

REALITY CHECK: EXPECTATIONS VERSUS EXPERIENCE OF THE HIGH SCHOOL STUDENTS IN COLEGIO DE SAN JUAN DE LETRAN-BATAAN'S SERVICE QUALITY

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ABSTRACT

Student expectation and experience is vital in determining service quality in institutions. In order to remain competitive, the institution contentiously acquires, maintains, and builds stronger relationships with students. The main purpose of this paper is to evaluate students' experiences on services provided by Colegio de San Juan de Letran-Bataan in terms of the five dimensions of service quality according to Berry (2011). This study is limited to the junior and senior high school students of CSJL-B. The researchers used stratified random sampling in determining the number of their sample size and an adapted questionnaire from Quinco (2018) was used as the research instrument. Paired t-test and Wilcoxon test was used to treat the data. The study observed significant relationship between the five dimensions of service quality (Tangibility, reliability, responsiveness, assurance and empathy) or SERVQUAL and students' satisfaction. The researchers found out that most of the respondents' expectations were very satisfied for all of the 5 dimensions of SERVQUAL. Meanwhile, the average answer for the level of expectations of the high school students regarding the 5 dimensions of SERVQUAL were very satisfied. The researchers concluded that there is a significant difference between the expectations and experiences of the students in the Colegio. Such findings should help the Colegio to make better strategic plan as to enhance student's satisfaction during academic performance and attract more students.

Keywords: *expectations, experiences, service quality, tangibility, assurance, reliability, responsiveness, empathy*

INTRODUCTION

Customer expectations imply the thoughts and sentiments of a client about a particular product or service. It relies upon what the person needs from the product and what the person expects from it. The customers' expectations regarding the services offered are the center of the customers' fulfillment. Prior to availing the service, each client may have some assumptions regarding the presentation, value, and quality as for that service (Hamza, 2012). Customer satisfaction describes the standard of products, services, and the administration that a business conveys to its clients. It serves as a basis for service improvement (Dacuray, et. al., 2015).

Presently, educational institutions have grasped the concept of the student as a customer (Ravindrana, 2012). As a client, a student looks for an educational program that will help him/her to have a successful career in the future. On students' part, satisfaction is the subjective viewpoint of how much impact an academic institution supports educational success. Students of differential backgrounds, convictions, mentalities and learning styles, in any case, may not all observe that all the learning environment features are useful in learning; they may differently demonstrate high and low degrees of satisfaction. When a low degree of student's satisfaction exists, there is "unbalance" between the challenges imposed by the educational program and the student's possession of abilities

reasonable to address these difficulties. Student learning might be improved if a high stage of student satisfaction exists.

In the Philippines, students are key players in education and dependable in the integral development of service-oriented, principled, professionally competent, and productive citizens. In addition, one of the most significant purposes behind Philippine institutions is the service quality dimensions that mirror the availability and quality of administrations and services to address and meet the issues and needs of customers (Pamatmat, 2018). Through making the students feel satisfied with the services provided for the students is a huge accomplishment for the school since it is a remark of responsibility to quality education (Laguador, 2013). Therefore, as tuition fee payers, students' perspectives should be heard and followed upon.

Colegio de San Juan de Letran-Bataan is one of the 32 private schools in the province. The Colegio offers Science, Technology, Engineering Program (STEP) and Regular Program for the Junior High School. Meanwhile, the Senior High School Department offers Academic Tracks namely, Science, Technology, Engineering, and Mathematics (STEM), Accountancy, Business and Management (ABM), Humanities and Social Sciences (HUMSS), and General Academics (GAS). Also, the SHS Department offers Technical-Vocational Track namely: Information and Communications Technology (ICT) and Home Economics (HE).

This study focuses only on the expectations and satisfaction of the high school students of Colegio De San Juan De Letran-Bataan. The scope of this study will center on the comparison between the expectations and satisfactions of the students by the services offered by CSJL-B. It will only center on the five variables regarding service quality namely: tangibility, assurance, responsiveness, and reliability. In relation, the researchers chose this study to compare the level of expectation and satisfaction of the high school students of Colegio de San Juan de Letran-Bataan in order to assist the institution in complying with the standards of educational authorities and level with, if not, exceed other educational institution in the province. Through assessment of the existing framework and instruments of regulation of CSJL-B, the researchers believe that the areas for further improvement, needs of the students, and the appropriate response, the institution would be able to contribute to the improvement of the service quality in perspective of meeting the objective of educational competency of CSJL-B.

