Satisfaction Evaluation of Perceived Performance Service Delivery Quality Dimensions in Malaysian Private Higher Education Institutions

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Abstract

Students' satisfaction is the primary focus for education institutions image brand building. The strength in service delivery quality performance will be essential to project for students' long-term loyalty. Therefore, the purpose of this study is to investigate the relationship between service delivery quality dimensions on student satisfaction. The variables used in this study is administrative support, career placement and employability, academic staff support, institutional factors and information systems with student satisfaction among undergraduate students from Malaysian private higher education institutions. This empirical study focused with probability stratified random sampling with final sample size of 309 students. In theoretical concentration, this study able to recognize that overall students level of agreement was reasonably high with the service delivery quality dimensions used with Perceived Performance Theory.

Keywords: Students' Satisfaction, Perceived Performance, Administrative Support, Career Placement and Employability, Academic Staff Support, Institutional Factors, Information Systems.

Introduction

Competitive environment of private sector education in Malaysia has given its customers groups many options for study programmes and institutions (Choy et al., 2012). In these context it is crucial to clearly understand the service quality factors which will enable the education institution to attract, retain students and also to expect prospective students (Vatta & Bhatara, 2013). Any higher education institutions would want to gain competitive edge in their current business and more particularly to have sustainable competitive advantage, may need to search for effective and innovative measures to attract, satisfy and retain customers. With that, developing stronger relationships and students' satisfaction for long-term customer loyalty is essential.

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Service quality essentially indicated as a strategic in education force and it is a key issue in the current business (Raghavan & Ganesh, 2015; Eraghi & Atharinejad, 2012). Private higher Education institutions are paying importance to accurately measure and understand issues affecting their service quality output (Talmacean & Domnica, 2013; Lai et al., 2011). Customer is the only reason for business success, therefore customer/ students' satisfaction in business is crucial element in the fulfilment of customer's desires for and long-term loyalty (Raghavan & Ganesh, 2015; Lai et al., 2011; Syed et al., 2011; Mittal & Kamakura, 2001).

Objective of the Study

The general objective of this research is to examine the relationship of service delivery quality on student satisfaction. The specific objective is as follows:

To examine the level of students' agreement on service delivery quality dimensions (Administrative support, Career placement and employability, Academic staff support, Institutional factors and Information systems) offered by private higher education institutions in Malaysia.

Research Question

The following research question provides an overview of the research problem statement and issues in focus:

What is the level of students' agreement on service delivery quality dimensions (Administrative support, Career placement and employability, Academic staff support, Institutional factors and Information systems) offered by private higher education institutions in Malaysia?

Research Framework

The theoretical framework is the discussion of the interrelationships among the variables that are deemed important or integral to the dynamics of the situation which are being investigated (Sekaran, 2005; Zikmund, Babin, Carr & Griffin, 2012).
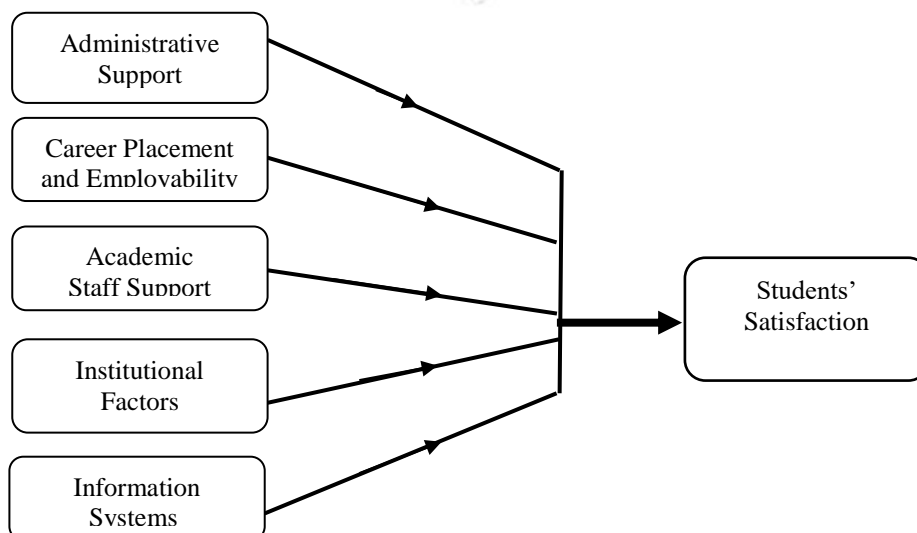

Figure 1: Research Framework Model - The Relationship Between Service Delivery Quality Dimensions and Students' Satisfaction

The model in this study is in relations to customer satisfaction theory of The Perceived Performance Theory with service delivery quality dimensions as antecedent to satisfaction. The performance only paradigm with perceived performance theory which indicates that consumer satisfaction judgments are primarily determined by the perceived product performance and are independent from prior expectations, i.e. holding a position that only the perception of service quality is important for student's satisfaction (Ganesh et al., 2017; Lawson et al., 2012). And that the critical determinant of satisfaction is a consumer's perceptions of the service delivery quality performance during consumption of the service. The research framework is presented in Figure 1.

