

A DESCRIPTIVE STUDY ON STUDENTS' SATISFACTION
TOWARDS THE SERVICES PROVIDED
BY UNIVERSITI UTARA MALAYSIA

BY

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A DESCRIPTIVE STUDY ON STUDENTS' SATISFACTION
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A STUDY ON STUDENTS' SATISFACTION

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ABSTRACT

This study will determine the level of satisfaction among the UUM students towards the facilities provided such as the sport facilities, accommodation and bus transportation out of all the universities' facilities. The study was based on a survey carried out from the questionnaire that is administered involving 51 students. By using the descriptive analysis the level of satisfaction among the students towards the facilities provided are examined. The findings show that the levels of satisfaction among students are mixed. However, majority of students are satisfied with the facilities provided by the university. The findings of this study will help the company or organization or the university to improve their service provided to the students in achieving the students' satisfaction due to the evaluation of satisfaction level for every variables (facilities).

ABSTRAK

Kajian bertujuan mengenalpasti tahap kepuasan di kalangan pelajar UUM terhadap kemudahan-kemudahan yang disediakan oleh pihak universiti seperti kemudahan sukan, penginapan dan juga pengangkutan bas. Kajian telah memperlihatkan bagaimana tahap penilaian kepuasan hati pelajar terhadap kemudahan yang disediakan adalah berbeza di antara satu sama lain dan juga bergantung kepada jenis perkhidmatan dan kemudahan yang disediakan oleh pihak universiti. Sebagai contoh sesetengah pelajar bersetuju bahawa perkhidmatan atau kemudahan yang disediakan oleh pusat sukan adalah mencapai tahap kemudahan sebuah universiti manakala sebahagian pelajar lagi kurang bersetuju atau tidak bersetuju. Begitu juga dengan kemudahan penginapan yang disediakan. Sebahagian pelajar bersetuju bahawa kemudahan penginapan yang disediakan adalah kondusif untuk pelajar manakala pelajar lain mempunyai pandangan berbeza. Kesimpulan yang boleh didapati adalah nilai dan tahap kepuasan pelajar sebagai pelanggan adalah berbeza ke atas kemudahan yang disediakan. Pihak universiti hendaklah mengenalpasti aspek kemudahan manakah yang perlu diberi tumpuan untuk meningkatkan mutu perkhidmatan yang diberikan pada masa hadapan.

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

Students are the direct recipients of the service provided by the university, **Students' satisfaction** has become an extremely important issue for universities and the management itself direct or indirectly. Hence, student satisfaction is an important issue in terms of quality of service provided in the marketing to be addressed by the university. University should focus the services to students because as a direct customer they receive the service directly from the university program. The objective of any university is to maximize student satisfaction, minimize dissatisfaction and therefore this in turn to improve the institutions performance.

The improvement of the services provided by university can be achieved by getting feedbacks, comments, complaints or objections from the students as a customer. From the positive or negative feedback, the university have a better view of the strengths and weaknesses of it's services so that improvement can be made wherever necessary. This can be carried out continuously to gain better relationship to the students as a whole.

This study is carried out to determine the level of satisfaction among the UUM students on the facilities provided such as the sport facilities, accommodation and bus transportation in campus.

1.2 BACKGROUND OF THE UNIVERSITY (UUM)

1.2.1 History

Universiti Utara Malaysia (UUM) was incorporated on 16th February 1984, with the unique mission to provide academic excellence in the areas of business management education, IT and quality management. Faced with this challenging task, the University has, since its inception, ensured that its academic niche areas are focused on such disciplines as management, accountancy, economics, information technology, entrepreneurial development, tourism management, banking and finance, social development, human resources development and international affairs management.

From its humble beginnings in Tanah Merah, Jitra, in 1990, the University moved to Sintok, 48 kilometers north of Alor Setar, the state capital of Kedah Darul Aman and 10 kilometers east of Changlun, a small town on the North-South Highway. The 1,061 hectares campus is surrounded by tropical rain forests set against a background of mountains. The Sintok and Badak Rivers run through the campus creating a truly unique feature as well as making it one of the most beautiful campuses in Malaysia.

The huge campus, which cost RM 580 million, started operation on 15 September 1990. It comprises 15 residential colleges which can accommodate 20,000 students in total. Many of these colleges are named after multinational and public listed companies, namely MAS, TENAGA NATIONAL, TM, PROTON, PETRONAS, TRADEWINDS, EON, GUTHRIE, MISC, PERWAJA, MAYBANK, BANK MUAMALAT, YAYASAN AL-BUKHARY, BUKIT KACHI 1 and 2.

UUM is one of the very few IPTAs that offer full accommodation to its students throughout their academic years at the University.

The main buildings in the campus include the academic buildings, the Chancellery, the Sultanah Bahiyah Library, the Mu'adzam Shah Hall and Tan Sri Othman Hall. Other buildings include the Sultan Badlishah Mosque, the Varsity Mall, the Student Union and the Sports Complex. The University also provides 600 units of various types of housing for its staff.

Universiti Utara Malaysia is an open campus, where both the public and even tourists are welcome to use the facilities available, such as 107 hectares forests reserve, a 9-hole golf course, a camping ground, jungle tracks, an archery range and a deer park. As such, the University provides on campus accommodation such as the University Inn besides the colleges which can be rented during semester holidays. The student residential colleges are also available for rent during semester breaks. The latest place to stay is the Executive Department Centre (EDC) which is located near the University's main entrance.

The campus is conveniently located near Bukit Kayu Hitam, a small town at the Malaysian – Thai border. This town is the main entrance into Malaysia from the north through Thailand. Southbound, the UUM campus is about half an hour's drive away from Sultan Abdul Halim Airport, Kepala Batas which is about 20km from the state capital, Alor Setar. The nearest railway station is in Arau, the neighbouring state of Perlis.

1.2.2 Vision and Mission

Vision:

Universiti Utara Malaysia aspires to be a Management University that is a paragon of efficiency and of world class stature.

Mission Statement:

To serve as a centre of academic excellence in producing human resources with the competency and commitment towards developing the nation in accordance with the University's Charter and Philosophy.

Client's Charter:

Towards realizing the University's vision to be a Management University of world-class standing, and in line with its motto "SCHOLARSHIP, VIRTUE, SERVICE", and with God Almighty's blessing, we hereby pledge with complete resolve and commitment, to honor our clients' rights as follows:

To the Students:

To provide education, facilities and the best management system based on the established standards.

To the Staff:

To provide students who are capable;
To provide the best facilities to aid work procedures; and
To give appropriate incentives and opportunities to expand knowledge with justice for staff development and progress.

To the Nation:

To provide potential human resources to meet the nation's needs.

To provide training, research and consultancy services to promote the growth and development of knowledge.

1.2.3 University's Objectives

Universiti Utara Malaysia was established to develop and promote management education. Its academic programmes are geared towards management, accounting, economics, information technology, public administration, human resource management, entrepreneurship, finance and banking, law, marketing, management of technology, communication, social work, multimedia, education, decision science, international affairs, business management, tourism, development management, logistics and transportation, hospitality, risk and insurance management.

Universiti Utara Malaysia acts as a catalyst for development in the northern region of Peninsular Malaysia. The basic infrastructure, facilities and human resources of the University provide the impetus for all its socio-economic activities.

Besides teaching and research, the University also contributes to the social, economic and intellectual growth of the region. It plays this role by involving itself in community-based projects, solely or in collaboration with other government agencies and/or the private sector.

The objectives of the University can be summarized into three main aspects, which are:

- To be the centre of excellence for management.
- To be the reference centre in all aspects of management.
- To be the premier resource centre in the field of management.

1.2.4 University's Philosophy

Cognizant of the fact that God will not change the destiny of a people until the people themselves endeavor to change it. Appreciating that Malaysia has been blessed with a wealth of both human and natural resources;

Realizing that both these resources must be garnered as best and as effectively as possible; and that the key to success is planning, management, monitoring, re-evaluation, and adherence to knowledge, science and technology;

Convinced that humankind cannot subsist merely on material progress without humanitarian qualities, civility and conviction of faith; and that natural sources cannot be allowed to be exploited to the extent of threatening human civilization itself;

Universiti Utara Malaysia thus dedicates itself to the goal of producing graduates who have the ability and leadership qualities of high degree in planning and managing human and natural resources scientifically and creatively for the prosperity and peace of the people, harmony of the nation as well as peace throughout the world. The University resolves to foster excellence in scholarship, research, publication and service to society especially in efforts to exploit human and natural resources efficiently.

Over and above this, the University aspires to produce well-rounded graduates with scholastic, social and spiritual elements well-balanced in their make-up, and with sublime and noble values. Towards achieving the above, the University will instill into itself, as well as its students and

staff, the values embodied in its motto: **SCHOLARSHIP, VIRTUE, SERVICE.**

1.3 FACILITIES & SERVICES AT THE UNIVERSITY (UUM)

The sprawling UUM Campus is a self-contained community with many facilities and amenities for its students. Students can enjoy various activities in a safe, comfortable and conducive learning environment.

A variety of student organizations, recreational activities and cultural events contribute to a well balanced University experience

1.3.1 University Health Centre

The University Health Centre provides a comprehensive health service that covers medical and dental treatment, counseling, first aid, surgery, and medication for students and staff. Other facilities include a computerized hematology laboratory, an imaging and diagnostic laboratory, and also pediatric and ante-natal clinical services. Students can receive medical treatment from public at state hospital at a nominal charge. However, international students are advised to obtain comprehensive health insurance coverage.

Since 1995, the University Health Centre has been fully computerized to facilitate the process of treating patients; which starts from the registration process until the prescription of medicine. The Clinic Management System (CLIMAS) developed by UUM's Computer Centre was awarded second place in the Asia Pacific Multimedia Information Technology and Telecommunication Awards (APMITTA) in March 2001.

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1.3.2 Mosque

Universiti Utara Malaysia is the only university in this country that has two mosques for the benefit of its Muslim community. They are the Sultan Badlishah Mosque and the Bukit Kachi Mosque. The Sultan Badlishah Mosque, which is situated in the middle of the student housing area can accommodate up to 5000 people.

It has also being recognized as the first virtual mosque in a university that uses cyber communication facilities equipped with internet wireless application. Other facilities available are a mini library, a computer lab, study rooms and seminar rooms.

The Sultan Badlishah Mosque functions as an Islamic educational and advisory centre that organizes Fardu Ain and Arabic Language classes. The mosque also conducts seminars, forums, and workshops from time to time.

The second mosque, the Bukit Kachi Mosque is built in the middle of Bukit Kachi 1 and 2 Halls of Residence. This mosque caters for the community in these two colleges since the colleges are about 5 kilometers away from the main campus.

