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A STUDY TO EXPLORE STUDENTS' SATISFACTION LEVEL REGARDING SUPPORT SERVICES PROVIDED BY UNIVERSITY OF THE PUNJAB

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ABSTRACT

Measuring the satisfaction of students regarding services and facilities has been a tough task through times. Many researchers have been working on how to measure satisfaction of the student's getting education in different institutions. This study was aimed at exploring satisfaction of the Master degree students regarding facilities and services provided by the university of the Punjab. Quantitative research and descriptive method were used for this study. IER was selected as a population. Total sample size from IER taken for this study was two hundred and ninety students. Cluster sampling technique was used for sampling. Students from nine master degree programs of IER University of the Punjab Lahore were selected. After studying different articles and online available questionnaires about their motivation, a survey questionnaire was developed, which was used to collect data from students. Data was analyzed through SPSS 21 and independent sample t test, ANOVA, frequency, percentage and mean and standard deviation were applied to get results. Results show that students of IER are satisfied with the services and facilities provided by university of the Punjab. There is variation in satisfaction level of respondents among different programs and semesters, whereas there is no difference of level of satisfaction of respondents among shifts and gender. On the bases of research findings, the researchers suggest that comprehensive strategies and policies should be evolved to enhance satisfaction of the students regarding services and facilities provided by university of the Punjab.

INTRODUCTION

Measuring the satisfaction of students regarding services and facilities has been a tough task through times. Many researchers have been working on how to measure satisfaction of the students, getting education in different institutions. Satisfaction is associated with customers only and students are the customers of university, as students directly receive services of the university by paying tuition fees and charges. If students are not satisfied with the quality and quantity of the facilities provided by the university then it will be the failure of university as service provider. When we evaluate any program regarding its services and facilities, we have to consider three things in common 1. What to measure? 2. Who to measure? 3. How to measure? We have selected this topic in context to educational perspective. We measured satisfaction of the students regarding services and facilities of programs of Institute of Education & Research (IER). We have only selected master degree programs of IER. IER is the first Educational research institute of university of the Punjab (PU). It has nine master's degree programs including Masters in Business education (MBE), Masters in Technology Education (MTE), Masters in Educational Research & Assessment (MERA), Masters in Science Education (MS.ed), Masters in Elementary Education (MS elementary), Masters in Secondary Education (MS.ed Sec), Masters in Early Childhood Educational (ECE), Masters in English linguistics & Teaching Languages (ELTL), and Masters in Islamic Education.

LITERATURE REVIEW

A study on the impact of services and facilities for undergraduate students' university choice was published by Price et al. in 2003. Over a two-year period, they polled several colleges to learn why students choose specific universities. The top eight factors for both years' average results were availability of computers, good library facilities, a reputation for having excellent teachers, accessibility to quiet spaces and self-study areas, the quality of the town's or city's public transportation system, and a welcoming attitude toward students. The services and facilities of a university are a key deciding factor for prospective students. Clement, Proppe and Rott (2007) asserts that most people build their opinions depending on the people they interact with, and that these opinions are either negative or positive or fall somewhere in between. To provide students with high-quality services, universities must manage every aspect of their interactions with their service offerings, especially those involving their staff. A university's reputation may be made or broken at the moments of truth when individuals deliver services to other people (Petruzzellis & Romanazzi, 2010).

All university personnel, whether front-line contact staff engaged in teaching or administration or non-contact staff engaged in administrative or management positions, must maintain good customer service standards to ensure overall student satisfaction (Douglas, Douglas & Barnes, 2006). A survey done by Shaikh and Sohail in (2004) among 310 Saudi Arabian men studying at King Fahd University of Petroleum and Minerals, found that the key factor influencing students' perceptions of service quality was the behavior of university personal with them, however, the physical setting, design, lighting,

classrooms, exterior of the buildings and grounds, and overall sanitation all also play a part in how the students perceived the quality of the service.

