

# **Effect of Service Personal Values on Evaluation of Higher Education Service**

**Soroush khademalomoum**

Submitted to the  
Institute of Graduate Studies and Research  
in partial fulfillment of the requirements for the Degree of

Master of Art  
in  
Marketing Management

Eastern Mediterranean University  
January 2012  
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

---

Prof. Dr. Elvan Yılmaz  
Director

I certify that this thesis satisfies the requirements as a thesis for the degree of Master of Art in Marketing Management.

---

Assoc. Prof. Dr. Mustafa Tumer  
Chair, Department of Business Administration

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Art in Marketing Management.

---

Assoc. Prof. Dr. Seldjan Timur  
Supervisor

---

Examining Committee

1. Prof. Dr. Cem Tanova
2. Assoc. Prof. Dr. Seldjan Timur
3. Asst. Prof. Dr. Tarik Timur

---

---

---

## ABSTRACT

This study contributes to the understanding of consumer behavior in the context of higher education service sector. Within an immense transition, this sector is becoming one of the fastest growing industries in the global market. Institutions, more than ever, are soliciting strategies to be able to compete in the global market. Lately the concept of service personal values (SERPVAL) has been appeared as an instrument in many studies. This study advances the understanding of unconscious use of service personal values in evaluation of the higher education service alternatives. It also examines the role of service personal values on satisfaction and evaluation of service quality.

A survey was administered to measure student personal values, service quality, and satisfaction in North Cyprus, Eastern Mediterranean University. Data were analyzed using confirmatory factor analysis, exploratory factor analysis, and path analysis.

The analysis investigated effect of service personal values on satisfaction and evaluation of service quality. The results revealed both significant and positive correlation between the SERPVAL and satisfaction and service quality.

**Keywords:** service personal value, higher education, consumer behavior, satisfaction, service quality, North Cyprus.

## ÖZ

Bu çalışma yüksek öğrenimdeki tüketici davranışlarına katkı koymuştur. Bir geçiş dönemi yaşayan yüksek öğrenim, küresel pazarda en hızlı büyümeyi gösteren hizmet sektörleri arasında olmuştur. Küresel pazarda rekabet edebilmek için yüksek öğrenim kurumları her zamankinden daha fazla strateji arayışı içindedirler. Özellikle son zamanlarda Kişisel Hizmet Değerleri konsepti literatürde birçok çalışmada kullanılmıştır. Bu çalışma, yüksek öğrenim sektöründe alternatiflerin değerlendirilmesinde kişisel hizmet değerlerinin rolünü daha iyi anlamamıza yardımcı olmaktadır.

Ayrıca, kişisel hizmet değerlerinin kişisel tatmin ve hizmet kalitesinin değerlendirilmesi üzerindeki etkisini de incelemektedir. Çalışmada kantitatif yöntem kullanılmıştır. Kuzey Kıbrıs'ta bulunan Doğu Akdeniz Üniversitesi'ndeki öğrencilerin kişisel değerlerini, hizmet kalitesini ve tatmini belirlemek için hazırlanan anket kullanılmıştır. Toplanan veriler doğrulayıcı faktör analizi, açıklayıcı faktör analizi ve iz analizi yöntemleri ile analiz edilmiştir.

Yapılan analiz kişisel hizmet değerlerinin tatmin ve hizmet kalitesinin değerlendirilmesi üzerindeki etkisini araştırırken. Elde edilen sonuçlar SERVQUAL ile tatmin ve hizmet kalitesi arasında güçlü ve pozitif bir ilişki göstermiştir.

Anahtar Kelimeler: kişisel hizmet değeri, yüksek öğrenim, tüketici davranışı, tatmin, hizmet kalitesi, Kuzey Kıbrıs.

This study is dedicated to my family who never failed to provide moral, emotional and financial support.

## **ACKNOWLEDGEMENT**

The completion of this work would not have been possible without the moral, intellectual, financial and academic support of a host of people to whom I am patient and support guided me through the rough instants. Many thanks for the commendation and encouragement when I was tensed and under pressure.

Sincere and thanks to Prof. Dr. Cem Tanova, Assoc. Prof. Dr. Mustafa Tumer, and Asst. Prof. Dr. Tarik Timur, Asst. Cihan ... and Asst. Hossein Hosseini who helped me in conducting the analysis.

Finally special thanks to my parents Mrs. Nahid Alizadeh and Mohammad Khadem. Finally I appreciate my brothers Siroos Khadem and Amir Khadem for their support in each and every step in my study.

# TABLE OF CONTENTS

ABSTRACT .....	iii
ÖZ.....	iv
DEDICATION .....	v
ACKNOWLEDGEMENT.....	vi
LIST OF FIGURES.....	x
LIST OF TABLES .....	xi
LIST OF ABBREVIATIONS .....	xii
1. INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Objectives of the research.....	4
1.3 Research questions.....	4
1.4 The Structure of the study.....	5
2. LITERATURE REVIEW .....	6
2.1 Higher Education and the Recent Trends .....	6
2.2 Higher Education sector as a service .....	7
2.3 Educational Marketing.....	11
2.3.1 Students as customers .....	16
2.3.2 The Service Quality .....	18
2.4 The Value Concept .....	21

2.4.1 The Means-end Chain Approach .....	21
2.4.2. The Personal Values.....	24
2.5 Measurement of Personal values .....	26
2.6 Satisfaction & the students’ behavioral outcome .....	29
2.7 The Proposed Models and Hypotheses.....	33
3. METHODOLOGY .....	34
3.1 Methodology.....	34
3.2 Pilot Study .....	36
3.3 Sample .....	37
3.4 FACTOR ANALYSIS.....	37
4. DATA ANALYSIS AND FINDINGS.....	39
4.1 Respondents’ Profile.....	39
4.2 Analysis for Quality Dimensions.....	43
4.2.1 Mean Analysis for Quality Dimensions.....	43
4.3 Reliability of the Service Quality Dimensions .....	46
4.4 Relationship between Service Quality Dimensions and Students’ Satisfaction .....	46
4.5 Assessment of Service Personal Value measurement scales .....	47
4.5.1 Refinement of Value Measurement Scale by Exploratory Factor Analysis (EFA) .....	48
4.5.2 Assessment of the First order model using Confirmatory Factor Analysis (CFA) .....	53



4.5.3 Assessment of the Second-order model using Confirmatory Factor Analysis (CFA) .....	56
4.5.4 Estimation of the Impact of First-order model on Satisfaction and Service Quality.....	57
4.5.5 Estimation of the Impact of Second-order model on Satisfaction .....	60
4.5.6 Estimation of the Impact of Second-order model on Evaluation of service Quality.....	62
5. DISCUSSION .....	64
6. CONCLUSION .....	69
6.1 Interpretations Implications .....	70
6.2 Areas for Further Research .....	71
REFERENCES .....	72
APPENDIX .....	83
Appendix A: Higher Education Service Personal Value Survey.....	84
Appendix B: Personal Value Scales in Literature .....	88

## LIST OF FIGURES

Figure 1: Service personal value and the means-end chain approach. Source: adapted from Zeithaml (1988). .....	23
Figure 2: SERPVAL Scale .....	53
Figure 3: SERPVAL Scale First-order Model .....	55
Figure 4: Second Order Model .....	56
Figure 5: Proposed Model for the Impact of Dimensions of Service Personal values on service quality and satisfaction.....	59
Figure 6: Proposed Model for the Impact of SERPVAL on service quality and satisfaction.....	61
Figure 7: A Model demonstrating the correlation between the SERPVAL and service quality.....	62

## LIST OF TABLES

Table 1: Frequency by gender .....	39
Table 2: Frequency by age .....	40
Table 3: Frequency by Nationality .....	41
Table 4: Frequency by Monthly Family Income .....	41
Table 5: Frequency by Faculty and School .....	42
Table 6: Frequency by Year of Study .....	43
Table 7: Mean scores of satisfaction with the service quality dimensions .....	44
Table 8: Mean scores for the satisfaction with the EMU service quality attributes ...	45
Table 9: Reliability Result.....	46
Table 10: Correlation Results.....	47
Table 11: KMO and Bartlett's Test.....	49
Table 12: Communalities .....	50
Table 13: Total Variance Explained.....	51
Table 14: Final Pattern Matrix .....	52
Table 15: Direct Effects .....	57
Table 16: Standardized Path Coefficients .....	60
Table 17: Standardized Path Coefficients .....	61
Table 18: Path Analysis of SERPVAL and Service Quality, Model Fit Summary ...	62
Table 19: Standardized Path Coefficients .....	63

## **LIST OF ABBREVIATIONS**

IT: Information technology

LOV: List of values

SERPVAL: Service personal values

SVCL: Service value to comfort in life

SVPL: Service value to peaceful life

SVSR: Service value to social recognition

SVSI: Service value to social integration

EMU: Eastern Mediterranean University

HE: Higher education

SVS: Schwartz's Value Survey

RVS: Rokeach's Value Survey

SERVQUAL: Service Quality

TR: Turkish Republic

TRNC: Turkish Republic Of Northern Cyprus

# Chapter 1

## INTRODUCTION

### 1.1 Introduction

Education encompasses all the activities related with the knowledge acquisition through learning, instructing, and training. Education is a principal mechanism which shapes the individual's future, fosters human skills and talent. It has also a great contribution to economic and social growth. The higher education in general implies the education at degree level and above or the education beyond the secondary level. Accomplishment of the higher education courses and materials may lead to varied types of degrees, from associate and bachelor's to master's and doctoral.

In the past, education was mainly regarded as strictly a quasi-governmental activity. This was marked by governmental fund raising for non-profit educational institutions. The higher education sector was considered as preserver of culture, a conductor for economic growth, and a means to meet the communal goals (Bruce, Arora & Experton, 1998). Recently however education is becoming more like a business in the world rather than a firmly governmental dependent action. Therefore this sector has undergone a continuous crisis in the world since the governments have limited and strictly conditionalized their support in this sector (UNESCO Report, 2001).

The global higher education is going through a substantial reform in terms of the way institutions are acting. This amendment is marked by the issues in IT, globalization, economic restructuring, and demographics which leads to taking up of new ideologies of structures of institutions, market and contents of the education.<sup>1</sup>

The universities in majority of countries were used to be financially backed by the government in the past. Therefore universities were only responsible to maintain quality in the education instead of being concerned about the financial issues. Nevertheless the role of government in providing the financial support to the universities has turned down (Souter & Turner, 2002). As a result institutions were forced to compete to attract new investors and the other sources of financial support. Hence their programs and contents had to be attractive enough to obtain the interests of both the investors and the students. In a while huge amount of investment on the education sector positively influenced the number of private owned institutions which made the competition tough for the public owned universities (Slaughter & Leslie, 1997).

By the fact that the higher education sector has undergone a significant amount of reforms and enormous boost in number, struggling in current market requires new strategies and planning in order to be able to compete among the institutions. In the higher education sector the most challenging task has been identified as maintaining those current students' satisfaction (Kotler and Fox 1995).

---

<sup>1</sup> National Center for Educational Statistics, U.S. Department of Education, [www.oecd.org/dataoecd/54/44/2538356](http://www.oecd.org/dataoecd/54/44/2538356).

The position of service and studies related to the services has been prioritized in the recent studies and research areas set by Ostrom et al. (2010) as a result a huge number of the studies conducted in service marketing which holds the concept of consumer behavior (e.g. Taylor and Baker, 1994; Kang and James, 2004; Cheng et al., 2008). Predominantly, numerous studies endeavored to discover the determinants impacting customer satisfaction and loyalty specifically in service sectors (e.g. Patterson et al., 1997). The relevant studies were particularly based on functional attributes linkages of the services (Young and Feigi, 1975; Olson and Reynolds, 1983), service quality (Parasuraman et al., 1988; Cronin and Taylor, 1992; Taylor and Baker, 1994), or service value (Zeithaml, 1988; Cronin et al., 1997). The current literature continue with the aim to rationale the customer satisfaction and loyalty more precisely (Chaudhuri and Ligas, 2009; Faullant et al. 2008).

However few studies have been done to analyze the personal value in the service context as the list of value (LOV) provided by Kahle (1983) and a revolutionary stage in this area by the origination of SERPVAL scale provided by Lages and Fernandes (2005) that have had a significant contribution to the service context. Yet the studies on personal values the higher education sector are quite few as well (Kubat, 2011; Durvasula, Lysonski, et al. 2011).

## **1.2 Objectives of the research**

The purpose of this study is threefold and is as follows:

- Identify the validity of four dimensions of service personal values by examining how students assess the service quality of their education practice in Eastern Mediterranean University by.
- Investigate the effect of four dimensions of service personal values (the first-order model) on satisfaction and the way students evaluate the service quality.
- Explore the effect of SERPVAL as a higher order variable on the satisfaction and the evaluation of service quality separately.

## **1.3 Research questions**

The most important questions that guide this study are as follow:

1. What factors are influencing the students' evaluation of service quality at EMU?
2. Do the antecedents of service personal values predict satisfaction and do they affect the way students evaluate service quality?
3. Does SERPVAL have separate significant effect on satisfaction and service quality?



## **1.4 The Structure of the study**

The principal goal of this study is to examine the effect of personal values of the students from various backgrounds on purchasing and evaluating behavior within Eastern Mediterranean University. The next target is to examine the students' assessment of higher education service quality.

The structure of thesis can be outlined in 6 chapters. To begin with, chapter one contains the introduction, chapter two the literature review, chapter three follows with the Methodology, furthermore in chapter four, analyses of the measurements are discussed, chapter five is allocated for the discussion of analysis and finally chapter six includes the conclusion.

## **Chapter 2**

### **LITERATURE REVIEW**

#### **2.1 Higher Education and the Recent Trends**

Universities have always shaped in the global environment and consequently been influenced by the outside world's circumstances (Altbach, 2004, p. 2). The main constituents of the universities (students and faculties) are very mobile: they constantly join to and depart from assorted areas domestically or internationally. Therefore, they are deeply influenced by the global environment as in their interaction.

One of the factors that enhance the new trends in higher education are the advances in technology. Convenience in cross continent transportation has resulted in larger international student populations around the world. The new changes in technology are critical players in the advancing globalization, the knowledge economy and internationalization (Peters, 2001).

Indeed, globalization, the internationalization and the knowledge economy of higher education influence the operation of the current higher education institutions. To a large extend, they have influenced the reforms and reorganization of higher education systems from practical and philosophical perspectives (Holsinger, 2001).

All these changes led to decentralization of higher education as a chief reform. Educational decentralization can be defined as a complex process that deals with the reforms in the methods of school policies, generation of revenues, raising funds,

employee training, design of curricula, and management (Paqueo & Lammert 2000).

According to Paqueo & Lammert (2000) the main reasons that have led decentralization in the higher education sector are as follows: the educational financing, which addresses the way that the financial resources are raised, secondly increased effectiveness and efficiency, which deals with the way that the raised resources are utilized, furthermore the redistribution of political power, which aims at restoration of legitimacy by redistributing of power, and giving citizens a greater management role, and finally improved quality, which states that decentralization, will develop education by a decision making system that will meet the need of the institutions, when its focus is more on local cultural variations and learning environment.

The environmental changes, such as internationalization, diversification, decentralization, privatization, and day by day added competition in higher education are regular issues in most countries. These changes have influenced the way that institutions function and they are seen as the issues in the marketization concept of higher education (Maringe, 2006). As an example, the efforts to privatize the higher education sector and share the costs of tuitions in most European countries (Voss, Gruber, Szmigin, 2007; Maringe, 2006) have employed the “consumerist” and therefore the students’ expectations more.

## **2.2 Higher Education sector as a service**

The service sector is now a leading power in the economy of many developed countries and has produced a pool of new jobs (McDonald, Chernatony, & Harris,

2001). Most of these countries can be defined as “service economies”, due to the fact that service sector has a huge contribution to the gross national product which is noticeably greater than that of the manufacturing and agriculture sectors combined (Lovell & Wright, 2002; Bateson, 1995). Services can be defined as set of actions or performances rather than objects and thus their peculiarities (such as intangibility, perishability, inseparability and heterogeneity) are unlike those of products (Lovell & Wright, 2002). A service is an act or performance that is offered by one party to another. Even though the process might be involved with a physical product, but naturally the process is intangible and it does not end with any kind of ownership of the factors of production (Lovell & Wright, 2002).

