

**The Impact of the International Office Service
Quality on Student's Satisfaction and Loyalty
The Case of EMU, Northern Cyprus**

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ABSTRACT

Service quality, student's satisfaction and loyalty are the main concepts that higher educational institutions (universities) must focus on if they are planning to run competitiveness and growth of the institution. Accordingly, higher educational institutions have many fields which care on service quality, students' satisfaction and student's loyalty. One of the most important fields of the university is the international office which recruits international students from all around the world, provides the necessary guidance and advising services. The international office's service quality plays a significant role in satisfaction and loyalty of international students. The main purpose of this thesis is to measure a service quality of the Eastern Mediterranean University's (EMU) international office and find out how it affects student's satisfaction and student's loyalty to the university. This research involved collecting data from randomly selected international students at EMU Campus, in Northern Cyprus. Survey questionnaires were distributed among 235 international students coming from different countries of the world. SERVQUAL Model, One Way ANOVA, Descriptive Statistics, Correlation, Independent Samples T-Test, Gap Analysis and Duncan Test are used to analyze the data.

As a result, findings show that in respect of the international office service quality with student's satisfaction, the expectations of international students exceed the perceptions of international students.

Keywords: Service Quality, Students Satisfaction, Students Loyalty, EMU, Northern Cyprus, International Office, SERVQUAL Model.

ÖZ

Rekabet güçlerinin artırılmasını ve büyümeyi hedef alan üniversitelerin hizmet kalitesi, öğrenci memnuniyeti ve sadakatına odaklanması gereği en önemli kavramlar olarak ortaya çıkmaktadır.

Buna göre, yükseköğretim kurumlarında hizmet kalitesine, öğrenci memnuniyetine ve öğrenci sadakatına özen gösteren birçok departman vardır. Üniversitelerin en önemli departmanlarından birisi de uluslararası ofistir, dünyanın dört bir yanından uluslararası öğrencileri getirmekte, gerekli rehberlik ve danışmanlık hizmetleri vermektedir. Uluslararası ofisin hizmet kalitesi öğrenci memnuniyetinde ve öğrenci sadakatında en önemli rol oynamaktadır. Bu tezin temel amacı Doğu Akdeniz Üniversitesi (DAÜ) uluslararası ofisin hizmet kalitesini ölçmek, öğrencinin memnuniyeti ve öğrencinin üniversiteye sadakatını nasıl etkilediğini öğrenmektir. Bu araştırma Kuzey Kıbrıs'ta, DAÜ Kampüsü'nde rastgele seçilen uluslararası öğrencilerinden veri toplanması ile gerçekleştirilmiştir. Anketler dünyanın farklı ülkelerinden gelen 235 uluslararası öğrenci arasında dağıtılmıştır. Verileri analiz etmek için SERVQUAL Modeli, Tek yönlü ANOVA, tanımsal istatistikler, bağımsız t-testi, boşluk analizi ve Duncan Test verilerin analizinde kullanılmıştır.

Sonuç olarak, öğrencinin memnuniyeti ile uluslararası ofisin hizmet kalitesi açısından baktığımızda, uluslararası öğrencilerin beklentileri algılarından daha yüksek olduğu görülmektedir.

Anahtar Kelimeler: Hizmet Kalitesi, Öğrenciler Memnuniyeti, Öğrenciler Bağlılığı, DAÜ, Kuzey Kıbrıs, Uluslararası Ofis, SERVQUAL Modeli.

I dedicate this thesis to my dear last brother Imran Osmanov

May His Soul Rest in Piece

(16.01.1993 – 05.01.2016)

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TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZ	iv
ACKNOWLEDGMENT.....	vi
LIST OF TABLES	xi
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS	xiv
1 INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.3.1 Specific Objectives of the Study.....	4
1.3.2 Research Questions.....	4
1.4 Structure of the Thesis.....	5
2 LITERATURE REVIEW.....	6
2.1 Service Quality	6
2.1.1 Perceived Service Quality.....	7
2.1.2 Service Quality in Higher Education.....	8
2.2 Customer Expectations.....	9
2.3 Total Quality Management.....	10
2.4 Word of Mouth (WOM).....	11
2.5 Customer Satisfaction.....	12
2.6 SERVQUAL Model	13
2.7 Customer Loyalty	15

2.8 Constructs in the Study.....	16
2.8.1 Tangible	16
2.8.2 Responsiveness	16
2.8.3 Assurance.....	17
2.8.4 Reliability.....	17
2.8.5 Empathy	18
2.8.6 Student’s Satisfaction	18
3 HIGHER EDUCATION IN NORTHERN CYPRUS.....	20
3.1 General Background of Northern Cyprus	20
3.1.1 History of Northern Cyprus	21
3.1.2 Government of Northern Cyprus	21
3.1.3 Economy of Northern Cyprus.....	22
3.2 Higher Education in Northern Cyprus.....	23
3.3 Eastern Mediterranean University (EMU)	27
3.3.1 The International Office and the International Recruitment ISS & STTP	28
3.3.2 The International Recruitment ISS & STTP.....	30
3.3.3 The International Office.....	31
4 RESEARCH METHODOLOGY	33
4.1 Research Design	33
4.2 Study Area of the Research	33
4.3 Sample Size of the Research	34
4.4 Sampling Method of the Research	34
4.5 Data Collection Methods of the Research	34
4.5.1 Primary Data Collection	35
4.5.2 Questionnaire	35

4.5.3 Secondary Data Collection	36
4.5.4 Measures	36
4.6 Data Analysis and Processing of the Research.....	36
4.6.1 Data Analysis.....	36
4.6.2 The One-Way ANOVA Analysis	37
4.6.3 Duncan’s Multiple Range Test (MRT).....	37
4.6.4 Data Processing.....	38
4.6.5 Reliability.....	38
4.6.6 Validity	39
4.7 Gap Analysis	39
4.8 Hypotheses of the Study.....	41
5 RESULTS	46
5.1 Demographic Variables	46
5.1.1 Age Categories.....	46
5.1.2 Gender.....	47
5.1.3 Country	47
5.1.4 Education	49
5.1.5 Department.....	49
5.1.6 Year of Study	50
5.1.7 Income	51
5.2 Reliability (Cronbach’s Alpha)	51
5.3 One Way ANOVA Analysis	52
5.3.1 Descriptive Analysis	52
5.3.2 One Way ANOVA Analysis – Year of Study	55
5.4 Correlation.....	59

5.5 GAP Analysis	60
5.5.1 Customer Experience Gap Model.....	60
5.5.3 Gap Analysis: Male and Female Comparison	62
5.5.4 Gap Analysis: Year of Study Comparison.....	64
5.5.5 Gap Analysis: Country Comparison – One way ANOVA Test	65
5.5.6 Open Ended Question Results	71
6 DISCUSSION & CONCLUSION	74
6.1 Discussion	74
6.2 Conclusion.....	76
6.3 Recommendations	77
REFERENCES.....	79
APPENDIX.....	89
Appendix A.....	89

LIST OF TABLES

Table 1: Questionnaire (Survey Instrument) Tangible.....	16
Table 2: Questionnaire (Survey Instrument) Responsiveness	17
Table 3: Questionnaire (Survey Instrument) Assurance	17
Table 4: Questionnaire (Survey Instrument) Reliability	18
Table 5: Questionnaire (Survey Instrument) Empathy	18
Table 6: Questionnaire (Survey Instrument) General Questions	19
Table 7: Questionnaire (Survey Instrument) Student’s Satisfaction/Recommendation	19
Table 8: Universities of Northern Cyprus (YÖDAK Report 2015 - 2016) ⁶	25
Table 9: Student Population of Northern Cyprus Universities (2014-2015) ⁷	26
Table 10: Distribution of Respondents According to Age Categories.....	46
Table 11: Distribution of Respondents According to Age Categories.....	47
Table 12: Distribution of Respondents According to Countries	48
Table 13: Distribution of Respondents According to Education	49
Table 14: Distribution of Respondents According to Department.....	49
Table 15: Distribution of Respondents According to Year of Study	51
Table 16: Distribution of Respondents According to Income	51
Table 17: Reliability (Cronbach’s Alpha) Analysis Results for Dimensions	52
Table 18: Descriptive Analysis of Each Dimension According to Year of Study.....	52
Table 19: One Way ANOVA Analysis – According to Year of Study	57
Table 20: Correlations among the Five Dimensions (Perceived) with Satisfaction ..	59
Table 21: Gap Analysis: Comparison of Expectations and Perceptions on Service Quality.....	61
Table 22: Gap Analysis: the Differences of Expectations and Perceptions.....	62

Table 23: Gap Analysis Male and Female Comparison.....	64
Table 24: Gap Analysis: Year of Study, One way ANOVA	64
Table 25: Gap Analysis: Year of Study, Duncan Test for the Satisfaction.....	65
Table 26: Gap Analysis: Country Comparison – One Way ANOVA Test.....	66
Table 27: Gap Analysis: Country Comparison, Duncan Test for the Satisfaction	67
Table 28: Gap Analysis: Country Comparison, Duncan Test for the Tangible	68
Table 29: Gap Analysis: Country Comparison, Duncan Test for the Responsiveness	69
Table 30: Gap Analysis: Country Comparison, Duncan Test for the Assurance	69
Table 31: Gap Analysis: Country Comparison, Duncan Test for the Reliability	70
Table 32: Gap Analysis: Country Comparison, Duncan Test for the Empathy	71

LIST OF FIGURES

Figure 1: International Relations and Recruitment Organizational Chart	29
Figure 2: Customer Experience Gap Model.....	60
Figure 3: Male and Female Gap Analysis.....	63

LIST OF ABBREVIATIONS

SQ:	Service Quality
CS:	Customer Satisfaction
CL:	Customer Loyalty
TQM:	Total Quality Management
WOM:	Word of Mouth
NC:	Northern Cyprus
TRNC:	Turkish Republic of Northern Cyprus
EMU:	Eastern Mediterranean University
IO:	International Office
GDP:	Gross Domestic Product
GNP:	Gross National Product
ISS:	International Summer School
STTP:	Short Term Training Programs
PR:	Public Relations
MRT:	Multiple Range Test

Chapter 1

INTRODUCTION

1.1 Background of the Study

In today's world of global competition, quality service is the main key for success. Many professionals agree that the most powerful competitive direction which determines marketing and business strategy is the service quality. In other words, a good service quality is generally associated with customer satisfaction, customer loyalty and increased profitability.

Matzler (2003) stated that customer satisfaction is definitely a very important part of increasing profit of the organization. Accordingly, customer satisfaction generates increased loyalty and profitability. Customer satisfaction is identified as the highest importance of the organization. (Peterson and Wilson, 1992).

According to Oliver (1997), service quality can be identified as the outcome from customer evaluations through their expectations about the service they are going to use and their perceptions about the service. Therefore, if the perceptions will be greater than the expectations the service will be estimated well, but if the perceptions will be less than the expectations the service will be estimated badly.

There are many companies and industries which pay a high attention for service quality. Higher education sector is a service which can be defined as an achievement

of the need for learning, obtaining knowledge and offering an intangible benefit of professional expertise and skills. The service quality of higher education or universities is the main objective for satisfaction. All educational institutions (universities) have different fields which provide a service as in academic fields as well as in administrative fields. Administrative fields include services such as: rector's office, international office, registrar's office, public relations, accounting, information technology, transportation, and etc.