1.3.3 Residential Hall

As a fully residential university, the Universiti Utara Malaysia provides accommodation for almost 22,000 of its students in 15 residential hall including a hostel for married students. Many of these residential halls are named after multinational companies.

They are MAS, TENAGA NASIONAL, TRADEWINDS, PROTON, PETRONAS, EON, GUTHRIE, MISC, TM, PERWAJA, MAYBANK, BANK MUAMALAT, YAYASAN AL-BUKHARY, BANK RAKYAT and SME BANK.

Each residential hall has its own facilities for students. There are common rooms, computer lab, cafeteria, laundry facilities (coin operated), shops, recreation and sports facilities

1.3.4 Smart Card

UUM Smart Card is a University Multi-Purpose Card (UMPC) for the entire campus community. UMPC benefits the university students and staff through its multipurpose features. This card can be used as a student/staff identity card, a library card, a parking card, an access door card and an ATM card.

It contains 2 major purposes for:

- University
- Banking

University

Its functions include:

- Identity card - stores personal information to be used as student or staff identity card
- Stores academic information
- Medical information - stores blood group and also for registration and treatment at University Health Centre
- Interface to library system - for library entrance and loans
- Security access - for entrance into the campus and computer labs
- Recording staff attendance
- Parking system

Banking

Its function includes:

- Cash withdrawal
- Fund transfer
- Statement request
- Utility bills payment
- Zakat payment
- Deposit to Tabung Haji
- Contribution to Yayasan Pembangunan Ekonomi Islam Malaysia (YPEIM)
- Internet Banking (bankislam.biz) registration
- SMS Banking registration
- PIN Change
- MEPS Cash inquiry and loading

e-Debit

- The e-Debit (electronic fund transfer at point of sale) is a service where consumers pay their purchases using UMPC and their personal identification Number (PIN). The amount of purchase will be deducted directly from either their savings or current account.

MEPS cash

- Meps cash is an e-Purse application, which stores specific amount of monetary value loaded from ATM account and can be used to make small purchases. MEPS Cash is a convenient method for making your daily purchases without using cash.

1.3.5 Varsity Mall

UUM is a self-contained campus. As such all students daily requirements are catered to in campus. Most of these daily requirement facilities are located centrally at the Varsity Mall. These facilities include banking facilities (BBMB, BSN, and BIMB), a local Post Office, a Cooperative Bookshop, and a restaurant, which can accommodate up to 350 people at a time.

The mall also has a mini market that supplies stationary, toiletries, groceries and other needs at affordable prices. Located within the mall premises are 40 shop-lots with a variety of businesses ranging from cyber-centers, hair saloons, computer and telecommunication sales and service shops to photocopy service centre. As shown above, the varsity mall plays the central role in facility housing.

Strategically located on the main crossroads of student activities, the Varsity Mall represents the central point within the universities campus community. Situated next to student hostels, the student activity hall and within walking distances of the university library, the mall provides convenient source of provisions and services.

Both for its facilities and services it provides, and its strategic location, the Varsity Mall is an integral and important part of the UUM's campus experience.

1.3.6 Sport Complex

The Sports Complex is well equipped with an Olympic-sized swimming pool, a mini stadium, an archery range, a badminton hall, a gymnasium, tennis, squash, basketball and volleyball courts, rugby, hockey, softball, handball and football fields and a nine-hole golf course.

The Sports Complex is used frequently by outside institutions for their sporting events. Other recreational facilities such as canoeing, jogging, cycling, jungle trekking and camping are available both for the students, staff and public.

1.3.7 Golf Course and Club

This 9-hole golf course is situated in the Sintok campus and is open to students, staff and visitors. To ensure the smooth running of the course and its facilities, UUM Golf Club was established on 31st July 1994.

The club provides renting services for golf sets and buggies with reasonable prices. For members and affiliated clubs, special rates are given. A list of the affiliated clubs can be obtained at the Club. Besides this, there is also a café for golfers to relax after a long game of golf.

1.3.8 Cafeterias

The cafeterias in UUM are wonderful places for students to gather and enjoy their respective meals. The cafeterias provide a variety of food which consists of Malay, Chinese, Indian and Western cuisine. For international students, this is a wonderful opportunity to taste and experience the local cuisine.

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These cafeterias are situated at strategic places convenient to students and staff alike. From time to time, the University also conducts inspections to ensure that the cleanliness and safety of these outlets are up to satisfactory standards

1.4 PROBLEM STATEMENT

UUM is an institution that offered the service to their customer such as students, lecturers, parents and outsiders. The service provided should fulfill the customers' needs and satisfy them.

In our current situation with the era of globalization and information technology many things has change either in area of social life, society and others. Globalization with the borderless world nowadays also give a big impact to the social, economy, politic and others. In terms of the education world it has become wider. Everyone can have their good and better education with their own choices given either in their hometown or country or even in the outside or foreign countries.

This is a new phenomenon in University Utara Malaysia (UUM) in having foreign students from the 24 different countries around the world especially from the Middle East. As we know every nation and countries has their own culture, needs, taste and background, status and others. All the elements mentioned will also influence the customer satisfaction, that is, the students in campus. In the previous practice all the facilities ,equipments, infrastructure provided in the UUM campus was based on the normal and typical type that suitable for the local students but yet with all the changes in the students lifestyle and status all the facilities need to be improved continuously relative the variability to satisfy the customers.

Due to the increasing number of graduate students and with the fact that students satisfaction is an important element to be considered by the management, this descriptive study is undertaken to determine the level of students satisfaction on the recreational facilities, accommodation and bus transportation provided by UUM.

1.5 RESEARCH OBJECTIVES

1.5.1 General Objectives

1. To determine the students' satisfaction towards the facilities provided by the university.

1.5.2 Contributions

Keeping customers satisfied is what leads to customer loyalty. Research conducted by Jones and Sasser Jr (1995) into thirty organizations from five different markets found that where customers have choices the link between satisfaction and loyalty is linear, as satisfaction rises, so does loyalty. Translating this into university services, this study intend to obtain the perception of students after that used ancillary services, such as the library, catering and IT services. This study also seeks to discover the willingness of the students to recommend the institution to friends, neighbors and fellow employees. Clearly, students' perceptions of a university's facilities are one of the main influences on their decision to enroll at this university.

In other words, the contribution for this study is as follows:

1. To create the standard for the services quality provided by the university to the students.
2. As a guide for the university to improve their services
3. To enhance the capability of the staff in terms of providing the services based on the students complain.

4. To allow the university or institutions to benchmark and to provide indicators that will contribute to the reputation of the university in the market place.
5. To improve the quality of University services and facilities in order to provide a conducive university environment for the students that will help them to obtain good academic performance.

1.5.3 Theoretical Framework

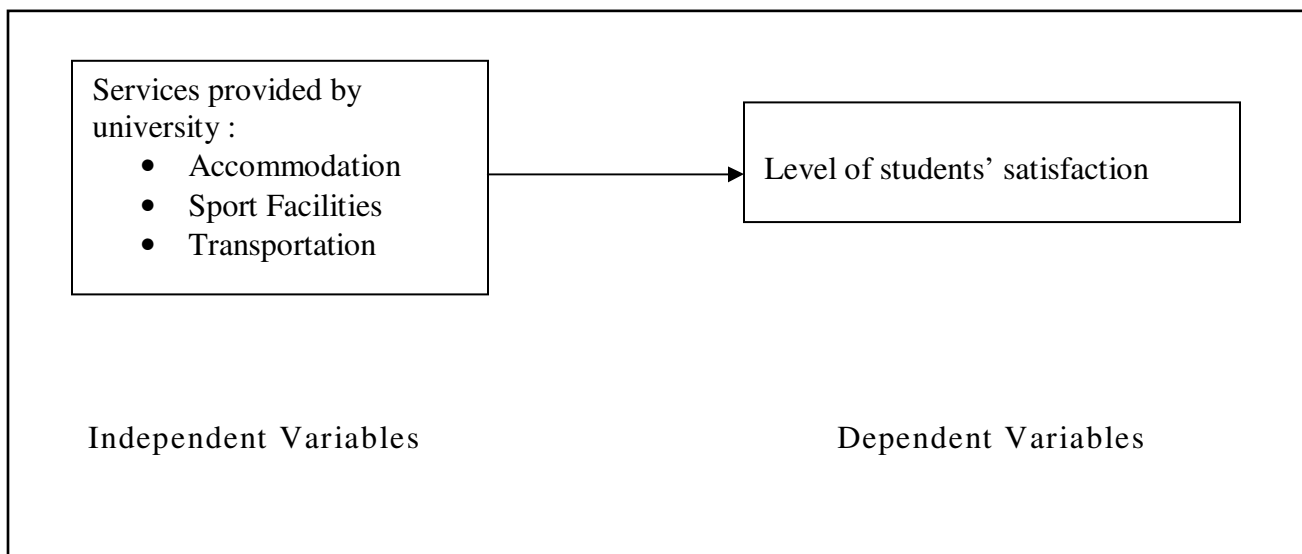


Table 1.5.3 Theoretical Framework

1.6 Scope of the study

This study will determine the students' satisfaction towards the facilities provided by the university such as the accommodation, transportation and sport/recreational facilities which become a part of the students experience during their period of study.

1.7 Limitation of the study

The level of satisfaction for every student is very subjective due to their culture, background, races and status. Some students might be satisfied after using the facilities provided by the university because of their family background. Students from the middle class might be satisfied with the basic facilities while students from high class or from a rich family might have higher expectations on the facilities provided.

1.8 Summary

All employees in the university should consider continuous improvement as a practice. It is important for them to understand the products or services of the university. They also must understand the customers' need, making an inventory of students as a customer's data and complaints, and detecting what is the cause of these complaints. From there we will know what type of product or services we provide, who are our customers and what are their requirement and which critical processes need improvement. It is to make sure the product or services always satisfy the students. Satisfaction is not a universal phenomenon and not everyone gets the same satisfaction out of the same hospitality experience. This is because students as customers have different needs, objectives and past experiences that influence their expectation.

CHAPTER 2

LITERATURE REVIEW

2.0 Students' Satisfaction

To survive in highly competitive markets, organizations need to provide goods and services that yield highly satisfied and loyal customers. When customers are satisfied, they are more likely to return to those who helped them, while dissatisfied customers are more likely to go elsewhere. The retention of very loyal customers is a key to organizational survival (Jones and Sasser, 1995).

In today's competitive academic environment where students have many options available, factors that enable educational institutions to attract and retain students should be seriously studied. Higher education institution such as University Utara Malaysia (UUM) itself should start to search for effective and creative ways to attract, to retain or foster stronger relationship with students.