According to Zeithaml and Bitner (2003) intangibility is the key to identify whether an offering is product or a service. Grove and Fisk (1983) clarified that the aim of both goods and services is to provide benefits to consumers, but the practiced marketing strategies are not the same due to the intangibility, and simultaneity characteristics of production and consumption of services. Fisk et al. (1993) explained that between 1953 and 1979, the main characteristics of services appeared – intangibility, inseparability, heterogeneity and perishability of services. This also results in the existence of services marketing concept as a sub-discipline of the marketing literature. Each service characteristic emerges with its own specific marketing problems, but it is believed that most of them occur due to the intangibility of services.

Reviews of the services marketing literature by Edgett and Parkinson (1993) and Zeithaml, Parasuraman and Berry (1985) highlighted that by the late 1970s the literature was particularly based on studies citing intangibility, heterogeneity,

perishability and inseparability as the distinguishing factors between physical goods and services. Although there may be a variety of characteristics that set apart the services from the goods, the four characteristics of services have been used in many studies and text books.

The intangibility, heterogeneity, perishability and inseparability characteristics of services are described and conceptualized by scholars in parallel context (Edgett & Parkinson, 1993; Rushton & Carson, 1985; Zeithaml et al., 1985). Service researchers often describe the characteristics of services as deficient properties of physical goods, and Vargo and Lusch (2004b, p.326) summarized them as:

1. Intangibility: lacking the conspicuous, patent quality of goods;
2. Heterogeneity: inability to homogenize the productivity of services in comparison to goods;
3. Inseparability of production and consumption: the instantaneous entity of the production, acquisition and consumption of service;
4. Perishability: lack of ability to store services unlike goods.

Researchers stated that the four characteristics of services made considerable impact on marketing of services as they required different sets of treatments to “fix” specific issues. Fisk et al. (1993) explained that from 1986 over and done, special attention has been given to specific problems of service businesses in the marketing literature, such as administration of quality due to the heterogeneity of the service

experience, controlling intangible procedures, administrating supply and demand which is quite restricted in the capacity, and planning issues rooted from the overall marketing and managerial functions. The same authors also argued that the boost of studies related to specific marketing problems is likely to be inspired from Zeithaml et al. (1985)'s study which demonstrated the difficulties often confronted by service managers as a result of the individual service characteristics.

Balin and Giard (2006) summarized the four characteristics of services from a process-oriented perspective, stressing notions of individual characteristics at the early stage, to issues related with service characteristics to current discussions in the literature base. Balin and Giard's (2006) summary of service characteristics from a process perspective which provides a very complete literature over the concept, are included in Appendix 1.

The higher education (HE) sector is one of the 12 various sectors in the General Agreement on Trade in services. Higher education (HE) seizes all the characteristics of service industries, for instance; education is "people based" (Mazzarol, 1998; Kusumawati, 2010). From the perspective of services characteristics, higher education (HE) industry is a service. The product which is being offered to the student (a course offered by the university) is not a physical product; hence it has the intangibility characteristic of service (Robert & Allen, 1997). According to Cowell (1991) it is impossible to observe the services and gain experience which is the case in HE. According to heterogeneity of the services, the production process of the services cannot be consistently standardized (Palmer, 2005). For instance the possibility of two lectures of a lecturer to stay exactly in the same way is low or even zero due to the facts such as mood, background, and etc.

The inseparability of the services is characterized by simultaneous Production and consumption which is applicable in the same way in the higher education is, for instance production and consumption of a lecture in a classroom. Finally the materials that are lecturing in a classroom are to be consumed immediately there is no chance to deliver it to the students later on.

### **2.3 Educational Marketing**

Similar to many other service businesses, there is an increasing need for the universities and institutions to assess their marketing practices in order to compete for both domestic and international students in the competitive global market. Understanding students' expectation and perceptions and converting them into marketing efforts is considered to be an important strategy to recruit and retain the market.

In recent years, the worldwide reforms in the administration of the education system and "marketisation" policies have changed the traditional form of countries', governing their higher education system which used to be characterized by a high degree of government authority (Jongbloed, 2003). In most countries, marketisation has been sighted as a "compromise between privatization, academic autonomy and state control" (Young, 2002, p.79).

In response to these reforms, the marketing concepts and ideologies, which have been applied in the business world, are now step by step used by many HE institutions in order to compete for both investors and greater share of international market. As higher education experiences speedy globalization, universities are aiming at building strong affiliation with students as a prominent strategy, for

signing up and staffing management (Gyure and Arnold, 2001). For instance, institutions in the European Union have shifted their program toward offering American-style degrees, in English, creating tough competition to already established US universities (Dillon, 2004).

The global competition has forced the higher education institutions to borrow the practices of some concepts in marketing that are related to the other sectors (Gibbs, 2002). For example, Nguyen & Le Blanc (2001) used the image and reputation concept (the adopted concepts from other sectors) of the institution in their studies and emphasized the significant effect of these concepts on the development of market positioning. Bonsardi & Ekwulugo (2003), claimed that “a centrally important principle of marketing is that all marketing activities should be geared towards the customer”, this concept is borrowed from the literature used in business sector marketing as well, and is applied to the context of higher education.

Until 1980s literature on education marketing was originated based on the models developed for use by the business sector (Oplatka & Hemsley-Brown, 2004). Since then many authors tried to state a more specific respond to a more specific question of “how to market higher education institutions” (E.g. Kotler & Fox, 1985; Gibbs & Knapp, 2001). Further debates were around the customers of the higher education “students can be either considered as customers (with courses as the higher education products) or as products with the employers being the customers” (Conway et al., 1994 p.31). In another illustration entitled the international students as “export industries”(Gatfield, 1998) and courses as “educational products” (Adler, 1998) while new delivery methods such as Internet courses are classified as “distribution methods (Gatfield, 1998). Gradually the higher education sector



started to be treated more as a service rather than a product (Nicholls et al., 1995). For example, Mazzarol (1998) focused on the nature of services; he highlighted the key characteristics and included the education sector as a service since it is 'people based' industry, and emphasized the importance of relationships with customers.

The need for research and development around the theories and definitions of education sector marketing however did not remain unfulfilled by presence of well established authors particularly Kotler (E.g. Kotler & Fox, 1985; Kotler & Armstrong, 2003; Kotler, 2003) and a great number strong research in this field (Ivy, 2001; Nguyen & LeBlanc, 2001; Klassen, 2002; Maringe & Foskett, 2002; Binsardi & Ekwulugo, 2003). Kotler & Fox (1985 p.6) provided a definition of education marketing as early as 1985, suggested the marketing in the education framework was: "the analysis, planning, implementation and control of carefully formulated programs designed to bring about voluntary exchanges of values with a target market to achieve organizational objectives". Some early definitions were focused on "product marketing" for example Kotler & Fox's (1985) definition stated that students were the "product" and employers were the customers, whilst Levitt (1980) also stated that the university's offerings can be counted as products (cited by Binsardi & Ekwulugo, 2003). soon after in the 1990s higher education marketing was defined within the services marketing context, for example Mazzarol (1998) highlighted the key characteristics of services marketing on the basis of the nature of the services using theory of the other well established authors (e.g. Zeithaml et al., 1985; Parasuraman et al., 2004).

The novel marketing approaches, as opposed to the previous ones place a high priority for the consumer and its wants and needs in the organization's activities.

Such a philosophy which is customer based (as opposed to the sell more philosophy), brings in some other concepts to the marketing orientation, such as consumer behavior, market segmentation, positioning, marketing mix activities and policies related to the product, pricing, distribution and promotion policy. These marketing concepts are quite critical for the organizations. It is broadly believed that, marketing rather than production skills have become the key to creation of competitive advantage (Doyle, 2000, p.18). Most of these concepts have been considered as prominent factors for the higher education industry as they are for the other industries (Nicolescu, 2009).

In the marketing segmentation concept, students are mainly considered as primary clients and usually segmented and treated differently, but all other stakeholders such as government, investors and other funding bodies are more difficult to segment. Soutar and Turner (2002) described the type of students via three market segment: international students, mature students, and high school leavers. These segments have different motivations when they judge their higher education choices. They absolutely differ in terms of their needs and wants from educational services. The next approach is consumer behavior which mainly refers to the students' behavior and then the stockholders. According to Sander et al. (2000) students' expectations are viewed as valuable source of information. Applicants to universities are no longer reflexive consumers; they are more awaked and educated individuals who make coherent decisions in choices of higher education courses and institutions (Baldwin & James, 2000). This is practically the way the consumers behave in the current market. Positioning strategies, as the next concept, is one of the most difficult approaches in the current market, as academic products are seen

to be more parallel in UK (Temple & Shattock, 2007). Therefore differentiating the academic contents is going to be considered as a challenging marketing effort. The last Marketing approach is followed by the marketing mix activities. This approach refers to its traditional concept 4P's or according to the present studies the 7P's model which includes Product, Price, Place and Promotion (the People, the Physical evidence and the Process which further has been added to the concept). "Pricing" and "promotion" policies are more valuable in higher education as marketing concepts (Hemsley-Brown and Oplatka, 2006). However according to Nicolscu (2009) applying "Product policy" concept is widely constructive in higher education institutions (program portfolio, product quality, branding), while "distribution policy" is not considered at all being useful in the marketing of higher education. Nonetheless the studies on the recently added marketing mix are not too many, but can be quite valuable in running the institutions.

Recently however research and developments have shifted their focuses on the importance of building strong connection with students aimed to increase satisfaction, loyalty, positive word of mouth, and retention (Al-Alak, 2006; Helgesen, 2008; Yang *et al.*, 2008). Literature of relationship marketing is considerably focused on identifying and examining the interrelationships between relationship quality (e.g. trust, commitment and satisfaction) and relationship marketing outcomes (e.g. switching behavior or loyalty) ( e.g. Chiou & Droge, 2006; Henning-Thurau, Gwinner, and Gremler, 2002; Lam et al., 2004). Yet the concept of personal values, which are antecedents that have great influence on the decision making process and the behavioral outcomes, has gained little attention in the literature ( e.g. Kahle, 1983; Lages & Fernandes, 2005; Durvasula, Lysonski, et

al., 2011). Hence, application of service marketing principles to the delivery of superior service quality, which is of value to students, has been considered as a principal objective of many universities and institutions.

### **2.3.1 Students as customers**

Griffin (1996), defined a customer as any person who is willing to pay money in order to acquire an organization's products or services. Stanton, Etzel, and Walker (1994) stated that customer is the individual or firm that essentially makes an acquisition decision, while a consumer is the individual or organizational element that consumes or utilizes a product. In the higher education sector students are the main customers who get in contact and apply for the universities for the purpose of acquiring the services that is offered by the institutions. As Hill (1995) mentioned higher education sector should focus on the students' expectation as the primary customers. Waugh (2002), however, suggested that interpreting students as customers has created extra push on this sector and has made universities act more like businesses. Some researchers also have presented academicians as customers of universities. Pitman (2000) examined the extent to which university staff perceived students and academics as customers in Australia.

Although the main customers in the education sector are the students, there are also a strong core belief that the "customer" of education includes government, parents, industry investors and even society as a whole. The relationship between satisfaction, willing to pay, and repurchase behavior in education industry is not as direct as other industry, and the simple approach of "only considering the bottom line" is not applicable even if it were acceptable (Kitchroen 2004).

The higher education sector is confronting a particular challenge in determining how to recruit and retain students using marketing notions (Brooks and Hammons, 1993). Mainly identifying and then satisfying students' expectations have become key competitive (Coccari and Javalgi, 1995). When it comes to the total quality efforts at educational institutions, there is often an initial focus on administrative services, such as admission procedures and billing, students services such as food and accommodation quality that involves frequent processes like those in industry (Kotler and Fox 1995). However when it comes to the students' choices the "Best indicators" of top quality are the academic dimensions more such as high admission rates to graduate programs, courses variety and size, equipment and library resources, and faculty teaching rather than administrative services (Litten and Hall 1989). According to the Coccari and Javalgi (1995), variables effecting college alternative decision in order of importance are as follows: quality of teaching, institution's reputation, marketability of degree, job opportunities, tuition fees, program structure, time required for completion, facilities, availability of courses, and entry requirements. The authors believe that the strategies applied for each of the mentioned criteria can serve the students' needs.

The expectation of delivering a high quality service is a common issue among students, whether local, international or any other segment (Mavondo & Zaman, 2000). According to Wright and O'Neill (2002) quality has become a "major preoccupation" in the higher education sector. East (2001), in the "study of international students' expectations at La Trobe University", concluded that, "there is, therefore, a need to analyze international students' perspectives in the light of customer expectations of quality service." The author noted that, however, the

debates on labeling students as customers will continue (Coady & Miller, 1993; Crittenden, 1997; Szorenyi-Reischl, 1998).

### **2.3.2 The Service Quality**

According to Gronroos (1991), service quality is threefold: one is the “technical quality of the outcome”, second the “functional quality of the encounter”, and finally the “company corporate image”. Lehtinen (1982) also provided three dimensions for the service quality: the “physical quality” (of products and/or services), the “corporate quality” (the firm’s image) and “interactive quality” (interaction between the customer and organization). These authors argue that in determining the dimensions of quality, it is vital to distinguish between quality associated with the service delivery process and quality related with the consequence of service, judged by the consumer after the service is performed.

Parasuraman Zeithaml and Berry (1985) identified ten antecedents to service quality that can be generalized to any type of service. The ten dimensions include:

- *Tangibles* - the physical evidence of the service, physical facilities, tools or equipment used to provide the service appearance of personnel, and other customers in the service facility;
- *Reliability* - consistent performance and steadiness;
- *Responsiveness* - enthusiasm or readiness of staff to provide service;
- *Competence* - holding required skills and knowledge to perform the service by the front line personnel as well as operational support personnel;

- *Access* - accessibility and ease of location;
- *Courtesy* - politeness, respect, consideration, and friendliness of frontline employees;
- *Communication* – informing customers in an comprehensible language;
- *Credibility* - trustworthiness, and honesty;
- *Security* – ensure the customer that the process is away from any danger, risk, or doubt. (e.g. physical safety and confidentiality);
- *Understanding* - endeavor to understand the customer’s needs.

These ten dimensions were reorganized in the illustrious SERVQUAL model with five dimensions (Parasuraman, Zeithaml and Berry 1990) and included “tangible”, “reliability”, “responsiveness”, “assurance”, and “empathy”:

- *Reliability* – the ability to perform the promised service dependably and accurately;
- *Responsiveness* - willingness to help customers and provide prompt service;
- *Assurance* - knowledge and courtesy of employees and their ability to convey trust and confidence;

- *Empathy* – caring and individualized attention to the customer.
- *Tangible* - appearance of physical facilities, equipment, employees, and communication materials;

The higher education institutions should provide services according to the expectation of the students; university must be committed to the total quality and in order to achieve that they must constantly understand the customer group and assess the status of organization.

SERVQUAL was developed in 1988 by the marketing investigation team of Berry, Parasuraman and Zeithaml and is one of the most commonly used tools to measure service quality in most of the recent studies (Brown et al., 1993, in Buttle, 1996). SERVQUAL is designed to gauge the gap between customer's expectations and their perceptions of delivered service.

The SERVQUAL method has been used in many studies and has been supported by many researchers so far. According to Nyeck, Morales, Ladhari, and Pons (2002) the SERVQUAL measuring instrument “remains the most complete attempt to conceptualize and measure service quality” (p. 101). This tool has been used in many studies to examine service quality in numerous service industries such as healthcare, financial and banking services, and education (Cronin & Taylor, 1992, 1994; Iacobucci, 1994; Gronroos, 1993; Teas, 1993, in Asubonteng, McCleary & Swan, 1996).



Nevertheless the detractors of this tool have not stopped their comments. Nyeck, Morales, Ladhari, and Pons (2002) assessed 40 articles used SERVQUAL tool in their studies and provided the fact “that few researchers concern themselves with the validation of the measuring tool” (p. 106). Francis Buttle evaluated SERVQUAL according to a number of theoretical issues. He predominantly criticized the SERVQUAL's 5 dimensions (Reliability, Assurance, Tangibility, Empathy, and Responsiveness) as not being universal, and that the model lack of economic loom, statistical and psychological theory. Yet, this model is widely used in published studies to measure customer expectations and perceptions of service quality.

## **2.4 The Value Concept**

Values serve as our guidance in everyday lives; they construct our motives and provide a basis to our beliefs and attitudes. According to Schwartz (1992) values are defined as desirable goals, varying in importance, that serve as guiding principles in lives of people. Values are a motivational construct. They represent broad goals that apply across time and context (Bardi & Schwartz. 2003), therefore they can alter over the time. Values are standards that originate the beliefs, attitudes, and accordingly, behaviors (Posner, 1987; Madrigal, 1994; Carlson 2000). Values form the psychological core of “self” (Wade-Benzoni, Hoffman, & Moore, 2002; Finegan 2000). The studies related to the values have started to expand noticeably since the 1960s (Oppenhuisen, 2000).

