

STUDENT SATISFACTION BASED ON SERVICE QUALITY IN TEACHERS' TRAINING INSTITUTE IN MALAYSIA. A RETROSPCTIVE

Kamaruddin Ilias
Ipoh Teacher Training Institute
MALAYSIA.
kama.ilias@yahoo.com

Mubin Md Nor
Ipoh Teacher Training Institute
MALAYSIA.
mubin_nor@yahoo.com

ABSTRACT

This aim of the study is to describe the level of student satisfaction and determine whether there are differences in student satisfaction based on demographic characteristics as gender and race among students in Ipoh Teacher's Training Institute. This study is involved by First Degree students in third semesters taking the subject of Ethnic Relations with the total sample of 181 students. Student satisfaction survey is conducted by using an instrument which created by Parasuraman et al, (1988) the SERVQUAL. The survey instrument contains 22 items consisting of five dimensions, which are the dimensions of equality, reliability, responsive, assurance and empathies. Consistency index Cronbach Alpha SERVQUAL satisfaction measuring tools in the pilot study is 0.90. The findings show that the overall student satisfaction levels are high. Student satisfaction in order of preference dimensions of student satisfaction guarantee begins with all of the dimensions. All relevant dimensions are in highly expectations. The findings also show that there are no significant differences based on student satisfaction gender and race. SERVQUAL is indeed an useful survey tool in the measurement of steady and consistent satisfaction by students.

Keywords: Student satisfaction, quality service

INTRODUCTION

Sensitivity to tastes and needs of the students is a priority in providing a service (Rahim, 1995). Particular service organization for education requires an understanding of student expectations and the importance of service quality. The factors that influence student expectations generally, including communication, students' personal needs, past experience of service quality and external relations services (Zeithamletal., 1990).

The factors that influence the perception of students in determining the performance of many school services has implications for teachers and school management. Students give a different perception of the services offered based on internal factors and external. As such, educational institutions have a responsibility to challenge in providing quality service in satisfying to the students.

STATEMENT OF PROBLEM

In support of and in accordance with Isaac (1999), five dimensions of service quality dimensions reliability, assurance, empathy, and reactions will produce feelings of satisfaction or dissatisfaction on service. While the study Pariseau and Mc Daniel (1995) found that the priority of satisfaction of students, in order that assurance, responsiveness, empathy, reliability and significant. In addition, the study by Le Blanc and Nyugen (1997) showed that academic reputation to be an important factor in influencing the assessment of students on the quality of educational services, followed by management personnel, faculty, curriculum, treatment, physical and facilities readily available. Therefore, the priority in determining student satisfaction should be taken into account.

Meanwhile, the study by Douglas and McClelland (2007) showed that responsibility, communication and the opportunity or the right of the critical things that need to be focused on education manager. While the main dissatisfaction is the attitude of students, responsibility, cooperation, communication, management, opportunities, socialization and ketara. Oleh the findings can be used as a guide by the manager of the organization in determining satisfaction.

OBJECTIVE OF STUDY

The objectives of this study are:

- a. Describe the level of satisfaction among students in the institute campus Ipoh.
- b. Determine whether there are differences in student satisfaction based on demographic characteristics.

HYPOTHESIS

The hypothesis of this study are:

- a. Ho1 There was no significant difference in student satisfaction based on gender.
- b. Ho2 There was no significant difference in student satisfaction based on race.

MODEL OF STUDENT SATISFACTION

Model of student satisfaction in this study Quality Service Model SERVQUAL by Parasuraman et al. (1985). Highlights a 10-dimensional model of service quality responsibilities (authority), reliability, reliability rack, competence (ability), ketaraan (kezhahiran), responsiveness, courtesy, safety, communication and empathy (understanding the customer, student)

Khurul Anuar (2002) have used the dimensions of service quality by Parasuraman et al. (1985) as an indicator of student satisfaction measurement. Indicator of student satisfaction measurement is (1) the dimension of honesty and integrity can be trusted (including sincere in serving and considering the interests of students). (2) The reliability of the dimension of faith in a consistent way of working, dependable and reliable. Organizations that implement the right services means organizations that delivers on promises. (3) The reliability of the dimensions of rack can be pleasant and accessible staff will be approached. The waiting time for services and service soon operate at the appropriate time. (4) The ability of the ownership dimension of knowledge and skills required to perform tasks. (5) the dimensions of physical facilities, equipment and appearance of staff. (6)-dimensional response of a desire, willingness and awareness of staff to provide services immediately. (7) Courtesy of dimensions of politeness, respect, observe considerate, friendly and the staff look clean and neat. (8) Security of the dimensions of freedom from danger, risk and uncertainty. (9) Communication of the dimensions of communication with students in a language understood and listen to any who wish to reach the students. (10) Understanding the dimensions of the students' attempt to understand the needs of students.