Galloway (1998) conducted study on how one UK university's faculty administration office affected the way that students perceived the level of customer care. He found that it had an immediate impact on students and changed how highly they rated the institution as a whole. The academic faculty and technical staff were immediately impacted by the office's performance. These front-line staff members have an immediate impact on current students, other clients availing their services and on the potential students.

Customers who are happy are loyal and satisfied with that organization, similarly satisfied students are more inclined to attend more lectures given by the same lecturer, enroll themselves in another module or course which their institution offers (Douglas, Douglas & Barnes, 2006). In their poll of 168 students who attended four lectures given by the same lecturer, including perceived service quality, relevance, and post-visit intents, they found that the lecture's conclusion was more significant to students than any other element.

It supports Hume and Mort (2010) finding that the impression of the overall quality of the service is influenced by the quality of the core service. For universities, lectures continue to be the main method of service delivery. According to Meguid and Collins (2017) research, students' opinions of the value and enjoyment of initial lectures had an impact on their propensity to recommend or retake courses. Louis, Murphy and Smylie (2016) study, which employed focus groups to determine what outstanding education meant to students, his most important finding was quality of education which has high priority in students' point of view.

Purpose of the Study

Purpose of the study was to check whether the students of IER were satisfied with the quality and quantity of the services and facilities provided by IER to them or not.

Significance of the Study

Since 1952 IER has been working to produce quality teachers in almost every field of study but no one ever bothered to measure the satisfaction of students enrolled in master degree programs of IER that they are fulfilling their objectives or not. In every semester tuition fee and other charges are increasing consistently. Students often complain about high charges and less service quality of master degree programs of IER. This study will help to evaluate whether the service quality and the facilities provided by master degree programs of IER is satisfactory or not.

Objective of the Study

1. To measure the satisfaction of students of IER regarding services and facilities provided by university of the Punjab.
2. To check the variation of IER students' level of satisfaction regarding services and facilities provided by university of the Punjab among grades.
3. To check the variation of IER students' level of satisfaction regarding services and facilities provided by university of the Punjab among gender
4. To check the variation of IER students' level of satisfaction regarding services and facilities provided by university of the Punjab among programs
5. To check the variation of IER students' level of satisfaction regarding services and facilities provided by university of the Punjab among semesters.
6. To check the variation of IER students' level of satisfaction regarding services and facilities provided by university of the Punjab among shifts.

Research Hypotheses

1. **H^o1:** Students of IER are satisfied with the services and facilities provided by the University of the Punjab
2. **H^o2:** There is no significant difference in satisfaction of the students regarding services and facilities provided by the University of the Punjab among different grades
3. **H^o3:** There is no significant difference in the satisfaction regarding services and facilities provided by the University of the Punjab among different programs.
4. **H^o4:** There is no significant difference in satisfaction regarding services and facilities provided by the University of the Punjab among the different semesters
5. **H^o5:** There is no significant difference in satisfaction regarding services and facilities provided by the University of the Punjab among different shifts
6. **H^o6:** There is no significant difference in satisfaction regarding services and facilities provided by the University of the Punjab among different genders

RESEARCH METHODOLOGY AND PROCEDURE

A survey research method was selected in which a structured questionnaire was developed with a scale carrying different levels of satisfaction. The researchers conducted this study to check the level of satisfaction and the effects of other factors on the level of satisfaction. Other factors which were used to check the level of satisfaction were grades, gender, semester, degree programs, and different shifts.

Population

Institute of Education and Research (IER) was the population of this research. It was taken on convenience bases, because it was most convenient for the researchers to collect data from here. Also, the students here, were the educators and had a keen interest in research or theses studies.

Sampling Technique

In IER the researchers took only master degree programs. Nine master degree programs were taken as sample. These programs were MBE, MTE, MA secondary education, ELTL, MA Islamic education, MA ECE, MERA, MS-Ed and MA elementary. 34 respondents from master in business education and 32 respondents from the remaining eight programs which were MBE, MTE, MA secondary education, ELTL, MA Islamic education, MA ECE, MERA, MS-Ed and MA elementary made the total sample of the study.