Service Quality

The terms "quality" and "satisfaction" are used interchangeably in customer evaluation and it is pointed out that perceived service quality is just one component of customer satisfaction, which also reflects an individual's personal and situational factors (Lovelock & Wirtz, 2007). The definition of quality is not conclusive, the reason being that the word implies different points to different individuals (Sahney, Banwet & Karunes, 2004). Quality has been studied from different perspectives and orientations; the person, the scale used and also the context of its consideration (Ganesh, Haslinda & Raghavan, 2017; Ganesh & Haslinda, 2014; Fararah & Al-Swidi, 2013; Kayabasi et al., 2013; Sangaiah & Thangavelu, 2013; Hunt, Oneto & Varca, 2012; Choy et al., 2012; Kumar, Batista & Maull, 2011; Yuen & Chan, 2010).

Service delivery quality has been an issue of considerable debate and many researchers have agreed that it is an evasive concept (Danjuma & Rasli, 2012; Parasuraman et al., 1985; Carman, 1990). Service quality is an attribute that is extrinsically perceived, based on the consumer's experience of the service he/she has encountered (Parasuraman et al., 1991). Further to the consumer's experience, Grönroos (2007) conceived that customers look for two service quality dimensions to evaluate: (1) technical quality, which is what has been delivered by the service provider or what the customer actually obtained, and (2) functional quality, which is the manner in which the services are delivered. Both dimensions affect the image of the service provider and this is also confirmed by Rahman et al., (2012) and Akhtar (2011). In these context it is essential to take into account technical and functional quality with its interrelationship outcome on service provider's image.

Customer Satisfaction

Generally, satisfaction is defined as an attitude, similarly to the order of judgment which interprets a purchase act or a series of consumer product interactions or a person's feeling of pleasure achieved (Fararah & Al-Swidi, 2013; Guo, Ling & Liu, 2012; Ardabili & Daryani, 2012; Orsingher, Marzocchi & Valentini, 2011; Bose & Sarker, 2012; Tudoran, Olsen & Dopico, 2012, Syed et al., 2011; Lovelock & Wirtz, 2007). There are wide variance in the definition of satisfaction but in a detail analysis it encompasses of three common components: one, satisfaction is a judgment response based on individual evaluation; two, the response is evaluated on for example product performance, consumer value experiences during consumption and expectations, desires of performance; finally, the occurrence of a response to focused at a given time (Ganesh, Haslinda & Raghavan, 2017; Kayabasi et al., 2013; Vazquez et al., 2013; Hunt et al., 2012; Ardabili & Daryani, 2012 ; Syed et al., 2011; Giese & Cote, 2002).

As such, in higher education institutions, students are the primary costumer (Abdullah, 2006a,b) and their satisfaction is crucial for the institution's survival and it is also apparent that if they are dissatisfied they may tend to withdraw from the education institution (Danjuma & Rasli, 2012).

In addition, if a dissatisfied student tend to stay in an institution because of unavailable alternation, the student may not positively speak well on the education institution and these will affect positive referrals to future students' to the particular institution (Ganesh et al., 2017; Raghavan & Ganesh 2015; Danjuma & Rasli, 2012).

Service Delivery Quality Satisfaction in Education Institutions

Most of empirical studies in education institutions have produced evidence that service delivery with quality leads to students' satisfaction (Long et al., 2014; Talmacean et al., 2013; Lee & Ryu, 2013; Odeh, 2012; Al-Alak & Alnaser, 2012; Bergamo et al., 2012; Nesset & Helgesen, 2009) but review of literature highlights that there is lack of consensus on the definition of satisfaction as a concept with service quality and generally there are no clear accepted instrument for customer satisfaction in higher education institution (Danjuma & Rasli, 2012; Al-Alak & Alnaser, 2012).

Basically most of the models of satisfaction often compares students' expectations to the observed service quality encounter that are referred as service quality gap but evidence has made certain that in application of performance only paradigm minus the expectation has given positive effect to students' perceptions of service quality and with that satisfaction directly affects students intention to evaluate the education institution favorably (Tuan, 2012; Al-Alak & Alnaser, 2012; Abdullah, 2005, 2006).

Regardless of which focus is applied, higher education institution seek to provide high service delivery quality in every part of its process in order to be in favour of student as primary consumer's value benefit fulfillment (Raghavan & Ganesh 2015; Talmacean & Domnica, 2013; Al-Alak & Alnaser, 2012; Ferguson & Phau, 2012; Iuliana & Mihai, 2011; Wei, 2011; Oliver, 1996; Tuan, 2012).

With this, it is important for higher education institution to focus on perceived performance for overall students' satisfaction with service delivery with quality because of its cumulative effect on the service provider from its technical, functional and image building aspects (Ganesh et al, 2017; Vatta & Bhatara, 2013; Zabadi, 2013; Lawson et al., 2012; Danjuma & Rasli, 2012; Hanaysha et al., 2011; Ling et al., 2010).

Service Delivery Quality Dimensions

Even though there are numerous researches has been conducted on service delivery dimensions as service quality, the search to exactly make clear on the concept of service quality is still under progress. It is indicated that even though universities and education institutions made important refining on quality concept, it also mentioned that confusion and development of quality scales for higher education institution are still being debated for universal application (Sayed, 2013; Vatta & Bhatara, 2013; Talmacean & Domnica, 2013; Lee & Ryu, 2013; Danjuma & Rasli, 2012; Eraghi & Atharinejad, 2012 ; Tuan, 2012; Rodrigues & Barkur, 2010; Ling et al., 2010).