Alridge and Rowley (2001) stated that an expectation that cannot be fulfilled by the institutions is the key factors for students' withdrawal. As we are living in the borderless world or the era of globalization, students may have so many choices to choose and compare to such as the academic program choices offered that not necessarily could be completed or done in the class room in getting the certificate of degree. They might choose the mode of e-learning which they can be in the learning experience anywhere they want or need to. This scenario will decrease the number of students in the higher education institution where the figure of student will be calculated as the profit where every single student will contribute to the university income due to the fees of study in every semester.

The case institution is one such example of how every facet of education has been closely evaluated to bring about changes that would have an impact on lifelong learning. Hence, the objective is to attract the best local and international students to this institution. While students generally have a choice of tertiary institution to apply to both locally and internationally, they tend to be influenced by the uniqueness of courses and the type of learning experiences offered by each institution.

For that reason also, we can see how and why in every semester the university management in UUM as our case study for instance will hardly and intensively make a promotion whether to the local or foreign students all over the world and that's why we can see the group of international students in UUM. Promotion will include the program and courses offered by the Academic College. Promotion will not strong enough to attract the students without promoting the package of facilities provided plus with the beautiful green campus of UUM to convince the students to come or to choose UUM as the first choice university rather than the other higher education institution in Malaysia or in foreign countries.

Furthermore with the UUM location that considered in the rural area and far from the town will give a negative perception for the students regarding the facilities provided. In this case UUM need to have an extra effort in promoting task to attract students to choose UUM. Program offered could attract the students at the other side but the package of good facilities and services will heightened the students interest to come and experience the study here that may different from the other higher education institution which located in town.

Differentiation between product and services can be evaluated in terms of the level of tangibility, such that services are characterized by behavioral attributes including acts, deeds, performances or efforts (Rossi et al,1999) and activities or processes (Gronoos, 2001:Smith et al,2007). According to Parasuraman et.al (1988), characteristics associated with services include intangibility, perish ability, inseparability of production and consumption, and heterogeneity. In contrast to products, services are usually short-lived

as they are consumed as long as the activity or process lasts. Hence, service processes are perishable and cannot be stored in the way physical products can. Further, services are consumed at the same time as they are produced without any clear transfer of ownership. As such, the customer plays an integral part in the transaction of most services. For instance, each customer's expectation of service quality is different and this has led to a lack of standardization as it varies from situation to situation. The service quality of each learning experience, particularly in higher education, is unique as it is largely determined by the expectation of the student, also the individual customer.

2.1 Students as customer

Rinehart (1993) offers two distinct views of students as customers. For instance, those who regard students as primary customers associate them as being involved in the input and output of the learning process. However, those who regard students' potential employers as primary customers argue that it is important to consider the economic reality of the situation where lesson content should be tailored to employers' needs. Students, in both contexts, have been regarded as internal customers with the second group regarding future employers as external customers. Jaraiedi and Ritz (1994) further argue that students have no conception of what they need to learn as such, education is preparing them for the long-term benefits of the future. It is with this long-term view that potential employers are regarded as primary customers while students, secondary customers.

In another view, students have been categorized as the primary beneficiaries of education and hence should be treated as customers. This perspective stems from the understanding that educational institutions are highly competitive on the market with strategies being aggressively developed to satisfy students' needs in order to attract a sustainable market share (Joseph and Joseph, 1998).

According to the study by Kanji, Abdul Malek and Wallace (1999), as referred to the situation of the Higher Education Institution in Malaysia, most institutions do give a great

deal of importance to meeting customer's expectations which is similar to business organization, but they still lack of customer awareness among the staff and it has become a common drawback for many institutions. The customer that we try to emphasis here is the students itself.

Our discussion will focus on the students satisfaction as students are considered as our consumer or customer who receive the service in university or higher education institutions which consist of the facilities provided such as the accommodation, computer lab, cafeteria, library, mosque and others.

Self-assessment or self-concept of certain ability or knowledge has been substantiated in the literature as found in early studies such as Renzaglia (1952), Reeder (1955), Brookover et al. (1964), and in more recent series of studies by Furnham (2001). These studies underline the significant correlation between self-concepts of ability, and performance. In addition, self-enhancement theory suggests that those individuals with greater self-worth have greater affective need to feel satisfied, feel worthy and exhibit a desire to realize their experience through a process of empowerment (Wells and Sweeney, 1986).

According to Pace (1985) it is possible to consider that individuals could be accurate reporters of self-concepts and objective score gains, and what is expected of their gains and interests. Hill et al. (1998), state that students' self-perception of their educational experiences provide significant measurements for the evaluation of university outcomes. It could be inferred that students' knowledge of programs and services is an important predictor of satisfaction with programs and services.

Satisfaction ratings go beyond teaching assessments, which have a narrow focus, to include broader aspects of the student learning experience. To grasp the complexity of that learning experience, it is not enough to know the degree to which students are satisfy, it is important to understand the factors that contribute to student satisfaction.

University as the service provider should think on how to improve the delivered services continuously and relatively with all the changes in terms of the students as customer needs as satisfaction among the factors that will ensure their retention because of their confidence of the quality services provided. Determining which features of the student experience are most closely related to satisfaction may provide information about actions that can be taken to maintain high levels of satisfaction and improve student learning.

In UUM context, where the facilities are increased times to times, overall aspect of quality in the services delivered should be encountered to be improved continuously to sustain the performance in the market place.

2.2 Customers' and their satisfaction

Satisfaction can be defined as an experience of fulfillment of an expected outcome (Hon, 2002). Satisfaction or dissatisfaction with a program or facilities is influenced by prior expectations regarding the level of quality (Ekinici, 2004; Sigala, 2004). In some cases information or disinformation lays the ground for the expectations of quality. If what is relayed or communicated to the customer, does not match the expectation or experience, a negative perception of quality and satisfaction is generated (Solomon, 1996). Overall, satisfaction with a service product can be of a single component of service, or of the experience on a number of components that make up the total experience.

Research studies in the Western hemisphere have made attempts to understand what makes some students more satisfied than others. A number of factors have explained gain in satisfaction score. Prominent among these factors, being grade point average (GPA) (Walker-Marshall and Hudson, 1999), perception of course work quality (Browne et al, 1988), teaching ability of faculty (Douglas et al, 2006), flexible curriculum, university status and prestige, a degree that leads to occupational success, caring faculty, independence, growth and development (Franklin and Knight, 1995, Kuh and Hu, 2001), and general college experiences and learning (Pascarella and Terenzini, 1991, Baird, 1998, Chickering, 1969). While Delaney (2005), through a logistic regression

analysis showed that campus social life and the type of scholastic major compared to other majors, specifically business studies, was the most important predictor of satisfaction.

The metaphor of students as consumer or customer has become more than common in the public discourse of higher education in North America and Europe (Fisher, 1993). (Bribgham, 1993) asked a question. “If we can reconfigure the firm as customer or consumer – oriented, why can’t we do the same for the college and universities?” By regarding the students seriously as the consumer or customer, we can address pressing issues of accountability, efficiency, relevance and practically.

While according to (Hom, 2002) there’s a problem faced by the researchers of creating a standard definition for student satisfaction that need of customer satisfaction theory to be selected and modified so that it can explain the meaning of student satisfaction. However based on (William, 2002) even though it is risky to view students as customers, but given the current atmosphere of higher education marketplace, there is a new moral prerogative that student have become “customer” and therefore can, as fee payers, reasonably demand that their views be heard and acted upon.

Students are now viewed as customers in many colleges, altering the way in which services are rendered and adding a new dimension to the strategic planning of colleges.

Satisfaction is a factor now that students have more choices in higher education .It is time to investigate how student services are delivered and to ensure the student’s best interest is being served.

A transition in higher education occurred when education becomes more secular and larger numbers of people pursued postsecondary degrees. According to (Victoria, 2007), several social and federal initiatives caused a surge in higher education. Students who were previously excluded from higher education were welcomed in community colleges.

Students' services began to focus on the personal and academic development of "the whole student."

Social psychologists, marketing researchers and students of consumer behavior, have extensively studied the concepts of customer satisfaction and dissatisfaction. The increasing importance of quality in both service and manufacturing industries has also created a proliferation of research, with more than 15,000 academic and trade articles having been published on the topic of customer satisfaction in the past two decades (Peterson and Wilson, 1992). The importance of service quality has become a major issue in the organization as the elements of competitive advantages in the market place.

2.3 Service Quality and their satisfaction

Relationship between service quality and customer satisfaction has been extensively studied by researchers (Sureshchandar, Rajendran & Anantharaman, 2002; Jones & Suh, 2000; McDougall & Levesque, 2000). Ghobadian, Speller and Jones (1997) concluded that companies with higher perceived quality goods and services will enjoy higher long term economic benefits. The correlation between the quality of goods and services and customer satisfaction, has led organizations to continuously upgrade their quality and measure their clients' satisfaction.

Satisfaction measurement, however, is a difficult task to achieve as customer satisfaction is similar to attitude (Attiyaman, 1997). Quality too, according to Sureshchandar et al. (2002) is a form of attitude.

In the case of higher education institutions such as universities and colleges, many broaden their scope of evaluation to include students' total experience rather than limiting it only to the assessment of the quality of teaching and learning, (Aldridge & Rowley, 1998) as the interaction between students and the institutions do not stop nor confined only to classroom environment.

From here we can see that the students life in campus is the important matter to be put into consideration. Their life or activities outside the classroom are still a part and parcel

of the university responsibility to be managed properly. For instance UUM with the concept of fully residential campus where the majority students are living in the residential hall provided, there will be more responsibility and duty to make sure the students welfare such as the health and safety to be take care of. The accommodation for example has to be in a good condition, clean and tidy or conducive to live in including the furniture inside the room and completely with the package of good signal of internet connection as it is compulsory items to be fulfill in the era of IT.

The transportation services as the facilities such as the circulation campus buses should have a good management in terms of the number of buses provided, the bus condition physically and the bus schedule should lies with the students class time table to avoid any problem occurred during the operation that will affect the students activities and movements as a customer.

Beside of that Galloway (1998) studied the role of the faculty administration office in one of UK University on students' perceptions of the quality of the whole institution. The office performance also has had a direct impact on academic and technical staff within the faculty. These front-line staff in their turn had a direct impact on students, potential students and other clients. The main predictors of quality for students were found to be:

- office has a professional appearance
- staff dress smartly
- never too busy to help
- opening hours are personally convenient

All the elements mentioned in terms of service would give a big impact to the university staff image where the customers are come from the students itself as an adult, educated person with the high demand and needs as a service receiver. Schneider and Datta (1995) found that the quality of the core service influences the overall quality of the service perception. Overall Banwet and Datta (2003) found that students intentions to re attend or

recommend lectures was dependent on their perceptions of quality and the satisfaction they got from attending previous lectures.