Instrument Development

The instrument, which was used during this research study was questionnaire. It was a structured close ended questionnaire. The researchers initially made 67 statements then 22 were removed and 45 statements were kept in the final questionnaire. The questionnaire had two sections, first one was about services and the second one was about facilities provided by the institute.

Validity

Expert teachers and supervisors in this domain were consulted to check the questionnaire's validity. They checked the questionnaire in detail and after proper checking and doing reconciliation of errors, they approved the questionnaire as valid.

Pilot Testing

The final questionnaire was piloted among 10 volunteers. The length of time it took them to complete the survey was noted and at the end they were asked for any comments regarding the validity and reliability about any statement of the questionnaire. Based on the feedback received a number of questions were amended and the design of the questionnaire was altered slightly. It took on average 12 minutes to the participants to complete the questionnaire. 5-point Likert type scale was used for research purpose i.e., 1 (Highly Dis-satisfied), 2 (Dis-satisfied), 3 (Undecided), 4 (Satisfied), 5 (Highly Satisfied).

Reliability

After the data was entered in SPSS 21 reliability was checked. Reliability of all 290 questionnaires was 0.85. Then statements were computed these were 45 in numbers.

Table 1: Cronbach's Alpha

| Cronbach's Alpha | No of Items |
|-------------------------|--------------------|
| 0.85 | 45 |

Table 2: Distribution of respondents by programs

| Scale | Frequency | Percentage |
|------------|-----------|------------|
| MBE | 34 | 11.7 |
| MTE | 32 | 11.0 |
| MA SEC | 32 | 11.0 |
| MA ELEM | 32 | 11.0 |
| MA ISL EDU | 32 | 11.0 |
| MA ELTL | 32 | 11.0 |
| ECE | 32 | 11.0 |
| MS ed | 32 | 11.0 |
| MERA | 32 | 11.0 |
| Total | 290 | 100.0 |

Table 2 shows that in the total questionnaires of 290 MBE has 11 percent (34), MTE, MERA, MA Islamic, MA Elementary, MA Secondary, MA ELTL, MA ECE, shows 11.03 percent per program (32 each program)

Table 2: Distribution of respondents by semesters

| Scale | Frequency | Percentage |
|------------|-----------|------------|
| 2ND SMESTR | 145 | 50.0 |
| 4RTH SMSTR | 145 | 50.0 |
| Total | 290 | 100.0 |

Table 2 shows that there was equal distribution between 2nd and 4th semester students. 50 percent was for the 2nd semester and 4th semester

Table 3: Distribution of respondents by CGPA

| Scale | Frequency | Percentage |
|-------|-----------|------------|
| 1-2 | 89 | 30.7 |
| 2-3 | 105 | 36.2 |
| 3-4 | 96 | 33.1 |
| Total | 290 | 100.0 |

Table 3 shows the CGPA of 2-3 has the maximum percentage of 36.2 percent. The second maximum figure is 3-4 showing a percentage of 33.1 percent and the lowest ratio was covered by 1-2 showing a percentage of 30.7 percent

Table 4: Distribution of respondents by shifts

| Scale | Frequency | Percentage |
|---------|-----------|------------|
| Morning | 186 | 64.1 |
| Evening | 104 | 35.9 |
| Total | 290 | 100.0 |

Table 4 shows the ratio of morning and evening students. Morning has covered the 64.1 percent portion and evening shows the 35.9 percent respondents. Morning has more proportion than evening.