### **2.4.1 The Means-end Chain Approach**

The means-end chain describes the connections between attributes, positive consequences and personal values, providing insights into why consumers prefer and select certain products over others. As a result of this process, consumers

primarily are going through an assessment of products or services in terms of their attributes, later on they will observe the consequences evaluated by using the product or service, and finally the whole process contributes to achieve important personal values.

According to this conceptual model, consumers form three types of knowledge: knowledge about product attributes, knowledge about positive consequences related to product consumption, and knowledge of the values offered by products which satisfy consumers' immediate needs (Peter & Olson, 2005; Reynolds et al., 1995). Attributes, consequences and values form the basic content of knowledge stored in memory and when the three components are linked in the minds of consumers, they provide understanding about preference, purchase or consumption of certain products. Marketers who are able to identify the benefits and values that consumers attach to products can develop better marketing strategies to satisfy consumers' desires to fulfill their end-goals and entice them to purchase their products.

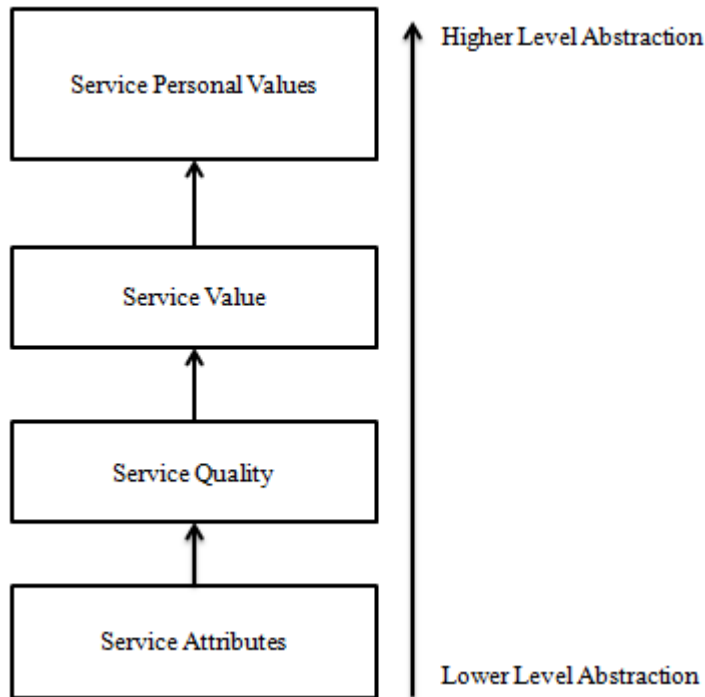


Figure 1: Service personal value and the means-end chain approach. Source: adapted from Zeithaml (1988).

Figure 1 is an illustration of the means-end chain that has been illustrated by Zeithaml (1988) resulted from the studies provided by: Antonides & Van Raaij, 1998; Gutman, 1982, 1991; Olson & Reynolds, 1983; Reynolds et al., 1995. The means end-chain can be defined by the six levels of abstraction hierarchy: attributes, consequences and values.

The earliest level of this model reveals that the consumers identify products by their concrete and/or abstract attributes. By concrete attributes we mean the physical characteristics of a product and conversely the abstract attributes are the intangible characteristics. For instance in the higher education industry logo of brochure or the web page are the concrete attribute, and the pleasant feeling from the image and

reputation of educating in a certain university can be an example of abstract attribute.

The next level is followed with the consequences, the consumer's personal meanings associated with the product's attributes. Consequences can be either functional, which lead to the tangible outcome, or psychological, which are the social and psychological outcomes of a product, i.e. the diploma resulted from the accomplishment of the degree and the worth of it in attainment of a well paid job.

In the final level, the satisfaction of functional and psychological consequence leads to the satisfying and understanding of personal value. Personal values according to Rokeach (1973) can be categorized as terminal and instrumental values. The terminal values are concrete values with end goal, unlike the instrumental values are abstract and are being used as tool to achieve the terminal values. In term of education the means end chain model will end up with satisfying certain values (e.g. I will have a more comfortable life or I will be more respected). As Young and O'neil stated when the customers' immediate personal values, as the final state of the model, are fulfilled there would be a high possibility of repurchasing behavior.

#### **2.4.2. The Personal Values**

Personal values have long been considered to be important determinants of attitudes and behaviors by social scientists. Personal values are "statements of the ideal" (Kluckhohn 1951) and represent specific modes of conduct or end-states of existence that are preferable to others (Rokeach 1973). Similar to attitudes, values are social cognitions that provided to facilitate adaptation to one's environment (Kahle 1983); nevertheless, the entity of values differs from that of attitudes. Attitudes are characterized by holding of beliefs around a specific object or

situation, whereas values are more abstract in nature. Thus, values may be considered to function as prototype from which attitudes, as well as behaviors, are derived (Homer and Kahle 1988). Therefore attitudes and behaviors are originated from the values.

Various definitions have been given to the concept of personal values. Rokeach (1973) defined personal values as ‘an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence’ and he has argued that (personal) ‘values are ... significantly related to all kinds of behavior’. Therefore they form the background of individual’s lifestyle. Schwartz (1992) defines personal values as “enduring beliefs that individuals hold about specific mode of conduct that they think is important and the guiding principles in their lives”.

The appeal of the personal values construct is based on the fundamental assumption that values are instrumental as a “guide” to consumers’ actions, attitudes, judgments, and responses to specific objects and situations (Schifman et al. 2003). As the personal values can be counted as a determinant of consumers’ actions and responses, the use of services can have a positive or negative effect on satisfying a consumer’s personal value. From both consumers’ and practitioners’ perspectives, values are extremely relevant, as they are desirable goals that serve as guiding principles in people’s lives (Lages and Fernandes, 2005).

In exploration of consumer behavior and consumer’s decision making process, personal values have been considered as an important variable in researches for a long time (Rokeach 1973) and have been used in research in a variety of disciplines

(Lages and Fernandes 2005; Long and Schiffman 2000). However it receives very little attention in the context of higher education. Scott and Lamont (1973) argue that personal values as an antecedent can have a direct effect on the expectations of consumers from a service or a product, and the criteria used in evaluation of the performance of those products and services. More significantly, Vinson and Gutman (1978), Vinson, Scott, and Lamont (1977), and Vinson, Munson, and Nakanishi (1977) have demonstrated the fact that personal value systems have an impact on customer dissatisfaction, since they have impacts on the way that customers evaluate a product and the service encounters.

## **2.5 Measurement of Personal values**

Up till now different methods have been used to measure the personal values in various fields of study. For instance studies related with the psychology and social science mostly applied the Rokeach value survey or Schwartz value survey, for the studies around the marketing and consumer behavior List of value (LOV) of Kahl and SERPVAL of Lages and Fernandes (2005) has been practiced more often, finally from the perspective of organizational behavior studies the personal values can be measured by either organizational shared values or work values (appendix B).

All of the above mentioned measurement instruments have their own limitations. The most widely used measurement instruments are the Rokeach values survey (Rokeach, 1973) and the list of values (LOV) by Kahl, Beatty & Homer, (1986) have been widely criticized, firstly because they were developed in one culture. Second fact is that these studies were originated over the past 50 to 30 years so the instrument would not be capable of measuring the 21<sup>st</sup> century's values. Thirdly

they are being criticized as having few measurement items (as an instance the list of values contains only nine items), thus they cannot be a good choice when pool of item is required for developing a valid scale (DeVellis 2003). However the Schwartz's & Boehnke's (2004) study have been praised since they developed the first international statistical test on human values' theory by 57 items and 10,857 respondents from 27 countries. Although the Schwartz & Boehnke's study has been counted as one of the most reliable instruments, values had never been specialized for the service marketing context since the Lages and Fernandes, (2005) developed the service personal value scale (SERPVAL) scale. Lages and Fernandes (2005) suggest that using this scale will describe the consumers' purchase behavior better and predicts their expectations in more practical way. The service personal values are defined by Lages and Fernades (2005) as "a customer's overall assessment of the use of a service based on the perception of what is achieved in terms of his own personal values".

The Lages and Fernandes (2005) scale embraces the Zeithaml's (1988) framework and the means-end chains model to propose the aim of this approach in evaluation of a service provider by four concrete and abstract levels of a hierarchy, varying from simple attributes of the service offering, service quality, value, and finally to a more complex concept personal values. The conceptualization by Lages and Fernandes (2005) was also composed a combination of previous research by Rokeach (1973) and Kahle (1983), the provided model categorized the personal values concerning services into three broad groups. These three levels are: first service value to peaceful life (SVPL) which functions at the self-oriented level; next service value providing social recognition (SVSR) which operates at the social-

oriented level; and finally service value related to social integration (SVSI). As authors suggested the first dimension was built upon a combination of values identified in the Rokeach's (1973) RVS scale which specifically is designed to measure general personal values. This dimension is applied when experience of a service promote a pleasurable life, providing or improving tranquility, safety and harmony. The next two dimensions (SVSR and SVSI) were predominantly based on LOV scale by Kahl (1983), and RVS by Rokeach (1973). Social recognition (SVSR) involves the relationship between service and the person in gaining respect from others, social recognition and status, and allows an individual to achieve and potentially demonstrate to others a more satisfying and inspiring life. Social recognition also permits a person to keep away from disapproval from others in the society. These consequences are more likely to result in a higher level of social integration for an individual. The service value to social integration (SVSI) as the last level provides an individual opportunity to perceive stronger friendships, and integrating with established groups while facilitating better relationships at various levels such as social, professional and family. Hence, a better social integration offered by a service would result in a more satisfied individual of a higher level personal value on this basis.

The literature over the values in psychological, sociological, service marketing and organizational context have demonstrated that in order to better illustrate, understand, and predict the consumer behavior it is highly recommended to measure values in specific concept. For example, Vinson, Scott and Lamont (1977) noted that certain values can only be measured through experiencing a specific situation, results in behavior that can only be understood in the context of that



specific environment. According to what Seligman and Katz (1996) stated, individuals normally construct value systems in the context of specific environment instead of applying some generally defined value system. Schwartz and colleagues (Ros, Schwartz, Surkiss, 1999, Schwartz and Bilsky, 1990) also added that it is ‘doubtless interesting’ to study values in context, and suggested that more studies should be carried out on values in different situations. Lages and Fernandes (2005) in the SERPVAL scale, fundamentally used existing personal values scales, i.e. the Rokeach values survey (RVS), List of Values (LOV), and Schwartz values survey (SVS). However in their final SERPVAL scale they excluded the items which were adopted from the SVS, due to more focus on individual values instead of societal values as authors suggested. Jing Zhang (2008) criticized this scale according to the literature; firstly the items that were excluded from the SERPVAL scale were included in the final version of the scale which is opposed to what the authors stated.

Furthermore the values studied in the SVS were on an individual level across the different cultures, however Lages and Fernandes (2005) suggested that the SVS is not focused on individual value system.

## **2.6 Satisfaction & the students’ behavioral outcome**

Satisfaction can be considered from different perspective. One way which has gained considerable support is the expectancy disconfirmation paradigm originated by Oliver (1980; 1989). In this model, consumers primarily shape their expectations before the consumption of goods and services, later they observe the performance of that product or service, and compare their observation with their former expectation. Finally the consequence of this assessment is either confirmation or

disconfirmation of the prior expectation which is a step to the degree of satisfaction (Oliver and Desarbo 1988). However this model cannot be a good representative in case the customer does not have enough experience to formulate the expectation before consumption (McGill and Iacobucci 1991) or in case of repurchase it would cause expectations to become passive (Oliver 1989), the outcome might diminish the importance of the process of disconfirmation. These deficiencies led to a better technique to measure the satisfaction with service provision, the SERVQUAL instrument (Parasurman, Zeithaml, and Berry 1985; 1988; 1994). Quality and satisfaction are closely related to each other but they do not share an identical construct (Bitner 1990; Bolton and Drew 1991; Gotlieb, Grewal, and Brown 1994). Studies illustrate that service personal values have an influence on consumer evaluation of the service after the acquisition decision is made (Koo et al. 2008). Service personal values the consumer in a process which first s/he tries to seek for the latent benefits that the service would offer and then, assesses the service value based on how it fits his/her personal values once the service being consumed (Zeithaml 1988). From the means-end theory, Huber et al. (2001) explain that the service consumption process starts with the means which are service offerings, and end which is personal values. Thus, it is reasonable to conclude that customer utilizes his/her service personal values as a framework to evaluate the value of the service being consumed. According to Koo et al. (2008), personal values can be counted as a personal framework which judge how good/bad the service is. This implies that, a customer would be satisfied when he/she feels that the service performance meet his/her personal framework (confirming). Otherwise if it does not fit well, the customer will be dissatisfied (disconfirming). In another study Lages and Fernandes (2005) argued that the progression of values, attitude, and behavior

is also applied to post purchase behaviors such as, customer satisfaction and loyalty. The correlation between service personal values and loyalty via satisfaction is empirically suggested by Thuy and Hau (2010). They described the service personal value is a principal in determining the immediate emotional response to the service performance and the customer loyalty, which is believed as an enduring attitude. Therefore once consumer uses the service, s/he judges the service based on his/her personal values. The consequence of this decision might lead to the scope of consumer satisfaction. Besides, customer satisfaction does not guarantee customer loyalty (Pleshco and Baqer 2008). Some empirical studies found a strong and positive correlation between service personal values and customer loyalty (Thuy and Hau 2010).

The measurement of satisfaction within the context of higher education has been relatively difficult due to the confusion about the entity of the customer and the nature of industry (Saunders and Walker 1993). The consequence of the previous studies which have been conducted to investigate the students' satisfaction found that the majority of students are satisfied with their academic program but are relatively not satisfied with the support services such as academic advising and career consulting (Kotler and Fox 1995). According to Hartman and Schmidt (1995) the satisfaction of the students is multidimensional and relies on the entity of the students' goals. Helfert et al. (2002) suggested that universities should develop service quality and focus on constructing relationships with students in order to be effective, as fostering the relationships lead to student satisfaction. In return, the chance of students switching behavior will decrease and thereby it would positively

affect the retention rate. Satisfied students also assumed to be a good source of positive referrals to future students (Elliot and Shin, 2002).

Recently the concept of personal values emerged to the context of service marketing. Understanding the personal values enhances the knowledge about satisfaction and the behavioral outcome in the customers. Homer and Kahle (1988) argue that an evaluation of consumers' personal values (e.g., concern for others, self-reliance, harmony of purpose, stability in life) is fundamental in understanding consumer attitudes and behavior.

In the context of higher education, investigation of personal values enhances a wealthier understanding of how these values may affect students' expectations about higher education services and relevant behavioral outcomes such as satisfaction and loyalty. Kropp et al. (2005) noted that there are various studies exemplifying the importance of personal values in shaping consumer behavior. These studies include brand congruency, garments and fashion, food consumption, gift giving, tourism, and pet keeping. In the area of social marketing, values have also been found to operate on an individual's choice behavior including smoking, drinking, and ethics. However the studies related to evaluation of personal values in the context of higher education are quite few. One of these studies investigated the effect of students' personal values in the evaluation of higher education (Durvasula and Lysonski, 2011). The other one was to analyze the relationships among personal values, perceived value of education and satisfaction.

## **2.7 The Proposed Models and Hypotheses**

The proposed model for this study is presented in chapter four. According to the First-order and second order construct models of the service personal values, the hypotheses are going to built as follow: (H1) Effect of service personal value's four dimensions (service value to: comfort in life, peaceful life, social recognition, and social integration) on service personal value, (H2) impact of service personal value's four dimensions on service quality and satisfaction, (H3) Effect of service personal value on satisfaction, (H4) effect of service personal value on evaluation of service quality.

## Chapter 3

# METHODOLOGY

### 3.1 Methodology

The study is primarily designed to identify the way students judge their values according to their education experience at Eastern Mediterranean University (EMU) in Northern Cyprus. A further aim is to investigate the possible relationship between and within the service personal values, overall satisfaction and service quality.

A quantitative method is used to collect data. The questionnaire includes of 52 items (see appendix A). 29 items are to measure personal values, 17 items are used to measure the service quality and finally one item is used to measure the overall satisfaction of the students. The rest of the questions are designed to obtain the general demographic information of the students at EMU.