The International Office is one of the main administrative fields which recruit international students and care about student's satisfaction and loyalty to the university. The International Office's administrative staff provides services such as:

- Actively promote the university all around the world;
- Enrich the multicultural environment on the campus;
- Facilitate exchange programs with international universities;
- Attend international conferences and exhibitions worldwide;
- Generate and enhance the collaboration correctly with dependable and trustworthy educational consultants;
- Facilitate international accreditations and memberships;
- Welcome and arrange safety pick up service for students;
- Offer a wide range of accommodation;
- Guide students to obtain student permit;
- Organize intercultural events and activities.

This study presents service quality of the International Office of Eastern Mediterranean University (EMU) and how it affects student's satisfaction and student's loyalty to the university. The survey based on the results of a service quality perceptions and expectations of students regarding service quality of EMU International Office.

1.2 Statement of the Problem

Students are supposed to be observed as the most important aspect in the higher education sector and universities. Therefore, it appears the attitude that the ‘‘student is always right’’, concerning this fact the administrative staff of the university tries to satisfy their students. Student satisfaction, student loyalty and service quality are the main components in reaching administrative goals of the university international office. Most of the universities experience the problem of service quality, as a result students cancel their registrations or transfer to another institutions. Hence, this study wishes to investigate the impact of the international office service quality on student's satisfaction and student's loyalty to the university. As everybody knows, customer dissatisfaction may arise due to the poor quality of service. For this reason, customer dissatisfaction brings negative impact to the organization. Consequently, in a higher educational sector it happens when a student decides to not register and choose another university which satisfies his/her requirements or either they registered, if they are not satisfied they transfer to another university.

In practical sense, the study shows a problem in relation to how students are served by the staff of the EMU International Office and to what level they are satisfied or loyal to the university. Therefore, the study analyzes the direct relationship between service quality, student satisfaction and student loyalty which sometimes seems to be

ignored by the staff of international office. The study will show all perceptions and expectations of students which later on will help to the staff of EMU International Office for solving a problem.

1.3 Objectives of the Study

The main aim of this study is to investigate the result of the international office service quality on student's satisfaction and loyalty.

1.3.1 Specific Objectives of the Study

The specific objectives of this study are the followings:

- To identify the relationship between expected services and perceptions about actually received service quality of the international office of EMU, in Northern Cyprus.
- To identify the dimension of the international office service quality on the level of student's satisfaction at EMU.
- To examine the influence of the international office service quality on student's loyalty at EMU.

1.3.2 Research Questions

- To what extent will be the relationship between expected services and perceptions about actually received service quality of the international office of EMU, in Northern Cyprus?
- What are the international office service quality dimensions that determine the level of student's satisfaction at EMU?
- How does the international office service quality can influence student's loyalty at EMU?

1.4 Structure of the Thesis

The study consists of six chapters. Chapter 1 includes introduction, background of the study, statement of the problem, objectives of the study, specific objectives of the study, research questions and structure of the thesis. Chapter 2 presents literature review, Service Quality, Perceived Service Quality, Service Quality in Higher Education, Customer Expectations, TQM, WOM, Customer Satisfaction, SERVQUAL Model, Customer Loyalty, Constructs in the Study, Student's Satisfaction. Chapter 3 contains of general background of Northern Cyprus, history of Northern Cyprus, government of Northern Cyprus, economy of Northern Cyprus, higher education in Northern Cyprus, EMU, and the International Office. Chapter 4 comprises methodology of research design, study area of the research, sample size of the research, sampling method of the research, data collection methods of the research, Primary Data Collection, Questionnaire, Secondary Data Collection, Measures, Data Analysis and Processing of the Research, Reliability, Validity, and Hypotheses of the Study. Chapter 5 includes results of Demographic Variables, Reliability (Cronbach's Alpha), One Way ANOVA Analysis, Descriptive Analysis, One Way ANOVA Analysis, Correlation, GAP Analysis, Qualitative Analysis. Chapter 6 contains of conclusion, recommendations references and appendix.

Chapter 2

LITERATURE REVIEW

2.1 Service Quality

SQ can be defined as an evaluation of how good the service was provided to the customer according to their expectations. Generally, most of the businesses frequently measure the service quality provided to their customers because they would like to improve their services by quickly identifying the problem and finding the ways for satisfying customers. There are various explanations for the term of SQ, which are defined by different authors. According to the American Society for Marketing, service is defined as "The activities or benefits offered for sale or offered due to its association with specific commodity "(Azzam, 2008). Lovelock stated that, service is defined as" perceived benefit by senses, either alone, or neither associated with something physical tangible and it is interchangeable nor entail ownership, and mostly intangible. (2004). While service quality is defined by Edvardsson (1998) as meeting customers' expectations and defining their requirements, Kandampully (1998) stated the same definition as satisfying the customer's expectations with the service provided.

As was reported by Kotler and Armstrong (2004), service is defined as any action or assistance provided by one group to another which is mainly intangible and does not lead to any possession. Parasuraman et al. (1991) stated that, organizations can get their competitive advantage if they use the technology for improving a service quality and meeting a market demand. Moreover, service quality is an externally

perceived acknowledgment constructed on the customer's experience about the service that they perceived over the service experience.

According to Chang (2008), the term of SQ should be usually taken from the customer's opinion because customers may have different ideals, duties, and different conditions. Kumra (2008) identified that the service quality is involved as in the ending product and service as well as in the production and distribution process. Consequently, employee participation in the process of remodeling and engagement is very important for creating final products and services. It is very difficult to identify quality because all people think and identify a quality differently. Each customer has its own experience with product or service. Quality can be considered in terms of numerous perspectives like product, judgment, user, value or industrial perspective (Evans, 2011).

Many famous authors such as Parasuraman, Zeithaml, and Berry (1985), (also called PZB) have studied all existing literature on service quality and determined that it is more problematic to measure service quality than the quality of goods. In other words, while purchasing services, less tangible indications exist, in most of the cases tangible indication is restricted to the service provider's physical facilities, equipment, and personal. Also, SQ is the compare relationship between perceived service and expected service. Service quality of a company is becoming a significant competition aspect in all fields of the business (Veldhuisen, 2011).

2.1.1 Perceived Service Quality

Nadiri, Kandampully, & Hussain (2009) stated that "the services marketing literature focuses on quality in terms of perceived service quality". Jiang and Wang, (2006) stated that perceived service quality is the customer's assessment of the service

received and how it will related to their expectation. In addition, assessments are not depending on service characteristics, it is slightly depend on a customer's feelings or remembrance. Therefore, customers evaluate a service quality of organizations in relation of how much pleasure they have received from a service.

Perceived service quality has a straight and positive effect on customer satisfaction (Iglesias and Guille'n, 2004). Surprenant and Solomon (1987) indicated that service encounters are the human connections. In other words, they meant that customers and employees which provide the service can perform during and probably after the service encounters. As a result, these characteristics are based on "interpersonal interactions" among companies and customers. Hence, service quality in all service encounters is affected by the perceptions of both the service provider and the service receiver. According to Negi (2009), perceived service quality has recently increased in these years. It happened because perceived service quality has a particular contribution to business competitiveness, where it establishes customer satisfaction and customer loyalty to the organization.

2.1.2 Service Quality in Higher Education

Sohail and Shaikh (2004) described that nowadays, service quality in higher education is one of the most important concerns of all universities around the world. Rugh (2002) stated that the positive development in higher education is massive due to the point that huge number of students are applying to the universities for studying. Therefore, contribution of both private and public institutions has led to growing interests in evaluating the quality practices in higher education.

According to Sultan and Wong (2010), when compared trade sectors to the higher education sector, the service quality study in the higher education sector is

comparatively new. Paswan and Ganesh (2009) stated that many universities have realized it and started competing with each other as for local as well as for international students. Many studies are done to study the service quality in higher education. DeShields, Kara & Kaynak (2005) are one of the researches who has also studied the service quality of the higher education institutions. According to their findings, higher education institutions require to care on providing a high quality service to the students in order to be successful in a competitive service environment.

Liwei-Mai (2005) studied the differences in the perception of education quality, and a key aspect which affects that perception. It was measured between students in the USA and the UK, after the study completion, there was a big difference between them. In other words, even if students of both countries are satisfied with the education, the US students have a higher level of satisfaction than UK students. As a result, the educational service is very important to the life of students. Furthermore, communication and maintenance, response and valuation, and management are the most important factors which cause a student's satisfaction, where the service quality and perceived value also have a positive effect on student's satisfaction.

2.2 Customer Expectations

According to Zeithaml, Bitner, and Gremler (2006), customer expectations are "beliefs about a service delivery that serve as a standard against which performance is done". Moreover, customer service expectation is constructed on multiple thoughts, which contain their own pre-purchase beliefs and other publics' opinions. In other words, customer expectations are associated with different levels of satisfaction which was observed on earlier product experiences from ads and WOM communication. Kotler (2000) stated that in order to gain customer satisfaction and

customer loyalty, organizations should concentrate on exceeding customer expectations. Therefore, it is risky for organizations to understand what the expectations of customers are. If there will be a failure of exceeding customer expectations, there will be a critical dissatisfaction. In addition, another research has showed that customers, who expect to measure a service before the real experience, got the negative results than those customers who measured the service only after the experience (Ofir and Simonson, 2001).

Customers have different views about the expectations of the service and have two main expectation types. These are specified as desired service and adequate service. Desired service is the level of service in which customers desire to receive. As customers wish and hope to meet their expectations, but in case if it's failed, the result will be negative because customers will not purchase that product or service any more. When it comes to adequate service, is the level of service in which customers will accept. Even if customers wish and hope are high, they have a positive level of understanding in cases where getting preferred service does not seem possible at all (Zeithaml, Bitner and Gremler, 2009).

2.3 Total Quality Management

According to Pekar (1995), the main role of management is to fulfill the goals of the company by affording employees with the required leadership. Concerning this, the main key for successful leadership reveals the principles of Total Quality Management (TQM). TQM has a five level pyramid which includes: customer and the employee focus, leadership commitment, focus on facts, participation and continuous improvement. In addition, the TQM top managers should evaluate and examine employee survey results where they can define the training program

required for employees in order to achieve organization goals. In other words, employee surveys are very important because it's designed to estimate what the employees think about the organization and how they observe their roles to the customer.

Based on the study in 2012 by Lim and Tang, in Singapore healthcare industry, it was founded that the achievement of TQM is possible if there will be an observation of employee's hard work and the will of management. Similarly, there are also other important findings like: in decision making procedure the physicians are also involved, the management system of hospitals believes in TQM, there is a survey to check client's requirements and satisfaction, different training programs and improvement of employees, observation of industrial standards, rewards to employees for inspiring them in best outcomes and network research for reaching good number of clients. Idris and Zairi (2006) indicated that enablers concentrated on positive energy in obtaining quality but inhibitors concentrated on aiming quality.

2.4 Word of Mouth (WOM)

In recent years, there has been a growing interest in WOM. As reported by Sernovitz (2012), WOM can be defined as a real society which talks about the product or service to each other. A key limitation of this approach is when individual repeat things that learned for the most of the times which brings a hope, again and again. In order to be satisfied from the WOM marketing approach there are four rules of it: be interesting – produce and serve something special; make it easy – find out a simple word for people to share because WOM is lazy; make people happy – offer the best service for customers, it is the main key for an excellent advertisement; earn trust and respect – always be a company whom customers can trust and express feelings of

respect. According to Misner (1999), the WOM is defined as the most effective marketing strategy in the world, even if it's not really understandable yet.