Table 5: Distribution of respondents by gender

| <i>Scale</i> | <i>Frequency</i> | <i>Percentage</i> |
|--------------|------------------|-------------------|
| male | 119 | 41.0 |
| female | 171 | 59.0 |
| Total | 290 | 100.0 |

Table 5 shows the distribution of respondent students by gender. Female were 59 percent and male students were 41 percent. Female gave the maximum response

Table 6: ANOVA test to know the level of satisfaction regarding services and facilities among different programs

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|-----------------------|-----------|--------------------|----------|-------------|
| Between Groups | 1.532 | 8 | .192 | 2.019 | .044 |
| Within Groups | 26.651 | 281 | .095 | | |
| Total | 28.184 | 289 | | | |

Table 6: indicates that There is significance difference among different programmes Table showed that is total questions ($F = 2.019$) and the significance value for current program was 0.044 that is $p \leq 0.05$ which meant that is statistically significant differences of level of satisfaction regarding services and facilities among different program.

Table 7: Independent Sample t-test (Semester) to know level of satisfaction regarding services and facilities between students' seniority

| Semester | N | Mean | SD | Df | t | Sig |
|-----------------|----------|-------------|-----------|-----------|----------|------------|
| 2.00 | 145 | 3.2008 | 0.26 | 10.617 | 2.243 | 0.01 |
| 4.00 | 145 | 3.1191 | 0.34 | | | |

Table 7 indicates that There is significance difference between the level of satisfaction among junior and senior ($p = 0.01$, $t = 2.243$) $p \geq 0.05$ towards the distribution across the scale. So, it is concluded that there is significant difference towards the level of satisfaction on the basis of semester.

Table 8: ANOVA test to know the level of satisfaction regarding services and facilities among different CGPA

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|-------|
| Between Groups | .025 | 2 | .012 | .127 | 0.881 |
| Within Groups | 28.159 | 287 | .098 | | |
| Total | 28.184 | 289 | | | |

Table 8 indicates that There is no significance difference among different CGPA Table showed that is total questions (F = 0.127) and the significance value for current program was 0.881 that is $p \geq 0.05$ which meant that is not statistically significant differences of level of satisfaction regarding services and facilities among different program

Table 9: Independent Sample t-test (Semester) to know level of satisfaction regarding services and facilities between different shifts

| Shifts | N | Mean | SD | Df | t | Sig |
|---------|-----|------|------|-----|--------|-------|
| Morning | 186 | 3.15 | 0.30 | 288 | -0.579 | 0.792 |
| Evening | 104 | 3.17 | 0.31 | 209 | | |

Table 9 indicates that There is no significance difference between the level of satisfaction between morning and evening shifts ($p = 0.792, t = -0.579$) $p \geq 0.05$ towards the distribution across the scale. So, it is concluded that there is no significant difference towards the level of satisfaction on the basis of shifts.

Table 10: Independent Sample t-test (Semester) to know level of satisfaction regarding services and facilities between different genders

| Gender | N | Mean | SD | Df | t | Sig |
|--------|-----|------|------|-------|-------|-------|
| Male | 119 | 3.16 | 0.33 | 288 | 0.387 | 0.115 |
| Female | 171 | 3.15 | 0.29 | 234.5 | | |

Table 10 indicates that There is no significance difference between the level of satisfaction between different shifts ($p = 0.115, t = 0.387$) $p \geq 0.05$ towards the distribution across the scale. So, it is concluded that there is no significant difference towards the level of satisfaction on the basis of gender

Table 11: One sample T-test to know the satisfaction of students of IER regarding services and facilities provided by university of the Punjab.

| | N | Mean | SD | Df | t | Sig |
|-------------|----------|-------------|-----------|-----------|----------|------------|
| Total Scale | 290 | 3.15 | 0.31 | 289 | 8.72 | 0.000 |

Table 11 indicates that mean of total scale is 3.15 which means that most of the students are satisfied with the services and facilities provided by university of the Punjab.