Expectations

According to Pentecost (2010), expectations serves as the standard of correlation, whereby customers contrast ensuing service experiences and customers' needs and wants, resulting in the assessment of service quality and satisfaction. Specifically, past studies on how customers form service quality expectations are restricted with the general focus on post-decision evaluations. Customers' desires and needs significantly impacted customers' quality assessment and satisfaction during consumption and post-usage and experience of products and services.

In this manner, there is a need to gauge and assess these quality expectations particularly at the pre-consumption stage where customers' desires are at the evolving stages.

Experience

Consumer experience is characterized as a general assessment based on the total consumption experiences with the service purchased (Hill, Roche & Allen 2007). Consumer satisfaction likewise determines the desire for the client on how the products and services are being encouraged by the organizations (Oliver 2009). Initially, consumer satisfaction is a vital segment of a business strategy just as client retention and service repurchase. The service and its features, capacities, quality, sales activity and client support are the most significant points required to meet or surpass the satisfaction of the clients. Satisfied clients generally give its loyalty to the institution. Customers also function as a system to arrive at other potential clients by sharing service experiences (Hague and Hague 2016). In conclusion, this has benefited the consumers fundamentally on consuming quality products and services (Rebekah and Sharyn 2014).

Dimensions of Service Quality

Service Quality (SERVQUAL) is a theoretical structure. It is requiring dimensions that can be utilized as a measuring instrument. As indicated by Berry (2011), there are top 5 five determinants of quality which are showed based on its significance according to the customers, there are:

Tangible material. It is the presence of physical facilities, equipment, staff, and communication materials (Nasution 2010). As indicated by Khan and Fasih (2014), tangibility is believed to be perceptible by touch or a visible presence. Information and Communication Technology (ICT), instruments and tools, sites, organization's employees and any visible facilities compose the tangible dimension of

SERVQUAL. In any case, these tangibles are applied in different ways by the service providers and are experienced in various levels by the customers. Tangibility is particularly essential to support institutions as it is significant variables to create strong, positive increasing customer affiliation and experience, through its proprietary assets (Naidoo, 2014).

Assurance. It is the knowledge and politeness of workers and the capacity to produce trust and confidence (Nasution 2010). Khan and Fasih (2014) mentioned that the process of obtained knowledge being exhibited by the staff during service performance can be profoundly assuring to customers. This provides customers the certainty that the service performance will play out his/her duty and obligation ethically and expertly. Naidoo (2014) contends that not all customers have the ability to understand the nature of service quality and values that the customers received. It may require effective communication or individual explanations to understand the worth that the customer receives. Assurance is performed through the customer aspect of service quality (Kaura, et al., 2012).

Responsiveness. It is the eagerness to support customers and give services quickly (Nasution 2010). Responsiveness is the process in which service providers respond immediately to resolve customer problems positively. This is perceived through the customer viewpoint of service quality. However, modern technology such as emails, webpage and customer service interface develops the responsiveness of service delivery firm (Kaura, et al., 2012).

Reliability. It is the capacity to perform services which are guaranteed with reliability and preciseness (Nasution 2010). The procedure wherein service providers stay dependable in rendering services to its customers can be considered as the reliability dimension of service quality (Khan and Fasih, 2014). Reliability guarantees the client of a service provider's capacity to consistently provide service quality to customers. Reliability affects the trust and the overall impression after availing service in the mind of a customer (Abd-El-Salam, et al., 2013). The Reliability factor of service quality is vital and perceived through the aspect of people in service quality (Kaura, et al., 2012).

Empathy. According to Khan & Fasih (2014, after, Blery, et. al., 2009) Empathy is the capability for service delivery firms to focus on the individual client issues and requests, then address these issues viably. Khan & Fasih (2014, after Blery, et. al., 2009) also contends the way the company takes the obligation to address issues confronted by their clients on an individual or group level is classified as compassion. This service quality

measurement is seen through the individual's perspective of benefit quality (Kaura, et al., 2012).