Arndt (1967) is one of the first researchers who understood the influence of WOM on customer performance. As a result, he considered WOM as verbal, person-to-person communication between two people. Based on the study of Hartline and Jones (1996), it is founded that the main intention to signify WOM is associated with the customer's perceptions and quality. In other words, there will be an expression of positive WOM, as soon as there will be a high customer perception. There is indication that customers who have got a social support while service are more ready to recommend the service than customers who have not got that social support. Murray (1991) indicated that service customers are more partial to get information from friends and family members rather than funded advertising sources.

2.5 Customer Satisfaction

Much research on Customer Satisfaction has been done where the main focus was on a high effort of companies trying to measure the customer satisfaction. Customer satisfaction can be practiced in a variety of situations and related to both goods and services. An important implication of these findings is that satisfaction relies on customers' experiences of both, the contact with companies and personal feedback (Hanan and Karp 1989). Previous studies indicate that customer satisfaction is the point to which a customer identifies that a company or organization has successfully delivered a product or service according to the customers' requirements. Satisfaction is generally connected to the response of the relationship between a customer, product and providers. In other words, customer satisfaction depends on provider's service quality (Reed et al. 1997).

According to Hansemark and Albinson (2004), satisfaction is defined as an overall customer approach to a service provider, or demonstrative response to the difference between what customers anticipate and what they receive, concerning the contentment of some requirements, aims or wish. Kotler (2000) indicated that customer satisfaction is an essential model in marketing literature and it is a significant objective of all business activities. As organizations transfer from a product and sales philosophy to a marketing philosophy, they face a strong competition. Customer satisfaction is an extremely personal valuation that is significantly influenced by customer expectations. Based on some specialists' advices, companies should "concentrate on a goal that's more closely connected to customer equity" (Wreden, 2004).

2.6 SERVQUAL Model

Based on the approach presented in 1985 by Parasuraman, Zeitham and Berry, the purpose of SERVQUAL Model approach is to measure service quality by evaluating the difference between customers' expectations before the service experienced and customers' perceptions after the actual service received.

$$\textit{Service Quality (Q)} = \textit{Expectations (E)} - \textit{Perceptions (P)}$$

When the SERVQUAL Model was developed, it was consisted of ten dimensions such as: tangibles, reliability, responsiveness, communication, credibility, security, competence, courtesy, understanding the customer, and access. However, later on these dimensions were downsized to five because some dimensions were having a bit same meanings. As a result only five dimensions were taken into the consideration, these dimensions include: tangible, responsiveness, assurance, reliability and empathy (Parasuraman et al., 1985, p.47-48).

SERVQUAL Model consists of 22 expectation questions and 22 perception questions. The original model of SERVQUAL Model uses seven-point Likert scale, but for this research five-point Likert scale is used. Levels consist of strongly disagree, disagree, neutral, agree and strongly agree. Likert scaling is a scaling method which measures positive or negative response of the statement.

According to Iwaarden et al., 2003, the SERVQUAL Model is the most important method of measurement which is used to measure service quality expectations and perceptions. Saravanan and Rao stated that service companies started to focus on the service quality of customer perceptions as it helps to create approaches that lead to customer satisfaction (2007, p437).

Current research by Leisyte et al. (2011) found out that, students are like collaborators need to be engaged in quality management of higher education institutions as identical partners. Moreover, when the SERVQUAL Model is used to measure a service quality and student's satisfaction, it enables higher education institutions to evaluate the satisfaction of students as their main collaborators with the service that the higher education institutions offer. In other words, while measuring a higher education service quality by evaluating expectations and perceptions of students, it becomes an important aspect for the management of the institution. Rely on the results of the SERVQUAL Model measurement, higher education institutions pay more attention to weak points of the institutions and try to improve the quality of the service.

2.7 Customer Loyalty

In recent years, great effort has been devoted to the study of customer loyalty. Bharatwaj et al. (1993) stated that customer loyalty should be the main point for competitive advantage of all companies and institutions. According to Ball et al. (2003) customer loyalty needs to be integrated as the most necessary concept of relationships in marketing and its involvements. Oliver (1999) defined loyalty as “a deeply held commitment to re-buy or re-patronize a preferred product/service consistently in the future, thereby causing repetitive same-brand or same brand-set purchasing”. Customer loyalty is one of the most important factors of a long-term financial performance. According to the findings of Microfinance Institutions in Bolivia, Bangladesh, and other countries, it is defined that making customers satisfied and loyal to your organization will prevent them skipping to another organizations, in other words to your competitors. Similarly, loyalty is a connection of customer impressions with employees and services provided. Loyal customers are people who are regularly buying the same product and making reference of that product to other people. Arnold and Kristy (2000) defined loyalty as a product of repeat buying; retention, price inattentiveness, opposition to counter inducement, and reference to others. Dwyer, Schurr, and Oh (1987); Fornell (1992) indicated that willingness to extent a positive word-of-mouth about a service provider and buy that product or service again are the most mutual indicators of customer loyalty. Ball et al. (2004) stated that evaluating customer loyalty and its factors into different markets and countries may cause an important modification in the description of loyalty. Brady et al. (2005) claims that regardless of many studies concentrating on drivers of loyalty, scholars as well as experts are still missing in the understanding of loyalty factors and their comparative importance.

2.8 Constructs in the Study

This section describes five dimensions of SERVQUAL Model which were used in this research. These five dimensions of SERVQUAL Model were performed in order to measure the service quality expectations and perceptions of international students about the international office of EMU. Based on the SERVQUAL Model five dimensions, the model includes the following main aspects which help to evaluate the service quality expectations and perceptions of students: tangible, responsiveness, assurance, reliability and empathy (Parasuraman et al., 1985, p.47-48).

2.8.1 Tangible

Tangible is one of the dimensions of SERVQUAL Model which was suggested by Parasuraman et al. (1985), it includes the characteristics of appearance of physical facilities, equipment, personnel and written materials. Education is one of the services which are also difficult for customers to comprehend. As a result, directors of the organizations and institutions are required to manage physical evidences; it is very important, as it provides tangible indications and minimizes service complexity.

Table 1 below presents questions of Tangible dimension.

Table 1: Questionnaire (Survey Instrument) Tangible

The International Office has a clean and hygienic working environment	1	2	3	4	5
The International Office has modern looking equipment	1	2	3	4	5
The International Office has an adequate sitting space for students	1	2	3	4	5
The Staff of the International Office has a neat and clean appearance	1	2	3	4	5

2.8.2 Responsiveness

Responsiveness is another dimension of SERVQUAL Model, this dimension is relied on the willingness to help customers and deliver quick service. In other words, the

dimension underlines attention and punctuality in dealing with customer needs, inquiries, complaints, and difficult situations Zeithaml et al. (1990). Table 2 below presents the questions of Responsiveness dimension.

Table 2: Questionnaire (Survey Instrument) Responsiveness

The Staff of the International Office gives an exact time when the service will be completed	1	2	3	4	5
The Staff of the International Office gives a prompt feedback to students	1	2	3	4	5
The Staff of the International Office is always ready to help students	1	2	3	4	5
The Staff of the International Office is never too busy to respond student's requests	1	2	3	4	5

2.8.3 Assurance

Assurance dimension is focused on employees' knowledge, politeness and employees ability to inspire trust and confidence. One of the most important things for the institutions is to build trust and loyalty between students and staff (Zeithaml and Bitner, 2002). Table 3 below presents the questions of Assurance dimension.

Table 3: Questionnaire (Survey Instrument) Assurance

The Staff of the International Office has a good capability in dealing with students' complaints	1	2	3	4	5
The Staff of the International Office has an adequate knowledge to answer student's questions	1	2	3	4	5
The Staff of the International Office has a professional experience in proceeding documents	1	2	3	4	5
The Staff of the International Office guarantees the protection of students' documents	1	2	3	4	5
The Staff of the International Office is always polite with students	1	2	3	4	5

2.8.4 Reliability

Reliability is one of the dimensions of SERVQUAL Model which is concentrated on the capability to complete the promised service consistently and correctly (Zeithaml et al. (1990). Table 4 below presents the question of Reliability dimension.

Table 4: Questionnaire (Survey Instrument) Reliability

The Staff of the International Office shows a sincere interest in solving student’s problems	1	2	3	4	5
The International Office performs the service right the first time	1	2	3	4	5
The Staff of the International Office processes documents accurately	1	2	3	4	5
The Staff of the International Office keeps promises to complete a task by a certain time	1	2	3	4	5

2.8.5 Empathy

Empathy is the last dimension of SERVQUAL Model which provides supervision, easy access, respectable communication, customer understanding and personalized attention to customers (Zeithaml et al. (1990). Table 5 below presents the question of Empathy dimension.

Table 5: Questionnaire (Survey Instrument) Empathy

The Staff of the International Office gives individual attention to students	1	2	3	4	5
The Staff of the International Office has operating hours suitable to each student	1	2	3	4	5
The Staff of the International Office gives personal advice to students	1	2	3	4	5
The Staff of the International Office understands the specific needs of students	1	2	3	4	5
The Staff of the International Office has the best interest of students at heart	1	2	3	4	5

2.8.6 Student’s Satisfaction

The importance of student’s satisfaction in the context of higher education sector is very high. Recent research of Vinagre and Neves (2008) has demonstrated that satisfied customers are the most significant source of free marketing through recommendations and references. On the other hand, dissatisfied customers are the most dangerous signal for conveying negative experience to other potential customers. Concerning the matter of these findings, there is a strong connection

between customer satisfaction and success of the company. There are also some other supportive concerns that customer satisfaction has a positive influence on business image and getting new customers through direct references (Rashid and Jusoff, 2009). Table 6 below presents the five-point Likert Scale to evaluate a student's satisfaction.