The first part of survey includes measurement and assessment of service personal values. Personal values are measured by applying a customized version of the 16-item SERPVAL scale developed by Lages and Fernandes (2005) as well as the items which were excluded from this scale (most of them adopted from the Schwartz, 1990) to measure personal values in the context of services. SERPVAL scale measures Service Personal Values through four dimensions: service value to comfort in life (SVCL); second dimension is service value to peaceful life (SVPL);

the third dimension measures the service value to social recognition (SVSR); and the ultimate dimension is service value to social integration (SVSI).

In this scale, the service value to peaceful life and comfort in life dimensions is adopted from the RVS scale (Rokeach Value Survey), scales built exclusively to assess general individual values. SVCL dimension indicates a comfortable life that can be dedicated by use of service which includes “more comfort in life”, “more freedom to act”, and “a better communication with others”; and SVPL dimension represents “more tranquility”, “more family security”, “more harmony” and “a more pleasurable life” that can be promoted by use of a service. The other two dimensions were built upon both the LOV scale (List of Values), specifically designed to assess consumer values, and the RVS scale for individual values. In SVSR dimension, individuals consider the extent to which the service enhances in gaining respect from others, status and social recognition, as well as whether it allows achieving a more fulfilled and stimulating life, which might then be used in demonstrating to others. Finally the SVSI, which is related to the consumer’s perception of a service as whether or not it assists strengthening friendships, provision of becoming more integrated in the group, or promises better relationships at the social, professional levels, then obviously the individual, will identify personal value in the service. The initial 29 items scale uses a 7-point Likert scale for measurement (ranging from “1—strongly disagree” to “7—strongly agree”).

The second part of the questionnaire is based on five dimension of quality (Parasuraman, Zeithaml & Berry, 1988) that contains 17 service attributes, identified as five dimensions. These dimensions relate to: Reliability which includes

the items related to the enrolment processing system, university fees, and teaching standards. Responsiveness comprises of the flexible time table and activities as part of students support. Assurance embraces four items which are: the quality issues related with the lecturers, international image and prestige of the university, academic content, finally academic courses and trainings. Empathy includes: valuable and individualized feedback that provided by lecturers, and individual attention to solve the students' problems. And finally the tangibles are five: the lecture materials and facilities, library facilities, computer facilities, quality of students' accommodation, and campus location.

Each dimension is designed to measure service quality (Parasuraman, Zeithaml & Berry, 1988). The survey involved respondents to reply based on a 7 points Likert scale, and rate their satisfaction according to the attributes.

The final section covered the demographic elements of the study and the questions inquired. This section inquired respondent's age, sex, nationality, monthly family income, faculty or school as well as respondent's educational level and year of study.

### **3.2 Pilot Study**

In order to verify if the survey and the concept of service personal values are precisely comprehensible for the respondents, a pilot study carried out. The sample of the pilot was composed of 30 graduate and undergraduate university students from different faculties and backgrounds. Of these questionnaires 15 was in English and 15 was in Turkish.



The questionnaires were handed out in the faculties' cafés and assistants offices to the respondents. If the respondents had difficulties with filling out the questionnaires, help was provided. When the respondents were finished with the questionnaires they were also asked to designate and identify any vague wording in the questionnaires. There were some minor problems with the Turkish questionnaires and they have been corrected. In order to eliminate the problem with wording system of the Turkish questionnaires, the questionnaire was translated to Turkish by a professional related with personal value field and reverse translated to English by another professional, who did not have any background about the English questionnaire. It appeared that the personal value items were applicable to the higher education context.

### **3.3 Sample**

In the main study we distributed the questionnaire to EMU's students in different faculties, different education levels and backgrounds.

The population of this study is actually the entire undergraduate, graduate (master and doctoral) students. Population of the university is over 13500 students from 67 different countries. In order to achieve a confidence level of 0.05 (95%) with the mentioned population, the INNONET table (2001) suggests a sample size of 350 is sufficient. This study had a sample size of 350 respondents, which returned 320 useable instruments.

### **3.4 FACTOR ANALYSIS**

In order to have primary indication of dimensionality and construct validity, the structural equation modeling (SEM) technique was applied. As the first step an exploratory factor analysis (EFA) was employed. An EFA defines all possible

relationships in only most general form and then allows the multivariate technique to estimate relationship(s). In this method researchers are not interested in confirming any pre-specified theorized relationship(s) instead the procedures seek to define the nature of the relationships (Hair et al, 1998). Therefore this method preliminary undertakes on all scales combined in order to investigate the nature of the relationships, further more with employing special techniques, it identifies the items which require to be extracted from the variables list. EFA will help to classify 29 items into major groups by some required techniques. If the result of the EFA would be reasonable consequently all the remaining items are going to be submitted to another method called confirmatory factor analysis (CFA). CFA method is going to be applied by using of AMOS software program (Arbuckle and Wothke 1999). AMOS is used to assess the full measurement model representing relations among constructs and related items. Aim of this technique is to confirm the pre-specified and theorized relationships of the items.

## Chapter 4

### DATA ANALYSIS AND FINDINGS

#### 4.1 Respondents' Profile

Data collection process was completed by 400 students from different backgrounds at EMU by means of a 52-question survey. The response rate was 87% this means only 350 questionnaire were completed. However, only 320 of them were usable due to incomplete responses. This section allocates the descriptive analysis regarding to the compartments of the questionnaires.

Subsequent to the data collection, initially the frequencies were calculated on the entire sample, after that the means were tracked and compared, and finally the factor analysis of the component was applied. The Statistical Package for Social Science (SPSS) was applied to conduct the analyses.

Table 1: Frequency by gender

Gender	Number of respondents	Total Percentage (%)
Male	188	58.8
Female	131	40.9
Total	320	100.0

Table 1 represents a frequency distribution based on the gender of the respondents. The result is as follow; one hundred and eighty participants of the whole sample which is almost 59% (58.8%) were males while forty one or precisely 40.9% of the respondents were female.

An open ended question was applied to observe the ages of the respondents the result of this analysis is as follow; one hundred and ten respondents (34.4%) were between ages of 17 and 21 years. One hundred and seventy five (54.7%) students' ages were between 22 and 26 years, while thirty four (10.6) of the respondents were aged between 27 and 31 years. Finally only one student (0.3%) of the entire respondents was aged between 32 and 36 years see Table 2.

Table 2: Frequency by age

Age	Number of Respondents	Total Percentage (%)
17-21	110	34.4
22-26	175	54.7
27-31	34	10.6
32-36	1	.3
Total	320	100.0

To observe the Nationality of the students once again an open ended question applied. The result of this study was grouped into five main categories: Turkish, Turkish Cypriots, Iranian, African, and other international students. One hundred thirty seven (42.8%) of the students were Turkish, eighty five (26.6%) of the students were Turkish Cypriot, while nine percent (29 students) were Iranian, twenty seven (8.4%) respondents were from African countries such as Nigeria, Cameroon, and the Republic of Guinea. Finally the rest of the respondents thirteen percent (42 respondents) were from other International countries including Fareast, Middle East, Eastern European countries, and Arabian countries (see Table 3).

Table 3: Frequency by Nationality

Nationality	Number of Respondents	Total Percentage (%)
Turkish	137	42.8
Northern Cyprus	85	26.6
Iran	29	9.1
African	27	8.4
Other	42	13.1
Total	320	100.0

With Regards to the monthly family income, 60 (18.8%) respondents' income is less than \$999 per month, 99 respondents (30.9%) rated their family income between \$1000 and \$1999, 78 students (24.4%) between \$2000 to \$2999, 7.5% of the students between \$3000 and \$3999, 28 students between \$4000 and \$4999, and finally 31 students (9.7%) had specified their monthly family income more than \$5000.

Table 4: Frequency by Monthly Family Income

Monthly Family Income	Number of Respondents	Total Percentage (%)
Less than 999\$	60	18.8
\$1000-\$1999	99	30.9
\$2000-\$2999	78	24.4
3000-\$3999	24	7.5
4000-\$4999	28	8.8
More than \$5000	31	9.7
Total	320	100.0

Related to the faculties and schools, of the 320 respondents 61 students (19.1%) were from the faculty of Business and Economics. 40 students (12.5%) from Education and the same result for the Faculty of law. 51 students (15.9%) were from school of Tourism and Hospitality Management, 40 respondents (12.5%) were from faculties of Art and science and Communication and Media, 39 respondents

(12.2) were from Faculty of Engineering and finally the lowest participants from faculty of Computer and Technology with 9 respondents and 2.8% see Table 5.

Table 5: Frequency by Faculty and School

Faculty/School	Number of Respondents	Total Percentage (%)
Business and Economics	61	19.1
Education	40	12.5
Law	40	12.5
Tourism and Hospitality Management	51	15.9
Art and Science	40	12.5
Communication and Media Studies	40	12.5
Engineering	39	12.2
Computer and Technology	9	2.8
Total	320	100.0

As the last frequency analysis of the demographic information the student's Year of study was observed from the entire university, the results included: 57 students (17.8%) were in their first year of study. 69 students (21.6) were in the second year of their bachelors, 58 respondents (18.1) were in their third year studies, 70 students (21.9) in the fourth year, while study also included 57 master students (17.8) and finally nine doctoral respondents by the percentage of 2.8 see Table 6.

Table 6: Frequency by Year of Study

Undergraduate / Graduate	Number of Respondents	Total Percentage (%)
1st year	57	17.8
2nd year	69	21.6
3rd year	58	18.1
4th year	70	21.9
Master	57	17.8
Doctoral	9	2.8
Total	320	100.0

## 4.2 Analysis for Quality Dimensions

The analysis of this part focuses on compiling of different statistical functions in the second compartment of the questionnaire which is related with the service quality and satisfaction of the students at EMU. The first section allocates some descriptive analysis to understand the degree that the students are satisfied with the service quality related attributes at EMU. The second part investigates the correlation among the service quality dimensions, overall service quality and the overall satisfaction

### 4.2.1 Mean Analysis for Quality Dimensions

In this section, the mean scores exercised to assess the degree of student's satisfaction from EMU's service quality dimensions. At first the mean scores for 5 service quality dimensions had been assembled, and subsequently the scores compiled to one by one evaluate attributes of service quality. It is important to once again mention that a Likert scale applied to assess the degree of satisfaction for each attribute of service quality, the scale ranges within 1 as 'very dissatisfied' and 7 as 'very satisfied'. The minimum score for student satisfaction is 1.00 indicating that there are students who experienced that their satisfaction is far below than

expected and the maximum score is 7.00 indicating that there are some who were totally satisfied.

Mean scores for the satisfaction of the students for each dimensions of service quality at EMU exposed that tangible scores the highest (4.53 on a 7- point scale and standard deviation of 1.65), followed by responsiveness (4.42 on a 7-point scale), assurance (4.398 on a 7-point scale), responsiveness (4.394 on a 7-point scale), and empathy with the lowest score (4.36 on a 7-point scale; sd=1.634) as shown in Table 7.

Table 7: Mean scores of satisfaction with the service quality dimensions

Dimensions	N	Mean	Std. Deviation
Reliability	320	4.4198	1.69140
Responsiveness	320	4.3938	1.56809
Assurance	320	4.3977	1.57825
Empathy	320	4.3609	1.63385
Tangibles	320	4.5294	1.63830
Overall service quality	320	4.4203	1.41035
Valid N (listwise)	320		

As represented in the Table 7, the mean for service quality is 4.4203, which can be perceived as students in this higher education institution are actually somewhat satisfied with overall service quality.



Table 8: Mean scores for the satisfaction with the EMU service quality attributes

EMU Attributes	N	Mean	Std. Deviation
... enrolment processing system	320	4.391	1.9558
... fees compared to other universities in TRNC	320	4.481	2.5051
... teaching quality	320	4.388	1.8937
... lectures (accessible and approachable lectures)	319	4.273	1.9852
...valuable feedback on students performance provided by lectures	320	4.337	1.8481
... lecture related materials and facilities	320	4.466	1.8667
...image and prestige internationally as a university	320	4.375	1.8696
...academic content (whether recognized in home country)	320	4.434	1.9058
...academic courses and trainings	320	4.316	1.7961
...flexible timetable	320	4.416	1.7667
... activities as part of student support	320	4.381	1.7433
... solutions to students problems	320	4.384	1.9522
... library facilities	320	4.578	1.8468
...computer facilities	320	4.431	1.9139
... quality of students accommodation	320	4.475	1.9983
... campus location	320	4.697	3.4910
Valid N (listwise)	319		

In Table 8 it is visible that the highest mean score for the EMU attributes items was “the campus location” with mean of 4.697 and the standard deviation of 3.4910 followed by “the Library facilities” (Mean: 4.578; Sd: 1.847) and “quality of student accommodation” (4.475; 1.9983) which mean that the highest satisfaction was toward the mentioned items related to the tangibles. While the lowest scores were the “the lectures” (Mean: 4.27; Sd: 1.9852), followed by “the academic courses and training” (Mean: 4.31; Sd: 1.7961) which represents the lowest satisfaction of these items.

### 4.3 Reliability of the Service Quality Dimensions

Reliability coefficients of variables related to the 5 dimensions for service quality and overall satisfaction presented in Table 9.

Table 9: Reliability Result

	No of Items	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Reliability	3	.700	.953
Responsiveness	2	.812	.939
Assurance	4	.861	.933
Empathy	2	.899	.928
Tangibles	5	.778	.943
Service Quality	16	1.000	.919

All alpha coefficients are above 0.7 and much close to 1.00 therefore it is possible to come up with a reliable conclusion. One of the previous research done by Mahiah., S. et al. (2006), support this study which proves this instrument is quite reliable. For instance tangibility dimension for this study (0.778) compared with Mahiah study (0.851), assurance is 0.861 (0.917), reliability is 0.700 (0.889), responsiveness is 0.812 (0.919) and empathy is 0.900 (0.886). Alongside with the assessment of alpha, the obtained alpha score is 0.946, which indicates that the scale has high internal consistency (reliability). Under the “Cronbach’s Alpha if Item deleted” the reliability of 0.946 is the highest except for the Reliability, but it is not necessary to delete any of the items to improve the reliability score of this scale.

### 4.4 Relationship between Service Quality Dimensions and Students’ Satisfaction

Table 10 demonstrates that there are significant and positive relationships between tangibility, assurance, reliability, responsiveness, and empathy and overall quality

to overall students' satisfaction. From the output, tangibility has the strongest relationship with satisfaction ( $r=0.687$ ) followed by responsiveness, reliability, assurance and empathy.

Table 10: Correlation Results

Variables	Y	X1	X2	X3	X4	X5	X6
OVERALL SATISFACTION (Y)	1						
Reliability (X1)	.606(**)	1					
Responsiveness (X2)	.646(**)	.573(**)	1				
Assurance (X3)	.608(**)	.673(**)	.711(**)	1			
Empathy (X4)	.663(**)	.645(**)	.853(**)	.822(**)	1		
Tangibles (X5)	.687(**)	.548(**)	.662(**)	.739(**)	.742(**)	1	
Service Quality (X6)	.738(**)	.795(**)	.870(**)	.906(**)	.933(**)	.848(**)	1

\*\* Correlation is significant at the 0.01 level (2-tailed).

The relationship between empathy and student satisfaction is  $r=0.663$  meaning that it has a moderate to high relationship toward satisfaction similar with responsiveness ( $r=0.646$ ), and assurance ( $r=0.608$ ), unlike reliability has a less moderate relationship with satisfaction ( $r=0.606$ ) but still significant. The relationship between overall service quality and students' satisfaction is  $0.738$  meaning that the relationship is also very strong. Furthermore, the results indicate that all the dimensions are highly correlated and significant with one another. Therefore, these outcomes are testimonies that the service quality dimensions (tangibility, assurance, responsiveness, reliability and empathy) have a significant relationship with students' satisfaction.

#### 4.5 Assessment of Service Personal Value measurement scales

The primary objective of the survey was designed to measure students' personal values while identifying the degree of these values can be achieved by studying at

EMU. This study fundamentally is based the initial 28 item scales provided by Lages and Fernandes (2005). While in the application of this method one of the items has been alienated into two separate items, this study employed 29 item scales to assess the students 'personal values at EMU by the means of a seven-point Likert scale ranging from "1- strongly disagree" to "7- strongly agree".