The outcome of service delivery is a tangible product, and a 'bundle' of goods and services as the product offering (Sasser et al, 1978). The service-product bundle refers to inseparable offering of many goods and services. It consists of three elements:

- The physical or facilitating goods
- The sensual service provided
- The psychological service

For a university the facilitating goods include the lectures and tutorials, presentations slides, supplementary handout documents / materials and the recommended module text. It also includes the physical facilities such as the lecture theatres and tutorial rooms and their type of furnishing, decoration, lighting and layout as well as the catering and recreational amenities.

Regarding the demand for increased quality that related to the students satisfaction as customer several authors have introduced the principles of Total Quality Management (TQM) into various aspects of the educational arena as a step towards bringing better management to higher education (Eriksen, 1995). TQM helps to achieve and maintain excellence in higher education (Ho and Wearn, 1995).

According to Beaver (1994) points out that TQM is very essential to reassure that institutions perform well and that the customers of higher education are being well served. Higher education institutions are increasingly recognizing as a service industry, and are placing greater emphasis on meeting the expectations and needs of their participating customers, i.e. the students (DeShields et al, 2005). While Sahney et al (2004) quote....the use of 'student' and 'stakeholder' in place of 'customer' may communicate to educational institutions that students are the only customers and lead them to view student's satisfaction as their only ultimate objective.

Paramewaran and Glowacka (1995), in their study of university image find that higher educational institutions need to maintain or develop a distinct image to create a competitive advantage in an increasingly competitive market. Kotler and Fox (1995) suggest that the public forms images of higher educational institutions on limited and even inaccurate information, and that these images will affect the likelihood of people attending or recommending institutions to others. An institution's actual quality is seen by Gavin (as cited by Kotler and Fox, 1995) as often being "less important than its prestige, or reputation for quality, because it is the university's perceived excellence which, in fact, guided the decisions of prospective students and scholars considering offers". He suggests that the main focus of attention should be on the customers perceived service quality in order to assist in differentiation.

In its objective to deliver "perceived excellence" it can be argued that the delivery of service quality is an important goal for higher educational institutions. Variations of the total quality management framework are being adopted by institutions to improve their competitive position and it is apparent that customer satisfaction affects perceived quality which in turn affects profitability.

Perceived service quality (or, attitude towards the product) is an important influence on students' post-enrolment communication behavior and is also of paramount strategic importance for the organization.

American College Personnel Association, (1994): and Schroeder & Mable, (1994) stated that "Problems confronting higher education, such as public skepticism, and slowness to innovate have faster an era of consumerism which mandates attention. The increase in public attention given to institutional performance, students' outcomes, and institutional accountability has heightened the focus on measurable outcomes in higher education (Astin, Korn & Green 1987). As we concern, one of the most important outcomes of the higher education institution was the students' academic performance following by others.

Academic performance will contribute to the university performance and that's explained how important the academic performance to the institution is which it is also the goal orientation for the institution existence.

The Student Learning Imperative, published by the American College Personnel Association (1994), stresses the importance of systematically assessing the outcomes associated with college attendance as a way to improve institutional productivity. One area that has been given increasing attention is students' satisfaction with various components of the college experience (Astin, 1993; Astin et al, 1987; Strange, 1991). As we discussed the college experience are includes the facilities and services provided such as accommodation, transportation and sport facilities.

Students who persist to graduation report higher levels of satisfaction with their institution than students who are not retained (Astin, 1993, Nelson, Scott & Bryan, 1984; Starr, Betz & Menne, 1972.)

All the statements will drive us to the question of how to satisfy or to fulfill the students as customer or consumer and how it becomes the factors that influence the students academic performance.

The measurement of students' satisfaction can be useful to post – secondary institutions, to help them to pin point their strengths and identify areas for improvement. Satisfaction ratings go beyond teaching assessments, which have a narrow focus, to include broader aspects of the student learning experience. To grasp the complexity of that learning experience, it is not enough to know the degree to which students are satisfied, it is important to understand the factors that contribute to student satisfaction.

Determining which features of the student experience are most closely related to satisfaction may provide information about actions that can be taken to maintain high levels of satisfaction and improving students learning.

Satisfaction, consequently, is linked to customer loyalty and relationship commitment. There is always the possibility that dissatisfied customers will praise an institution following completion of their studies in order not to lose face among colleagues.

However, highly satisfied customers spread positive word-of-mouth, and in effect become a walking, talking advertisement for an institution whose service has pleased them, thus lowering the cost of attracting new applicants. Achieving satisfaction thus provides a key competitive advantage for higher education institutions.

2.4 Students and Hostel Facilities

Students' housing facilities or accommodation is one of the integral component of the university in promoting the university as an elements to help students attain intellectual competence, enliven personal character in fulfilling living experience. (Zahran,1972) said that residential systems help enlarge a student's perspective and knowledge of disciplines other than his own through contacts with roommates of different backgrounds who are specialized in other field of study. Therefore, the contribution of sustainable campus housing facilities I achieving the quest of improving the performance of students should not be underestimated.

A pioneering example of universities that provided residential facilities to their students is Al-Azhar University in Cairo, Egypt. Since its establishment in 969 AD, it has provided a complete educational system consisting of a theological and educational atmosphere to its living-on campus students. The university has been described as “a society of individuals living and working together for the advancement of learning and the dissemination of knowledge” (Zahran, 1972).

The scheme of campus housing has been supported widely by professors at colleges who believe in the English collegiate tradition of being concerned with the “whole man”. The New College dormitories at Oxford about AD 1400 provided for a complete accommodation of teaching and living requirements. The same discipline was then

followed by Cambridge, Harvard and Yale. Since that time, colleges and universities then started to embark on an energetic student housing programs to supplement their educational environments (Zahran, 1972) taking into consideration a number of reasons, including:

1. The absence of campus housing system may constitute one factor in lowering the academic performance of students.
2. Adequately planned campus housing facilities foster mutual interests and desirable educational outcomes among students population. Suitable campus housing facilities provides cooperation, security, responsible citizenship, involvement, intellectual stimulation, mutual composition and inspiration.
3. Campus housing systems promote and create institutional loyalty and eventual alumni support.
4. Campus housing systems help enlarge a student's awareness and knowledge of disciplines other than his own through contacts with roommates of different backgrounds who specialized in other fields of study.
5. Campus housing emphasizes solidarity ad unity among student population. It is the major common denominator that attracts and unites students involved in different fields of studies, besides sports and cultural activities.
6. Campus housing is intended to provide for three major objectives. These are helping students attain intellectual competence, forming personal character and aiding in forming patterns of behavior, thought and imagination which should lead to a fulfilling living experience.

These early college experiences coincide with the time that students are most likely to be living in residence halls at the beginning of their college career. Given the paramount influence of institutional factors on students' satisfaction and persistence to graduation, and that many first year students live in residence halls, it is imperative that housing

professionals place considerable emphasis on attempting to influence aspects of their institutions that impact retention and satisfaction.

It was explained and relevance about the relationship between students satisfaction and academic performance where several researches have explored the relationship between residence hall living and satisfaction with the college experience. Astin (1984) found that when compared with commuter students, resident students were more likely to express overall satisfaction with their undergraduate experiences, and were particularly satisfied with students' friendships, faculty-students relations, institutional reputation, and social life. Chickering (1975) also found residents students to be more satisfied with their college experiences than commuters. In context of UUM, accommodations are really important due to the policy of fully residential university with the majority of students living in campus.

Studies have found students to be moderately satisfied with their residence hall experiences Null, Hull, and Menis (1982) found that students perceptions of residence hall environment were more favorable when the organizational elements of the residence halls, the group living situations, the social activities, and the academic environments of the group living situations, the social activities, and the academic environments of the group living situations were highly rated.

In addition, a multi campus study of approximately 8000 students revealed that 61% of first year students entering in 1983 were satisfied or very satisfied with their housing. Fay (1981) illuminated why it may be important to pay particular attention to residential satisfaction by noting that, "...physical settings have an impact on student development... (and) the lack of adequate facilities precludes the possibility of interpersonal growth taking place".

The question therefore becomes, what are the different factors that contribute to students satisfaction with residence hall living and how can we increase satisfaction? Previous

research has shown that there are a number of different factors that contribute to students satisfaction with the residence hall experience.

One of the factor was the physical environment or physical features such as architectural design, space, amenities, and location on campus have been shown to impact students satisfaction with their hall (Strange,1991).Other factors such as light, noise, temperature, and air quality also have powerfully influence overall satisfaction with an environment (Strange,1991).For example, excessive noise has been rated as a significant detractor from student satisfaction (Franken, Hovet, & Hartman, 1983; Null et al, 1982; Rogers,1990), while students living in newly renovated rooms reported higher levels of academic achievement (Marshall,1992).

Density, defined as “the number of people per structure” (Spencer, 1979), is another physical factor that has been shown to impact students satisfaction with the residential environment. Spencer (1979) found lower levels of satisfaction in larger residence halls. He suggested that residence hall staff should pay particular attention to this when building or renovating residence halls, and encouraged creative attempts to structure small communities within larger halls so that students will have a group with which they easily can identify.

The service includes the treatment of students by staff, including the friendliness, concern shown if the students has a problem, respect for feelings and opinions, availability of staff, capability and competence of staff.

Furthermore, it is also includes the ability of the university’s environment to make the students feel comfortable, the sense of competence, confidence and professionalism in lectures and tutorials, feeling that the students best interest is being served and a feeling that rewards are consistent with the effort put into coursework/examinations.

All the elements that need to be practice and improve to satisfy the students as we know the position of a university in any league tables will impact ultimately on it’s image

whereas image has a strong impact on the retention of current students and the attraction of potential students (James *et al*,199)

The quality of any of the service encounters, or “moment of truth” (Carlzon, 1989) experienced by customers forms part of their overall impression of the whole service provided (Dale 2003) and by implication, their impression of the organization itself. Deming (1982) commented, most people form their opinions based on the people that they see, and they are either dissatisfied or delighted, or some other point on the continuum in between.

In order to deliver high quality services to students, universities must manage every aspects of the student’s interaction with all of their service offerings and in particular those involving it’s people. Based on Banwet and Datta (2003), services are delivered to people by people, and the moment of truth can make or break a University’s image.