Table 6: Questionnaire (Survey Instrument) General Questions

The International Office actively promotes the university all around the world	1	2	3	4	5
The International Office provides variety of social activities and events	1	2	3	4	5

Table 7: Questionnaire (Survey Instrument) Student's Satisfaction/Recommendation

Overall I'm satisfied with the International Office of EMU	1	2	3	4	5
I will recommend EMU to all my friends and relatives	1	2	3	4	5
Please specify your recommendations about how to improve the service quality of EMU International Office:					

Chapter 3

HIGHER EDUCATION IN NORTHERN CYPRUS

3.1 General Background of Northern Cyprus

Cyprus is the third largest island in the Mediterranean, after Sicily and Sardinia. It is located in the Eastern Mediterranean Sea. The total area of the island is 9,251.50 km². In 1974, after division of the island, the total area of Northern Cyprus had been calculated as 3,241.68 km², about 35.04 % of the land. It is located in the south of Turkey, the distance between Cyprus and Turkey is only 65 kilometers. Neighbor countries such as Syria are 100 km on the west, Egypt is 420 km on the north and Rhodes Island is 480 km on the east. Other nearest countries across the sea are Israel, Lebanon and Palestine. It has five main cities such as: Famagusta, Kyrenia, Nicosia, Iskele and Guzelyurt. The capital city of Northern Cyprus is Nicosia.¹

- **Population:** 286,257 (2012)
- **Demography:** 95% Turkish Cypriots, 5 % other nationalities
- **Religion:** Muslim (Sunni)
- **Language:** Turkish official, English second preferred language
- **Currency:** Turkish Lira (YTL)
- **Traffic:** On the left. National or international driving license accepted.
- **Calling Code:** +90 392

<http://www.ttpd.gov.ct.tr/>

3.1.1 History of Northern Cyprus

Cyprus island, from the B.C 7000 – 3000 (new Stone Age) until 1962 has been dominated by different sovereignties and governments as Kingdom of Ancient Egypt, Assyrian domination, Iranian Persian domination, Ancient Greek (Hellenic) Sovereignty, Ptolemaic Kingdom of Sovereignty, Roman domination, Byzantine domination, British Sovereignty, Lusignan domination, Venetian domination, Ottoman Empire domination and British Sovereignty. Later on, in 1963, the island had been governed by the Republic of Cyprus. There was a General Committee of the Turkish Cypriots and Greek Cypriots. After the war, in 1974, Cyprus was divided into two parts, North Cyprus and South Cyprus. In 1983, South Cyprus had officially been named as Republic of Cyprus and had become an EU member. Similarly, Northern Cyprus had officially been named as Turkish Republic of Northern Cyprus (TRNC). However, TRNC had not been become any member of EU or NATO because of some political reasons and conflicts. Turkish Republic of Northern Cyprus (TRNC) is recognized only by Turkey. There is a border between two communities, both Turkish Cypriots and Greek Cypriots can pass the borders and visit any place of the island.²

3.1.2 Government of Northern Cyprus

Northern Cyprus, officially Turkish Republic of Northern Cyprus (TRNC) is a semi-presidential, democratic republic. The founder and the first president of TRNC is Rauf Raif Denktaş. The current president of TRNC is Mustafa Akinci, he is the head of the state, and the current prime minister Omer Kalyoncu is the head of the government. The president is elected for a five years.

² <http://www.devplan.org/>

3.1.3 Economy of Northern Cyprus

In recent years, the economy of TRNC is rapidly growing. Even if it has a limited natural resources and domestic market, the results of the economic growth are positive. Generally, the economy of Northern Cyprus is controlled by the service sectors such as: Tourism, Higher Education, Real Estate, Banks, Trade, Transportation, Communication and other Business services. In 2014, the Gross National Product (GNP) is evaluated as 4 million US Dollars and GNP per capita as 16,113 US Dollars. Gross Domestic product (GDP) for the Service sectors are estimated as 73.2 %, for the industry as 10% and for the agriculture as 7.4% (estimated in 2014). The results show that, Turkey is the main trading and import partner of Northern Cyprus; it has about 70% imports from Turkey. Moreover, Turkey's financial support which is mostly focused on infrastructural investments makes a good influence to the economy of the TRNC. In 2015, Turkey and the TRNC has been completed an important project named "The Project of the Century", which brought 75 million cubic meters of water from Turkey to the TRNC through a channel that constructed across the Mediterranean Sea. As a result, the agricultural and industrial production will be dramatically increased. Additionally, Higher Education and Tourism are two main sectors of the economic development in the TRNC. According to 2014 evaluations, tourism sector funded around 8.7% to GDP with an occupancy rate of 31% until August 2014, and higher education sector funded 5.6% to GDP. The main numbers of tourist coming to the TRNC from abroad are Turks and British, but recently, there is a significant increase in the number of tourists from the Eastern and European countries.³

³<http://mfa.gov.ct.tr/>

3.2 Higher Education in Northern Cyprus

Nowadays, higher education has become an important determinant of economic development in all around the world. In every sense, higher education is one of the primary factors of development. Generally, countries cannot achieve economic development without considerable investment in human capital. Education enriches people's understanding of the world and it improves the quality of their lives. However, it is very important for all higher education institutions to provide a good service quality in order to satisfy students and make them loyal to the institution.

Northern Cyprus and its government give a big opportunity to the development of Higher Education. The main aim is to become one of the most prestigious Higher Education institutions in the world. Higher Education system in Northern Cyprus Universities are controlled and accredited by the Council of Higher Education for Planning, Evaluation, Accreditation and Coordination (YÖDAK) of TRNC. Similarly, it is accredited by the Higher Education Council (YÖK) of Turkey. YÖDAK is an associate member of the European Association for Quality Assurance in Higher Education (ENQA), a full member of the International Network for Quality Assurance in Higher Education (INQAAHE), a full member of the Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEENQA), and board member of the Association of Quality Assurance Agencies of The Islamic World (AQAAIW).⁴ As discussed in politics section of the study, TRNC as a country is recognized only by Turkey, but the higher education system of institutions is recognized internationally.

⁴ <http://www.ncyodak.eu/turkce/duyurular/baskan.ppt>

All universities of North Cyprus have the rights to be involved in bilateral agreements with any country and to be accredited by other international accreditations. Concerning the matter of this, most of the faculties of Northern Cyprus universities are accredited by the international accreditations such as: FIBAA, UK-NARIC, EDEXCEL-UK, ABET, ASIIN, MUDEK, EQUALS, TedQual, MIAK, AACSB, IACBE, ECB, and ACPE. Furthermore, there are also other international memberships of TRNC universities. All universities of Northern Cyprus are the full members of the International Association of Universities (IAU), European Universities Association (EUA), and the Federation of the Universities of the Islamic World (FUIW). After graduating from the universities of Northern Cyprus, diploma degrees are internationally recognized and accepted. In other words, after graduating and getting the diploma from Northern Cyprus universities, there is a high opportunity for students to find a job all over the world.⁵

According to the 2015 reports by (YÖDAK), most of the higher institutions of Northern Cyprus offer degrees such as: associate programs (2 years), undergraduate programs (4 years), graduate programs (1-2 Years) and PHD programs (3-4 years).

Currently, there are fifteen higher education institutions in Northern Cyprus. Thirteen of them are local universities and two of them (Middle East Technical University (METU) and Istanbul Technical University (ITU) are branches of Turkey universities in Northern Cyprus. All universities of Northern Cyprus are private, whereas only the EMU is the state university.

⁵ <http://www.ncyodak.eu/turkce/duyurular/baskan.ppt>

In addition, the oldest university of Northern Cyprus is the Eastern Mediterranean University (EMU), it was founded in 1979. The details of all universities of Northern Cyprus with the years of establishment are presented in Table 8.

Table 8: Universities of Northern Cyprus (YÖDAK Report 2015 - 2016)⁶

No	University Name	Short Names	Year of Establishment
1	Eastern Mediterranean University	EMU	1979
2	Girne American University	GAU	1985
3	Near East University	NEU	1988
4	Lefke European University	LEU	1990
5	Cyprus International University	CIU	1996
6	Middle East Technical University -Northern Cyprus Campus	METU	2004
7	Istanbul Technical University -Northern Cyprus Campus	ITU	2009
8	University of Mediterranean Karpaz	UMK	2012
9	University of Kyrenia	UK	2013
10	British University of Nicosia	BUN	2013
11	Cyprus Social Sciences University	CSSU	2014
12	American University of Cyprus	AUC	2014
13	Cyprus Metropolitan University	CMU	2015
14	Cyprus Health and Social Sciences University	CHSSU	2015
15	Final International University	FIU	2015

⁶ <http://www.ncyodak.eu>

Katircioglu indicated that, after 1990, a huge number of international students started coming for studying to the universities of Northern Cyprus. (2010).

Based on the student population reports of YÖDAK (2014-2015 reports), there are approximately 75,505 students in total, from almost all TRNC universities. Therefore, the biggest numbers of students are coming from Turkey, (41,589 students); 13,689 students are local Turkish Cypriots students; and 20,227 students are international students coming from abroad.

Table 9: Student Population of Northern Cyprus Universities (2014-2015)⁷

No	University	Turkish Students	Turkish Cypriots	International Students	Total
1	NEU	12,628	6,936	5,504	25,068
2	EMU	8,844	3,077	7,191	19,112
3	GAU	8,117	1,765	3,214	13,096
4	CIU	5,125	911	2,638	8,674
5	LEU	4,284	457	609	5,350
6	METU	1,899	160	348	2,407
7	GU	454	80	120	654
8	UMK	101	197	339	637
9	BUN	0	103	261	364
10	ITU	137	3	3	143
Total		41,589	13,689	20,227	75,505

As can be seen from the Table 9, there are only ten universities' students population are presented, CSSU, AUC, CMU, CHSSU and FIU are not included to the calculation as they have been founded in the years of 2014 – 2015.

⁷ <http://ww.ncyodak.eu>

3.3 Eastern Mediterranean University (EMU)

EMU is the first and only a state university of Northern Cyprus, was founded in 1979. When EMU had been established it was named as The Institute of Higher Technology. There were only 3-year programs of engineering: Civil Engineering, Electrical Engineering and Mechanical Engineering and started the education only with 103 students in 1979.

In 1986, the government of Turkey and the government of TRNC with the help of YÖK decided to convert the Institute of Higher Technology into the state university named EMU. Nowadays, the university offers 95 undergraduate and school programs, 77 postgraduate and doctoral degree programs. In other words, it has 11 faculties, 5 schools of Foreign Languages and English Preparatory School.

EMU has a developed, established infrastructure and professional academic staff members from 35 different countries. Education in EMU is in two languages, English and Turkish, most faculties are available in both languages, and students may choose to study in any languages they prefer. There are about 20,000 students from 98 different countries. EMU offers exchange programs, rich sports, social and cultural activity prospects, international accreditations, an international teaching environment, and a diploma which is recognized all around the world. In 2014, Eastern Mediterranean University was rated in the best 5% universities between 25,000 universities of the Webometrics Rankings of World Universities.⁸

⁸ <http://www.emu.edu.tr>

Similarly, in 2014, while URAP evaluations; EMU was listed at the best 2,000 university list. Also, in the European Union countries, EMU was ranked 440th among 5,500 universities. For satisfying students, EMU as qualified and professional university provides many administrative services such as: Registrar's Office, International Office, Student Services Office, Personnel Affairs, Alumni Relations and Career Research Directorate, Continuing Education Center, Computer Center, Health Center, Psychological Counseling, Guidance & Research Center (PDRAM), Social and Cultural Activities Unit, Student Clubs, Rauf R. Denктаş Culture and Congress Center, Social Media Unit, Transportation, Library Post Office, Banks and ATMs, Dormitories and Accommodation, Canteens and Cafeterias, and Lala Mustafa Paşa (LMP) Sports Complex. All these administrative services play an important role of service quality of the university. However, one of the main administrative services which have an important impact on student's satisfaction and student's loyalty is the International Office.