Theoretical Framework

Dissonance Theory

According to Yüksel et. al., (2009), the dissonance theory recommends that an individual who anticipated a high-value service and got a low-value service would perceive the difference and experience. The theory suggests that the presence of dissonance creates pressure for its reduction, which could be accomplished by modifying the awareness of the differences of the expected service and the service received. Exposing the ratings to the public is a major function of the expectation level because the mission of knowing the disconfirmation is believed to be emotionally uncomfortable. Thus, customers are in the position to distort a disagreed expectation performance in order to coincide with their prior expectation level. Yi (2011) suggests that if there is a difference between the expected product and the performance of the product, customers may have an emotional tension and will lead the consumers to change their recognition of the service. On the other hand, Cardozzo (2011) said that if the cost of the service is high, the consumers may judge those services.

Expectation theory

Concerning customer satisfaction process, the most suited theory is the expectation theory. The customer's evaluation of service performance, with predetermined standard, determines the satisfaction/dissatisfaction results. The predictive expectation of the customer is the predetermined standard. If the service performance is higher than the predetermined expectation, positive disconfirmation will take place and this produce satisfied customers. On the other hand, zero disconfirmation happens when the service performance is equal to the expectation, customers are to be satisfied. Lastly, if the service performance is lower than the customer's expectation, negative disconfirmation results to unsatisfied customers. In conclusion, the positive disconfirmation is the most popular among the three (Elkhani& Bakri, 2012).

Disconfirmation Theory

The standard way to deal with satisfaction includes the relationship of expectations with perceived service performance. This theory states that the customer's perspective on overall satisfaction results from an assessment among

expectations and service performance. Expectations and service performance are two vital factors which can affect the judgement of satisfaction measure since customers' satisfaction is one of the important factors to envision the customer purchase tendency. To examine satisfaction toward the institution is also a principal theme in customer behavior research. In light of the disconfirmation theory, institutions can increase satisfaction of students by expanding perceived service performance or decreasing expectations (Huang, 2014).

Research Questions

This quantitative study aimed to measure the level of expectation and satisfaction of the junior and senior high school students on the education and services offered by CSJL-B and the students' degree of agreement about the problems experienced regarding the said education and services. Specifically, this study seeks to answer the following questions:

1. What is the level of the students' expectations on the service quality dimensions of CSJL-B concerning:
 - 1.1 Tangibility
 - 1.2 Assurance
 - 1.3 Reliability
 - 1.4 Responsiveness
 - 1.5 Empathy?
2. What is the level of the students' experiences on the service quality dimensions of CSJL-B concerning:
 - 1.1 Tangibility
 - 1.2 Assurance
 - 1.3 Reliability
 - 1.4 Responsiveness
 - 1.5 Empathy?
3. Is there a significant difference between the students' expectations and their experience regarding the service quality of CSJL-B?

Hypotheses of the Study

Ha: There is no significant difference between the students' expectations and their experience regarding the service quality of CSJL-B

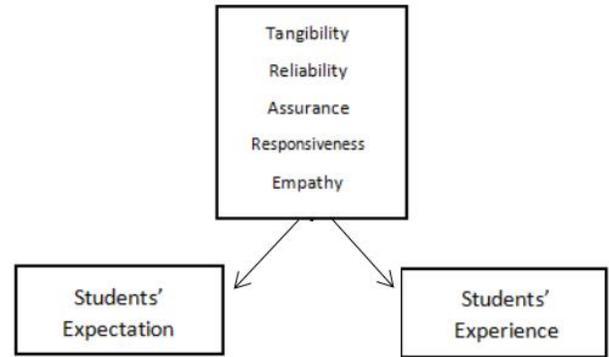


Figure 1. Paradigm of the Study

The figure above shows how the customer's expectations and the service performance depends upon the five dimensions of service quality. The difference of the two variables will reflect the customer's perspective and evaluation about the services offered and will eventually lead to his/her satisfaction.

The conclusions of the study are reckoned significant the school administrator will be aware if their services provided reached the expectations of the students. If not, this study will serve as the administrator's basis for service improvement to maintain or increase enrollees. The students will have the understanding on the feedback of other students regarding the services offered by CSJL-B. This study will serve as a tool of awareness. This research will be a source of information for future researchers, so they could have a more in-depth study about student expectations and satisfaction and will further assess this problem.