Further Parasuraman et al. (1988) has reviewed the 10 dimensions of quality into five dimensions of service quality of services ketaraan, reliability, assurance, empathy and response (reponsif) to measure customer satisfaction of students. (1) Ketaraan of physical facilities, equipment and appearance of personnel. (2) The reliability of faith to deliver on promises and services accurately. (3) Reaction (responsive) the willingness to help students and provide immediate service. (4) Assurance that the knowledge and courtesy of employees and their ability to boost confidence. Finally (5) of empathy and caring individual attention given by the company to its students.

REVIEW

Szwarc (2005) explains that there are strengths of SERVQUAL model of quality of service can be used across various industries. In addition, it can be used by students based on expectations and perceptions and can be analyzed with other variables such as demographics. Further, the SERVQUAL scale is consistent in many previous studies. Finally, SERVQUAL provides data that can be understood and used by various organizations around the world.

In support of and in accordance with Isaac (1999), all five dimensions of service quality measured by the consumer for any type of service would result in feelings of satisfaction or dissatisfaction of the service. Next, Hamidah et al. (2004) dimensions of service quality by Parasuraman (1998) can also be used to measure customer satisfaction of students in educational services. According Elimen Ketaraan is real and can be seen or felt. Elimen Ketaraan is also a weakness that could easily be detected if the

services offered are not in accordance with the student. Reliability refers to the ability of education organizations to perform and carry out the quality of service required by the students. The services offered must be in line with the needs of students. This will establish the trust of students on the services offered. Guarantee will also create beliefs to students and allow students to receive the best service. The security Elimen make students more comfortable with the service offered. Empathy is the feeling of understanding the feelings of students and offer compelling services to students. With this understanding, it will reduce the gaps between them in offering the best service quality. The reaction is an educational organization acting prowess in understanding the needs of students. It shows that the organization will need to provide the best education to students. Satisfaction will increase if the reaction is given in quick time.

The study was conducted by Pariseau and Mc Daniel (1995) of the Faculty of Business students at two U.S. universities. The purpose of the study is to determine whether the quality of services offered meet the needs of students, know the difference between faculty and student expectations and their perception of the quality of services offered and to know what priority the quality of service required by the students. This study focuses on five dimensions of assurance, responsiveness, empathy, reliability and significant. This study used the SERVQUAL model in the study of student perceptions and expectations of the quality of services offered. The results showed that the gap between faculty and student perceptions of what is expected by the student is not in accordance with what is offered by the faculty. For students in order of priority is security, responsiveness, empathy, reliability and significant. Priority while offering services by the faculty in order is guaranteed, tangible, reliability, responsiveness and empathy

The study by Douglas and McClelland (2007) which aims to introduce the student satisfaction in higher education. It is based on the variables that determine how the quality of students and the effect on the variable-variables on student satisfaction and dissatisfaction. The sample consists of 163 students from the Faculty of Business and Law Liverpool John Moores your degree, the United Kingdom. Survey tool used is the Critical Incident Technique is a combination of variables of service quality by Parasuraman et al. (1985) (SERVQUAL) and Johnstons (1995). The results showed that the responsibility, communication and the opportunity or the right of the critical things that need to be focused on education manager. While the major dissatisfaction of students is attitude, responsibility, cooperation, communication, management, opportunities, and significant socialization.

The study by Le Blanc and Nyugen (1997) with a total sample of 388 university students and graduate students of Business program. This study used the SERVQUAL method. The results showed an excellent academic reputation a factor.

Important in influencing students' evaluation of the quality of education services, followed by management personnel, faculty, curriculum, treatment, physical and facilities readily available.

METHODOLOGY

Study Design

This study is according to slice cross-survey design (cross-sectional survey). Review of cross slices (cross-sectional survey) is design to collect information from samples that have been determined in advance. Data were collected at a point of time (Creswell, 2002; Fraenkel&Wallen, 1990; Lim, 2007; Gina, 2010). This means that all groups involved are surveyed at the point of almost the same time. An advantage of the design is able to give a current of variable as an object of study (Lim, 2007).

The study sample

Population study involving third semester Bachelor Programme in Teaching who take the subject of Ethnic Relations in the institute campus Ipoh. Total population of 181 students. Sample of 181 students according to the arrangement 347 semester students taking the subject of Ethnic Relations (Krejcie& Morgan, 1970). Random sample selection.

The study instruments

Questionnaire in this study consists of two parts, part A, part B of personal information and the satisfaction of students. Part A contains information on respondents' gender, ethnicity and units. While section B contains the student satisfaction survey tool to measure student satisfaction. It is based on survey instrument developed by Parasuraman et al. (1988) that SERVQUAL. The survey instrument contains 22 items and there is a dimension ketaraan, reliability, responsiveness, assurance and empathy. Measurement is seen in terms of perceptions of service performance. The question is to measure overall student satisfaction by Khairul Anuar (2002).