In the emphasis of complete service delivery quality, the identification of the determinants of service quality is of core importance because it will enable management and administrators to specify, measure, control as well improve the required perceived service quality delivery for better performance (Lee & Ryu, 2013; Talmacean et al., 2013; Talmacean & Domnica 2013; Dadoa et al., 2012; Eraghi & Atharinejad, 2012; Bergamo et al., 2012; Senthilkumar & Arulraj, 2011; Sultan & Wong, 2010; Ravichandran et al., 2010; Mahapatra & Khan, 2007; Johnston, 1995).

This has agreed by most researcher that customers' satisfaction are rarely concerned with a single aspect of the a particular service package, it should be with many aspect to have complete identity in its service quality dimensions (Skogland & Siguaw, 2004; Cater & Cater, 2009; Raza et al., 2012; Parasuraman et al.,1985; Seng & Lattimore, 2012). With this orientation and based on previous studies on the theoretical frameworks, this research conceptual framework is developed to achieve the possible answers/ solutions and explanation to the relationship between the service delivery quality dimensions and students' satisfaction.

Administrative Support

Administrative support for higher education institution's effectiveness is essential for better result and total success in achieving organisational excellence (Lawson et al., 2012; Al-Alak & Alnaser, 2012). Welsh and Metcalf, (2003) has interpreted that institutional effectiveness typically encompasses activities such as student learning outcomes assessment, academic program review, strategic planning, administrative performance scorecards, performance benching and quality measurement.

According to Oldfield and Baron (2000) there are three main dimension of higher education service quality. They are, one; requisite elements where this are essential for the students to fulfill their study obligations (Al-Alak & Alnaser, 2012), two; acceptable elements, these are elements which are desirable but not essential to students during their study, and finally the functional elements; these elements are referred to as practical or utilitarian in nature. Study items within the requisite group are important to enable students to complete their respective study obligations (Al-Alak & Alnaser, 2012; Oldfield and Baron, 2000).

Institutions programme management should attend to these items in order for students to attain satisfaction and fulfilment (Al-Alak & Alnaser, 2012). Through these it can be noticed that many of the items related to duties carried out by non-academic staff, examples, the administrators or support staff in faculties, over whom the course management team may have no direct control and requires improvement (Al-Alak & Alnaser, 2012; Oldfield & Baron, 2000).

If administrative support is not delivered accordingly, the end result will be devastating to the institution's bottom-line. Owing to this fact, it is important to determine the parameters of the students' zone of tolerance i.e. as to what points students cease to be satisfied (Vannairajan, Meharajan & Arun, 2011) This certainly increases the knowledge for effective resource allocation.

Career Placement and Employability

It is imperative to emphasis on the development of students with employability ability (Senthilkumar & Arulraj, 2011). Reason being, failure of students in their progress to engage effectively in career decision making is seen to have a detrimental effect on their ability to compete for the right job in the competitive market (Greenbank, 2012). Greenbank (2012) also highlighted that from Maher and Graves (2008) citation employability is define as the qualities which are possessed by students in order to facilitate and enhance employment opportunities. In this context of employability Singh and Singh, (2008) mentioned that from employers' perspective, 'employability' generally referred as work readiness with various ability that will enable graduates contribute effectively to organisation's goal and its productivity.

The issue of graduate employability has become increasingly important in some country, like in England where it is the government's requirement that HEI have to publish key information about the destinations and salary levels of their graduates (Greenbank, 2012). In United States of America, it is typical for college and university students to experience career planning assistance and job search guidance with career placement and its related services (Crockett & Hay 2011). In the similar note, internship could be one way to improve or develop skills like team effort and enhance students' innovation skills to solve problems (McCarthy & Petrausch, 2008).

Academic Staff Support

In focus of academic staff support the discussions are mostly focused on the level of attainment of the desired learning objectives. When student achievement is low then some critical factors related to teaching and learning should be closely examined, such as qualities of teachers and school curricula, appropriateness of teaching strategies to students' development levels, and atmosphere and climate of learning and integration (Bergamo et al., 2012; Lawson et al., 2012; Korkmaz, 2007). In that focus, the question of what

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characteristics makes effective institution can be listed as in rank order. One: guaranteed and viable curriculum, two: challenging goals and effective feedback, three: parental and community involvement, four: safe and orderly environment, and finally collegiality and professionalism (Korkmaz, 2007). If an education institution wants to be a true learning community, both teachers and students must have the opportunity to help develop the policies and practices that affect them (Long et al., 2014; Sahney et al., 2004).

The effect of lecturer in classroom and student achievement is very clear because student achievement begins and ends with the quality of the lecturer, the instructional program, and his or her leadership qualities (Raghavan & Ganesh, 2015; Korkmaz, 2007). In line with that, Stronge (2002) puts forward on the qualities of effective teachers into six categories, (teacher as a person, classroom manager and organiser, organising for instruction, implementing instruction, and monitoring student progress and potential). These qualities reflects lecturer's contact with students which focuses to the central part to students' evaluation of academic service quality (Vatta & Bahatta, 2013).

Institutional Factors

The institution's image as a dimension is an important institutional factor in student determination for his or her higher education selection (Ganesh et al., 2017; Hasan et al., 2008; Rahman et al., 2012; Wei, 2011).