#### **4.5.1 Refinement of Value Measurement Scale by Exploratory Factor Analysis (EFA)**

To assess the validity of the construct and dimensionality of the instrument factor analyses assembled. At first an exploratory factor analysis (EFA) was employed. This process was primarily undertaken on all scales, by utilizing the Data Reduction function. Principal component analysis and principal axis factoring appeared to be adequate for this purpose. For this aim five descriptive have been used. First, the Univariate Descriptive applied to compute of valid cases; next Initial Solution utilized to get the statistics needed to determine the number of factors to extract; followed Coefficients; Kaiser-Meyer –Olkin (KMO) statistics and Bartlett's test of sphericity; and finally the Anti-image applied to get outputs to assess the appropriateness of factor analysis for the variables. Varimax and Promax methods used to run the Rotation analysis.

The number of valid cases for this set of variables is 320. While the least number of cases required for the principal component analysis is 100. Therefore it is possible to expect a valid interpretation.

The Principal axis factoring requires all the correlations to be greater than 0.30 in the analysis. For this set of variables, more than fifty percent of the correlations in the matrix are greater than 0.30, which is sufficient enough to satisfy this requirement.

Another requirement of the principal axis factoring is having Kaiser-Meyer-Olkin Measure of Sampling Adequacy above 0.50 for each individual variable as well as the set of variables. The Measure of Sampling Adequacy (MSA) is explained at different levels for example: if it is 0.90 or greater then it is counted to be as marvelous; if it is in the 0.80 or more, meritorious; middling at the 0.70's, mediocre at the 0.60's, miserable in 0.50's level, and intolerable if it is below 0.50. The unaccepted variables are going to be removed in these stages. In this study the results indicated that all of the 29 variables had high sampling adequacies. Thus there was no variable required to be removed from the list of variables.

In addition, the overall measure of sampling adequacy (MSA) has to be investigated (the minimum requirement is 0.5). Table 11 represents that the overall MSA for the set of variables included in the analysis was 0.903, which even exceeds the minimum requirement of 0.50 for overall MSA.

Table 11: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.903
Bartlett's Test of Sphericity	Approx. Chi-Square
	df
	Sig.
	5650.551
	406
	.000

Moreover principal axis factoring requires that the probability associated with Bartlett's Test of Sphericity to maintain a result less than the level of significance.

The probability related with the Bartlett test is <0.001 for this set of data.

The next step is to decide on the number of factors that should be included in the factor solution.

Table 12: Communalities

	Initial	Extraction
...more fun	.596	.577
...more freedom to act	.552	.488
...more tranquility	.480	.519
...more harmony	.669	.534
...more pleasurable life	.617	.512
...more enthusiasm in daily life	.594	.498
...the feeling that the world is more agreeable	.666	.595
...more social recognition	.611	.550
...more status	.579	.545
...a more stimulating and adventurous life	.657	.618
...a higher integration in my social group	.564	.667
...better relationships (e.g. social, professional and family)	.688	.773
...strength in my friendship relationships	.670	.645
...the feeling that the world is more pleasant	.644	.515
...the feeling that more equality exists	.691	.744
...more success	.745	.686
...more power to influence others	.733	.660
...more self-esteem	.711	.568
...more knowledge	.760	.701
...more comfort in my life	.157	.137
...more conditions to help others	.712	.685
...more balance in my emotional life	.701	.653
...more latitude in decision-making	.649	.508
...better communication with others	.536	.441
...more family security	.522	.402
...more respect from others	.220	.155
...a higher integration in my professional group	.307	.325
...more personal and professional fulfillment	.208	.166
...more national security	.604	.491

Table 12 determines the communalities which are the proportion of the variance in the original variables that is accounted by the factor solution. The factor solution should describe at least 0.50, thus the communality value for each variable necessarily should be 0.40 or above. There are seven variables which their communalities are less than 0.4; “more respect from others” (0.155), “higher

integration in professional group” (0.325) “more personal and professional fulfillment” with 0.166 and “more comfort in my life” with 0.137. All the 4 items were removed from the variable list.

Table 13: Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.677	40.266	40.266	11.260	38.829	38.829
2	2.265	7.810	48.076	1.779	6.136	44.965
3	1.388	4.786	52.862	.941	3.244	48.209
4	1.196	4.124	56.986	.791	2.728	50.937
5	1.051	3.623	60.609	.585	2.016	52.953
6	.965	3.329	63.938			
7	.950	3.276	67.214			

The cumulative proportion of variance criteria is the next value that requires to be assessed, preferably this value is required to have 60% or above of the total variance proportion, however the results above 50% are tolerable. For this set of data, 5 components solution would explain 52.953% of the total variance which is still tolerable (Table 13).

Removing the items with low communalities had opened the way to obtain more satisfying results. As a result the cumulative proportion of variance had increased by 7% which is more preferable.

In the following part the Pattern matrix were investigated. There are four major components and each item is free to be related with only one component otherwise it represents a cross loading, however loading of one item on multiple factors might be acceptable if the cross loading has a difference of more than 0.2.

There exist six items that were removed from the list of value due to their low loadings or problematic cross loadings. The items are as follow: “more enthusiasm

in daily life”, “the feeling that the world is more agreeable”, “the feeling that the world is more pleasant”, “the feeling that more equality exists”, “more self-esteem”, and “more latitude in decision making. By removing these six items, it is possible to expect an accurate combination of items and factors and understanding of the nature of their relationships. The final pattern matrix is exhibited in table 14.

Table 14: Final Pattern Matrix

	Factor			
	1	2	3	4
...more fun		.905		
...more harmony		.476		
...more pleasurable life		.459		
...more social recognition			.505	
...more status			.681	
...a more stimulating and adventurous life		.283	.857	
...better relationships (e.g. social, professional and family)				.960
...strength in my friendship relationships				.659
...more success	.729			
...more power to influence others	.721			
...more knowledge	.792			
...more conditions to help others	.863			
...more balance in my emotional life	.833			
...more national security	.751			
...more freedom to act		.763		
...better communication with others		.535		
...a higher integration in my social group				.691

Thus there are 17 items remained out of 29 items with 12 items removed from the variable list in processing the exploratory factor analysis of value measurement. The consequence of this factor analysis is the categorization of the items on 4 different factors: first component more or less includes the values that were adopted from Schwartz value survey (1990); on the second factor 2 dimensions of the SERPVAL (the service value to comfort in life and service value to peaceful life) has been combined under one factor this was practically due to their high correlation that software was not able to split them under 2 separate factors; the



other component can be allied with the service value to social recognition concept (SVSR); and finally the fourth factor includes three items which is along with the service value to social integration (SVSI) of SERPVAL scale.

#### 4.5.2 Assessment of the First order model using Confirmatory Factor Analysis (CFA)

In order to test the validity of the measures, the items were subjected in the same order as in the study of Lages and Fernandes (2005) to a confirmatory factor analysis (CFA), using maximum likelihood estimation procedures in AMOS (Arbuckle and Wothke 1999). In this model, each item is constrained to load on its pre-specified factor, with the four first-order factors allowed to correlate freely as indicated in figure 2.

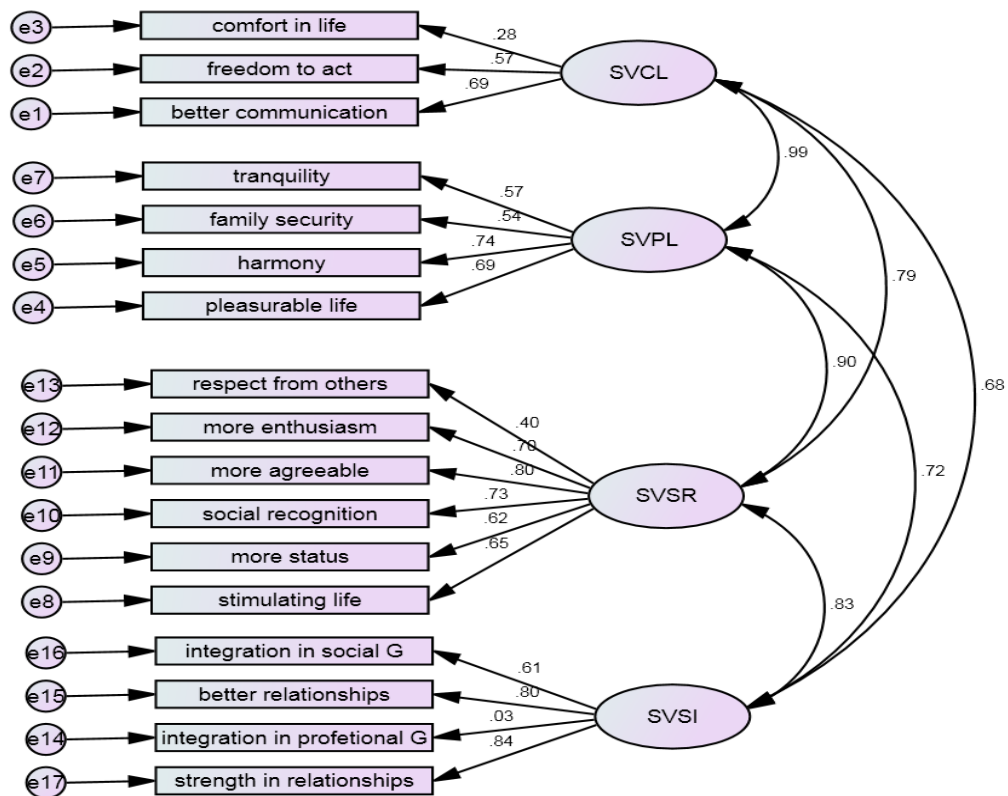


Figure 2: SERPVAL Scale

To begin with, the overall goodness-of-fit for the structural equation models (SEM) were assessed to spot the potency of model's prediction. There are a number of goodness-of-fit measures that need to be reviewed. First, the Chi-square ( ) and degree of freedom ( ) were assessed: = 569.919, =113, =5.282, here the relative chi-square (ratio of chi-square value and degree of freedom) is not tolerable because a ratios as low as 2 or as high as 5 would indicate a reasonable fit (Marsh & Hocevar, 1985). To have a better refinement, the model fit analyses were employed.

The ratio of CMIN/ which is the minimum discrepancy divided by degree of freedom is 5.044 however this value should be less than 5 in order to have an acceptable fit. Furthermore the P value is 0.000 (significant) which mean a poor fit, nonetheless the value might not confront with any change at all due to the large sample size. Table 17 also represents baseline comparison and Goodness of fit index (GFI) in this model these values are as follow: GFI=.822, comparative fit index (CFI) =.800, Tucker-Lewis index (TLI) =.759, another characteristic of a tolerable model fit requires the model to have all of these items be equal or higher than 0.9 (Jöreskog and Sörbom, 1984). RMSEA is 0.113 which is unacceptable; it is a rule of thumb that models with RMSEA values greater than 0.1 are not acceptable at all (Browne and Cudeck, 1993).

Thus there are some absolute model fit issues exist in the present model, in order to discover what they are, assessing the loadings of each item in the model can be a useful way to detect the problematic items. Figure 1 indicates that there are three items need to be removed due to their low loading these items are as follow: more comfort in life, more respect from others, and integration in professional group.

After removing the items with low loading, modification indices (MI) can be a good choice to be assessed. In this part, the covariances between errors and only the errors under the same factor are going to be examined. Here the extremely high MIs between the errors under the same factor were correlated in the model. In the next stage the standardized residual covariances were judged, in this matrix any value above 2 is ought to be removed (Jöreskog & Sörbom, 1984).

Figure 3 indicates a refined model after all the procedures. In order to judge the model fit, once again the results had been investigated.

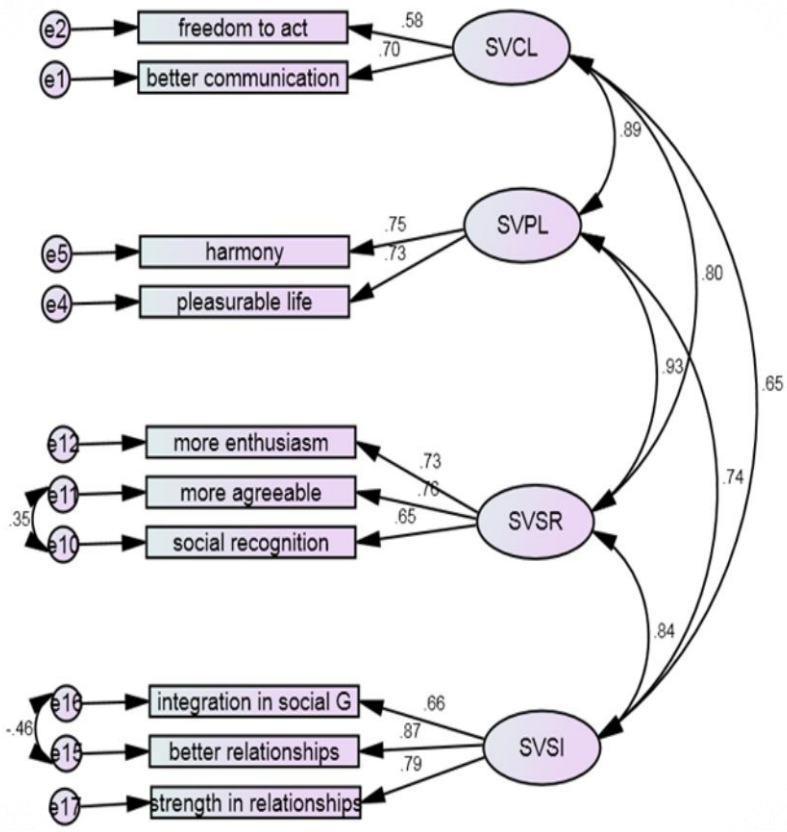


Figure 3: SERPVAL Scale First-order Model

Apparently the new model estimation yielded a good fit:  $\chi^2=97.439$ ;  $df=27$ ;  
 $\chi^2/df=3.608$ ; CMIN/df= 3.609; GFI=0.946; TLI=0.917; CFI=0.950; RMSEA=0.090.  
 The HOELTER for the significance level of .05 is 132 furthermore this value for  
 the significance level of .01 is 154; this indicates that this study had sufficient  
 sample size for this analysis (Byrne 2001).

### 4.5.3 Assessment of the Second-order model using Confirmatory Factor Analysis (CFA)

#### Analysis (CFA)

In this part the goodness of fit of the Second-order factor has been assessed. Figure 4 indicates the estimation of results for the measurement model of SERPVAL, particularly, a higher order version of it, which includes correlation of four first-order factors.

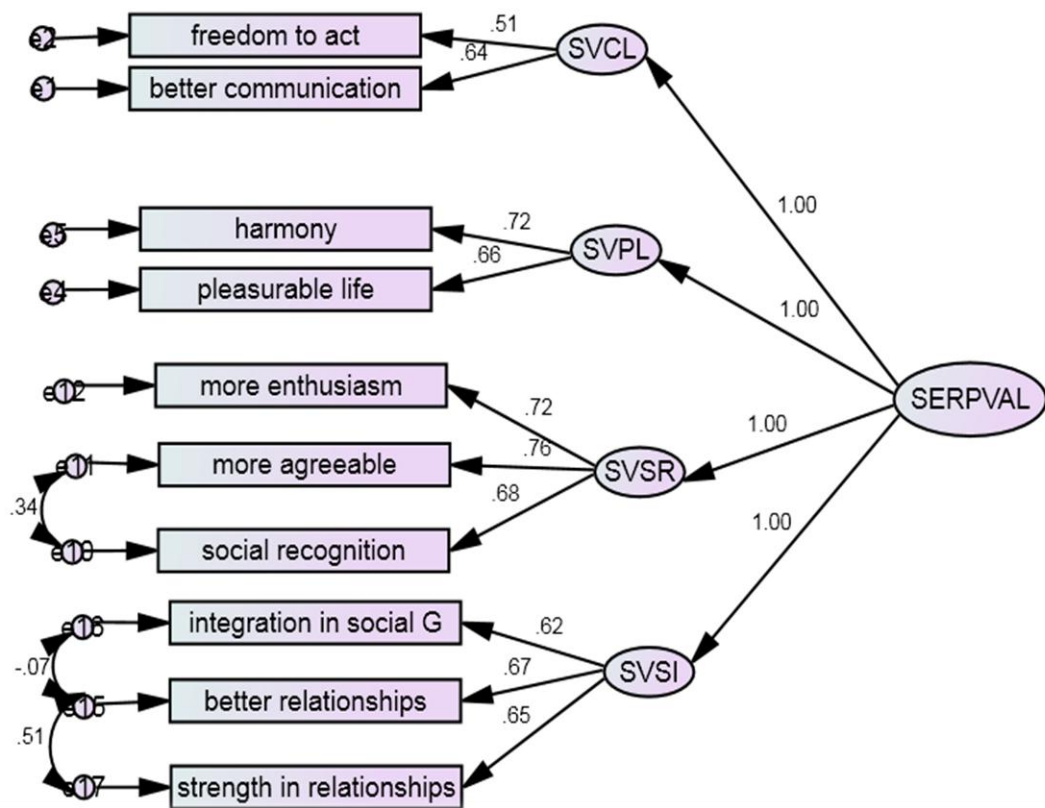


Figure 4: Second Order Model

As indicated in the model all four factors are equally high in their loading. Even though the chi-square of 116.438 is significant (df=35, p<.00), the summary of model fit suggest a good fit to this set of data (RMSR=.085, CFI= .943, GFI=0.938, TLI= .926).