In delivering total student satisfaction, all employees of a university should adhere to the principles of quality customer service, wether they be front-line contact staff involved in teaching or administration, or non-contact staff in management or administrative roles(Gold, 2001: Low (2000), cited in Banwet and Datta (2003)

Researches on quality in higher education, although differ in their definitions of quality itself, its dimension and measurements (Lagrosen, Sayyed-Hashemi & Leitner, 2004; Zhao, 2003, Kwan & Ng, 1999; Cheng & Ming Tam, 1997) seem to agree in their dimensions and measurement that characteristics of quality is a prerequisite for the measurement process (Owlia & Aspinwall, 1996).

2.5 Education Quality and Satisfaction

Education quality, according to Cheng (2003) is the character of an input, process and output of the education system that satisfy both internal and external stakeholders by meeting their explicit and implicit expectation. Jagdeesh (2000) in his article on the

quality in management education however, defined education quality from the perspective of knowledge base and skill set of the graduates. Zhao (2003) proposes the quality of a university's online education to be evaluated from the standpoint of its course effectiveness, adequacy of access to technological infrastructure, student satisfaction and academic satisfaction.

Services to students must be concerned with every aspect of the students' experience on campus. In other words, education quality is not only limited to the lectures and notes received in class or advice and guidance given by lecturers during the consultation hours, but it also includes students' experience while interacting with the various non-academic personnel and components in the university, the physical infrastructure provided by the university etc.

This is consistent with the findings of Jones and Suh (2000), which concluded that transaction specific satisfaction influences overall satisfaction, and that both overall satisfaction and transaction specific satisfaction significantly influence repurchase intention. In fact, students are known to choose universities and programs to enroll based on factors like delivery method, time availability, on/off campus requirements and place to access learning materials (Cohen, Dove & Bachelder, 2001). Students are also found to place great importance for degree acceptance and the university's reputation in the selection of university (Chun, 2005).

With reference to the higher education university environment, there is no doubt that it is becoming increasingly important that universities have a distinct image in order to maintain their competitiveness in the market (Parameswaran and Glowacka , 1995). In fact, many universities have increased their investments in order to distinguish themselves from their competitors, by strengthening the image of 'prestige' or 'quality' (Macpherson and Scapiro, 1998).

Good quality of services by the university cannot be perceived by the students if they not received the services that satisfied them that will derived to the bad reputation for the

university in order to maintain their good performance in delivering the good and excellent services to the students.

Satisfaction could come from many ways and elements that offered in the university campus as the higher education institution. It's not limited to the learning and teaching equipments or facilities but also the other physical equipments such as the accommodations, port facilities, transportation, cafeteria, computer labs and other infrastructure such as the bus stop and parking spaces.

Giese and Cose (2000), having carried out an empirical study by means of personal interviews and meetings with consumer groups, reached the conclusion that satisfaction comprises three essential elements :

- 1) A general affective response that varies in it's intensity.
- 2) Focus on the choice of product, purchase and / or consumption
- 3) The moment of determination which varies according to the different situations and it's duration in time, which is generally limited.

According to Le Blanc and Nguyen (1997) for example has stressed on the reputation as a factor which is tied closely to management's capacity to foster an organizational climate directed at serving the needs of it's customers and to the image of the higher education institution (HEI).It is also an ability to inspire trust and confidence and to provide the personal attention to students in a professional and caring manner.

In terms of importance, the study has shown that perceived value is derived mainly from price/quality, a factor that is closely tied to the business's capacity to offer sufficient services to students and convince them that they are receiving quality services in exchange for what they give by means of their tuition fees as the income or profit for the university.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Research Design

This study is an exploratory in nature where the purpose is to describe the level of students' satisfaction on facilities provided such as the sports facilities, accommodation and campus bus services. Since this study is a descriptive study, no hypothesis was developed and the analysis conducted was only the descriptive type.

3.1 Sampling Design

Samplings are the process of selecting a sufficient number of elements from the population, to generalize the characteristics of the population elements. Sampling is done due to the large amount of the UUM's students. Besides that, by using sampling it can save time and cost involved compare than if the researcher needs to gather information from the whole customers (students)

3.2 Population

Population refers to the entire group of people or element sharing some common set of characteristics or interest the researcher wishes to investigate. UUM has a large population of students. For this study, the population refers to the UUM students who are living in the Students Residential Hall including undergraduates and postgraduates students.

3.3 Sampling Frame

Refers to the element of the target population. In this study, there are 60

respondents was selected from various students residential hall.

3.3 Types of Sampling Technique

Simple random sampling was chosen whereby every element is selected independently and the sample is drawn by a random procedure from the sampling frame. According to Uma Sekaran (2003), through simple random sampling technique, all elements in the population are considered and each element has an equal chance of being chosen as the subject. This sampling design best when the generalize ability of the findings to the whole population is the main objective of the study.

3.4 Sampling Size

This step is concerned with how many people that should be surveyed. According to Roscoe (1975), the sample size those are large than 30 and less than 500 are appropriate for most research. Large sample give more reliable results than smaller samples. Despite, it is not necessary to sample the entire target population or even a substantial portion to achieve reliable results. In this research, the researcher only chose 60 sample units as the sampling size randomly due to the time constraints, cost and other human resources. Sixty questionnaires were being distributed to respondents who are the residence of the UUM Students Residential Hall.

3.5 Data Collection Methods

Primary data are data gathered an assembled specifically for the project. It's using the several techniques like survey, observation, interviews, and questionnaire. A researcher originates primary data for the specific addressing the problem at hand.

Primary data was generated from the questionnaire distributed to the selected students. The researcher chose to use the questionnaire method as a tool of data collection.

3.6 Questionnaire Design

Closed-ended questionnaires most of which were likert-type scale. The researcher took great care to ensure that the questions asked would properly structured, focused, phrased and asked in a manner that is to intelligible to respondents, able to minimize bias and able to provide data that can be statistically analyzed. This achieved through careful considerations for four inter-related issues in questionnaires design.

The likert scale questions are ranging from five scales, one to five (1-5), which is 1- strongly disagree, 2 - disagree, 3- neutral, 4- agree and 5- strongly agree. The questions instrument are taken from the SERVQUAL model (Parasuraman et al 1988),(Zeithml and Leornard Berry, 1988). The questionnaire was divided into five sections, where Section 1 captures the demographic information. Section 2 is related to sport facilities provided by UUM. Section 3 is about accommodation provided by UUM and Section 4 concerns the transportation provided. On the other hand, section 5 is related to students' satisfaction level

CHAPTER 4

FINDINGS

4.0 Introduction

The developed questionnaire was administered to the student population of 60 students. 51 students response to the questionnaires survey were obtained. Respondents were asked to mark in the likert scale questions ranging from 1 to 5.

4.1 Respondents' Demographic Profile

There are 51 respondents from the varies of registered students who are living in the hostel/ residential hall in UUM includes the undergraduate and postgraduate students.

4.1.0 Gender of Respondents

Based on the Table 4.1.0 there are 24 male respondents (47.1 %) and 27 respondents (52.9 %) are female students.

Table 4.1.0 : Gender of Respondents

	Frequency	Percent
Male	24	47.1
Female	27	52.9
Total	51	100.0

4.1.1 Respondents' Age

Based on the Table 4.1.1, most of the students or respondents are in the age of 19-25 years 70.6 %. 13.7% are in the age of 26-30 years old. The other respondents are in the age of 31-35 years old (3.9%). The remaining with the percentage of 11.8 % is in the age of 36 years and above.

Table 4.1.1: Respondents' Age

	Frequency	Percent
19 – 25 years	36	70.6
26 – 30 years	7	13.7
31 – 35 years	2	3.9
above	6	11.8
Total	51	100.0

4.1.2 Respondents' Citizenship Status

Based on the Table 4.1.2, there are 74.5 % respondents are the local students and 25.5% students are the international students

Table 4.1.2: Respondents' Citizenship

	Frequency	Percent
local	38	74.5
International	13	25.5
Total	51	100.0

4.2 Descriptive Analysis

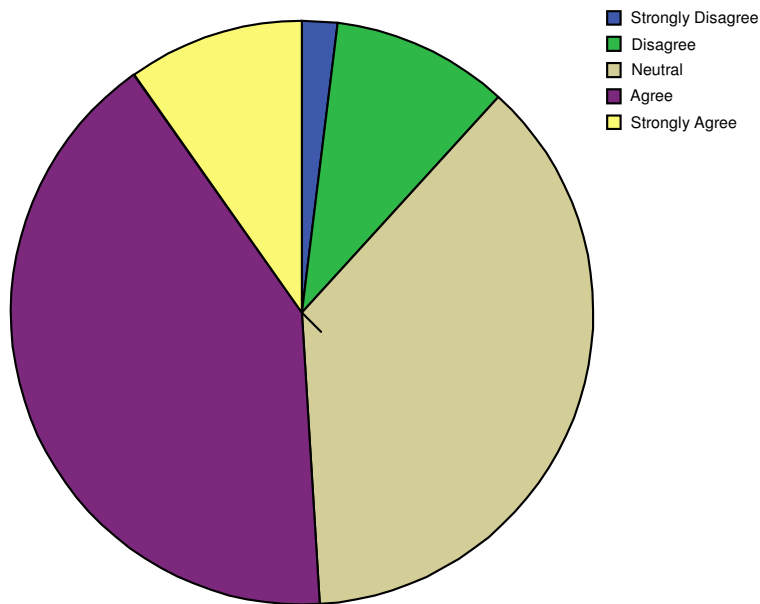
4.2.1 Recreational Equipments

Based on the Table and Chart 4.2.1, it shows that 51% of respondents agreed and strongly agreed that the facilities provided in the sport complex or recreational center in UUM are up to the university standard.

