Quality Educational Management

Hairuddin Ali

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TABLE OF CONTENT

CHAPTER 1: 1-10
What the Students Expects and Perceive about Trustworthiness?

CHAPTER 2: 11-20
What the Students Expects and Perceive about Trustworthiness?

CHAPTER 3: 21-32
Crime Scene Prevention: A Study of Effective Security Management at International Islamic University Malaysia (IIUM)

CHAPTER 4: 33-50
Leadership and Islamic Management: Basis for Quality Education

CHAPTER 5: 51-68
Leadership and Islamic Management: Basis for Quality Education

CHAPTER 6: 69-88
What You See is Not What You Get: a Case of the Quality of Services

CHAPTER 7: 89-98
An Investigation of Post Graduate Students and Academic Staff Affectionate Relationship

CHAPTER 8: 99-118
Students' Satisfaction toward Service Quality in Admission & Records Department,Centre For Foundation Studies, International Islamic University Malaysia

CHAPTER 9: 119-137
Students' Satisfactions towards Library Service Quality at a Local Higher Learning Institution

CHAPTER 10: 139-154
THE EFFECTS OF TEACHING AND LEARNING STYLES ON THE ACHIEVEMENT OF A RESEARCH UNIVERSITY STATUS

CHAPTER 11: 155-167
The Quest for Quality Services: Does SERVQUAL Perfectly Measure the University Services?

CHAPTER 12: 169-188
What Customers Expect and Perceive From a University Services?

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What Customers Expect and Perceive From a University Services?

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Introduction

Beaver (1994) affirmed that university and college administrators see implementation of quality management practices as a way to reassure that institutions perform well and hence the customers of higher education are being well served (Sohail and Shaikh, 2004). As a result many institutions of higher learning embarked on quality management practices such as quality assurance management system and the implementation of Kaplan and Norton's (2004) Balanced Scorecard. As quoted by Brochado (2009), the role of service quality in higher education has received increasing attention during the last two decades. The use of the most appropriate measurement tool would help managers to assess service quality provided by their institutions, thus having the ability to use the results to enhance the service quality and service delivery. Further, Firdaus (2006) reiterated that although researchers have devoted a great deal of attention to service quality, there are still unresolved issues that need to be addressed and the most controversial one is measurement instrument for service quality in higher education institutions.

Quality means those features of "products" which meet customer needs and thereby provide customer satisfaction (Juran and Gryna, 1988). Correspond to this early definition of quality, as quoted in Petruzzellis et al. (2006), AA.VV (2003) found the existence of strict link between customer satisfaction and service quality. Of late, service quality has been receiving much reputation because of its obvious relationship to customer satisfaction (Sureshchandar et al., 2002).

There are three main objectives of this research paper. First, is to examine the unidimensionality, reliability and validity of the SERVQUAL used. Next is to determine the gap score of service quality one of the faculties as perceived by the primary customers (the students) by using the modified SERVQUAL instrument. Finally, the study will determine the relative ranking of the gap score for each dimension of service quality (tangibles, reliability, responsiveness, assurance and empathy) as proposed by Parasuraman et al. (1991). Eventually the findings of the study will be used by the management of the respective faculty to improve its service quality for its customer satisfaction.

Background of Service Quality Evaluation in Higher Education