3.3.1 The International Office and the International Recruitment ISS & STTP

The International Office of EMU was founded in 2003. By the dates it was created, it was named as the International Center. After, in 2011 the name was changed to the International Office. The founders of the EMU International office are: Abdullah Öztoprak, Majid Hashemipour, Halil Güven, Halil Nadiri, Şamil Erdoğan, Gökhan Doğan, Rıza Çinkiliç, Salime Smadi and Ahmed Kasim Abdullahi. Nowadays, the International Office is regulated by the Vice Rector which is responsible for International Relations and Recruitment of the university. In fact, the International Relations and Recruitment Office is responsible and controlling the following departments: international office; international recruitment, international summer school (ISS) and short term training programs (STTP) office; Turkey and TRNC

recruitment office; communication, web and social media office; DAÜ TV; and Public Relations (PR) office. The following table 10 clearly shows the organizational chart of the International Relations and Recruitment department:

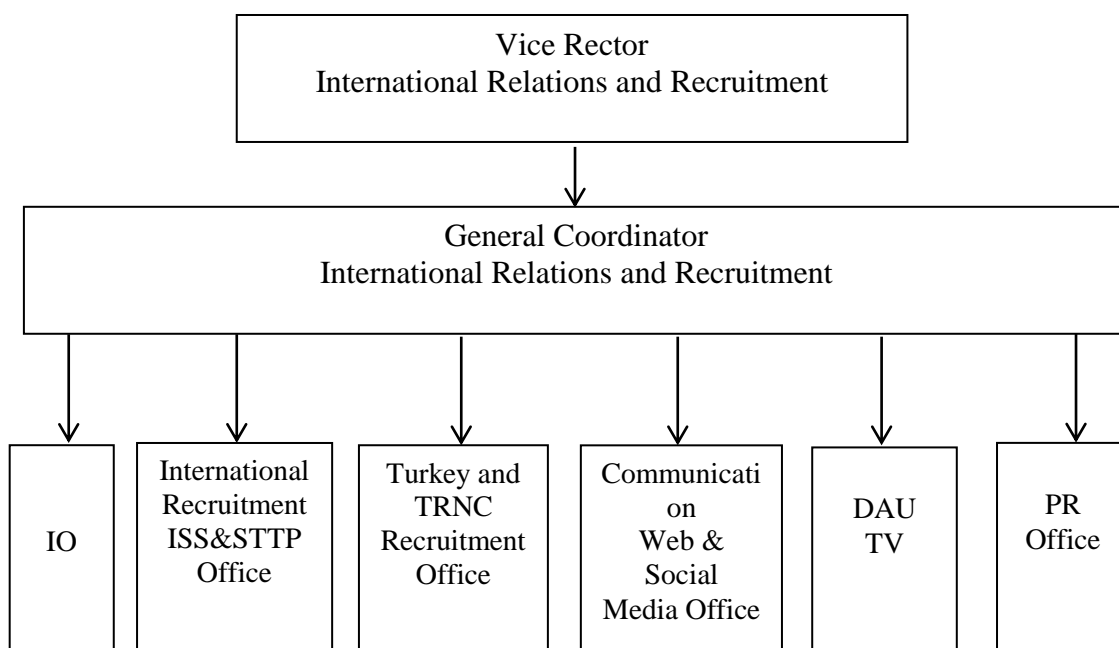


Figure 1: International Relations and Recruitment Organizational Chart

Generally, the International Relations and Recruitment department provides the necessary guidance and supportive services to the international students before and after their arrivals to the EMU campus. The administrative team of International Relations and Recruitment department provide necessary services such as: actively promote the university all around the world, manage easily accessible and attractive social media website, enrich the multicultural environment on the campus, facilitate exchange programs with international universities, attend international conferences and exhibitions worldwide, generate and enhance the collaboration correctly with dependable and trustworthy educational consultants, facilitate international accreditations and memberships, welcome and arrange safety pick up service for

students, offer a wide range of accommodation, guide students to obtain student permit, organize intercultural events and activities, organize International Summer School (ISS) and Short Term Training Programs (STTP), and many other supportive services.

3.3.2 The International Recruitment ISS & STTP

Before international students arrive to the university campus, the International Recruitment Office attracts those students from different countries of the world. The main objective of International Recruitment Office is to promote the university worldwide, identifying own SWOT analysis, searching for intelligent students, generate and enrich the partnership with well qualified and honest educational representatives, targeting write time for doing promotion, sending well trained staff to attend exhibitions, attending exhibitions and workshops all around the world, making a decision which assistant and materials to take for the exhibition, contacting and getting appointments from schools and universities of different countries, informing agents to come together when they arrive, supporting and evaluating university agents, making a decision of giving a sole agentship for agents, understanding educational internal system of each country, analyzing how many students graduate from secondary schools in each country, managing a strong and attractive website, designing brochures and journals for the promotion, giving newspaper and TV advertisements, organizing international summer school and short term training programs, collaboration with different schools and universities for the international summer school and short term training programs.

3.3.3 The International Office

As the mission of the International Recruitment ISS & STTP office has done and students from all around the world has been recruited, another duty goes to the International Office department which is responsible not only for looking after the welfare of international students but also making sure that these students are provided with a full range of social and cultural activities. The International Office takes a full advantage of outstanding facilities, including the new cultural and conference center, and private beach club. The administrative staff of the international office consists of: office coordinator, administrative coordinator, office manager, student affairs and event administrator, administrative secretary and research assistants for different regions. One of services the staff of the international office provides to international students is organizing different kinds of social activities and cultural events. These activities and events include: orientation programs, international night, festivals, sport activities and many other activities which motivate students with having fun on campus life.

Another important service provided by the international office is airport pick up for newly registered international students and accommodation opportunities. Before students arrive, the international office sends their ticket details and Acceptance Letters to the immigration office of the airport. As soon as international students arrive, the staff and assistants of the international office meet them and provide the necessary guidance as giving free sim cards to students with taking records of all students' phone numbers. The staff of the international office place newly registered students in temporary dormitories for two days until they choose their own accommodation for stay. There is an Orientation Program for 3 weeks which is

organized by the staff of the international office, assistants work for 24 hours in order to guide and help all international students accordingly. Also, the staff of the international office helps students to complete the registration. In addition, the staff of the international office solves all kind of problems and legal matters of students.

Chapter 4

RESEARCH METHODOLOGY

The aim of this study is to measure the impact of International Office service quality on student's satisfaction and loyalty at EMU in Northern Cyprus, using the SERVQUAL Model as discussed in Chapter 2, sc. 2.6.

4.1 Research Design

Research design is a theoretical structure of how a research is conducted. Typically, it includes qualitative, quantitative and mixed method approaches that provide detailed direction for the procedures in a research design (Creswell, 2014). This study includes Quantitative Research design which is concentrated on the data where the meaning is consisted from numbers. In other words, for answering a research question, researcher uses some numerical data (Saunders, Lewis & Thornbill, 2000). According to Kothari (2004), quantitative research data can be used in all research strategies. It covers the analysis of different diagrams and tables which presents the frequency and statistical relationships between variables.

4.2 Study Area of the Research

The study was conducted around the EMU campus in Famagusta, Northern Cyprus. Respondents from different programs such as marketing management, business administration, international trade and business, political science, economics, tourism, communication, ELT and architecture was taken into the consideration at the EMU campus.

4.3 Sample Size of the Research

Sample size plays an important role in selecting a pool of participants who will be actually participated in the study. It is very difficult for a researcher to study each person of interest; therefore the researcher makes a limit of the population by dividing them into subgroups. This division helps to the researcher of getting better results and showing how and why a certain group of individuals will be studied (Pelham and Blanton, 2006). Therefore, as the numbers of students at EMU are too many, the study targeted only international students, where the sample size was forecasted to be 235 students in numbers. The total number of 235 questionnaires was distributed to international students. The main reason why the EMU students were selected is that this study is focused on the impact of the EMU international office service quality on student's satisfaction and student's loyalty.

4.4 Sampling Method of the Research

Generally, there are two methods of sampling: Probability Sampling and Non-Probability Sampling, Probability Sampling is when people being selected are known and sampled independently from each other, in other words random sampling, whereas Non-Probability Sampling is when people being selected are unknown, the researcher select any individual who is the easiest to access as a participant in a study (Trochim, 2009). This study uses the Probability Sampling method, where the population size known as the international students of EMU and the students were randomly selected from each faculty.

4.5 Data Collection Methods of the Research

Data collection methods can be primary and secondary. In this study both data collection methods were used. Primary data was collected by choosing quantitative

data collection method and secondary data was collected by reviewing various researches done.

4.5.1 Primary Data Collection

Primary data is collected for an exact problem at hand which uses the procedures that help to solve the research problem (Joop et al., 2005). Generally, there are two main types of primary research data collection – quantitative data collection and qualitative data collection, each of them includes many other data collection strategies and procedures. From the variety of data collection methods, the quantitative data collection method was selected. The Social Survey research is one of the quantitative data collection methods which were chosen for completing the study research. As Fowler, (2008) stated, survey research as a questionnaire provides a quantitative or numeric explanation of trends, approaches, and views of a population which relies on random sampling and structured data collection.

4.5.2 Questionnaire

Based on the survey questionnaire as the structured data collection, it was divided into four parts: part A, part B, Part C and part D. Part A consist of the biographical data of respondents which involve: age, gender, country, education, department, year of study and income level; part B consist of 22 perceptions and 22 expectations questions of SERVQUAL Model which involve its own five components such as tangible, responsiveness, assurance, reliability, and empathy; part C consist of additional general questions; finally part D consists of overall satisfaction of respondents and their recommendations. The scale used a five-point Likert scale. Levels consist of strongly disagree, disagree, neutral, agree and strongly agree.

4.5.3 Secondary Data Collection

Alvin et al, (2003) defined that secondary data are the data which are gathered by someone else previously and for some other purposes than the research study at hand. Respectively, the secondary data of this study was collected through the university library books, reports, journals, governmental statistics, business websites, online e-books, researches and reports on the internet.

4.5.4 Measures

Measures are the objects in a research study to which the respondents answer. It can be survey questions, interview questions, or erected situations. The surveys and interviews should not be time-consuming (preferable time is 20-30 minute). There are four levels of measurement such as nominal, ordinal, interval and ratio (Trochim, 2009). This study introduces the interval scale measurement with 5-point Likert scale which evaluates the statistics as mean, standard deviation and hypothesis testing.

4.6 Data Analysis and Processing of the Research

In general, it is very important to make correct and effective data analysis. After getting the possible collected outcomes from the research, another significant step is to analyze and processing the data.

4.6.1 Data Analysis

Statistical Package for the Social Sciences (SPSS) is one of the software packages which is the best way for operation and evaluation of the statistical data analysis.

The first manual SPSS was developed in 1968, by three students (Nie, Bent & Hull) at Stanford University. The package is mainly useful for the researchers in psychology, sociology, psychiatry, and other behavioral sciences. It covers many analyses as: frequencies, descriptive, means, t-test, ANOVA, Duncan Test, and

Correlation (bivariate, partial, distances), and factor analysis (Landau and Everitt, 2003). This study uses the IBM SPSS Statistics 20.

4.6.2 The One-Way ANOVA Analysis

The One-way ANOVA Analysis is a process for testing the hypothesis about two or more conditions. Similarly, the One-way ANOVA compares the means of the samples or groups for making implications about the population mean. It is also called a single factor analysis of variance because there is only one independent variable. The One-way ANOVA Analysis has two types of variables: independent and dependent. The independent variable is measured or operated by the researcher. Moreover, one independent variable which is considered has two or more (theoretically any finite number) levels of the independent variable. The independent variable divides individuals into two or more groups or levels (Green and Salkind, 2003). This study uses the One-Way ANOVA analysis to measure more than two independent variables which is years of study of students. There are four years of studies of students (first year, second year, third year and fourth year).