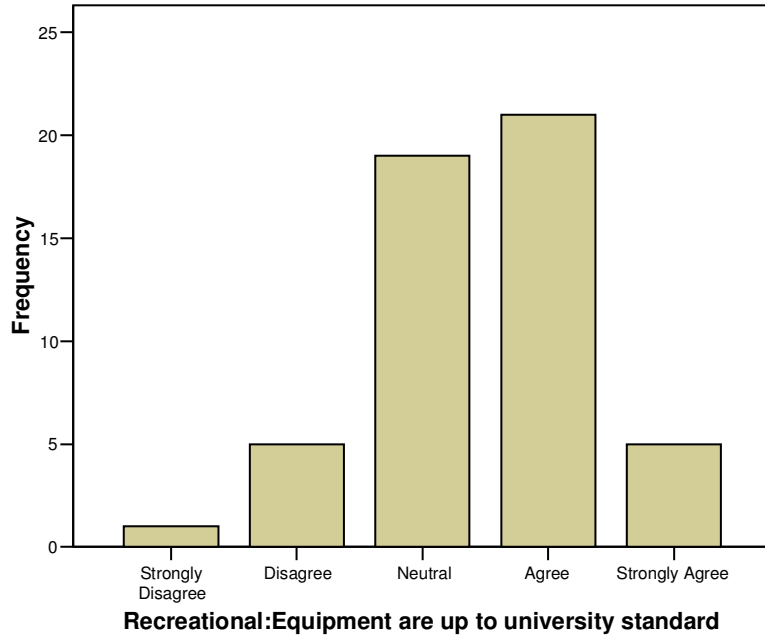
Table 4.2.1: Recreational Equipments

	Frequency	Percent
Strongly disagree	1	2.0
Disagree	5	9.8
Neutral	19	37.3
Agree	21	41.2
Strongly Agree	5	9.8
Total	51	100.0

Pie Chart 4.2.1 Recreational: Equipment are up to university standard



Recreational:Equipment are up to university standard



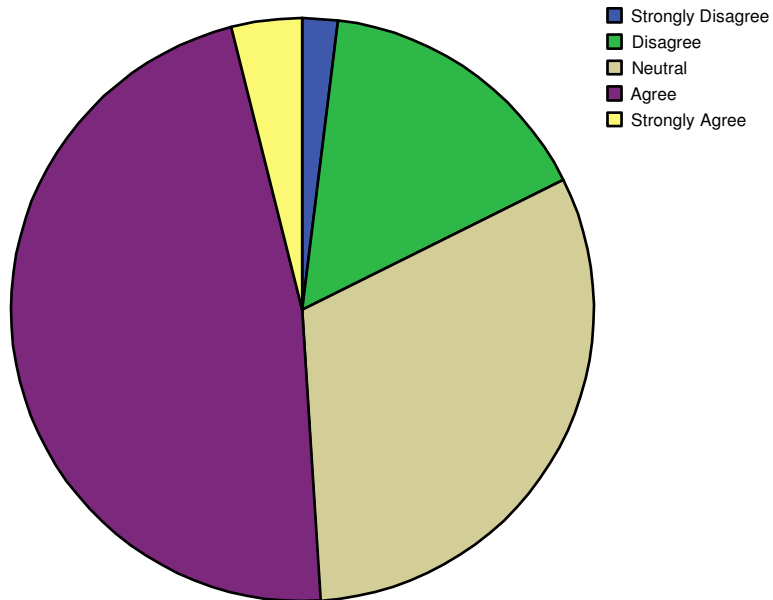
4.2.2 Condition of Sport Facilities

Based on the Table 4.3.2, 47.1% respondents agreed that all the equipments or sport facilities are in good condition and 3.9% are strongly agree.31.4% are neutral while the 15.7% disagree and only 2.0 % strongly disagree. It shows that most of the respondents are satisfy with the good condition of the facilities provided where the equipment are in a good maintenance and ready to use which can attract the students to join or participate the sport activities or to use the service.

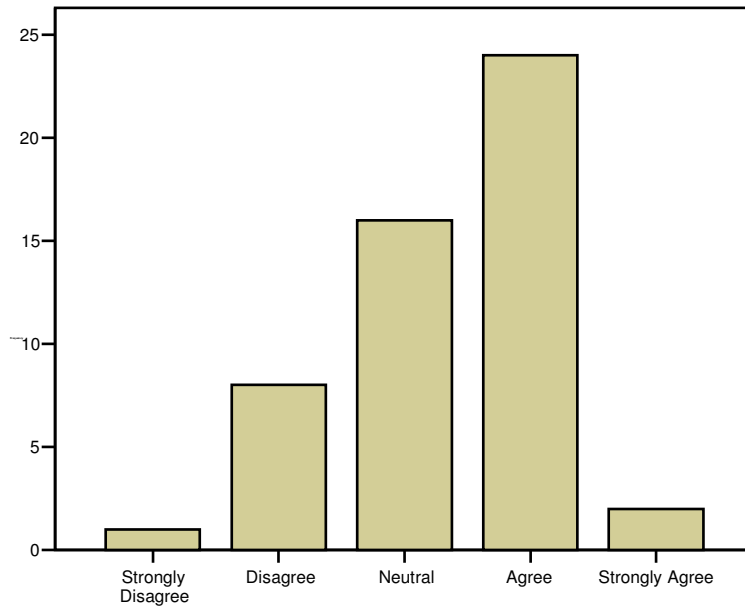
Table 4.2.2 : Condition of Sport Facilities

	Frequency	Percent
Strongly disagree	1	2.0
Disagree	8	15.7
Neutral	16	31.4
Agree	24	47.1
Strongly Agree	2	3.9
Total	51	100.0

Pie Chart 4.2.2 Condition of sport facilities



Bar Chart 4.2.2 Condition of Sport facilities



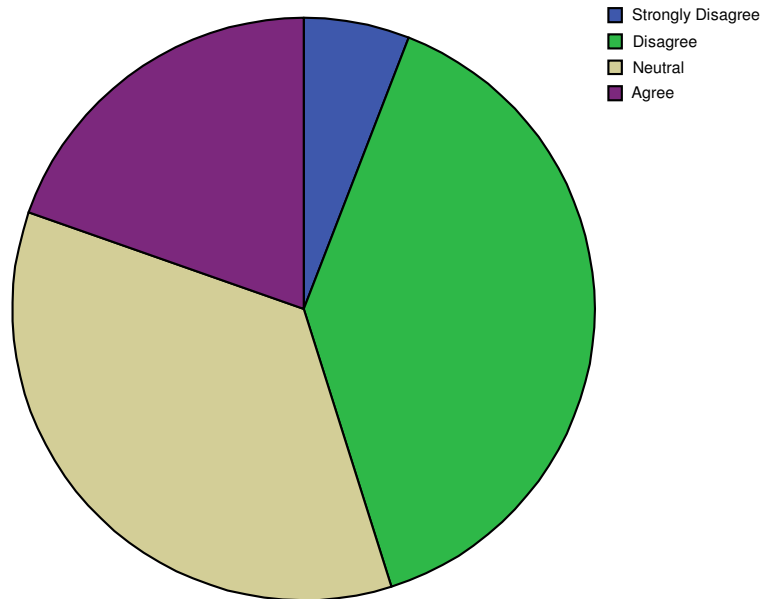
4.2.3 Students' Fees

Based on the Table 4.2.3, 19.6% of respondents agree with the fee for the students' 35.3% are neutral. 39.2 % disagree while 5.9% strongly disagree. It shows that students are not really satisfy with the fee of the recreational centre. The university management should review for the charges that includes in their university fees. The item or equipment and facilities provided could be improved in terms of the number of equipment or the quality itself that will satisfy the students as a user.

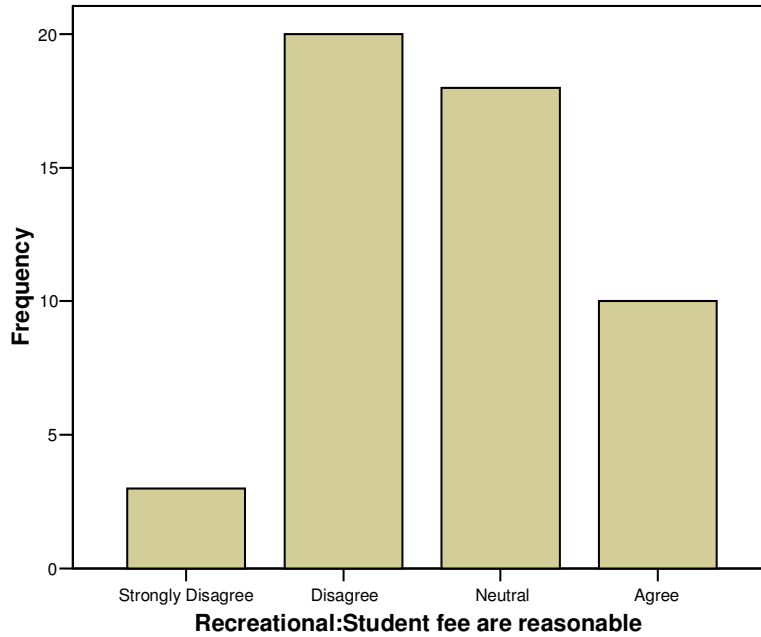
Table 4.2.3: Students' Fee

	Frequency	Percent
Strongly disagree	1	5.9
Disagree	5	39.2
Neutral	19	35.3
Agree	21	19.6
Total	51	100.0

Table 4.2.3: Students' Fee



Recreational:Student fee are reasonable



4.3 Descriptive Analysis of Students' Accommodation

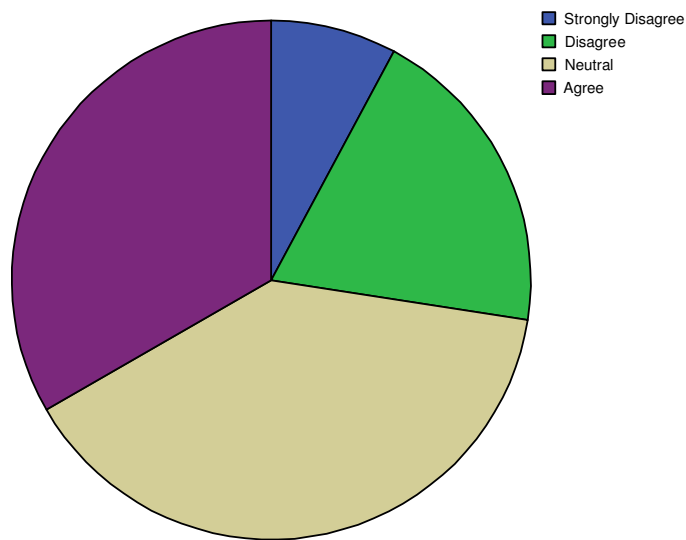
4.3.1 Hostels Systems

Based on the Table 4.3.1, it shows that 33.3% of respondents agreed and 39.2% are neutral. Only 19.6% disagree while 7.8% strongly disagree. It shows that overall students are quite agree with the hostel system in UUM where the policy of UUM is to ensure all the undergraduates students to live in campus relatively with the concept of fully residential university with the objective to give to provide a good service for the students and their welfare.