Table 1. Student satisfaction survey tool

<i>No</i>	<i>Student Satisfaction</i>	<i>Item no</i>	<i>Item no</i>
1	equivalent	4.	1 - 4
2	Reliability	5	5 - 9
3	Reaction	4.	10 - 13
4.	Guarantee	4.	14 - 17
5	Empathy	5	18 - 22
6	Satisfaction overall	1	23
	Jumlah Item	22	

Equipment reliability study

Table 2. The reliability of Student Satisfaction Survey Tool beliefs

<i>No</i>	<i>dimension of student satisfaction</i>	<i>Reliability Alpha Cronbach</i>
1	Equivalent	0.88
2	Reliability	0.92
3	Reaction	0.85
4.	Guarantee	0.87
5	Empathy	0.62
	Overall	0.90

Based on Table 2, the overall Cronbach Alpha reliability for the pilot study is 0.90. Reliability index of 0.80 ketaraan dimensions, dimensional reliability index reliability was 0.92, the index of response reliability dimension is 0.85, the index of reliability assurance dimension is 0.87 and empathy dimensions of reliability index is 0.62. Cronbach Alpha consistency index SERVQUAL by Parasuraman (1988), namely 0.92

FINDINGS

Background of Respondents

The following is a demographic profile of respondents in terms of gender, race, and units.

Table 3. Distribution of respondents according to demographic

<i>Profile</i>		<i>frequency</i>	<i>%</i>
Gender	Male	53	29.1
	Female	128	70.9
Race	Malay	74	41.8
	Chinese	101	56.4
	Indian	6	1.8

Table 3 above shows the distribution of respondents according to demographic profile of gender. In terms of gender is 29.1% of boys and girls was 70.9%. However, in terms of race, Malay 41.6%, 56.4% of Chinese students and Indian students by 1.8%.

Distribution of Mean Student Satisfaction

Table 4. Mean Student Satisfaction

<i>Bil</i>	<i>Item</i>	<i>Min</i>
<i>A</i>	<i>dimension equivalent</i>	4.53
1	Teachers Training Institute has the latest equipment	4.32
2	Teachers Training Institute physical facilities are attractive	4.52
3	Teachers Training Institute staff dressed in attractive and neat appearance	4.90
4	Penampilan The appearance of physical facilities of the institute in line with the services offered	4.38
5	When the Teachers Training Institute promised to do something in a period of time, it really did	4.27
<i>B</i>	<i>dimension of Reliability</i>	4.50
6	When you have a problem, the Teachers Training Institute sympathetic and to convince you	4.49
7	Teachers Training Institute can hope	4.58
8	Teachers Training Institute provides services at the time promised	4.49
9	Teachers Training Institute keep accurate records	4.67
10	Teachers Training Institute does not inform the students with exactly when a service is implemented	4.45
<i>C</i>	<i>dimensión of Reaction</i>	4.53
11	You do not receive immediate service from the staff of the institute	4.63

12	Teachers Training Institute staff is always willing to help students	4.50
13	Teachers Training Institute staff are too busy to entertain student requests promptly	4.54
14	You can trust the institute staff	4.60
<i>D</i> <i>dimensión of Guarantee</i>		4.75
15	You feel safe when dealing with Teachers Training Institute staff	4.80
16	Teachers Training Institute staff are courteous	4.89
17	Employees receive full support from the institute in their duties.	4.72
<i>E</i> <i>dimensión of Empathy</i>		4.51
18	Teachers Training Institute does not give individual attention	4.65
19	Teachers Training Institute staff give personal attention	4.54
20	Teachers Training Institute staff know what students want	4.40
21	Teachers Training Institute did not place your hearts	4.43
22	service time is comfortable	4.52
<i>F</i> <i>Satisfaction overall</i>		
23	Overall student satisfaction in this Teachers Training Institute is excellent	4.52

Table 4 shows the mean overall satisfaction is at a high level of 4:56. Mean is the mean dimension of the highest security dimension of 4.75, followed by the 4:53 min dimension Equivalent, the mean dimension of response 4:53, 4:52 min dimension of empathy and reliability dimensions of min 4:50. All relevant dimensions are high.

Gender-based differences in student satisfaction and Race

H₀₁: There is no significant difference in student satisfaction with sex among students IPG Ipoh

The test was used to test whether there are differences in satisfaction by gender. Test results to be shown in the table 4.32.

Table 5. Analysis of the t test for Student Satisfaction Based on Gender Differences

<i>Sex</i>	<i>no</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>t value</i>	<i>p value</i>	<i>Df</i>
Male	53	3.51	.580	-.347	0.731	29.13
Female	128	3.58	.606			

CONCLUSION

Findings indicated that student satisfaction is high. Preference satisfaction dimensions in the order starting with the dimensions of security, followed imensi ketaraan, the dimensions of the reaction, the

dimensions of empathy and reliability dimensions last. All the dimensions are high. In addition, the study also showed no significant difference in student satisfaction based on gender and race.

In general this study a large benefit to the country's education system as consistent with the National Education Philosophy which ensure that Malaysians are able to achieve personal well-being or quality of mind and attitude have a sane, peaceful soul and a strong self-patience in facing the challenges, problems and obstacles alive and able to establish good relations with others (Yusof & Khayati, 2003)

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