It is seen that proper use of dimensions like tangibility of facilities in service delivery with quality will increase the student's value perception towards the institution's image excellence and also builds competitive advantage (Wei, 2011; Parameswaran & Glawacka, 1995). Zabadi, (2013) indicated that there should be basic quality tools to manage and improve processes and with that institution will be able to standardise their service quality delivery. This leads to achieving performance and possibilities of building image with ranking for the respective education institution eventually. And sum-up to institution image definition as the belief, ideas and impressions that a particular person has on an object (Kotler & Fox, 1995).

Several researchers have found that image is an antecedent, or a mediator of constructs, in reference to evaluation of organisations and the services provided on perceived quality, perceived value, and loyalty with satisfaction (Alves, 2010; LeBlanc & Nguyen, 1997, 1999; Mazzarol, 1998; Andressen & Lindastad, 1998).

Apart from the above, other institutional factors are also looked at on how the education institutions is engaged with particularly on recognised programme mainly on accreditation and reputability or industrial specialisations because in decision making process of prospective students, the factors of academic reputation, service, employment prospect and teaching are the most crucial areas (Lawson et al., 2012; Brewer & Zhao, 2010). Similar concentration are also looked at by students in United State of America i.e. academic reputation and program issues which leads to the perception of service quality (Hanaysha et al., 2011). Eventhough the selection of a higher education is difference from consumer products and it is often more complex in reference to quality, cost and career implication but it is argued that the dynamic brand function which applies to higher education has the same method as it does in other commercial contexts (Brewer & Zhao, 2010).

In looking at the variables of quality Kwek et al., (2010) has provided an explanation from the study of Garvin, (1987) that service quality can be classified into eight dimensions which comprise of performance, features, reliability, conformance, durability, serviceability, aesthetics and perceived quality. With that, it is important to emphasise perceived service quality in order to fully explain the quality dimension of institutional factor in the services industry (Alves, 2010; Kang and James, 2004). This has been confirmed by Oldfield and Baron, (2000) indicating that students spend much of their time in contact with physical elements in their educational experiences, therefore, the perceived value on the physical environment

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aspects is an important construct and must not be neglected when measuring perceptions of service quality. The following studies presented by researchers namely: on library facilities (Oldfield & Baron, 2000); computer room facilities (Mai, 2005); lecture room facilities (Oldfield & Baron, 2000); university layouts (Ford et al., 1999); social factors (Brady & Cronin, 2001) has some common sub-variables which are components of physical environment that generate value in respect to education institutional factors.

Information Systems

Technology knowledge society is currently an integral part of life of any consumer and the result of exponential growth in technology and the system on the number of users (Hung, Chang, Eng, & Wong, 2013; Xu, Benbasat & Cenfetelli, 2013).

This has also made education institution to concentrate effectively well on the relevant infrastructure (Al-Alak & Alnaser, 2012; Odeh, 2012; Batagan & Pocovnicu, 2011). As interpreted in their study, Pougatchev & Kulkarni, (2011) highlighted that information system is the most important attribute to successful management of any organisation, not failing the educational institution. The ability to understand and work with it by applying modern management principles and techniques effectively for business success continuity is an important element (Xu et al., 2013; Zhang, 2013; Pougatchev & Kulkarni, 2011).

Educational institutions is one of the high performance organisation and it should be interested in having an efficient and effective and robust multi user with all the relevant facilities in context of Internet and Intranet with the facility of learning management systems (Lee & Ryu, 2013; Pougatchev & Kulkarni, 2011). Further to that Pougatchev and Kulkarni, (2011) have also pointed out that education institution should possess an Integrated Management Information System which will aim for creating an environment which allows for the development of the full potential of its human resources in order to achieve its goals and objectives.

Through these the institution's education system will be able to facilitate accurate educational reality and assessment on various aspects in managing the educational system which will enhance the concentration of the institution's strategy and policy, financial effectiveness and students satisfaction (Dias & Diniz, 2014; Xu et al., 2013; Vatta & Bhatara, 2013; Lee & Ryu, 2013; Lai et al., 2011; Pougatchev & Kulkarni, 2011).

Sampling Methods and Sampling Techniques

This empirical study is exercised with probability stratified random sampling design with guidance from the participating education institutions to obtain an effective way to target respondents.

The process of selecting the respondents was based on the total size of the population (students of private higher education institutions). According to Krejcie and Morgan (1970, cited in Sekaran, 2005), the population size decision indicates that a sample of 384 respondents is appropriate for a study involving a population of more than 100,000.

Data Collection Methods

The data collection methods used for this correlational study were collected via a structured questionnaire which was distributed to students of Malaysian private higher education institutions, irrespective of whether they were full-time or part-time, local or international, male or female. The questionnaire is the research instrument and the units of analysis are the responses to the statement posed to the students. The questionnaire were organised with seven-point Likert-type scale. The survey was handled with close supervision.

Data Analysis Techniques

The total number of questionnaires received was 358, from 406 students approached. This sample yielded 309 fully completed questionnaires. Thus, a sample size of 309 was used for the final analysis. Factor analysis and normality testing were first conducted to identify the structure within the observed variables.

Results and Discussions on Students' Agreement Level with Service Delivery Quality Dimensions.

The analysis on each of the service delivery quality dimension based on the mean, median, standard deviation, percentile, range and rating and also with frequency table and bar chart score is examined for better and closer understanding in reference to the research framework and its conceptual understanding of the cases used in the construct with the respondents' reply from the private higher education institutions in Malaysia.