The following part of analysis is to assess the fit of a more complex model (as demonstrated in figure 5) which includes the paths between service quality at EMU, the service personal value four dimensions and the students' satisfaction at EMU. The results of this study are as follow:  $\chi^2 = 174.846$ ;  $df = 45$ ;  $p = 3.885$ ; GFI=0.926; TLI=0.891; CFI=0.926; RMSEA=0.095. Apparently all results are having a required level to satisfy a reasonable model fit.

#### **4.5.4 Estimation of the Impact of First-order model on Satisfaction and Service Quality**

In this part of analysis, the direct effect, indirect effect and total effect among the service personal value dimensions, service quality at EMU, and the students' satisfaction were obtained. To start with, the direct effects were assessed. As shown in table 15 the: between satisfaction and service personal value four dimension a direct path exists, and it is 0.025 for all the dimensions equally; for service quality and service personal value dimensions equal direct path exists which is 0.091; and finally the service satisfaction and service quality have a direct path which is 0.995. It is necessary to note that 0.000 represents that there is no direct path between the 2 variables.

Table 15: Direct Effects

	Integration	Recognition	Peace in life	Comfort in life	Service.Quality
Service.Quality	.091	.091	.091	.091	.000
Satisfaction	.025	.025	.025	.025	.995

Here an important question exists and that is “are these effects statistically significantly different across models?” It is of interest to test whether the effect of service quality and service personal dimensions can be moderated by satisfaction assumed as null hypothesis. In order to do that, first the mediation hypothesis should be tested. In analysis, the bootstrap samples increased by 3000 with bias-corrected confidence intervals of 95%. The confidence interval also provides the test of significance (i.e., p-value) for the effects. Then it is necessary to obtain the standard error for the coefficients and finally by observing the P-value it is possible to assess the significant level for different relationships. Figure 5 represents the standardized estimate model.

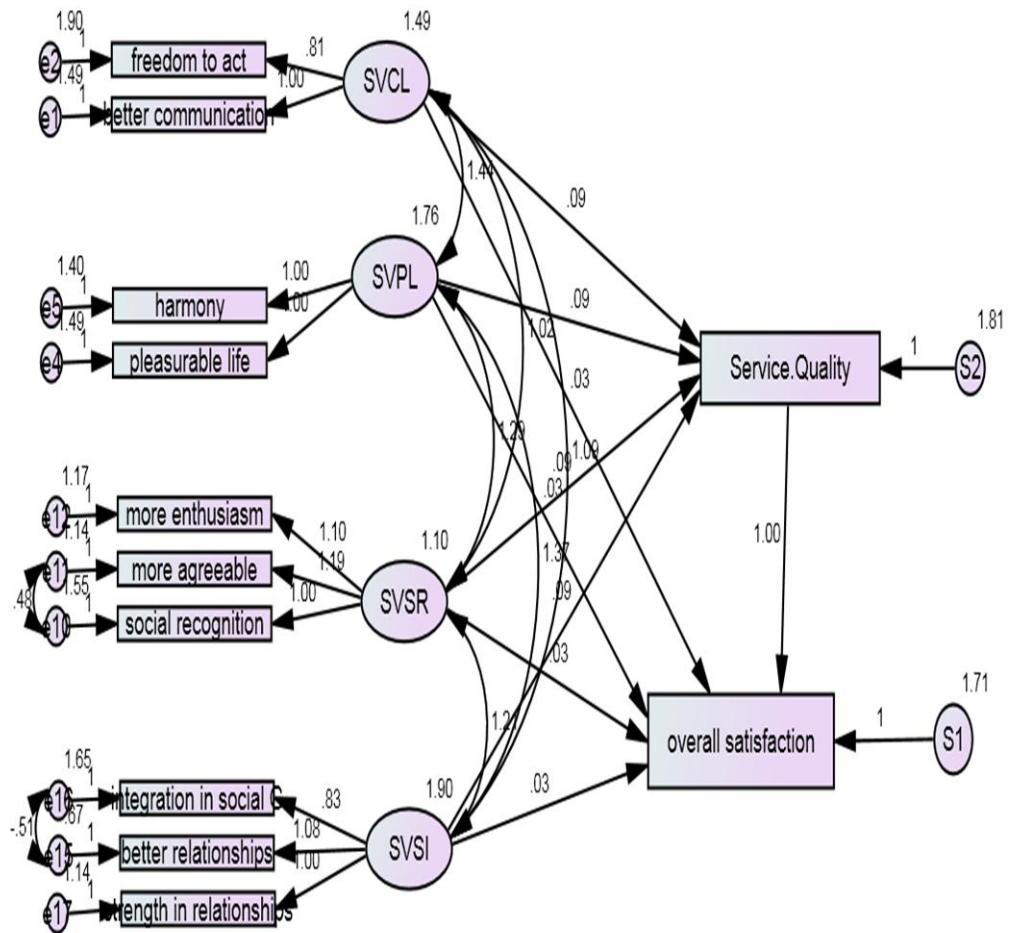


Figure 5: Proposed Model for the Impact of Dimensions of Service Personal values on service quality and satisfaction

Table 16: Standardized Path Coefficients

Parameter			Estimate	P
Service.Quality	<---	SVCL	.079	.001
Service.Quality	<---	SVPL	.085	.001
Service.Quality	<---	SVSR	.067	.001
Service.Quality	<---	SVSI	.089	.001
Satisfaction	<---	SVCL	.016	.130
Satisfaction	<---	SVPL	.017	.128
Satisfaction	<---	SVSR	.014	.130
Satisfaction	<---	SVSI	.078	.001
Satisfaction	<---	Service.Quality	.721	.001

The result of standardized path coefficient estimates (Table 16) indicated that all the four dimensions of service personal values have a significant effect on service quality: as SVCL and service quality (  $\beta = .079$ ;  $P = .001$ ); SVPL and service quality (  $\beta = .085$ ;  $P = .001$ ); SVSR (  $\beta = .067$ ;  $P = .001$ ); finally SVSI and service quality (  $\beta = .089$ ;  $P = .001$ ). However, not all the dimensions showed significant effect on satisfaction. The only dimension that represented a high level of significant was service value to social integration with  $\beta = .078$  and  $P = .001$  and other dimensions are far below the significant level. Finally, a significant direct effect exists between service quality and customer satisfaction (  $\beta = .721$ ;  $P = .001$ ).

#### 4.5.5 Estimation of the Impact of Second-order model on Satisfaction

After examining the correlation between the first-order model with service quality and satisfaction, another analysis conducted to investigate the correlation which occurs between the second order model and satisfaction. At first the reasonability of the model fit was inspected. The result of model fit summary indicated a suitable good model fit and summarized as follow:  $\chi^2 = 142.832$ ;  $df = 44$ ;  $p = 3.246$ ;  $GFI = 0.931$ ;  $TLI = 0.915$ ;  $CFI = 0.932$ ; and  $RMSEA = 0.084$ .



Once the goodness of model fit exposed a rational result, the standardized path coefficients were inspected to test the significant levels of variables. As shown in figure 6, this model analyzes the path between the service personal values with overall satisfaction.

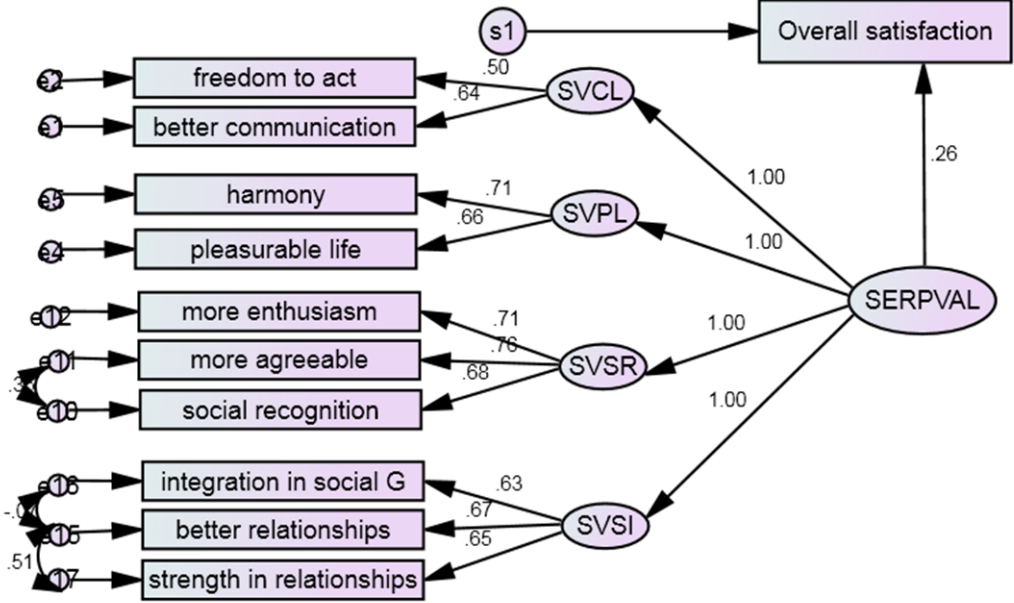


Figure 6: Proposed Model for the Impact of SERPVAL on service quality and satisfaction

The standardized path coefficient estimates (Table 17) indicated that: SERPVAL is correlated with overall satisfaction = .261 at significant level of P=.001.

Table 17: Standardized Path Coefficients

Parameter	Estimate	P
Overall satisfaction <--- SERPVAL	.261	.001

#### 4.5.6 Estimation of the Impact of Second-order model on Evaluation of service Quality

In this part of analysis, the correlation between SERPVAL and service quality had been tested as demonstrated in figure 7.

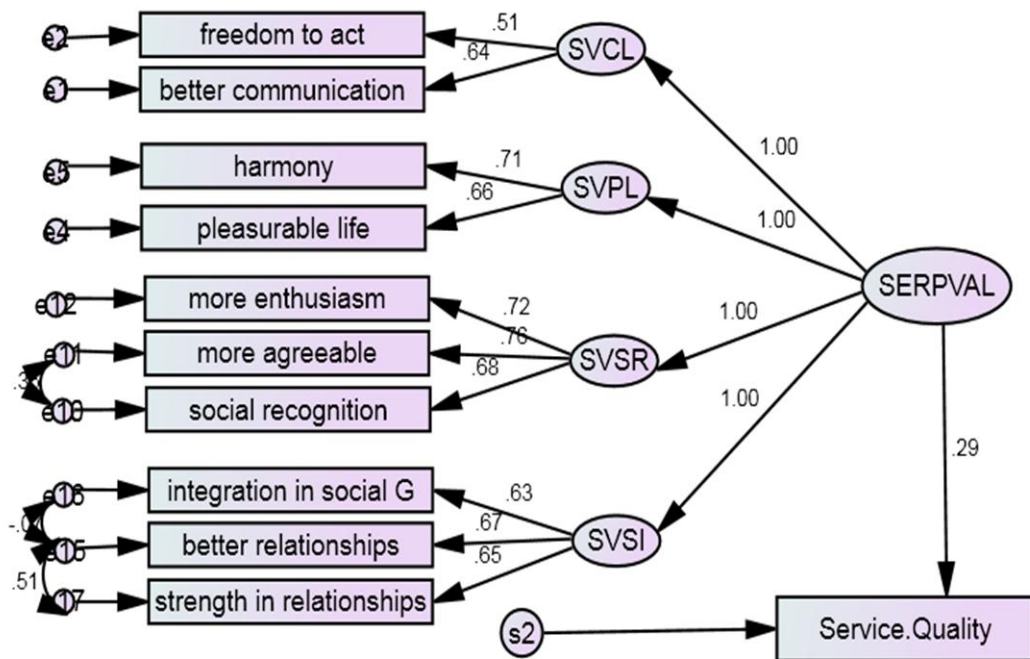


Figure 7: A Model demonstrating the correlation between the SERPVAL and service quality

The aim of conducting this investigation was to see whether or not the SERPVAL is a good predictor of the way the students are evaluating the service quality at EMU. Akin to the previous analysis, first the goodness of fit is to be assessed (Table 18).

Table 18: Path Analysis of SERPVAL and Service Quality, Model Fit Summary

			GFI	TLI	CFI	RMSEA
152.136	44	3.458	.927	.908	.926	.088

Therefore the result of the model-fit represents a reasonable outcome in this new model and it is possible to conclude that the variables are well positioned. Table 19 indicates the standardized path coefficients between SERPVAL and service quality, the result shows a significant correlation exists between these 2 variables.

Table 19: Standardized Path Coefficients

Service.Quality	<---	SERPVAL	.286	.001
-----------------	------	---------	------	------

## Chapter 5

### DISCUSSION

The discussion of the results is threefold. The primary objective of this study is to deal with the question on how the university students evaluate their values by experiencing the educational offerings, or in another word what is the principal structure that students apply to judge the service offering in the context of higher education sector? Second, this research by using service personal values attempts to understand the possible impacts, empowered by these values, on the satisfaction and the overall judgment of service quality. And finally there are going to be findings about the service quality at EMU.

There are several remarkable areas in this study's findings. To begin with, analyses of data in the first part of the survey linked with the individual's values. As mentioned frequently in the literature the number of studies investigating the service related personal values, particularly studies for the higher education sector, are in scarcity. As Agle, & Caldwell (1999) suggested a high proportion of business values deals with individual values. The personal value measurement scale that is widely used in the recent studies is the scale called SERPVAL. In this study the four dimensions SERPVAL as well as the excluded items were applied. This study first investigated the initial 29 item loading by employed exploratory factor analysis (EFA). Through the EFA process, 12 items were removed due to their low loadings or unacceptable cross-loadings. The result of EFA indicated four components: the first group included a weak combination of SVCL (service value to comfort in life)

and SVPL (service value to peaceful life) dimensions of service personal value; the second component contained most of the SVSR (service value to social recognition) items; the other group was mainly SVSI (service value to social integration); and the fourth group constructed from some of the items that were excluded from the SERPVAL scale. Nonetheless, the fourth factor does not confirm the Theoretical scale framework. This might be due to the reason that the students are from different backgrounds.

There are fascinating findings that were achieved by confirmatory factor analysis. As it was expected, the first-order model with four dimensions came up with reasonable model fit result. Therefore, understanding of the dimensions and the belonging items in the proposed model are quite important in the students' evaluation process. It is also important to note that in the first-order proposed model, the dimension of service value to social integration (SVSI) represented the items with quite higher loadings in comparison with the loadings of other items, this reveals that the focal point for students is to integrate more in the community they are in and they are going to belong in the future. After the social integration the service value to social recognition (SVSR) owns high loadings, this indicates that students pay more attention to gain social recognition by their choice of university. Thus it is going to be important for them that the university they are educating has a higher ranking in the world. The outcome from this part of analysis is that it is absolutely beneficial for the universities to measure the students' personal values and afterward apply them to gain the attention of students while they are in the process of decision making and consequently be more market oriented as suggested by Lysonski et.al (2011).

In addition to the first-order model analysis, the second-order model as well demonstrated suitable outcome of model fit. Thus, the second -order model is confirming SERPVAL as a higher order and the first-order model's four dimensions of service value to: living comfort, peaceful life, social recognition, and social integration (Lages and Fernandes, 2005). Moreover this model is supported due to its reasonable model fit results and the fact that results are very close to the fit summary of the first order model. Therefore it is an absolute way to conclude that students evaluate their institutions according to four basic dimensions of personal values. Besides, it is possible to rely on SERPVAL as a representative factor.