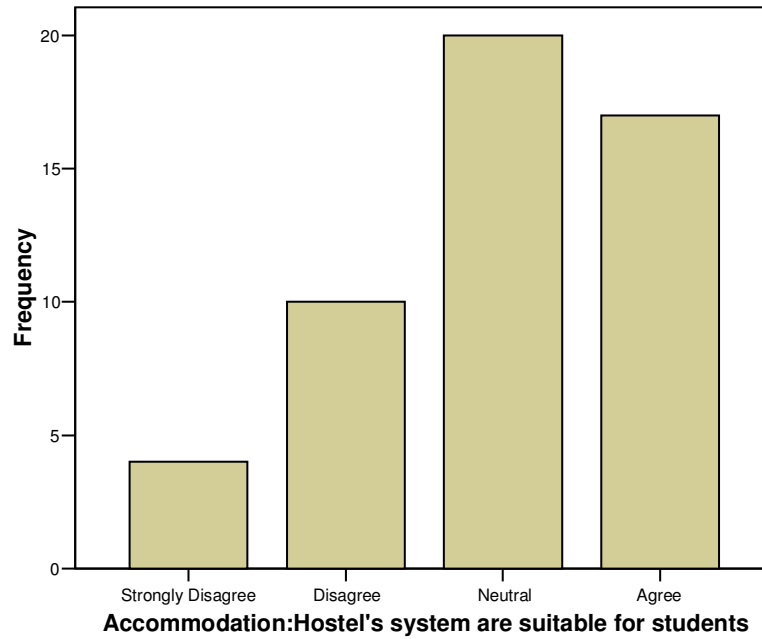
Table 4.3.1: Hostels Systems

	Frequency	Percent
Strongly disagree	4	7.8
Disagree	10	19.6
Neutral	20	39.2
Agree	17	33.3
Total	51	100.0

Accommodation:Hostel's system are suitable for students



Accommodation:Hostel's system are suitable for students



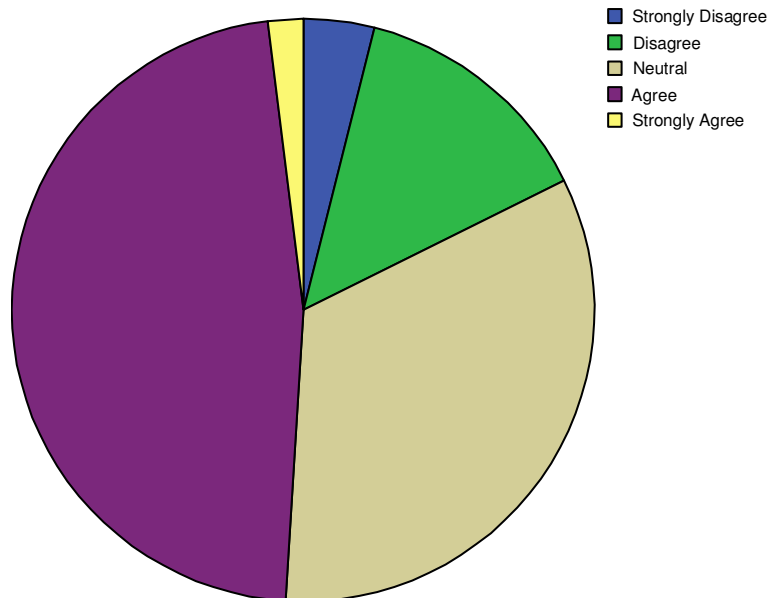
4.3.2 Conduciveness of Accommodation

Based on the Table 4.3.2, 47.1% of respondents agreed that accommodation provided is conducive to live. 20% are strongly agreed. 33.3 % respondents are neutral while 13.7 % were disagreed and 3.9% are strongly disagreed. It shows here that most of the students agree that the accommodation in UUM is conducive or in other words they are satisfied with the services provided in the residential hall (accommodation).

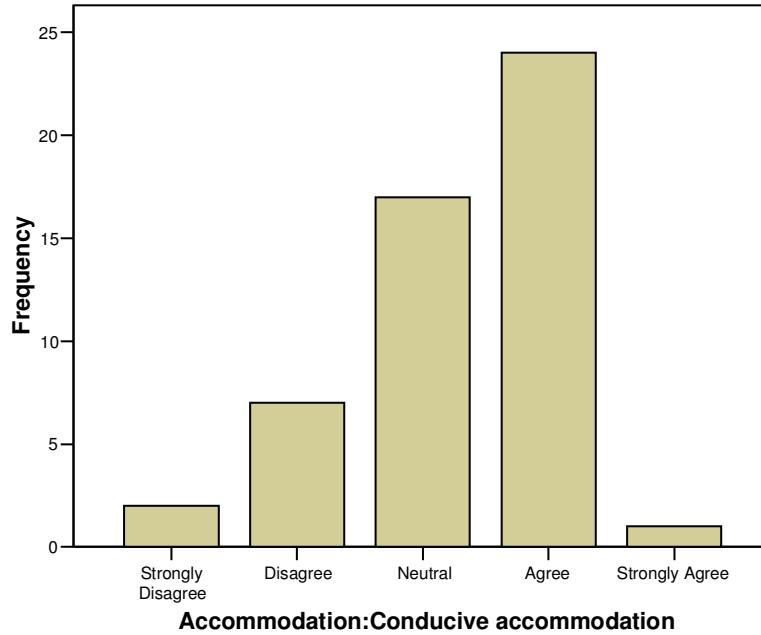
Table 4.3.2: Conduciveness of Accommodation

	Frequency	Percent
Strongly disagree	2	3.9
Disagree	7	13.7
Neutral	17	33.3
Agree	24	47.1
Strongly Agree	1	2.0
Total	51	100.0

Accommodation:Conductive accommodation



Accommodation:Conductive accommodation



4.4 Descriptive Analysis of Bus Services

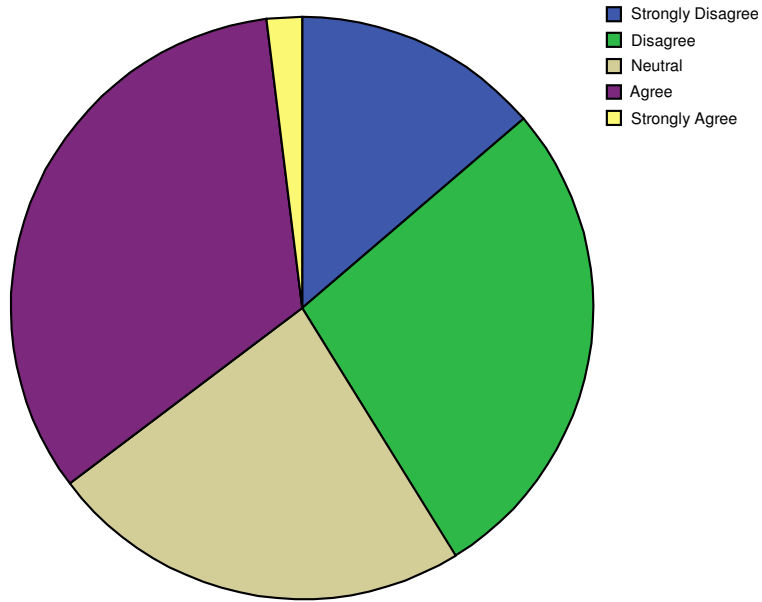
4.4.1 Bus Schedule

Based on the Table 4.4.1, due to the appropriateness of the bus schedule, 2.0 % respondents are strongly agreed while 33.3% of them agreed. 23.5% are neutral.5% are disagree while 13.7% are strongly disagree. It shows that the bus schedule was quite appropriate or suitable with the students as a user means that they are satisfy with the services provided. Bus schedule are really important to the students for their movement and daily activities.

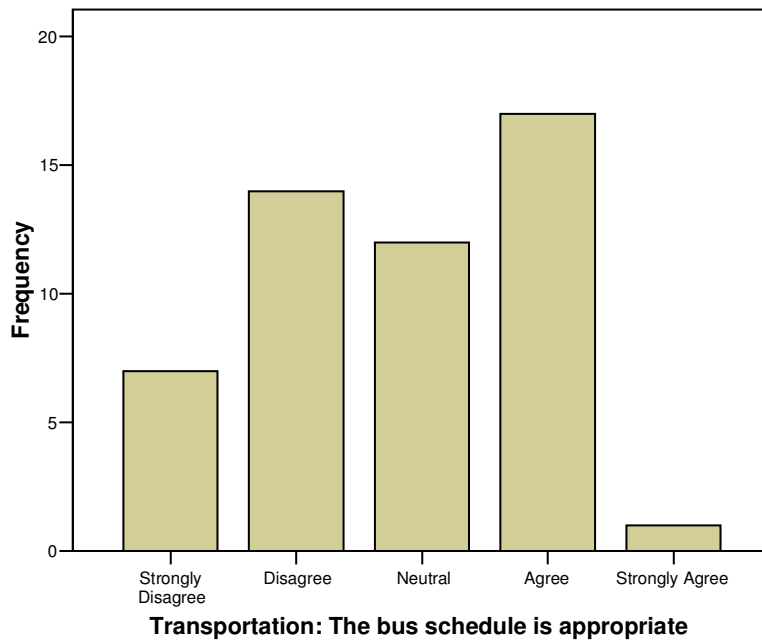
Table 4.4.1 : Bus Schedule

	Frequency	Percent
Strongly disagree	7	13.7
Disagree	14	27.5
Neutral	12	23.5
Agree	17	33.3
Strongly Agree	1	2.0
Total	51	100.0

Transportation: The bus schedule is appropriate



Transportation: The bus schedule is appropriate



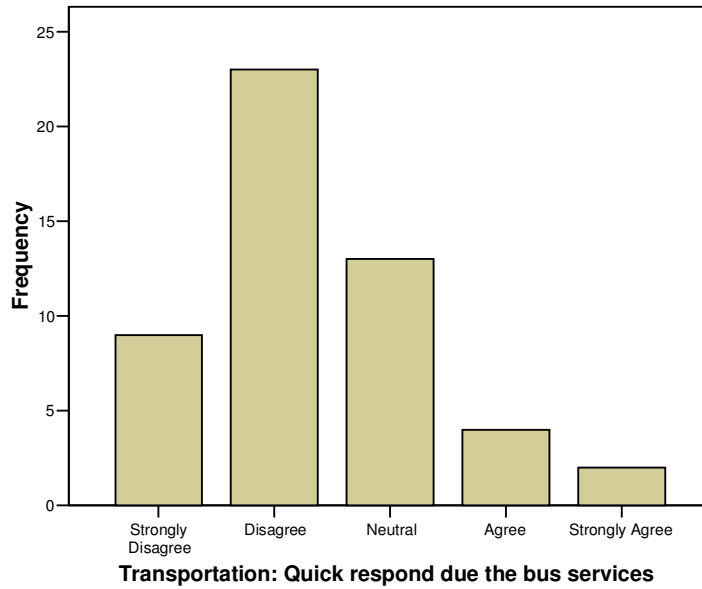
4.4.2 Bus Services

Based on the table 4.4.2 , 2.0 % of the respondents are strongly agree that the bus services are quick, 35.3% are agree while 27.5% are neutral. Only 21.6% respondents are disagreed while 13.7 % were strongly disagreed. It shows that most of the respondents are agree and satisfy with the services where quick respond will be taken for every report or complain of the students due to the bus service that will contribute to the effective services.