Level of Agreement with Administrative Support Service Delivery Quality

The assessment on the level of administrative support service delivery among the students' of private higher education institutions were based on the seven-point Likert-type scale with eight items. The minimum administrative support rating was 1.00 and a maximum of 7.00 and this gives a range of 6.00. The median administrative support rating value was 4.00 with standard deviation of 1.23. The mean administrative support rating was 3.97 implying that overall the level of administrative support is satisfied. The skewness value obtained was -.10 suggesting that the shape of the distribution of administrative support is slightly negatively skewed and perfectly normal. This skewness value is within ± 2.0 cutoff point suggested by George and Mallery (2003).

The 25th percentile of the administrative support is 3.13 and the 75th percentile is 4.88 and thus the interquartile range (IQR) is 1.75. The values obtained for the 25th and 75th percentile suggest that 50% of the private higher education institutions students' have a administrative support rating between 3.13 and 4.88. The 90th percentile of the administrative support is 5.63, which mean that 90% of the students have a administrative support reading of 5.65 or less. In other words, only 10% of the students obtained a administrative support reading of above 5.63.

In accordance with the rating of below 3.99 is dissatisfied, 4.00-5.99 is satisfied, 6.00-7.00 is very satisfied as the indication of satisfaction, the students of private higher education institutions in Malaysia appeared to have been satisfied with the level of administrative support service delivery. The students who felt that the level of administrative support is very dissatisfied (23.9%), satisfied (70.9%), and very satisfied (5.2%). This implies that the majority of the students are rather satisfied. Having indicated on the satisfaction percentage it is also important to focus on the 23.9% dissatisfied students to improve on the quality of the administrative support service delivery performance. Table 1 and Figure 2 provide details on the finding of the administrative support performance level.

Table 1: Administrative Support

Selected Descriptive Statistics	
Mean	3.97
Median	4.00
Standard Deviation	1.23
Minimum	1.00
Maximum	7.00
Range	6.00
Interquartile Range (IQR)	1.75
Skewness	-.10

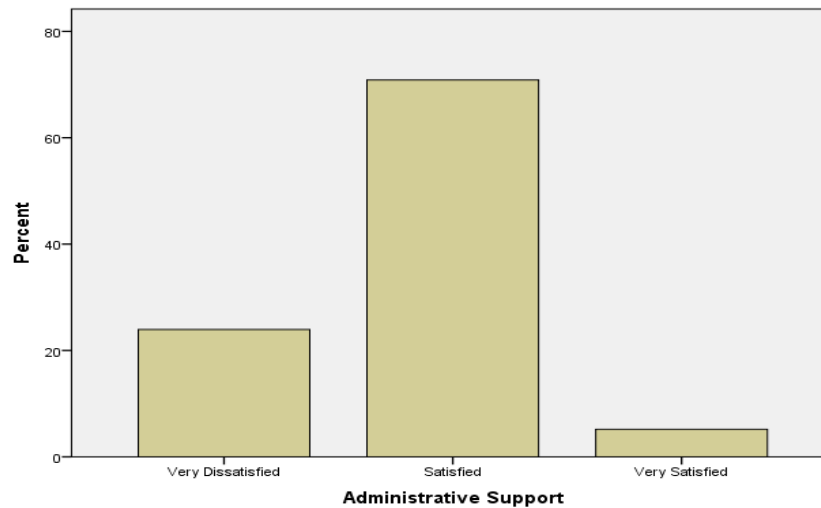| Percentile	
25th	3.13
50th	4.00
75th	4.88
90th	5.63
Level	
Dissatisfied (1-3.99)	74 (23.9)
Satisfied (4-5.99)	219(70.9)
Very satisfied (6-7)	16(5.2)
Total	309 (100.00)

Figure 2: Satisfaction Level on Administrative Support

Level of Agreement with Career Placement and Employability Service Delivery Quality

The finding on the level of career placement and employability service delivery performance is revealed from the satisfaction level with the students' of private higher education institutions and these findings were based on the seven-point Likert-type scale with six items. The minimum career placement and employability rating was 1.00 and a maximum of 7.00 and this gives a range of 6.00.

The median for career placement and employability rating value was 4.33 with standard deviation of 1.23. The mean reading was 4.15 implying that overall the level of career placement and employability is satisfied from the students perception. The skewness value obtained was -.32 suggesting that the shape of the distribution of career placement is negatively skewed and it quite different from normal. This may not change the results because the sample size is reasonably large as suggested by Tabachnick and Fidell, (2014); Pallant, (2011).

The 25th percentile of the career placement and employability is 3.33 and the 75th percentile is 5.00 and thus the interquartile range (IQR) is 1.67. The values obtained for the 25th and 75th percentile suggest that 50% of the students' have a career placement and employability rating between 3.33 and 5.00. The 90th percentile of the career placement and employability is 5.50, which mean that 90% of the students in private higher education institutions have a career placement and employability reading of 5.50 or less. In other words, only 10% of the students obtained a career placement and employability reading of above 5.50.

In accordance with the rating of below 3.99 is dissatisfied, 4.00-5.99 is satisfied, 6.00-7.00 is very satisfied as the indication of satisfaction, the students of private higher education institutions in Malaysia appeared to have been satisfied with the level of career placement and employability service delivery. The students who felt that the level of career placement and employability is very dissatisfied (19.1%), satisfied (74.4%), and very satisfied (6.5%). This implies that the majority of the students are rather satisfied and in favour of the service delivery. Table 2 and Figure 3 highlight the results of the finding of career placement and employability.