Since the four dimensions model (comfort in life, peaceful life, social recognition, and social integration) is supported by the confirmatory factor analyses, it is also important to investigate the impact of these dimensions on the satisfaction and evaluation of service quality. The result of the path analysis demonstrate that personal values in general do have an impact on satisfaction and service quality although the impact was moderate in some cases. This result suggests that personal values, while they do operate on some of the outcomes, must be seen in a more specific context. Some of the personal values seem to be more powerful than others in influencing the satisfaction. The conclusion is based on finding that 6 out of 9 paths are significant in this model. All dimensions represented significant impact on evaluation of service quality. However, only social integration seems to have an explicit influence on the satisfaction. Social recognition and peaceful life had the least influence. These results suggest that personal values operate in a selective manner in their impact. It also can be a very good implication for EMU that social integration is having a great influence on the students' satisfaction; therefore this

university needs to ensure that it will provide a perfect environment that allows the students to integrate with the community they are in and the one that they are going to belong. Far from that the SERPVAL is a good measurement technique that allows this institution to predict the way students are going to evaluate the service quality or in another word the expectation of them from the service quality level.

In order to achieve the best possible result about the impact of a higher order variable (SERPVAL) and the service equality and satisfaction, two more models were proposed. The following part is going to go further by investigating the perceived estimated results of the impact of second-order model (SERPVAL as a representative variable) on satisfaction and service quality separately. Firstly the outcomes from the impact of second-order model on satisfaction were to be investigated. The goodness of fit results defined a very well established set of observation in the model. Later on, the outcome of path coefficient showed that the higher order service personal value has a direct and significant effect on satisfaction. However the first order model did not imply the same result. In the path between the four dimensions and satisfaction, only one item was statistically significant, nevertheless here the overall service personal value as a representative has all the reputation of the first order's single significant dimension.

The impact of second-order model on service quality proved an excellent results both for the model fit analysis and the path coefficients. This implies that Service personal value has a strong hand in the way students is going to evaluate the service quality of their educational institution.

Finally, some findings attained while analyzing the second section of the survey. The findings revealed that all the items related to the service quality had a mean within the range of 4.3 and 4.7. This indicates that most of the students rate the education related quality as moderate in a 7 point Likert scale. Besides the analysis of service quality indicated that there should be more attention to improve quality issues related to “the lecturers” and “the academic courses and trainings” which had the lowest mean scores, also attempt to maintain the quality related to the “campus location” and “library facilities” due to their high score in students’ evaluation. Related to the service quality dimensions it is also important to note that the highest scores were owned by the reliability and tangibility dimensions and the lowest one were belonged to the empathy dimension which is more related to the university staff and the effort they make to improve this quality dimension.

Moreover the results from the evaluation of overall satisfaction indicate that most of the students are somewhat satisfied with the overall educational service offered by the university. However this result might be a little bit challenging, even though the students might be satisfied with their education at EMU, but according to the literature, this may not predict any behavioral outcomes, i.e. loyalty or recommendation to others (Pleshco and Baqer, 2008; Thuy and Hau, 2010).



## **Chapter 6**

### **CONCLUSION**

This study is an effort to contribute with the knowledge needed for the higher education service sector in the process of development of quality and strategies for its future. It employs the concept of service personal value as a principal instrument that unconsciously is applied while a service is being evaluated by consumers. It also confirms the appropriateness of the service personal value with four dimensions as a good predictor of satisfaction and the way the service quality is being evaluated in an international educational institution.

This study targeted the higher education sector due to its position in most of the developing and developed countries, and therefore its prominent contribution to the gross national and domestic income of a country. Far from that perspective, the institutions are now confronting with a challenging global competition which forces them to rely on some strategies that convince them in the global market.

The findings suggest that the service quality measurement scales, service value scales and all the other measurement tools that have been submitted to the literature up till now are not the only ways to predict the behavioral outcomes i.e. satisfaction, loyalty, and recommendation to others. Considering the means-end chain model, most of these approaches are related to the attributes or consequences concepts of this model. These approaches are important in the service marketing context.

However they fail to understand the human values; a deeper concept which exists within the customers and influence the way they behave and make decisions.

As stated in the earlier chapters, the findings of this study can be summarized around three major aspects. First, this study comes up with four distinct dimensions containing ten items, which is the outcome of analysis, observed from the data associate with the way students judge their own values while experiencing the educational services. Further the analysis proved that, these four dimensions (first-order model) have a significant impact on the way students evaluate the service quality. Nevertheless, in the correlation between four dimensions and satisfaction, only service value to social integration represented a significant effect on satisfaction. The third aspect of this study provides a new model which is specifically designed to investigate the paths of a higher-order variable (SERPVAL) with the satisfaction and service quality. The analysis found direct and significant effects between SERPVAL and both satisfaction and service quality.

### **6.1 Interpretations Implications**

From the managerial perspective, the application of service personal values might be perceived slightly impractical especially for the gigantic public universities. Although once the measurement accomplished, it would provide a huge amount of useful findings which would definitely assist the institutions to improve their performance and get closer to their missions. Here are some recommendations that make use of this measurement more feasible. It is to a great extent practical for the small private universities. They might apply niche strategies to convince a group(s) of personal values which are highly correlated. Nonetheless this would not be the case for the massive public university, since they do not have the luxury to measure

the values of the students one by one. These institutions could establish students' value related principals, besides they should raise the academic staffs' awareness about these principals.

## **6.2 Areas for Further Research**

The areas that come in to sight for further studies which may cover the gaps in this study are as follow: further studies could investigate the effect of service personal values on varied behavioral outcomes i.e. loyalty, recommendation, or even switching behaviors. More over the future research could include laddering techniques (a form of in-depth interviewing technique) to assess the paths exist, by the analysis of the cases, between service personal values and the behavioral outcomes more precisely. Finally, study of the service personal values within the categorized groups can provide extremely valuable information. As suggested by Schwartz (1992) personal value of customers may show different results across different cultures, or even in smaller demographic-categorized groups (Schwartz and Rubel, 2005).

## REFERENCES

2001. Education for all: initiatives, issues and strategies. Rapport de la reunion du groupe de travail sur l'education pour tous, 22-24 Novembre 2000. Paris, UNESCO.

Al-Alak, B. (2006), "The impact of marketing actions on relationship quality in the higher education sector in Jordan", *Journal of Marketing in Higher Education*, Vol. 16 No. 2, pp. 1-23.

Altbach, P. (2004). Globalization and the university: Myths and realities in an unequal world. *Tertiary Management and Education*, 1.

Baldwin, G., James, R. (2000), The market in Australian higher education and the concept of student as informed consumer, *Journal of Higher Education Policy and Management*, 22, no. 2, pp. 139-148

Balin, S., & Giard, V. (2006). *A process oriented approach to the service concepts*. Paper presented at the International Conference on Services Systems and Services Management, Université de Technologie de Troyes, France.

Binsardi, A., Ekwulugo, F. (2003), "International marketing of British education: research on the students' perception and the UK market penetration", *Marketing Intelligence & Planning*, Vol. 21 No.5, pp.318-27.

Brooks, L. and Hammons, J. (1993), "Has higher education been using the wrong marketing approach?", *Journal of Marketing for Higher Education*, Vol. 4 No. 12, pp. 27-48.

Chaudhuri, A. and Ligas, M. (2009), "Consequences of value in retail markets", *Journal of Retailing*, Vol. 85 No. 3, pp. 406-19.

Cheng, T.C.E., Lai, L.C.F. and Yeung, A.C.L. (2008), "The driving forces of customer loyalty: a study of internet service providers in Hong Kong", *International Journal of E-business Research*, Vol. 4 No. 4, pp. 26-42.

Choi & G. Yoon (Eds.), *Individualism and Collectivism: Theory, Method and Applications* (pp. 85-119). London, U.K.: Sage.

Cloete N., & Maassen, P. (2006). *Transformation in the higher education* Springer  
PP. 7-33.

Cronin, J.J. and Taylor, S.A. (1992), "Measuring service quality: a re-examination and extension", *Journal of Marketing*, Vol. 56 No. 3, pp. 55-68.

Dillon, S. (2004), "US slips in attracting the world's best students", *New York Times*, December

Donnelly & W. R. George (Eds.), *Marketing Services* (pp. 5-9). Chicago: American Marketing Association.

Doyle, P. (2000), *Value – Based Marketing*, John Wiley and Sons

Durvasula, Srinivas. "Beyond Service Attributes: Do Personal Values Matter?."

*Journal of Services Marketing* 01 01 2011: Marquette University.

Elliot, K.M. and Shin, D. (2002), "Student satisfaction: an alternative approach to assessing this

Fisk, R. P., Brown, S. W., & Bitner, M. J. (1993). Tracking the evolution of the services marketing literature. *Journal of Retailing*, 69(1), 61-103. Edgett, S., & Parkinson, S. (1993). Marketing for service industries - A review. *The Service Industries Journal*, 13(3), 19-39.

Gatfield, T. (1998), "The international product life cycle theoretical framework and its application to marketing higher education to international countries: an Australian/Asian perspective", *Journal of Marketing for Higher Education*, Vol. 9 No. 1, pp. 1-10.

Gibbs, P. (2001) "Higher Education as a Market: a problem or a solution?", *Studies in Higher Education*, Vol. 26 No. 1, pp. 85-94.

Gutman, J. (1982). A means-end chain model based on consumer categorisation processes. *Journal of Marketing*, 46(1), 60-72.

Gutman, J. (1997). Means-end chains as goal hierarchies. *Psychology and Marketing*, 14(6), 545 560.

Helgesen, O. (2008), "Marketing of higher education: a relationship marketing approach",

Hemsley–Brown, J., Oplatka, I. (2006), Universities in a competitive global marketplace, *International Journal of Public Sector Management*, 19, no. 4, pp. 316-338

Huang. (2006). *A cross-national analysis of undergraduate curriculum models: focusing on research-intensive universities*. Hiroshima: Research Institute for Higher Education, Hiroshima University. Retrieved from [http://en.rihe.hiroshima-u.ac.jp/pl\\_default\\_2.php?bid=72009](http://en.rihe.hiroshima-u.ac.jp/pl_default_2.php?bid=72009)

important concept", *Journal of Higher Education Policy and Management*, Vol. 24 No. 2,

JOHNSTONE, D. BRUCE; ARORA, ALKA; and EXPERTON, WILLIAM. 1998. *The Financing and Management of Higher Education: A Status Report on Worldwide Reforms*. Washington, DC: WorldBank.

Jongbloed, B. (2003) "Marketisation in Higher Education, Clarke's Triangle and the Essential Ingredients of Markets", *Higher Education Quarterly*, Vol. 57 No. 2, pp. 110-135.

Joseph, M., Stone, G. and Joseph, B. (2003), "Using the importance-performance grid to evaluate international student perceptions of service quality in education:

an investigation from an Australian perspective”, *Journal of Advancement of Marketing Education*, Vol. 3, pp. 11-25.

*Journal of Marketing for Higher Education*, Vol. 18 No. 1, pp. 50-78.

Kahle, L. R., & Kennedy, P. (1989). Using the List of Values (LOV) to understand consumers. *Journal of Consumer Marketing*, 6(3), 5-12.

Kang, G.D. and James, J. (2004), “Service quality dimensions: an examination of Gronroos’s service quality model”, *Managing Service Quality*, Vol. 14 No. 4, pp. 266-77.

Kitchroen, K., (2004), "Literature Review: Service Quality in Educational Institutions", *ABAC journal*, Vol. 24, pp. 14-25

KOLTER, P. 1976. Applying Marketing Theory to College Admissions. In College Entrance Examination Board, A Role for Marketing in College Admission, p.54-72. New York: College Entrance Examination Board.

Kotler, P., & Keller, K. L. (2006). *Marketing Management* (12 ed.): Pearson Education.

Kotler, Philip and Karen F.A. Fox (1995), *Strategic Marketing for Educational Organizations*(2<sup>nd</sup> ed). Englewood Cliffs, N.J.: Prentice-Hall.



Lages, L.F. and Fernandes, J.C. (2005), "The SERPVAL scale: a multi-item scale for measuring service personal values", *Journal of Business Research*, Vol. 58 No. 11, pp. 1562-72.

Larsen, K., Martin, J. and Morris, R. (2002), "Trade in educational services: trends and issues",

Larsen, K., Martin, J.P. and Morris, R. (2002), "Trade in educational services: trends and emerging issues", available at: [www.oecd.org/dataoecd/54/44/2538356.pdf](http://www.oecd.org/dataoecd/54/44/2538356.pdf) (accessed

Lovelock, C. H. (1981). Why marketing management needs to be different for services. In J. H.

Lovelock, C. H. (1996). *Services Marketing* (3 ed.). NJ: Prentice Hall Inc.

Lovelock, C. H., & Wright, L. (2002). *Principles of Service Marketing and Management* (2 ed.): Pearson Education.

Lovelock, C. H., Vandermerwe, S., & Lewis, B. (1999). *Services Marketing: A European Perspective*: Prentice Hall Europe.

Mahiah., S., Suhaimi., S., & Ibrahim., A.(2006). Measuring the level of customer satisfaction among employees of human Resource Division. *Advances in Global Business Research* 2006. Vol. 3. No.1. ISSN: 1549-9332.

March 30, 2011).

Maringe, F. (2006). "University and course choice: implications for positioning, recruitment and marketing", *International Journal of Educational Management*, 20(6), pp.466 – 479.

McGrath, J. (2002), "Attitudes about marketing in higher education: an exploratory study", *Journal of Marketing for Higher Education*, Vol. 12 No. 1, pp. 1-14.

Olson, J. and Reynolds, T. (1983), "Understanding consumers' cognitive structures: implications for advertising strategy", in Percy, L. and Woodside, A. (Eds), *Advertising and Consumer Psychology*, Lexington Books, Lexington, MA.

Ostrom A.L., Bitner M.J., Brown S.W., Burkhard K.A., Goul M., Smith-Daniels V., Demirkan H., Rabinovich E. (2010). "Moving Forward and Making a Difference: Research Priorities for the Science of Service", *Journal of Service Research*, 13(1), 4–36

Paqueo V. and Lammert J. (2000) *Decentralization & school-based management Resource kit*. World bank.

Parasuraman, A., Berry, L. L., & Zeithaml, V. A. (1991). Understanding customer expectations of service. *Sloan Management Review*, 32(3), 39-48.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). *Journal of Retailing*, 64(1), 12-40.

Parasuraman, A., Zeithaml, V.A. and Berry, L.L. (1988), "SERVQUAL: a multiple-item scale for measuring consumer perceptions of service quality", *Journal of Retailing*, Vol. 64 No. 1, pp. 12-40.

Patterson, P.G., Johnson, L.W. and Spreng, R.A. (1997), "Modeling the determinants of customer satisfaction for business-to-business professional services", *Journal of Academy of Marketing Science*, Vol. 25 No. 1, pp. 4-17.

Peters, M. (2001a). *Poststructuralism, Marxism, and neoliberalism: between theory and politics*. Lanham, MD: Rowman & Littlefield Publishers.

Pitman, T. (2000), "Perceptions of academics and students as customers: A survey of administrative staff in higher education", *Journal of Higher Education Policy and Management*, Vol.22 No.2, pp.165-175.

Questionnaire: Adapted from, Parasuraman, A., Zeithaml, V. & Berry, L., 1988, 'SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality', *Journal of Retailing*, Spring, pp. 12-40.

Rogers, D. (1998), "Cambridge goes to market", *Marketing*, July 9, p. 19.

Rokeach, M. (1973). *The Nature of Human Values*. New York: The Free Press.

Sander, P., Stevenson, K., King, M., Coates, D. (2000), University students' expectations of teaching, *Studies in Higher Education*, 25, no. 3, pp. 309-323

Schiffman, L.G. and Kanuk, L.L. (1997), *Consumer Behavior*, 6<sup>th</sup> ed., Prentice-Hall, Englewood Cliffs, NJ.

Schwartz, S.H. (1992), "Universals in the content and structure of values: theory and empirical tests in 20 countries", in Zanna, M. (Ed.), *Advances in Experimental Social Psychology*, Vol. 25, Academic Press, New York, NY, pp. 1-65.

Schwartz, S.H. and Rubel, T. (2005), "Sex differences in value priorities: cross-cultural and multi-method studies", *Journal of Personality and Social Psychology*, Vol. 89 No. 6, pp. 1010-28.

Schwartz, S. H. (1994). *Beyond individualism/collectivism: New cultural dimensions of values*. In U. Kim, H. C. Triandis, C. Kagitchibasi, S. C.

Slaughter, S. and Leslie, L. (1997) *Academic Capitalism*, Baltimore: Johns Hopkins University Press.