4.6.3 Duncan's Multiple Range Test (MRT)

Duncan's new multiple range test (MRT) is a multiple comparison procedure which was developed by David B. Duncan in 1955. Considerably, Duncan's MRT belongs to the general class of multiple comparison procedures which use the student zed range statistic to compare sets of means. Furthermore, Duncan has developed this test as an adjustment of the Student–Newman–Keuls method.

As a result, the result of the test is a set of subsets of means, where in each subset means have been found not to be significantly different from one another (Popper, 1999). This study uses Duncan's new multiple range test in order to analyze the comparison of countries according to student's satisfaction level and service quality

dimensions (tangible, responsiveness, assurance, reliability and empathy) in the international office of EMU.

4.6.4 Data Processing

Data processing includes interpreting the answers on a questionnaire into a form that can be operated to produce statistics. Usually, it consists of coding, editing, data entry, and monitoring the all data processing procedure.⁹ The following statistical perceptions are used in the processing of data of this study: mean percentages, mode, standard diversion and standard error.

4.6.5 Reliability

Reliability is based on the regularity of a measure. In other words, every time after concluding the test of the measurement motivation, respondents should have almost similar answers. Moreover, reliability cannot be exactly calculated. There are three characteristics of reliability: homogeneity (internal consistency), stability and equivalence. Homogeneity happens when all items on a scale measure the same perception. Stability happens when the results of testing are repeated. Equivalence happens when there is a steadiness between the responses of multiple users (Heale and Twycross, 2015).

⁹ <http://www.nss.gov.au/>

4.6.6 Validity

Validity is based on an accuracy of a measure in the quantitative study. For example, a survey designed to determine customer satisfaction but actually measures the profit of the organization would not be considered valid. There are three categories of validity: content validity, construct validity, and creation validity.

Content validity happens when the research instrument measures all outcomes accurately. Construct validity happens when the research instrument measures the planned idea. Criterion validity happens when the research instrument is associated to further instruments that measure the same variables (Heale and Twycross, 2015).

4.7 Gap Analysis

The gap analysis model was introduced by Parasuraman et al., in 1985. Gap analysis model demonstrates the process of the development of the service quality which is directly related with the dimensions towards perceptions and expectations. There are five main gaps specified as follows:

Gap 1 shows the difference between real expectations of customers and how the organizations understand their expectations. Typically, organizations do not understand what customers expect from a service).

Gap 2 characterizes the differences between perceptions of the administration about the expectations of customers and conditions of service quality. As a result, administration of the organization understands the real expectation of customers but they do not settle a system which will allow the delivery of a desired quality.

Gap 3 represents the differences between description of service quality and characteristics of the procedure of service production and delivery. Usually, it shows a difference between what administrations of the organization has defined as standard of service quality and how a service was truly delivered.

Gap 4 signifies the differences between delivered service and what customer was really told about the service.

Gap 5 demonstrates the difference between customers' expectations concerning the service and their perception about the specific service. The last gap is the result of all the previous gaps. Accordingly, as was indicated by Bouding et al., the overall quality is presented by Gap 5, which is determined by deducting expectations from perceptions (1993). The Gap model underlines the importance of closing the gap between expectations and perceptions by first understanding what customers' expect.

4.8 Hypotheses of the Study

In order to reach the aims of the study, the hypotheses are grouped into four groups. In the first group of hypotheses (**Hypothesis 1 – 5**) we aim to find out if there is any difference between the perceptions and the expectations of the respondents according five dimensions. The second group of hypotheses (**Hypothesis 6 – 10**) proposes if there is any difference between male and female respondents for their perception of the proposed five service quality dimensions. The third group of hypotheses (**Hypothesis 11 – 15**) proposes if there is any difference between countries of respondents for their perception of the proposed five service quality dimensions. The fourth and the last group of hypotheses looking for the differences proposes if there is any difference between years of study of respondents for their perception of proposed the service quality dimensions.

The details of each hypothesis are provided below.

Hypothesis 1-5: Whether there is any difference between perceptions and expectations of respondents for their perception of proposed the service quality dimensions (Dimension 1: Tangibles, Dimension 2: Responsiveness; Dimension 3: Assurance; Dimension 4: Reliability, Dimension 5: Empathy).

H1₀: There is no significant difference between perceptions and expectations in respect of **Tangible** Dimension.

H1_a: There is a significant difference between perceptions and expectations in respect of **Tangible** Dimension.

H2₀: There is no significant difference between perceptions and expectations in respect of **Responsiveness** Dimension.

H2_a: There is a significant difference between perceptions and expectations in respect of **Responsiveness** Dimension.

H3₀: There is no significant difference between perceptions and expectations in respect of **Assurance** Dimension.

H3_a: There is a significant difference between perceptions and expectations in respect of **Assurance** Dimension.

H4₀: There is no significant difference between perceptions and expectations in respect of **Reliability** Dimension.

H4_a: There is a significant difference between perceptions and expectations in respect of **Reliability** Dimension.

H5₀: There is no significant difference between perceptions and expectations in respect of **Empathy** Dimension.

H5_a: There is a significant difference between perceptions and expectations in respect of **Empathy** Dimension.

Hypothesis 6-10: Whether there is any difference between male and female respondents for their perception of the proposed service quality dimensions (Dimension 1: Tangibles, Dimension 2: Responsiveness; Dimension 3: Assurance; Dimension 4: Reliability, Dimension 5: Empathy).

H6₀: There is no significant difference between males and females in respect of **Tangible** Dimension.

H6_a: There is a significant difference between males and females in respect of **Tangible** Dimension.

H7₀: There is no significant difference between males and females in respect of **Responsiveness** Dimension.

H7_a: There is a significant difference between males and females in respect of **Responsiveness** Dimension.

H8₀: There is no significant difference between males and females in respect of **Assurance** Dimension.

H8_a: There is a significant difference between males and females in respect of **Assurance** Dimension.

H9₀: There is no significant difference between males and females in respect of **Reliability** Dimension.

H9_a: There is a significant difference between males and females in respect of **Reliability** Dimension.

H10₀: There is no significant difference between males and females in respect of **Empathy** Dimension.

H10_a: There is a significant difference between males and females in respect of **Empathy** Dimension.

Hypothesis 11-15: Whether there is any difference between years of study of respondents for their perception of proposed the service quality dimensions (Dimension 1: Tangibles, Dimension 2: Responsiveness; Dimension 3: Assurance; Dimension 4: Reliability, Dimension 5: Empathy).

H11₀: There is no significant difference between years of study in respect of **Tangible** Dimension.

H11_a: There is a significant difference between years of study in respect of **Tangible** Dimension.

H12₀: There is no significant difference between years of study in respect of **Responsiveness** Dimension.

H12_a: There is a significant difference between years of study in respect of **Responsiveness** Dimension.

H13₀: There is no significant difference between years of study in respect of **Assurance** Dimension.

H13_a: There is a significant difference between years of study in respect of **Assurance** Dimension.

H14₀: There is no significant difference between years of study in respect of **Reliability** Dimension.

H14_a: There is a significant difference between years of study in respect of **Reliability** Dimension.

H15₀: There is no significant difference between years of study in respect of **Empathy** Dimension.

H15_a: There is a significant difference between years of study in respect of **Empathy** Dimension.

Hypothesis 16-20: Whether there is any difference between countries of respondents for their perception of the proposed service quality dimensions (Dimension 1: Tangibles, Dimension 2: Responsiveness; Dimension 3: Assurance; Dimension 4: Reliability, Dimension 5: Empathy).

H16₀: There is no significant difference between countries in respect of **Tangible** Dimension.

H16_a: There is a significant difference between countries in respect of **Tangible** Dimension.

H17₀: There is no significant difference between countries in respect of **Responsiveness** Dimension.

H17_a: There is a significant difference between countries in respect of **Responsiveness** Dimension.

H18₀: There is no significant difference between countries in respect of **Assurance** Dimension.

H18_a: There is a significant difference between countries in respect of **Assurance** Dimension.

H19₀: There is no significant difference between countries in respect of **Reliability** Dimension.

H19_a: There is a significant difference between countries in respect of **Reliability** Dimension.

H20₀: There is no significant difference between countries in respect of **Empathy** Dimension.

H20_a: There is a significant difference between countries in respect of **Empathy** Dimension.

Chapter 5

RESULTS

5.1 Demographic Variables

Tables below show the demographic profiles of the respondents. The distribution of demographic profiles includes age, gender, country, education, department, year of study and monthly income.

5.1.1 Age Categories

Table 10 specifies the age group of the respondents. The age groups of respondents are varying between the ages of 16 and 36 years old. The highest percentages of respondents are at the age of 20 years old which equals to 16.6% of the total 100%. Other highest percentages of respondents are at the ages of 21 and 23 years old which equals to 11.5% and 12.8% of total 100%.

Table 10: Distribution of Respondents According to Age Categories

Age	Frequency	Percent	Cumulative Percent
16	2	.9	.9
17	3	1.3	2.1
18	18	7.7	9.8
19	22	9.4	19.1
20	39	16.6	35.7
21	27	11.5	47.2
22	21	8.9	56.2
23	30	12.8	68.9
24	18	7.7	76.6
25	15	6.4	83.0
26	11	4.7	87.7
27	9	3.8	91.5
28	4	1.7	93.2

Age	Frequency	Percent	Cumulative Percent
29	6	2.6	95.7
31	6	2.6	98.3
32	2	.9	99.1
35	1	.4	99.6
36	1	.4	100.0
Total	235	100.0	

5.1.2 Gender

It appears that male respondents have a high response of 138 which is 58.7% and female respondents are 97 which are 41.3%. The reason why male number turns out more than female is that in EMU, there are more male international students rather than female international students. (See Table 11).

Table 11: Distribution of Respondents According to Age Categories

Gender	Frequency	Percent
Male	138	58.7
Female	97	41.3
Total	235	100.0

5.1.3 Country

Analyzing the distribution of countries, it can be seen that respondents from 37 countries were randomly selected and analyzed. As a result, the majority of percentage (84.4%) of international students are from the following 15 countries: Nigeria (25.1%), Kazakhstan (11.1%), Iran (10.6%), Azerbaijan (4.3%), Libya (4.3%), Zimbabwe (4.3%), Palestine (3.8%), Kyrgyzstan (3.4%), Jordan (3.0%), Tajikistan (3.0%), Russia (2.6%), Syria (2.6%), Pakistan (2.1%), Sudan (2.1%) and Cameroon (2.1%) which makes total of 198 international students.

The remaining percentage of 14.6% goes to other 22 countries which makes total of 37 international students, as overall total consists of 235 international students. (See Table 12).

Table 12: Distribution of Respondents According to Countries

No	Country	Frequency	Percent
1	Nigeria	59	25.1
2	Kazakhstan	26	11.1
3	Iran	25	10.6
4	Azerbaijan	10	4.3
5	Libya	10	4.3
6	Zimbabwe	10	4.3
7	Palestine	9	3.8
8	Kyrgyzstan	8	3.4
9	Jordan	7	3.0
10	Tajikistan	7	3.0
11	Russia	6	2.6
12	Syria	6	2.6
13	Cameroon	5	2.1
14	Pakistan	5	2.1
15	Sudan	5	2.1
16	Iraq	4	1.7
17	Morocco	4	1.7
18	Egypt	3	1.3
19	Indonesia	3	1.3
20	Turkmenistan	3	1.3
21	Republic of Congo	2	.9
22	South Africa	2	.9
23	UK	2	.9
24	Bulgaria	1	.4
25	China	1	.4
26	Eritrea	1	.4
27	Gambia	1	.4
28	Japan	1	.4
29	Lebanon	1	.4
30	Mali	1	.4
31	Namibia	1	.4
32	Tunis	1	.4
33	UAE	1	.4
34	Ukraine	1	.4
35	USA	1	.4
36	Yemen	1	.4
37	Zambia	1	.4
Total		235	100.0

5.1.4 Education

From the education (degrees) part, it can be seen that most of the respondents (80.9%) are from the bachelor degree, 16.2% respondents are from master degree and 3.0% are from doctorate degree. In other words, there are 190 students from bachelor programs, 38 students from master programs and 7 students from doctorate programs. (See Table 13).