METHODOLOGY

Research Design

Since this quantitative study aimed to compare the differences between students' expectations and experience regarding Colegio de San Juan de Letran-Bataan's service quality, this study used a descriptive-comparative Design.

Research Instrument

With the author's permission to use and modify the questionnaire, the study used the "Students' Satisfaction towards the Service Quality of De La Salle University" questionnaire of Quinco (2015). The questionnaire was used to describe and compare the expectations and experience of junior and senior high school students of Colegio De San Juan De

Letran-Bataan in terms of tangibility, assurance, reliability, responsiveness, and empathy regarding the Colegio’s service.

Participants

There were a total of 663 high school students in the Colegio. Specifically, there were 379 junior high school students and 284 senior high school students.

In computing for the sample size, Raosoft Online Sample Calculator was used. The researchers used the following standards: a confidence level of 95% and a margin of error of 5%. The researchers come up with 244 sample size. Furthermore, stratified sampling was used to proportionately distribute the sample size among the different sections and levels of the respondents.

Data Gathering and Analysis

After the questionnaire had undergone validation, the researchers asked the approval of the Junior and Senior High School Principals through the endorsement of the research director to distribute the survey questionnaires to the respondents. After the approval of the principals, the questionnaires were distributed among the respondents through their subject teachers. The questionnaires were then retrieved. The data were summarized and treated statistically for analysis. Wilcoxon test was used as a statistical treatment for this study.

RESULTS

Profile of the Students

As shown in the table 1, that the majority of the respondents were female, comprising of 50.4% with 123 students, and 121 students or 49.6% were male.

Table 1. Profile of the Respondents According to Sex

<u>Gender</u>	<u>Frequency</u>	<u>Percentage</u>
Male	121	49.6%
Female	123	50.4%
Total	244	100%

Table 2 illustrates that most of the respondents were 57 grade 12 students with 23.4%. The grade level with the least number of respondents was from grade 7 with 12.7%.

Table 2. Profile of the Respondents According to Grade Level

<u>Gender</u>	<u>Frequency</u>	<u>Percentage</u>
Grade 7	31	12.7%
Grade 8	32	13.1%
Grade 9	39	16.0%
Grade 10	47	19.3%
Grade 11	38	15.6%
Grade 12	57	23.4%

Table 3 shows that most of the respondents were under the regular program, comprising 40.6%. The academic track with the least number of respondents was rest were ICT with 0.4%.

Table 3. Profile of the Respondents According to Academic Track

<u>Academic Track</u>	<u>Frequency</u>	<u>Percent</u>
STEP	40	16.4%
Regular Program	99	40.6%
STEM	81	33.2%
ABM	13	5.3%
HUMSS	8	3.3%
ICT	1	0.4%
HRS	2	0.8%
Total	244	100%

Indicated on table 4 is the level of students’ expectation and experience on tangibility. The item in tangibility expectation that has the highest mean is item 14 which is 3.68 with a standard deviation of 0.53. The item in tangibility expectation that has the least mean is item 12 which is 3.46 with a standard deviation of 0.74. While for the tangibility experience, the item that has the highest mean is item 3 and 8 which is 3.44 with a standard deviation of 0.68 and 0.74 respectively. The item in tangibility experience that has the least mean is item 12 which is 3.03 with a standard deviation of 0.89. The average mean for all items in tangibility expectation and experience are 3.58 and 3.25 with a standard deviation of 0.40 and 0.53 respectively.