Table 4.4.2 : Bus Services

	Frequency	Percent
Strongly disagree	9	17.6
Disagree	23	45.1
Neutral	13	25.5
Agree	4	7.8
Strongly Agree	2	3.9
Total	51	100.0

Transportation: Quick respond due the bus services



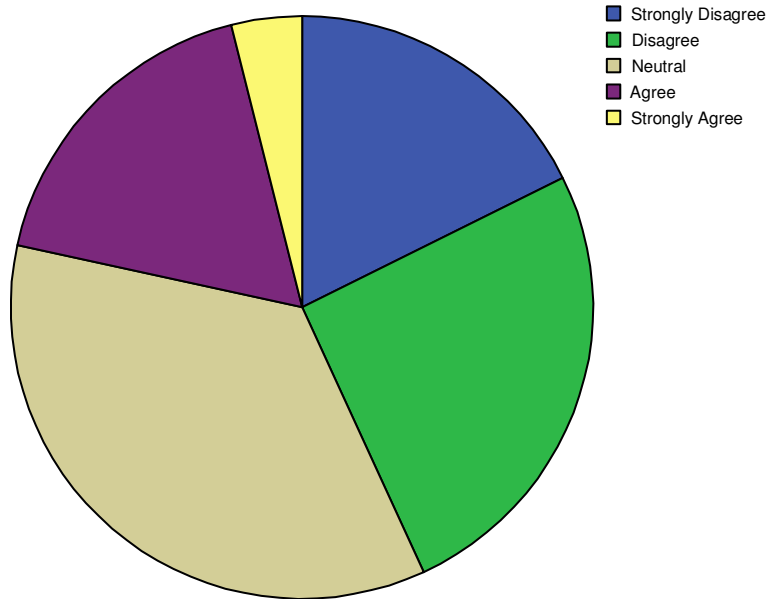
4.4.3 Overall Transportation Services

Based on the table 4.4.3, 17.6% of the respondents strongly disagree that overall services of the bus transportation in campus are good enough. 25.5 % are disagree while 35.3% are neutral. 17.6% respondents agreed while 3.9% strongly agree. It shows that the students are not really satisfy with the overall services meaning that there's certain part in the services should be improve to make it better and satisfy the students. Critical problem should be given more concern to fix it.

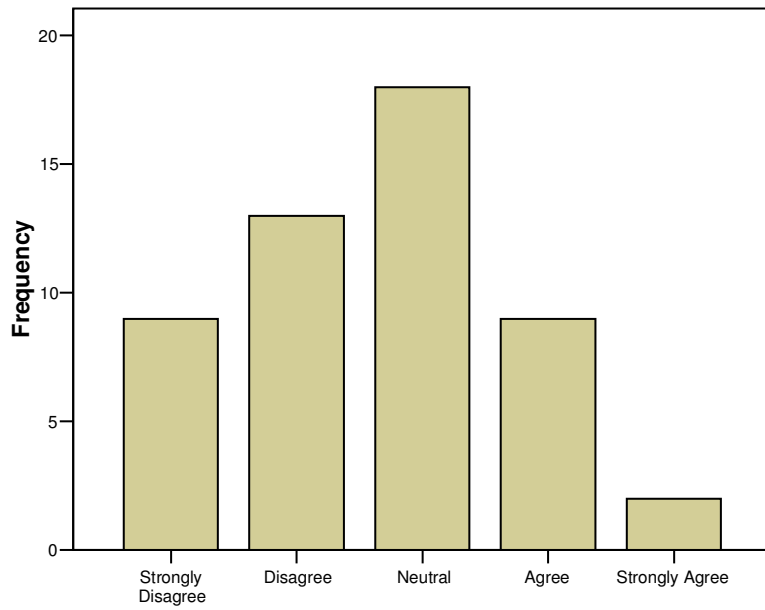
Table 4.4.3: Overall Transportation Services

	Frequency	Percent
Strongly disagree	9	17.6
Disagree	13	25.5
Neutral	18	35.3
Agree	9	17.6
Strongly Agree	2	3.9

Transporation: Overall services are good enough



Transporation: Overall services are good enough



Transporation: Overall services are good enough

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Introduction

Delivering the good quality services is a part of the University roles in order to satisfy the students as customer. Effective and efficient service provided by any organization is depending to the customer satisfaction and also maximizing their needs. Previous research found that there is significant relationship between service quality and customer satisfaction level. Quality service can be the long term strategy to convince about service offered.

Students' satisfaction will help university to sustain the performance in the market place as education has become a big and important business nowadays in our era of globalization.

5.1 Students' Satisfaction

Adams (2000) stated that "Higher education's methods of handling student administrative details are often uncoordinated, ineffective, and a principal source of dissatisfaction among college students". Therefore identifying students' satisfaction or dissatisfaction on the services provided by university is the first step in determining the level of student services at each university.

Due to increased competition from the private education sector, marketing professionals believe students should be viewed as customers. In this sense, altering the way in which services are rendered and adding a new dimension to the strategic planning of colleges or

universities. Satisfaction is a factor now that students have more choices in higher education.

Overall, they found that students felt the guarantee, accompanied by many conditions, was too ambiguous. In the end, no one asked for a refund. It is important to determine customer satisfaction because, as Athanassopoulos (1997, 264) describes, “Customer satisfaction is increasingly considered to be a basic determinant of business success, one that has considerable effect on firm performance (customer retention, re-purchase and profitability). Customer satisfaction and service quality are integrally related, and although the community college is not concerned about profit, they are concerned about retention.

Analysis of this study shows that students’ satisfaction will affect their academic performance indirectly. In this relation, the satisfaction of delivered services is not limited to the lecturing method but it’s also includes the facilities provided.

.5.2 Facilities Provided

In UUM context, as we can see there’s many types of facilities provided besides the equipments or facilities in the lecture hall to fulfill the students needs and expectation on the services provided.

UUM has a policy of ‘fully residential’ where 95% registered students are living inside the campus (hostel/residential hall). However the location of every hostels, faculty and any other facilities are located separately whereby the distance from one to another require bus services for the students movement. It’s not just to provide a bus or transportation but this must be of good quality. Bus services must have good management practices such as physically (mechanical), safety and the attitude of the drivers or staff to satisfy the students. Any problems occurred will effect the students’ movement especially to their classes and other activities as a majority of students used buses as their daily transportation.

Students satisfaction on the sport facilities provided in university are significant to influence their academic performance although it was at a low level. Good and complete facilities with a well manage equipments of the sport complex will attract the students to use it or to participate in any sports activities as. Satisfied students with all the equipment and facilities provided will encourage them to come to the sport complex daily after or before classes. In fact they will attract other students to join their activities. Students with a good health will be more motivated in their studies that will give a positive influence in their academic performance later.

5.3 Conclusion

Assessing students' satisfaction with their educational experiences is not easy but can be very rewarding. Negative feedback can be difficult to hear, especially if the staff and administration feel student experiences are more positive. The statement can be define on how important is the student as customer satisfaction in the higher education or university that should be given more concern in order to sustain the good performance among the university as one of the competitive advantages. Once an employee knows a customer, the cost of serving that customer decreases because the employee can anticipate the customer's needs. Gemme (1997) furthers this idea by demonstrating that it costs more to attract a new customer than retain an existing customer. Therefore, existing customer satisfaction is important to retention.

Other studies have indicated the difficulty in understanding the determinants of student satisfaction (Sanders and Chan, 1996). Pertinently, Zeithaml and Bitner (1996) have suggested that organizational socialization such as staff communication skills and knowledge of programs, rules and regulations, and the effective interaction between staff and students helps realize the planned service outcomes, and hence the higher the probability of satisfaction with the service. The present study explores student satisfaction with academic courses, residential, campus life, personal development and student life. The study is unique as it also surveys student self-assessed knowledge of functions and services in relation to satisfaction.

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6. Staff in charge are trained enough and professional..

1 2 3 4 5

7. Staff incharge are helpful and friendly ...

1 2 3 4 5

8. Staff incharge are always available

1 2 3 4 5

9. All equipments are stored in systematically and easy to access..

1 2 3 4 5

10. It 's easy to make a booking for any facilities with a quick response by the person incharge..

1 2 3 4 5

SECTION 3 (Accommodation)

(Please choose the suitable answer and circle the number given)

The likert scale questions are ranging from 1 to 5 as follows:

1- strongly disagree

2- disagree

3- neutral

4- agree

5 – strongly agree

11. All UUM students need accommodation during their period of study...

1 2 3 4 5

12. Accommodation provided are conducive for the university's students....

1 2 3 4 5

13. Hostel's system are suitable for the university's students...

1 2 3 4 5

14. Hostels in UUM are safe for the students to live..

1 2 3 4 5

15. The hostel environment is suitable for the learning process as a university students....

16. **1 2 3 4 5**
Room provided are suitable in terms of size and design..

17. **1 2 3 4 5**
Furnitures provided are up to the university's standard...

18. **1 2 3 4 5**
Rooms provided are always in a good maintenance...

19. **1 2 3 4 5**
Sharing the room with other students are acceptable...

20. **1 2 3 4 5**
Sharing with more than two students in one room are acceptable...

SECTION 4 (Transportation)

(Please choose the suitable answer and circle the number given)

The likert scale questions are ranging from 1 to 5 as follows:

1- strongly disagree

2- disagree

3- neutral

4- agree

5 – strongly agree

21. The bus schedule are appropriate for the students....

1 2 3 4 5

22. The number of bus is enough for the capacity of students in UUM....

1 2 3 4 5

23. The bus are always arrive on time.....

1 2 3 4 5

24. The bus is always in a good condition ...

1 2 3 4 5

25. There are always a quick response for any complain regarding the bus services....

1 2 3 4 5

26. The bus driver are skilled enough...

1 2 3 4 5

27. The bus drivers are professional in dealing with the students...

1 2 3 4 5

28. UUM transportation fee for the students are reasonable....

1 2 3 4 5

29. The bus is always in clean and tidy....

1 2 3 4 5

30. Overall,the bus services in UUM are good enough....

1 2 3 4 5

SECTION 5 (Academic Performance)

(Please choose the suitable answer and circle the number given)

What is your latest CGPA ?

1. Below 3.0 2. 3.0 3. 3.0 – 3.5

4. 3.5 5. Above 3.5