Table 2: Career Placement and Employability

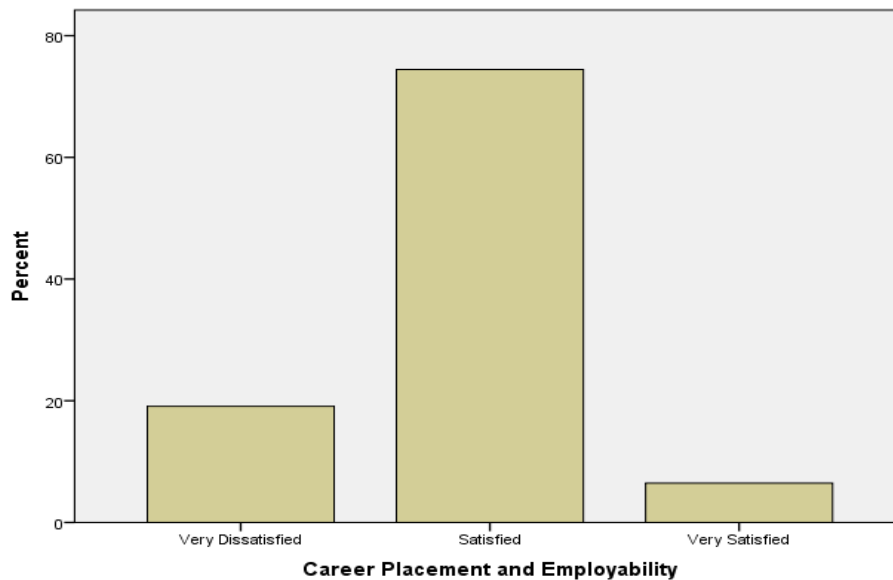| Selected Descriptive Statistics	
Mean	4.15
Median	4.33
Standard Deviation	1.23
Minimum	1.00
Maximum	7.00
Range	6.00
Interquartile Range (IQR)	1.67
Skewness	-.32
Percentile	
25th	3.33
50th	4.33
75th	5.00
90th	5.50
Level	
Dissatisfied (1-3.99)	59 (19.1)
Satisfied (4-5.99)	230(74.4)
Very satisfied (6-7)	20(6.5)
Total	309 (100.00)

Figure 3: Satisfaction Level on Career placement and Employability

Level of Agreement with Academic Staff Support Service Delivery Quality

The academic staff support service delivery performance finding revealed from the perception of students' in the private higher education institutions and these findings were based on the seven-point Likert-type scale with seven items. The minimum academic staff support rating was 1.29 and a maximum of 7.00 and this gives a range of 5.71.

The median for academic staff support rating value was 4.42 with standard deviation of 1.18. The mean reading was 4.29 implying that overall the level of academic staff support service delivery is satisfied from the students' perception. The skewness value obtained was -.24 suggesting that the shape of the distribution of academic staff support is negatively skewed and it little different from normal. This may not change the results of the study because the sample size is reasonably large as suggested by Tabachnick and Fidell, (2014); Pallant, (2011).

The 25th percentile of the academic staff support is 3.57 and the 75th percentile is 5.14 and thus the interquartile range (IQR) is 1.57. The values obtained for the 25th and 75th percentile suggest that 50% of the students' have a academic staff support rating between 3.57 and 5.14. The 90th percentile of the academic staff support is 5.85, which mean that 90% of the students in private higher education institutions have a academic staff support reading of 5.90 or less. In other words, only 10% of the students obtained a academic staff support reading of above 5.85.

In accordance with the rating of below 3.99 is dissatisfied, 4.00-5.99 is satisfied, 6.00-7.00 is very satisfied as the indication of satisfaction, the students of private higher education institutions in Malaysia appeared to have been satisfied with the level of academic staff support service delivery.

The students who felt that the level of academic staff support is very dissatisfied (17.2%), satisfied (76.1%), and very satisfied (6.8%). This implies that the majority of the students are rather satisfied and in favour of the academic staff support service delivery. Table 3 and Figure 4 highlight the results of the finding of academic staff support service delivery in private higher education institutions.

Table 3: Academic Staff Support

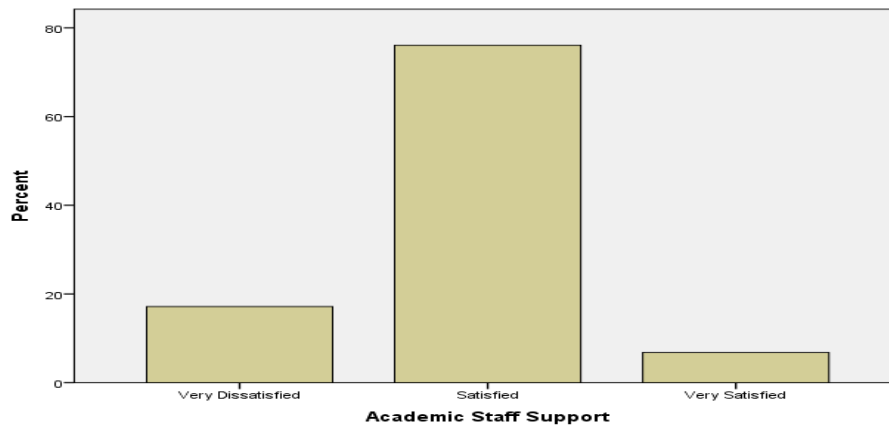| Selected Descriptive Statistics	
Mean	4.29
Median	4.42
Standard Deviation	1.18
Minimum	1.29
Maximum	7.00
Range	5.71
Interquartile Range (IQR)	1.57
Skewness	-.24
Percentile	
25th	3.57
50th	4.42
75th	5.14
90th	5.85
Level	
Dissatisfied (1-3.99)	53 (17.2)
Satisfied (4-5.99)	235(76.1)
Very satisfied (6-7)	21(6.8)
Total	309 (100.00)