Table 13: Distribution of Respondents According to Education

Education	Frequency	Percent
Bachelor	190	80.9
Master	38	16.2
Doctorate	7	3.0
Total	235	100.0

5.1.5 Department

The distribution of respondents according to department indicates that there are 31 departments in total. As a result, the majority of the respondents (64.2%) are from the following 6 departments: Tourism and Hospitality Management department - 45 international students (19.1%), Business Administration department - 38 international students (16.2%), Banking and Finance department - 20 international students (8.5%), International Relations department - 18 international students (7.7%), Architecture department - 17 international students (7.2%), English Language Teaching department - 13 students (5.5%). The remaining percentages of international students (35.8%) are from other 25 departments. (See Table 14).

Table 14: Distribution of Respondents According to Department

No	Department	Freq.	Percent
1	Tourism and Hospitality Management	45	19.1
2	Business Administration	38	16.2
3	Banking and Finance	20	8.5

4	International Relations	18	7.7
5	Architecture	17	7.2
6	English Language Teaching	13	5.5
7	Civil Engineering	11	4.7
8	MBA	8	3.4
9	Management Information System	7	3.0
10	Information technology	7	3.0
11	International Finance	6	2.6
13	Pharmacy	6	2.6
14	Marketing Management	6	2.6
15	Economics	4	1.7
16	Marketing	4	1.7
17	Mechanical Engineering	3	1.3
18	Public Relations	3	1.3
19	Human Resources	3	1.3
20	Communication	2	.9
21	Psychology	2	.9
22	International Business & Trade	2	.9
23	Computer Engineering	1	.4
24	Mechatronics Engineering	1	.4
25	PRA	1	.4
26	Electrical Electronic Engineering	1	.4
27	Political Science	1	.4
28	Education	1	.4
29	Molecular Biology and Genetic	1	.4
30	Mathematics and Computer Science	1	.4
31	Visual Arts	1	.4
32	Industrial Engineering	1	.4
Total		235	100.0

5.1.6 Year of Study

According to the distribution of year of study in the Table 15, most of the respondents (31.5%) are 1st year freshman students (74 international students), the remaining 161 international students (68.5%) has approximately the same percentage in each year, 2nd year - 57 international students which makes (24.3%), 3rd year - 52 international students which makes (22.1%), and 4th year- 52 international students which makes (22.1%).

Table 15: Distribution of Respondents According to Year of Study

Year of Study	Frequency	Percent
1	74	31.5
2	57	24.3
3	52	22.1
4	52	22.1
Total	235	100.0

5.1.7 Income

Table 16, indicates the data about income of respondents of the research questionnaire. As can be seen, the majority of international students (148 students) have the minimum income level of 200 – 599 USD, which equals to 63.0% of all respondents. Remaining 48 students have income level of 600 – 899 USD, which is 20.4%, 24 students have an income level of 900 – 1.200 USD, which is 10.2%, and only 15 students have an income level of 1.300 USD and above, which is 5.9.

Table 16: Distribution of Respondents According to Income

Income	Frequency	Percent	Cumulative Percent
200 – 599	148	63.0	63.0
600 – 899	48	20.4	83.4
900 – 1299	24	10.2	93.6
1300 and above	15	5.9	99.9
Total	235	100.0	

5.2 Reliability (Cronbach’s Alpha)

In Table 17, the Reliability (Cronbach’s Alpha) analysis was performed in order to check the reliability of the questionnaire. The results thus obtained are statistically significant and all the variables are above 0.70%, which shows a strong reliability of the SERVQUAL questionnaire. Based on the results presented, the overall percentage for all dimensions of Cronbach’s Alpha is equal to 0.930%.

Table 17: Reliability (Cronbach's Alpha) Analysis Results for Dimensions

Dimensions	Cronbach's Alpha (%)
Tangible (Perception)	0.763
Responsiveness (Perception)	0.862
Assurance (Perception)	0.639
Reliability (Perception)	0.835
Empathy (Perception)	0.871
Total	0.930

5.3 One Way ANOVA Analysis

5.3.1 Descriptive Analysis

Table 18, shows descriptive information for each separate dimensions (Tangible, Responsiveness, Reliability, Assurance and Empathy) including the mean, standard deviation and 95% confidence intervals for the dependent variable. This analysis also shows the mean values, standard deviation and standard error of the answers obtained from the respondents according to their year of study, which illustrates the independent variable (year of study) which run comparisons among four years of study (1st year, 2nd year, 3rd year, and 4th year) for each of the dependent variables.

Table 18: Descriptive Analysis of Each Dimension According to Year of Study

Descriptive Perception	Year of Study	N	Mean	Std. Deviation	Std. Error
Tangible 1 The International Office has a clean and hygienic working environment	1	74	3.82	.881	.102
	2	57	3.67	1.139	.151
	3	52	3.69	1.130	.157
	4	52	3.94	1.018	.141
	Total	235	3.78	1.033	.067
Tangible 2 The International Office has modern looking equipment	1	74	3.61	1.004	.117
	2	57	3.44	1.180	.156
	3	52	3.37	1.067	.148
	4	52	3.52	.980	.136

Descriptive Perception	Year of Study	N	Mean	Std. Deviation	Std. Error
	Total	235	3.49	1.056	.069
Tangible 3 The International Office has an adequate sitting space for students	1	74	3.45	1.062	.123
	2	57	3.07	1.193	.158
	3	52	3.35	1.186	.165
	4	52	3.23	1.277	.177
	Total	235	3.29	1.173	.077
Tangible 4 The Staff of the International Office has a neat and clean appearance	1	74	3.88	1.033	.120
	2	57	3.67	1.155	.153
	3	52	3.81	1.011	.140
	4	52	3.73	1.012	.140
	Total	235	3.78	1.051	.069
Responsiveness 1 The Staff of the International Office gives an exact time when the service will be completed	1	74	3.43	1.008	.117
	2	57	2.91	1.272	.168
	3	52	3.19	1.284	.178
	4	52	3.33	1.115	.155
	Total	235	3.23	1.172	.076
Responsiveness 2 The Staff of the International Office gives a prompt feedback to students	1	74	3.55	.938	.109
	2	57	3.09	1.243	.165
	3	52	3.37	1.085	.150
	4	52	3.42	1.073	.149
	Total	235	3.37	1.088	.071
Responsiveness 3 The Staff of the International Office is always ready to help students	1	74	3.64	1.142	.133
	2	57	3.33	1.300	.172
	3	52	3.38	1.223	.170
	4	52	3.35	1.266	.176
	Total	235	3.44	1.226	.080
Responsiveness 4 The Staff of the International Office is never too busy to respond student's requests	1	74	3.39	.977	.114
	2	57	3.02	1.261	.167
	3	52	3.06	1.092	.151
	4	52	3.15	1.211	.168
	Total	235	3.17	1.132	.074
Assurance 1 The Staff of the International Office has a good capability in dealing with students' complaints	1	74	3.61	.825	.096
	2	57	3.16	1.265	.168
	3	52	3.38	.932	.129
	4	52	3.33	1.080	.150
	Total	235	3.39	1.033	.067
Assurance 2 The Staff of the International Office has an adequate knowledge to answer student's questions	1	74	3.77	.884	.103
	2	57	3.35	1.246	.165
	3	52	3.60	.955	.132
	4	52	3.23	1.182	.164

Descriptive Perception	Year of Study	N	Mean	Std. Deviation	Std. Error
	Total	235	3.51	1.080	.070
Assurance 3 The Staff of the International Office has a professional experience in proceeding documents	1	74	3.64	1.028	.120
	2	57	4.00	5.526	.732
	3	52	3.67	.944	.131
	4	52	3.42	1.126	.156
	Total	235	3.69	2.855	.186
Assurance 4 The Staff of the International Office guarantees the protection of students' documents	1	74	3.70	.975	.113
	2	57	3.44	1.210	.160
	3	52	3.62	1.069	.148
	4	52	3.33	1.248	.173
	Total	235	3.54	1.122	.073
Assurance 5 The Staff of the International Office is always polite with students	1	74	3.91	.939	.109
	2	57	3.42	1.281	.170
	3	52	3.58	1.194	.166
	4	52	3.19	1.189	.165
	Total	235	3.56	1.166	.076
Reliability 1 The Staff of the International Office shows a sincere interest in solving student's problems	1	74	3.51	1.024	.119
	2	57	3.18	1.241	.164
	3	52	3.29	1.091	.151
	4	52	3.12	1.022	.142
	Total	235	3.29	1.099	.072
Reliability 2 The International Office performs the service right the first time	1	74	3.54	1.062	.123
	2	57	3.23	1.165	.154
	3	52	3.38	1.069	.148
	4	52	3.02	1.057	.147
	Total	235	3.31	1.099	.072
Reliability 3 The Staff of the International Office processes documents accurately	1	74	3.76	.962	.112
	2	57	3.47	1.311	.174
	3	52	3.46	.999	.139
	4	52	3.25	1.007	.140
	Total	235	3.51	1.084	.071
Reliability 4 Staff of the International Office keeps promises to complete a task by a certain time	1	74	3.50	1.024	.119
	2	57	3.35	1.232	.163
	3	52	3.35	1.046	.145
	4	52	2.88	1.215	.169
	Total	235	3.29	1.141	.074
Empathy 1 The Staff of the International Office gives individual attention to students	1	74	3.61	1.018	.118
	2	57	3.39	1.221	.162
	3	52	3.27	1.223	.170
	4	52	3.38	1.157	.160

Descriptive Perception	Year of Study	N	Mean	Std. Deviation	Std. Error
	Total	235	3.43	1.147	.075
Empathy 2 The Staff of the International Office has operating hours suitable to each student	1	74	3.23	1.105	.128
	2	57	3.26	1.232	.163
	3	52	3.40	1.107	.154
	4	52	3.33	1.294	.179
	Total	235	3.30	1.175	.077
Empathy 3 The Staff of the International Office gives personal advice to students	1	74	3.39	1.120	.130
	2	57	3.18	1.104	.146
	3	52	3.42	1.036	.144
	4	52	2.98	1.306	.181
	Total	235	3.26	1.149	.075
Empathy 4 The Staff of the International Office understands the specific needs of students	1	74	3.38	1.016	.118
	2	57	3.07	1.266	.168
	3	52	3.46	.979	.136
	4	52	3.00	1.085	.150
	Total	235	3.24	1.099	.072
Empathy 5 The Staff of the International Office has the best interest of students at heart	1	74	3.41	1.006	.117
	2	57	3.14	1.329	.176
	3	52	3.54	1.038	.144
	4	52	3.04	1.102	.153
	Total	235	3.29	1.129	.074

5.3.2 One Way ANOVA Analysis – Year of Study

Table 19, demonstrates One Way ANOVA analysis which was used to test whether any significant difference exists in the perceptions of international office's service quality among the international student's experiences depending on their year of study at the university. As a result, it was indicated that there was significant differences in all five SERVQUAL dimensions of service quality (Responsiveness, Assurance, Reliability, and Empathy) depending on student's year of study except (Tangible) where all factors statistically not significant and didn't have any differences among the year of study. According to these results, the majority of international student's perception related to the service quality of the international

office changes depending on the year of study of students. The detailed analyses of each dimension except (Tangible) are specified in the following results:

Responsiveness – according to one way ANOVA results (since $p < 0.10$ ($p=0.078$) for responsiveness 1) students' attitude for responsiveness 1 (the staff of the international office gives an exact time when the service will be completed) differs according to their year of study. Responsiveness1 is significantly different from the responsiveness2, responsiveness3, and responsiveness4 which are statistically not significant.