Table 4. Level of Respondents' Expectation and Experience on Tangibility

<u>List of Attributes</u>		<u>Expectation</u>			<u>Experience</u>		
TANGIBILITY		Mean	StDev	Descriptive statistics	Mean	StDev	Descriptive statistics
1	Appearance of Teacher	3.61	0.52	Very Satisfied	3.39	0.63	Very Satisfied
2	Layout of Classrooms	3.56	0.57	Very Satisfied	3.24	0.70	Satisfied
3	Lighting in classrooms	3.67	0.53	Very Satisfied	3.44	0.68	Very Satisfied
4	Appearance of building and grounds	3.65	0.54	Very Satisfied	3.28	0.72	Very Satisfied
5	Overall cleanliness	3.48	0.62	Very Satisfied	3.11	0.85	Satisfied
6	Comfortability of classrooms and study rooms	3.61	0.60	Very Satisfied	3.27	0.76	Very Satisfied
7	Appearance and atmosphere of the campus	3.66	0.55	Very Satisfied	3.39	0.68	Very Satisfied
8	Availability of parking	3.59	0.63	Very Satisfied	3.44	0.74	Very Satisfied
9	Relevance of curriculum provided	3.60	0.60	Very Satisfied	3.27	0.73	Very Satisfied
10	Adequacy of computers provided in the lab for students	3.56	0.60	Very Satisfied	3.17	0.75	Satisfied
11	Latest technology of computer used	3.50	0.72	Very Satisfied	3.05	0.87	Satisfied
12	Latest software used in computers	3.46	0.74	Very Satisfied	3.03	0.89	Satisfied
13	Access to the Internet/e-mail	3.52	0.76	Very Satisfied	3.09	0.85	Satisfied
14	The organizational culture, belief and value in this school	3.68	0.53	Very Satisfied	3.41	0.68	Very Satisfied
Average		3.58	0.40	Very Satisfied	3.25	0.53	Very Satisfied

Notes: 3.25 - 4.00 is considered as Very Satisfied. 2.50 - 3.24 is considered as satisfied. 1.75 - 2.49 is considered as unsatisfied. 1.00 - 1.74 is considered as Very Unsatisfied

Indicated on table 5 is the level of students' expectation and experience on assurance. The items in assurance expectation that have the highest mean is item 16 and 20 which is 3.69 with a standard deviation of 0.51 and 0.48 respectively. The item in assurance expectation that has the least mean is item 21 which is 3.63 with a standard deviation of 0.56. While for the assurance experience, the item that has the highest mean is item 15 which is 3.52 with a standard deviation of 0.66. The item in assurance experience that has the least mean is item 21 and 22 which is 3.33 with a standard deviation of 0.82 and 0.81 respectively. The average mean for all items in assurance expectation and experience are 3.66 and 3.40 with a standard deviation of 0.39 and 0.57 respectively.

Table 5. Level of Respondents' Expectation and Experience on Assurance

<u>List of Attributes</u>		<u>EXPECTATION</u>			<u>EXPERIENCE</u>		
ASSURANCE		Mean	StDev	Descriptive Statistics	Mean	StDev	Descriptive Statistics
15	Friendly and courteous school staff	3.65	0.60	Very Satisfied	3.52	0.66	Very Satisfied
16	Research efficiency/productivity of teachers	3.69	0.51	Very Satisfied	3.45	0.68	Very Satisfied
17	Academic credentials of teachers	3.67	0.53	Very Satisfied	3.38	0.73	Very Satisfied
18	Innovative teachers	3.66	0.51	Very Satisfied	3.35	0.74	Very Satisfied
19	Involvement of the school with the community	3.66	0.55	Very Satisfied	3.44	0.68	Very Satisfied
20	Ability of the staffs to follow the school's rules and regulations	3.69	0.48	Very Satisfied	3.43	0.67	Very Satisfied
21	Security measures of the school	3.63	0.56	Very Satisfied	3.33	0.82	Very Satisfied
22	Courses are well taught by the teachers in this school	3.65	0.54	Very Satisfied	3.33	0.81	Very Satisfied
Average		3.66	0.39	Very Satisfied	3.40	0.57	Very Satisfied

Notes: 3.25 - 4.00 is Very Satisfied, 2.50 - 3.24 is Satisfied, 1.75 - 2.49 is unsatisfied and 1.00 - 1.74 is very unsatisfied

Indicated on table 6 is the level of students' expectation and experience on reliability. The items in reliability expectation that have the highest mean is item 27 which is 3.69 with a standard deviation of 0.53. The item in reliability expectation that has the least mean is item 23 which is 3.63 with a standard deviation of 0.56. While for the reliability experience, the item

that has the highest mean is item 28 which is 3.39 with a standard deviation of 0.78. The item in reliability experience that has the least mean is item 25 which is 3.31 with a standard deviation of 0.77. The average mean for all items in reliability expectation and experience are 3.66 and 3.34 with a standard deviation of 0.43 and 0.64 respectively.