Soutar, G.N., Turner, J.P. (2002), "Students' preferences for university" a conjoint analysis, *The International Journal of Educational Management*, 16, no. 1, pp. 40-45

Taylor, S.A. and Baker, T.L. (1994), "An assessment of the relationship between service quality and customer satisfaction in the information of consumers' purchase intentions", *Journal of Retailing*, Vol. 70 No. 2, pp. 163-78.

Temple, P., Shattock, M. (2007), What does „Branding” mean in higher education?

In Stensaker B. and D’Andrea V. (eds.) *Branding in Higher Education*.

Exploring an Emerging Phenomenon, EAIR Series Research, Policy and

Practice in Higher Education, pp. 73-82

*The World Economy*, Vol. 25 No. 6, pp. 849-68.

Vargo, S. L., & Lusch, R. F. (2004). The four service marketing myths: Remnants

of a goods-based, manufacturing model. *Journal of Service Research*, 6(4), 324-

335.

Voss, R., Gruber, T. and Szmigin, I. (2007). “Service quality in higher education:

the role of student expectations,” *Journal of Business Research*, 60(9), 949-959.

Xiaoping (Isadora) Jiang (2005) *Globalization, Internationalization and the*

*Knowledge Economy in Higher Education: a case study of China and New*

*Zealand*.

Yang, S., Alessandri, S. and Kinsey, D. (2008), “An integrative analysis of

reputation and relational quality: a study of university-student relationship”,

*Journal of Marketing for Higher Education*, Vol. 18 No. 2, pp. 145-70.

Young, S. (2002) “The use of market mechanisms in higher education finance and

state control: Ontario considered”, *The Canadian Journal of Higher Education*,

Vol. xxxii No. 2, pp. 79-102.

Young, S. and Feigi, B. (1975), "Using the benefit chain for improved strategy formulation", *Journal of Marketing*, Vol. 39, July, pp. 72-4.

Zeithaml, V. A. (1981). How consumer evaluation processes differ between goods and services. In J. H. Donnelly & W. R. George (Eds.), *Marketing of Services* (pp. 186-190). Chicago: American Marketing Association, Conference Proceedings Series

Zeithaml, V. A., Parasuraman, A., & Berry, L. L. (1985). Problems and strategies in services marketing. *Journal of Marketing*, 49(1), 33-46.

## **APPENDIX**

## Appendix A: Higher Education Service Personal Value Survey

This questionnaire is a part of a master thesis in the Marketing Management program, Business and Administration department. This survey is carried out to measure the students' personal values, service quality, satisfaction, and behavioral outcomes of the Eastern Mediterranean University. The survey will take approximately **15 minutes** to complete. THANK YOU

Please read the following statements and using the scale indicate whether or not you agree with each statement.

Higher education at EMU allows me to achieve ...	Strongly disagree				Strongly Agree		
	1	2	3	4	5	6	7
...more fun	1	2	3	4	5	6	7
...more freedom to act	1	2	3	4	5	6	7
...better communication with others	1	2	3	4	5	6	7
...more tranquility	1	2	3	4	5	6	7
...more family security	1	2	3	4	5	6	7
...more harmony	1	2	3	4	5	6	7
...more pleasurable life	1	2	3	4	5	6	7
...more respect from others	1	2	3	4	5	6	7
...more enthusiasm in daily life	1	2	3	4	5	6	7
...the feeling that the world is more agreeable	1	2	3	4	5	6	7
...more social recognition	1	2	3	4	5	6	7
...more status	1	2	3	4	5	6	7
...a more stimulating and adventurous life	1	2	3	4	5	6	7
...a higher integration in my social group	1	2	3	4	5	6	7
...a higher integration in my professional group	1	2	3	4	5	6	7
...better relationships (e.g. social, professional and family)	1	2	3	4	5	6	7
...strength in my friendship relationships	1	2	3	4	5	6	7
...the feeling that the world is more pleasant	1	2	3	4	5	6	7
...the feeling that more equality exists	1	2	3	4	5	6	7
...more success	1	2	3	4	5	6	7
...more power to influence others	1	2	3	4	5	6	7
...more self-esteem	1	2	3	4	5	6	7
...more knowledge	1	2	3	4	5	6	7
...more personal and professional fulfillment	1	2	3	4	5	6	7
...more national security	1	2	3	4	5	6	7
...more comfort in my life	1	2	3	4	5	6	7
...more conditions to help others	1	2	3	4	5	6	7
...more balance in my emotional life	1	2	3	4	5	6	7
...more latitude in decision-making	1	2	3	4	5	6	7



Please read the following statements about the services provided by EMU and rate how satisfied you are with each statement.

EMU's...	Very Dissatisfied				Very Satisfied		
	1	2	3	4	5	6	7
... enrolment processing system	1	2	3	4	5	6	7
... fees compared to other universities in TRNC	1	2	3	4	5	6	7
... teaching quality	1	2	3	4	5	6	7
... lecturers (accessible and approachable lecturers)	1	2	3	4	5	6	7
...valuable feedback on students performance provided by lectures	1	2	3	4	5	6	7
... lecture related materials and facilities	1	2	3	4	5	6	7
...image and prestige internationally as a university	1	2	3	4	5	6	7
...academic content (whether recognized in home country)	1	2	3	4	5	6	7
...academic courses and trainings (whether they are relevant to the future career of the students)	1	2	3	4	5	6	7
...flexible timetable	1	2	3	4	5	6	7
... activities as part of student support	1	2	3	4	5	6	7
... solutions to students problems	1	2	3	4	5	6	7
... library facilities	1	2	3	4	5	6	7
...computer facilities	1	2	3	4	5	6	7
... quality of students accommodation	1	2	3	4	5	6	7
... campus location	1	2	3	4	5	6	7
OVERALL, I'M SATISFIED WITH EMU	1	2	3	4	5	6	7

<b>Sex</b>	<input type="checkbox"/> Male	<input type="checkbox"/> Female
<b>Age ....</b>		
<b>Nationality ....</b>		
<b>Monthly Family Income</b>		
<input type="checkbox"/> Less than \$999	<input type="checkbox"/> \$1000-\$1999	<input type="checkbox"/> \$2000-\$2999
<input type="checkbox"/> \$3000-\$3999	<input type="checkbox"/> \$4000-\$4999	<input type="checkbox"/> More than \$5000

<b>Faculty/School</b>	
<input type="checkbox"/> Architecture	<input type="checkbox"/> Art and Science
<input type="checkbox"/> Business and Economics	<input type="checkbox"/> Communication and Media Studies
<input type="checkbox"/> Education	<input type="checkbox"/> Engineering
<input type="checkbox"/> Law	<input type="checkbox"/> Foreign Languages
<input type="checkbox"/> Tourism and Hospitality Management	<input type="checkbox"/> Computer and Technology

<b>Undergraduate</b>		<b>Graduate</b>	
<input type="checkbox"/> First Year	<input type="checkbox"/> 3 <sup>rd</sup> Year	<input type="checkbox"/> Master	<input type="checkbox"/> Doctoral
<input type="checkbox"/> 2 <sup>nd</sup> Year	<input type="checkbox"/> 4 <sup>th</sup> Year		

Please enter any comment about the EMU education services bellow. \_\_\_\_\_

\_\_\_\_\_ THANK YOU FOR COMPLETING THE SURVEY. Soroush K.

## Yükseköğretim’de Kişisel Değerler Araştırması

Bu anket, Pazarlama Yönetimi programı çerçevesinde yüksek lisans tezinin bir parçası olarak hazırlanmıştır. Bu araştırma, öğrencilerin kişisel değerleri ile hizmet kalitesi, memnuniyet ve davranış tercihleri arasındaki ilişkileri ölçmek için yapılmıştır. Anketi doldurmak yaklaşık 15 dakikanızı alacaktır. Katkınız için teşekkürler.

Aşağıdaki ifadeleri okuyunuz ve her ifadeye ne kadar katıldığınızı işaretleyiniz lütfen.

DAÜde aldığım yükseköğretim aşağıda sıralananları ne derecede sağlar?	Kesinlikle katılmıyorum			Kesinlikle katılıyorum			
... Daha fazla eğlence	1	2	3	4	5	6	7
... Daha özgür hareket etme olanağı	1	2	3	4	5	6	7
... Başkalarıyla daha iyi iletişim kurma	1	2	3	4	5	6	7
... Daha fazla huzur verme	1	2	3	4	5	6	7
... Ailem için daha fazla güvenlik sağlama	1	2	3	4	5	6	7
... Çevremle daha fazla uyum içinde olma	1	2	3	4	5	6	7
... Hayatımı daha keyifli hale getirme	1	2	3	4	5	6	7
... Başkalarından daha fazla saygı görme	1	2	3	4	5	6	7
... Günlük hayatımda daha fazla gayretli olma	1	2	3	4	5	6	7
... Dünyayı daha kabul edilebilir görme	1	2	3	4	5	6	7
... Sosyal çevremde daha fazla tanınma	1	2	3	4	5	6	7
... Daha fazla statü	1	2	3	4	5	6	7
... Daha uyarıcı ve yeni şeyleri deneme isteği	1	2	3	4	5	6	7
... Sosyal grubumunla daha fazla bütünleşme	1	2	3	4	5	6	7
... Mesleki grubumunla daha fazla bütünleşme	1	2	3	4	5	6	7
... Daha iyi ilişkiler kuruma (örneğin sosyal, mesleki ve aile)	1	2	3	4	5	6	7
... Arkadaşlık ilişkilerimi güçlendirme	1	2	3	4	5	6	7
... Dünyanın daha keyifli bir yer olduğu duygusu	1	2	3	4	5	6	7
... Daha fazla eşitliğin olduğu duygusu	1	2	3	4	5	6	7
... Daha fazla başarı	1	2	3	4	5	6	7
... Başkalarını etkilemem için daha fazla güç	1	2	3	4	5	6	7
... Kendime daha fazla saygı duyma	1	2	3	4	5	6	7
... Daha fazla bilgili olma	1	2	3	4	5	6	7
... Daha fazla kişisel (ve mesleki) tatmin	1	2	3	4	5	6	7
... Daha fazla ulusal güvenlik	1	2	3	4	5	6	7
... Hayatımda daha fazla rahatlık konfor	1	2	3	4	5	6	7
... Başkalarına daha fazla yardım etme koşulları	1	2	3	4	5	6	7
... Duygusal hayatımda daha fazla denge bulma	1	2	3	4	5	6	7
... Karar almada daha fazla serbestlik	1	2	3	4	5	6	7

Aşağıdaki ifadeleri okuyunuz ve DAÜ’de sunulan hizmetlerle ilgili DAÜ’den ne kadar memnun olduğunuzu işaretleyiniz.

DAÜ’nün...	Hiç Memnun Değilim			Çok Memnunum			
... kayıt sistemi	7	6	5	4	3	2	1
...KKTC’deki diğer üniversitelerle karşılaştırıldığında okul ücretleri	7	6	5	4	3	2	1
... öğretim kalitesi	7	6	5	4	3	2	1
... hocaları (erisilebilir, ulaşılabilir olması)	7	6	5	4	3	2	1
... hocaları tarafından sağlanan öğrencilerin performansı hakkında değerli geribildirim	7	6	5	4	3	2	1
... derslerinde kullanılan materyal ve olanaklar	7	6	5	4	3	2	1
... uluslararası bir üniversite olarak imaj ve prestiji	7	6	5	4	3	2	1
... derslerinin içeriği	7	6	5	4	3	2	1
... dersleri ve eğitimleri (öğrencilerin gelecekteki kariyerleri ile ilgili olup olmadığı)	7	6	5	4	3	2	1
... esnek ders program	7	6	5	4	3	2	1
... öğrenci desteğinin bir parçası olaran aktiviteleri	7	6	5	4	3	2	1
... öğrencilerin problemlerine sunduğu çözümler	7	6	5	4	3	2	1
... kütüphane olanakları	7	6	5	4	3	2	1
... bilgisayar olanakları	7	6	5	4	3	2	1
... öğrencilerine sunduğu konaklama kalitesi	7	6	5	4	3	2	1
... kampüs konumu	7	6	5	4	3	2	1
DAÜ’DEN GENEL ANLAMDA MEMNUN OLMA DERECESENİZ	7	6	5	4	3	2	1

<b>Cinsiyet:</b>	<input type="checkbox"/> Bay	<input type="checkbox"/> Bayan
<b>Yaş: ....</b>		
<b>Milliyet: ....</b>		
<b>Aylık Aile Geliri</b>		
<input type="checkbox"/> 999 dolardan daha az	<input type="checkbox"/> \$1000-\$1999	<input type="checkbox"/> \$2000-\$2999
<input type="checkbox"/> \$3000-\$3999	<input type="checkbox"/> \$4000-\$4999	<input type="checkbox"/> \$5000 den fazla

<b>Fakülte / Yüksekökol</b>	
<input type="checkbox"/> Mimarlık	<input type="checkbox"/> Fen ve Edebiyat
<input type="checkbox"/> İşletme ve ekonomi	<input type="checkbox"/> İletişim ve Medya
<input type="checkbox"/> Eğitim	<input type="checkbox"/> Mühendislik
<input type="checkbox"/> Hukuk	<input type="checkbox"/> Yabancı Diller
<input type="checkbox"/> Turizm ve otelcilik	<input type="checkbox"/> Bilgisayar ve Teknoloji

<b>Lisans</b>	<b>Mezun</b>
<input type="checkbox"/> 1. sene	<input type="checkbox"/> 3' sene
<input type="checkbox"/> 2' sene	<input type="checkbox"/> 4' sene
	<input type="checkbox"/> Yüksek lisans
	<input type="checkbox"/> Doktora

DAÜ eğitim hizmetleri hakkında eklemek istediğiniz birsey varsa lütfen yazınız.

ANKETİ DOLDURDUĞUNUZ İÇİN TEŞEKKÜRLER. Soroush K.

## Appendix B: Personal Value Scales in Literature

Personal values in psychological and social science studies			Personal Values in Marketing research		
Schwartz Value Survey(SVS)		Rokeach Values Survey(RVS)		List of Values(LOV)	SERPVAL
<i>Schwartz, 1994</i>		<i>Rokeach, 1973</i>		<i>Kahl 1983</i>	<i>Lages &amp; Fernandes, 2005</i>
<i>57 items, 10 dimensions</i>		<i>18Instrumental</i>	<i>18Terminal</i>	<i>9 items</i>	<i>12 items, 4 dimensions</i>
<b>Universalism</b>	Equality World at peace Unity with nature Wisdom World of beauty Social Justice Broadminded Protecting the environment	Broadminded	Equality World at peace Wisdom World of beauty		
<b>Benevolence</b>	Loyalty Honest Helpful Responsible Forgiving Mature Love True friendship	Honest Helpful Responsible Forgiving Loving	Mature Love True friendship	Warm relationship with others	Better Relationships (SI)     To Strengthen my friendship (SI)
<b>Traditional</b>	Respect for tradition Moderate Humble Accepting one's portion in life Devout				
<b>Conformity</b>	Politeness Self-discipline Honoring elders Obedience	Politeness Self-discipline Obedience			
<b>Security</b>	Social order National Security Reciprocation of favors Family security	Clean	National Security Family security	Security	Family security (PL)

	Clean Sense of belonging Healthy			Sense of Belonging		A higher integration in my group (SI)
<b>Power</b>	Social power Wealth Authority Preserving public image Social recognition			Social recognition		Social recognition (SR)
<b>Achievement</b>	Ambitious Influential Capable Successful Intelligent	Ambitious Capable Intelligent	Sense of accomplishment	Sense of accomplishment		A better Communication with others (CL)
<b>Hedonism</b>	Pleasure Enjoying life Self-indulgent	Cheerful	Happiness Enjoying life	Fun and enjoyment		A pleasurable life (PL)
<b>Stimulation</b>	Exciting life Varied life Daring	Courageous	Exciting life	Excitement		Simulating and adventurous life (SR)
<b>Self-direction</b>	Freedom Creativity Independent Choosing own goals Curious Self-respect	Creativity Independent	Freedom		Self-respect	More freedom to act (CL) Harmony and stability (PL)
<b>Spirituality</b>	A spiritual life Meaning in life Inner harmony Detachment		Inner harmony Being Respected Salvation Comfortable life			Tranquility (PL) Feeling that the world is more agreeable (SR) Status(SR) More Comfort in life (CL)

Personal value scales for different context. Source: adapted from Jing zhang (2008)