Figure 4: Satisfaction Level on Academic Staff Support

Level of Agreement with Institutional Factors Service Delivery Quality

The finding on the performance level of institutional factors service delivery dimension among the students' of private higher education institutions were based on the seven-point Likert-type scale with twelve (12) items. The minimum institutional factors rating was 1.17 and a maximum of 7.00 and this gives a range of 5.83. The median institutional factors rating value was 4.33 with standard deviation of 1.18. The mean institutional factors rating was 4.18 implying that overall the level of institutional factors performance is satisfied. The skewness value obtained was -.19 suggesting that the shape of the distribution of institutional factors service delivery dimension is slightly negatively skewed and perfectly normal. This skewness value is within ± 2.0 cutoff point suggested by George and Mallery (2003).

Table 4: Institutional Factors

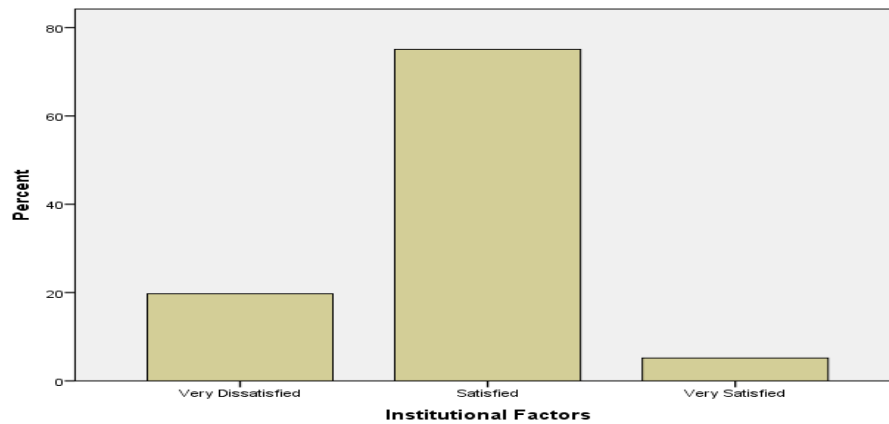| Selected Descriptive Statistics	
Mean	4.18
Median	4.33
Standard Deviation	1.18
Minimum	1.17
Maximum	7.00
Range	5.83
Interquartile Range (IQR)	1.75
Skewness	-.19
Percentile	
25th	3.25
50th	4.33
75th	5.00
90th	5.66
Level	
Dissatisfied (1-3.99)	61 (19.7)
Satisfied (4-5.99)	232(75.1)
Very satisfied (6-7)	16(5.2)
Total	309 (100.00)

Figure 5: Satisfaction Level on Institutional Factors

The 25th percentile of the institutional factors is 3.25 and the 75th percentile is 5.00 and thus the interquartile range (IQR) is 1.75. The values obtained for the 25th and 75th percentile suggest that 50% of the private higher education institutions students' have a institutional factors service delivery dimension rating between 3.25 and 5.00. The 90th percentile of the institutional factors is 5.66, which mean that 90% of the students have a institutional factors service delivery dimension reading of 5.70 or less. In other words, only 10% of the students obtained a institutional factors reading of above 5.66.

In accordance with the rating of below 3.99 is dissatisfied, 4.00-5.99 is satisfied, 6.00-7.00 is very satisfied as the indication of satisfaction, the students of private higher education institutions in Malaysia appeared to have been satisfied with the level of institutional factors service delivery. The students who felt that the level of institutional factors is very dissatisfied (19.7%), satisfied (75.1%), and very satisfied (5.2%). This implies that the high number of students in the private high education institutions is rather satisfied. Table 4 and Figure 5 shows the finding of institutional factors.

Level of Agreement with Information Systems Service Delivery Quality

The assessment on the level of information systems service delivery quality performance is revealed from the perception level with the students' of private higher education institutions and these findings were based on the seven-point Likert-type scale with five items. The minimum information systems rating were 1.00 and a maximum of 7.00 and this gives a range of 6.00.

The median for information systems rating value was 4.40 with standard deviation of 1.29. The mean reading was 4.11 implying that overall the level of information systems service delivery is satisfied from the students perception. The skewness value obtained was -.27 suggesting that the shape of the distribution of information systems is negatively skewed and it quite different from normal. This may not change the results because the sample size is reasonably large as suggested by Tabachnick and Fidell, (2014); Pallant, (2011).

The 25th percentile of the information systems is 3.20 and the 75th percentile is 5.00 and thus the interquartile range (IQR) is 1.80. The values obtained for the 25th and 75th percentile suggest that 50% of the students' have a information systems rating between 3.20 and 5.00. The 90th percentile of the information systems is 5.60, which mean that 90% of the students in private higher education institutions have a information systems reading of 5.65 or less. In other words, only 10% of the students obtained a information systems reading of above 5.60.