Table 6. Level of Student's Expectation and Experience on Reliability

List of Attributes		Expectation			Experience		
		Mean	StDev	Descriptive Statistics	Mean	StDev	Descriptive Statistics
RELIABILITY							
23	Registration is timely and error-free	3.63	0.56	Very Satisfied	3.34	0.77	Very Satisfied
24	Keeping of academic records is safe and accurate	3.67	0.51	Very Satisfied	3.36	0.79	Very Satisfied
25	Sincere interest of staff in solving student's problem	3.66	0.52	Very Satisfied	3.31	0.77	Very Satisfied
26	Services provided whenever it is needed	3.64	0.59	Very Satisfied	3.32	0.80	Very Satisfied
27	Teaching capability of teachers	3.69	0.53	Very Satisfied	3.33	0.79	Very Satisfied
28	Sincere interest of teachers in solving students' problem	3.66	0.57	Very Satisfied	3.39	0.78	Very Satisfied
Average		3.66	0.43	Very Satisfied	3.34	0.64	Very Satisfied

Notes. 3.25 - 4.00 is very satisfied, 2.50 - 3.24 is satisfied, 1.75 - 2.49 is unsatisfied and 1.00 - 1.74 is very unsatisfied

DISCUSSION

For tangibility, all of the attributes received a very satisfied expectation from the students before entering the institution. However, not all of the attributes received a very satisfied experience. Based from the results, six of fourteen attributes are in a range of satisfied experience. As such, the physical quality should be excellent as it should last the duration of studies of the student (Nyenya, T. 2015). The respondents indicated that the tangibility was the worst performed dimension as it had the largest gap. The discrepancy shows that the physical appearance of the classrooms and the adequacy and quality of computer laboratory should be improved to meet the expectations of the students.

For assurance, all of the attributes received a very satisfied both in expectations and experiences from the students before and during their stay in the institution. It was showed in the data that assurance is the best performing dimension since it had the least average gap. This finding concurs with Bateson and Hoffman (2001) which proved that assurance provides peace to clients if they are dealing with informed, educated and trustworthy employees.

For reliability, all of the attributes also received a very satisfied both in expectations and experiences from the students before and during their stay in the institution. The registration's timeliness and the teachers' interest in solving problems were among the attributes that the students highly appreciated. Although, the sincerity of staffs in solving problems and the teaching capability of the teachers are among the attributes that are needed to be improved by the institution.

For responsiveness, the students' expectations and experiences were both in a range of very satisfied. Students were greatly satisfied on the availability and capacity of teachers to assist. The result accord with Bukaliya, R. (2013) in which students were generally appreciative of the efforts of academics and staff willingness and availability to help students.

Lastly, all of the attributes in empathy received very satisfied expectations from the students. According to a research conducted by Nyenya T. (2015), students' expectations in empathy are normally high since it is highly influenced by the institution's marketing communications, images, customer needs and learning, word of mouth communications, past experiences, explicit and implicit promises, and technology.

Yet, it still had discrepancies from its students' experiences. The accessibility of computer facilities must be improved in this dimension.

CONCLUSION

The high school students of Colegio de San Juan de Letran were very satisfied with both expectations and satisfactions of CSJL-B's service quality. The students' experiences did not reach or exceed their expectations in terms of CSJL-B's 5 dimensions of service quality. Based from the data, negative average for the gaps shows that expectation is higher than experience thereby showing that there is need for improvement. The greater the value, the greater the gap.

Therefore, the researchers conclude that in the five dimensions of service quality, there were significant differences between the expectation and experience of the high school students in the Colegio as supported by the data in table 9. Thus, the null hypothesis is rejected.

RECOMMENDATION

Based on the findings, the researchers would like to recommend the following for the future researchers:

The researchers should consider students of Grade 10 who studied since Grade 7 as the respondents of the study. A pre-test and post-test survey should be conducted to the students at the beginning and end of the school year to get more reliable results.

The future researchers might want to consider the college students as possible respondents as they might have different concerns regarding the different dimensions of service quality management.

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