FINDINGS

This study was aimed at exploring the satisfaction of students of IER regarding facilities and services provided by university of the Punjab. Through survey research data was collected and analyzed by SPSS 21. Findings were drawn from the analyzed data out of filled questionnaires which showed that following satisfaction factors were analyzed;

- The results of distribution of respondents by semester Table 4.3 indicates that 50% respondents are of 2nd semester and 50% respondents are of 4th semester. Hence, the distribution of respondents is equal.
- The results of distribution of respondents by CGPA Table 4.4 indicate that CGPA of the 30.7% respondents is 1 to 2. 36.2 % respondents have CGPA between 2 to 3 and 33.1% respondents have got CGPA between 3 to 4 or above. Hence, the distribution of respondents is higher in group where CGPA is between 1 to 2 but with not a significant difference.
- The result of distribution of respondents by shift table 4.5 indicates that 64.1% respondents are of morning shift and 35.9% of respondents are of evening (Self-supporting) from IER. Hence the distribution of Morning shift students in the sample is higher than evening shift students.
- The result of distribution of respondents by gender table 4.6 indicates that 41% of the respondents are male students and 59% of the respondents are female students. Hence the frequency of female students is higher than male students.

H°1: Students of IER are satisfied with the services and facilities provided by the University of the Punjab.

Table 4.12 shows that mean of all statements is 3.15 which means that majority of the students are satisfied with the services and facilities provided by university of the Punjab. More over 29.0% respondent significantly dis-satisfied with the services and facilities provided by University of the Punjab. 0.7% respondents remain neutral and 70.3% respondents are significantly satisfied with the services and facilities provided by University of the Punjab. Hence our hypothesis is accepted.

H°2: There is no significant difference in satisfaction of the students of IER regarding services and facilities provided by the University of the Punjab among different grades

Table 4.9 indicates that there is no significance difference in satisfaction of students of IER regarding services and facilities provided by the University of Punjab for different genders. It is concluded that significance value (p) is 0.881 is greater than 0.05 which means there is statistically no significant differences of level of satisfaction on the base of semester, so it concludes that H_0 is accepted.

***H³*: There is no significant difference in the satisfaction regarding services and facilities provided by the University of the Punjab among different programs**

Table 4.7 indicates that There is significance difference among different programmes Table showed that is total questions ($F = 2.019$) and the significance value for program was 0.044 that is $p \leq 0.05$ which meant that is statistically significant differences of level of satisfaction regarding services and facilities among different programmes. Hence our null hypothesis is rejected.

***H⁴*: There is no significant difference in satisfaction regarding services and facilities provided by the University of the Punjab among the different semesters**

Table 4.8 indicates that There is significance difference between the level of satisfaction among junior and senior ($p = 0.01$, $t = 2.243$) $p \leq 0.05$ towards the distribution across the scale. So, it is concluded that there is significant difference towards the level of satisfaction on the basis of semester. Hence our null hypothesis is rejected.

***H⁵*: There is no significant difference in satisfaction regarding services and facilities provided by the University of the Punjab among different shifts**

Table 4.10 indicates that There is no significance difference between the level of satisfaction between morning and evening shifts ($p = 0.792$, $t = -0.579$) $p \geq 0.05$ towards the distribution across the scale. So, it is concluded that there is no significant difference towards the level of satisfaction on the basis of shifts. Hence our null hypothesis is accepted.

***H⁶*: There is no significant difference in satisfaction regarding services and facilities provided by the University of the Punjab among different genders**

Table 4.11 indicates that There is no significance difference between the level of satisfaction between different shifts ($p = 0.115$, $t = 0.387$) $p \geq 0.05$ towards the distribution across the scale. So, it is concluded that there is no significant difference towards the level of satisfaction on the basis of gender. Hence our null hypothesis is accepted.

DISCUSSION

Objective 1: To explore whether students of IER are satisfied with the services and facilities provided by university of the Punjab or not

It is clarified by the research that students of IER are satisfied with the services and facilities provided by university of the Punjab. Students give importance to the services and facilities irrespective to the faculty and future concerns of the degree.

