3), Reliability (X2) gave effect simultaneously to the learners' satisfaction as 45.50%. The rest (50.50%) was influenced by other variables out of the study. To see the contribution of each variable, it was explained in Table 5.

Table 5. Table summary

Variable	Regression coefficient	Coefficient correlation	R squre	Contribution of each variable
Constant	27.792			
Tangible (x1)	0.177	0.126	0.455	02.23%
Reliability (x2)	0.330	0.511		16.86%
Responsiveness (x3)	0.277	0.465		12.88%
Assurance (x4)	-0.191	-0,283		05.40%
Empathy (x5)	0.093	0.99		09.20%
				46.57%

A regression analyses was performed to measure the effect of the five SERVQUAL dimensions to the learners' satisfaction. The summary table (Table 10) showed that reliablity and responsiveness were the most predictors of learners' satisfaction. The output showed that the effective contribution of each variable was Tangible (x1) 02.23%, Reliability (x2) 16.86%, Responsiveness (x3) 12.88%, Assurance (x4) 05.40%, and Empathy (x5) 09.20% on the learners' satisfaction. Therefore, it was said that reliability was the highest variable to give effect on the learners' satisfaction about 16.86%. The total effective contribution was 45.50%. It was concluded that overall service quality gave facilitative effect to the learners' satisfaction. The regression coefficient was 0.675 and overall service quality gave 45.50% of learners' satisfaction. In addition, F- value for the relationship between service quality and learners' satisfaction was ($p < 0.000$).

Discussion

The findings confirmed that: (a) the variables of tangible, reliability, assurance, resopnsiveness, and empathy gave effect simultaneously to the learners' satisfaction (F= 27.880, p= 0.000) at the 5% siginificant level. (b) Partially, each variable gave contribution to the learners' satisfaction as follows: tangible (x1), 02.23% reliability (x2) 16.86%. responsiveness (x3) 12.88%, assurance (x4), 05.40% empathy (x5), 09.20%. (c) The most influential contributed to the satisfcation was reliability, followed by responsiveness, empathy, assurance and tangible. The finding was in accordance with Mai (2015), Douglas et al. (2006), and Gibson (2005). The finding was in accordance with that by Mariani et al. (2015) Hanssen and Solvoll (2015), Nasser et al. (2008), and Kusumandari (2006). The finding was also in accordance with Hassan et al (2008), Sabarun (2020), Asaduzzaman et al (2013), and Sultan and Wong (2010). In contrast, the finding was not in accordance with Zeithaml *et al.* (2012).

Recommendation

The study measured the learners' satisfaction on quality service provided by IAIN Palangka Raya. The dimensions of the learners' satisfaction were tangible, assurance, responsiveness, reliability, and empathy. The finding confirmed that the learners were satisfied by the college services. This finding could be a consideration to identify areas of strength and weakness of quality service provided by the college. The finding related to the learners' satisfaction could also help college leaders in providing service to the learners. Despite the fact that the findings contributed to knowledge, the study had some restrictions. There were four limitations to this study. First, the sample was small and limited to only 173 L2 learners majoring English Education Study Program. This limitation must be considered when generalizing the finding. Therefore, the future researcher was recommended to have more sample size. Second, the questionnaire of the study (SERVQUAL) includes only perception scale not involving expectation one. The future researchers should consider the expectation and perception sections. Other researchers were advisable to conduct the similar studies in other colleges to validate this findings. The further researches with wider samples would be useful to validate this findings. Third, the study focused only on service quality. For future rsearchers, there might be other factors influencing learners' satisfaction such as gender, cultural difference among learners, and other research model to have depth insights. Fourth, as this study only used the service quality model, there were other variables such as, learning atmosphere, curriculum design, acrreditation, international cooperation and so forth that were not included in the study.

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Contact email: sabarunwhs@gmail.com