In accordance with the rating of below 3.99 is dissatisfied, 4.00-5.99 is satisfied, 6.00-7.00 is very satisfied as the indication of satisfaction, the students of private higher education institutions in Malaysia appeared to have been satisfied with the level of information systems service delivery. The students who felt that the level of information systems is very dissatisfied (23.3%), satisfied (70.2%), and very satisfied (6.5%). This implies that the majority of the students is rather satisfied and are in favour of information systems service delivery. Table 5 and Figure 6 provide details on the finding of information systems service delivery.

Table 5: Information Systems

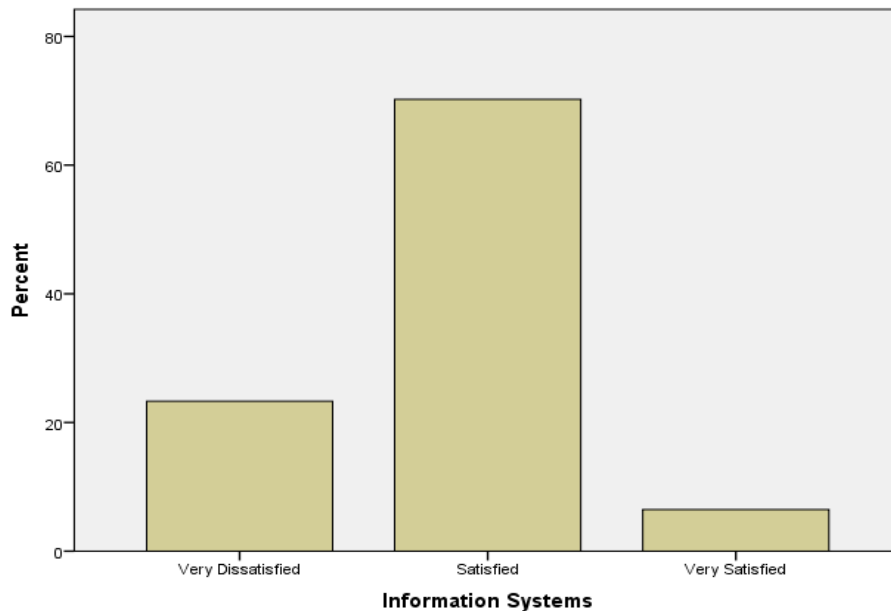| Selected Descriptive Statistics	
Mean	4.11
Median	4.40
Standard Deviation	1.29
Minimum	1.00
Maximum	7.00
Range	6.00
Interquartile Range (IQR)	1.80
Skewness	-.27
Percentile	
25th	3.20
50th	4.40
75th	5.00
90th	5.60
Level	
Dissatisfied (1-3.99)	72 (23.3)
Satisfied (4-5.99)	217(70.2)
Very satisfied (6-7)	20(6.5)
Total	309 (100.00)

Figure 6: Satisfaction Level on Information Systems

Management Implications with Main Finding of the Study

This study examines and analyses the relationship between the service delivery quality dimensions i.e. administrative support, career placement and employability, academic staff support, institutional factors and information systems with satisfaction.

In focus of the objective which is to examine the level of students agreement on service delivery quality dimensions offered in private higher education institutions in Malaysia, this study is emphasised on the descriptive analysis of variables. Applying a 7-point Likert-type scale, the mean for the service delivery quality dimensions is 3.97 for administrative support, 4.15 for career placement and employability, 4.29 for academic staff support, 4.18 for institutional factors and 4.11 for information systems, implying that their overall level of agreement on the service delivery quality dimensions are reasonably high among private higher education institutions students in Malaysia.

For closer understanding the standard deviation is emphasised. The standard deviation for the service delivery quality dimensions is 1.23 for administrative support, 1.23 for career placement and employability, 1.18 for academic staff support, 1.18 for institutional factors and 1.29 for information systems. This indicates that the standard deviation for all the service delivery quality dimension were about 1.20 to 1.30 points away from its mean and it points out that there is no wide variance and the responses are fairly uniform among the students in the private higher education institutions in Malaysia.

Further to that, in order to indicate the relevance of standard deviation on the responses of the study on uniformity of data the coefficient of variation (CV) is utilized. The study finding produced the following on coefficient of variation of 0.31 for administrative support, 0.30 for career placement and employability, 0.28 for academic staff support, 0.28 for institutional factors and 0.24 for information systems. With these, it can reasonably be interpreted that responses are fairly uniform among the students in the private higher education institutions and are rather consistent and stable. This also indicates the direction of this research on students' satisfaction and in addition this study reveals that the items organized in each construct shows on the private higher institution's service delivery quality performance importance for its primary customer.

Conclusion

Satisfaction among students in private higher education institutions are essential and will critically determine the education institution's survival in the Malaysian education industry as Asia's education hub. The performance of service delivery quality dimensions in relation to satisfaction in private higher education institutions can effectively produce the required focus as to where each private higher education institutions should place its value proposition.

This study points out that majority of the students in Malaysian private higher education institutions are rather satisfied with the service delivery performance according to the dimensions presented and with theses the institutions objective on retaining students can be achieved if customer value benefits are exercised for satisfaction.

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