Objective 2: Exploration of the impact of grades in satisfaction level of students of IER regarding services and facilities provided by university of the Punjab.

It is normally considered that the students having high grades are often highly satisfied with the institution no matter what quality and quantity of services and facilities is being provided to them. But in our research, it is clarified that there is no impact of grades on satisfaction level of students of IER regarding services and facilities provided by university of the Punjab.

Objective 3: exploration of the variation of level of satisfaction of students of IER regarding services and facilities provided by university of the Punjab through different programs

It is clarified in our research that there is significant variation of level of satisfaction of students of IER regarding services and facilities provided by university of the Punjab through different programs. Hence, we observed some reasons behind these results, we found that different programs have different requirements and the student's level is also different. So, they all demand different type of services and facilities.

Objective 4: exploration of variation of level of satisfaction of students of IER regarding services and facilities provided by university of the Punjab through different semesters

It is clear in our research that students of different semesters have different levels of satisfaction regarding services and facilities provided by university of the Punjab. It is because of exposure. The students studying in fourth semesters have more exposure than the students studying in second semester.

Objective 5: exploration of level of satisfaction of students of IER regarding services and facilities provided by university of the Punjab through different shifts

We saw that there is no difference in satisfaction level of the students of IER regarding services and facilities provided by university of the Punjab among different shift. Morning and evening shifts have same level of satisfaction and same point of view.

DISCUSSION

The contradiction exists in literature regarding relationship between grades and students' satisfaction. Authors like Liu and Jung (1980) and Pike (1991) have observed moderate relationship, while Bean and Bradley (1986) found no relationship at all. However, Mazirah, McLeay and Woodruffe-Burton (2015) observed significant relationship between grades and student satisfaction. On the other hand, limited attempts have been made to measure impact of gender, ethnicity, race, religion, and migrations from one educational institution to another, on student satisfaction. However, existing evidence reports less satisfaction among female students as compared to male students (Rienzi, 1993).

CONCLUSION

Results show that students of IER are satisfied with the services and facilities provided by university of the Punjab. There is variation in satisfaction level of respondents among different programs and semesters. Whereas there is no difference of level of satisfaction of respondents among shifts and gender.

$H^{\circ}3$, $H^{\circ}4$ are rejected Acceptance of $H^{\circ}1$ indicates that students are satisfied with the services and facilities provided by university of the Punjab. Whereas rejection of $H^{\circ}3$, and $H^{\circ}4$ indicates that there is variation of level of satisfaction of students among programs and semesters.

$H^{\circ}2$, $H^{\circ}5$, and $H^{\circ}6$ are accepted which indicate that there is no variation of level of satisfaction of students among different shifts, gender and CGPA.

RECOMMENDATIONS

- On the bases of research findings, the researchers suggest that comprehensive strategies and policies should be evolved to enhance satisfaction of the students regarding services and facilities provided by university of the Punjab.
- We will recommend future researchers to research on more than one institute of university of the Punjab.
- The reviewed literature and discussions concluded that there is significant difference of level of satisfaction among students studying in different semesters. the students studying in fourth semester are more dissatisfied than students of second semester.in the light of this interpretation administration should take care of old students too.
- Student and teacher evaluation standards and criteria should be refined and set in accordance with the demanding nature of academic regulations
- Mandatory training and counseling should be conducted to rehabilitate socially isolated teachers as well as students,
- A general body or teachers' associations should be formed to keep a vigilant eye on the affairs of the students in classrooms or in universities and other educational places,
- Student's feedback should be continually taken.
- The results will ultimately be used by University and Funding Bodies to produce general assessment committee of university performance. The position of a university in any assessment committee will impact ultimately on its image. This image will lead to the higher satisfaction of the students which ultimately

result in their retention (James, 2002). Indeed, recruitment and retention of students has been moved to the top of most universities' agendas. If the retention is low that will definitely lower the attention of the funding agent just as government (Ibrahim, Rahman & Yasin, 2014).

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