Assurance – it has been found that assurance1 (the staff of the international office has a good capability in dealing with students' complaints), assurance2 (the staff of the IO has an adequate knowledge to answer student's questions), and assurance5 (the staff of the IO is always polite with students) are significantly different rather than assurance3 and assurance4 which are statistically not significant. As a result, assurance1 is significant at the point of (since $p < 0.10$ ($p = .094$), assurance2 is significant at the point of (since $p < 0.10$ ($p = .024$), and assurance5 is significant at the point of (since $p < 0.10$ ($p = .005$).

Reliability – the results have indicated that all factors (reliability2, reliability3, reliability 4) in reliability dimension are significantly different among the years of study except reliability1 (the staff of the IO shows a sincere interest in solving student's problems) which is not significantly different. Considerably, reliability2 (the IO performs the service right the first time) is significantly different at (since $p < 0.10$ ($p = .058$), reliability3 (the staff of the IO processes documents accurately) is significantly different at (since $p < 0.10$ ($p = .071$), and the last reliability4 (staff of the IO keeps promises to complete a task by a certain time) is significantly different at (since $p < 0.10$ ($p = .024$).

Empathy – according to the results obtained, only last two factors of empathy dimension are significantly different among the years of study. It has been found that empathy4 (the staff of the IO understands the specific needs of students) is significantly different at the point of (since $p < 0.10$ ($p = .067$)) and empathy5 (the staff of the IO has the best interest of students at heart) is significantly different at the point of (since $p < 0.10$ ($p = .075$)). On the other hand, empathy1, empathy2, and empathy3 are not significantly different among the years of study.

Table 19: One Way ANOVA Analysis – According to Year of Study

Perception	Anova	Sum of Sq	Df	F	Sig.
Tangible 1	Between Groups	2.645	3	.824	.482
	Within Groups	247.287	231		
	Total	249.932	234		
Tangible 2	Between Groups	2.032	3	.605	.613
	Within Groups	258.709	231		
	Total	260.740	234		
Tangible 3	Between Groups	4.895	3	1.189	.315
	Within Groups	317.003	231		
	Total	321.898	234		
Tangible 4	Between Groups	1.614	3	.484	.694
	Within Groups	256.880	231		
	Total	258.494	234		
Responsiveness 1	Between Groups	9.349	3	2.305	.078
	Within Groups	312.243	231		
	Total	321.591	234		
Responsiveness 2	Between Groups	7.196	3	2.055	.107
	Within Groups	269.595	231		
	Total	276.791	234		
Responsiveness 3	Between Groups	4.082	3	.904	.440
	Within Groups	347.892	231		
	Total	351.974	234		
Responsiveness 4	Between Groups	5.633	3	1.474	.222
	Within Groups	294.214	231		
	Total	299.847	234		
Assurance 1	Between Groups	6.798	3	2.154	.094
	Within Groups	242.964	231		
	Total	249.762	234		

Perception	Anova	Sum of Sq	Df	F	Sig.
Assurance 2	Between Groups	10.896	3	3.204	.024
	Within Groups	261.827	231		
	Total	272.723	234		
Assurance 3	Between Groups	9.415	3	.382	.766
	Within Groups	1897.283	231		
	Total	1906.698	234		
Assurance 4	Between Groups	5.198	3	1.384	.248
	Within Groups	289.245	231		
	Total	294.443	234		
Assurance 5	Between Groups	16.973	3	4.342	.005
	Within Groups	301.002	231		
	Total	317.974	234		
Reliability 1	Between Groups	6.028	3	1.677	.173
	Within Groups	276.713	231		
	Total	282.740	234		
Reliability 2	Between Groups	8.996	3	2.531	.058
	Within Groups	273.702	231		
	Total	282.698	234		
Reliability 3	Between Groups	8.218	3	2.374	.071
	Within Groups	266.505	231		
	Total	274.723	234		
Reliability 4	Between Groups	12.181	3	3.206	.024
	Within Groups	292.559	231		
	Total	304.740	234		
Empathy 1	Between Groups	3.909	3	.991	.398
	Within Groups	303.682	231		
	Total	307.591	234		
Empathy 2	Between Groups	1.040	3	.249	.862
	Within Groups	322.109	231		
	Total	323.149	234		
Empathy 3	Between Groups	7.127	3	1.820	.144
	Within Groups	301.554	231		
	Total	308.681	234		
Empathy 4	Between Groups	8.608	3	2.418	.067
	Within Groups	274.048	231		
	Total	282.655	234		
Empathy 5	Between Groups	8.762	3	2.330	.075
	Within Groups	289.561	231		
	Total	298.323	234		

5.4 Correlation

Table 20 below, shows the correlation between the five dimensions (perceived) with satisfaction. Respectively, correlation coefficients (denoted r) are statistics that quantify the relation between X and Y in unit-free terms. When all points of a scatter plot fall directly on a line with an upward incline, $r = +1$. All the perceived dimensions are positively correlated with satisfaction. Mostly correlated dimension is “Reliability” with $r = 0.63$, the second is “Empathy” ($r = 0.621$).

Table 20: Correlations among the Five Dimensions (Perceived) with Satisfaction

Dimensions		Tang Percep	Resp Percep	Assu Percep	Reli Percep	Empa Percep	Satisf act
Tangible Perception	Pearson Corl	1	.567**	.573**	.570**	.551**	.508*
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	235	235	235	235	235	235
Responsiveness Perception	Pearson Corl	.567**	1	.675**	.735**	.686**	.613*
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	235	235	235	235	235	235
Assurance Perception	Pearson Corl	.573**	.675**	1	.707**	.632**	.553*
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	235	235	235	235	235	235
Reliability Perception	Pearson Corl	.570**	.735**	.707**	1	.773**	.630*
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	235	235	235	235	235	235
Empathy Perception	Pearson Corl	.551**	.686**	.632**	.773**	1	.621*
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	235	235	235	235	235	235
Satisfaction	Pearson Corl	.508**	.613**	.553**	.630**	.621**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	235	235	235	235	235	235

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

5.5 GAP Analysis

As was discussed in Chapter 2, the gap analysis model was presented first by Parasuraman et al., (1985). This model shows the process of the development of the service quality which is directly related with the approaches towards perceptions and expectations.

5.5.1 Customer Experience Gap Model

The Customer Experience Gap Analysis also includes provider part but here we include only customer part because SERVQUAL questionnaire is focused on customer's perceptions and expectations. As illustrated in Figure 2, Customer Experience Gap Model is presented, only Gap 5 is obtained among all five gaps because it is the most important gap which shows the differences between customer expectations and customer perceptions.

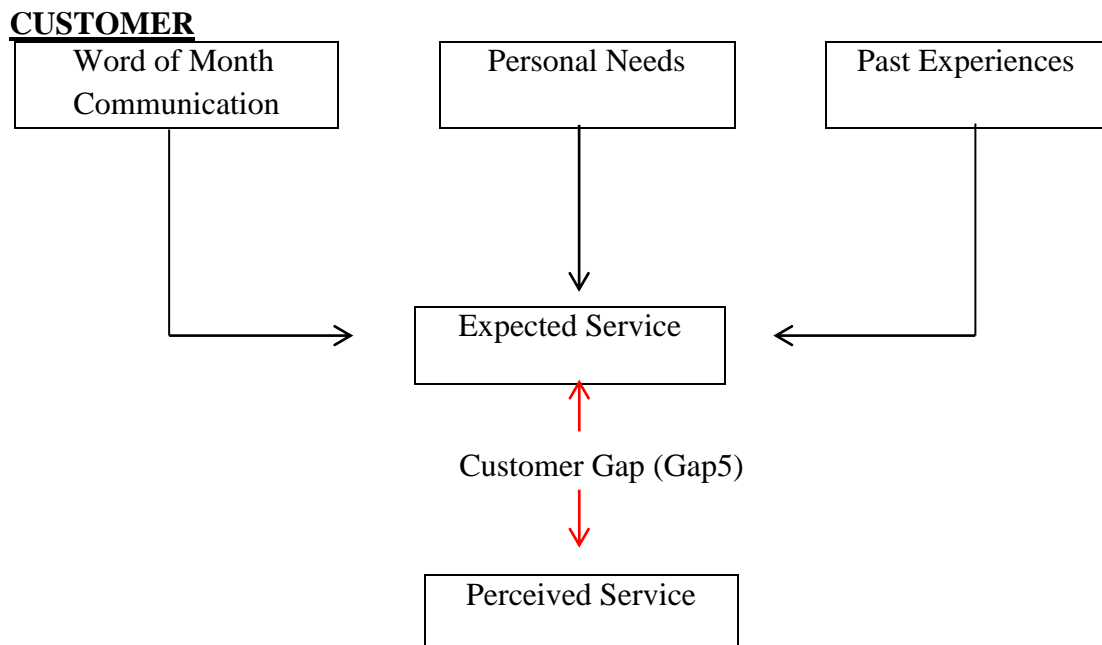


Figure 2: Customer Experience Gap Model
(Source: Zeithaml, Parasuraman and Berry, 1990 "Delivering Quality Service: Balancing Customer Perceptions and Expectations").

5.5.2 Gap Analysis: Comparison of Expectations and Perceptions on Service Quality

Table 21, demonstrates findings from data analysis which shows the comparison of expectations and perceptions of service quality of the university international office. The hypothesis from 1 to 5 were carried out to find out whether there is any difference between perceptions and expectations of respondents for their perception of proposed the service quality dimensions (Tangibles, Responsiveness, Assurance, Reliability, Empathy).

With respect to the percentages of student's expectations it can be seen that student's expectations in all five SERVQUAL dimensions are higher than student's perceptions about the university international office. Consequently, when it comes to the comparison between student's expectations and perceptions it can be perceived that there is a maximum gap in empathy dimension (66.04%) and responsiveness dimension (66.09%). On the other hand, the minimum gap is in tangible dimension (71.70%). Based on the results, it was founded that the university international office cares about the tangibility dimension of the office more than the delivering service of empathy and responsiveness dimension.

Table 21: Gap Analysis: Comparison of Expectations and Perceptions on Service Quality

SERVQUAL Dimensions	Students Expectations		Students Perceptions	
	Sig.	Percentage %	Sig.	Percentage %
Tangible	4,2319	84,64%	3,5851	71,70%
Responsiveness	4,2457	84,91%	3,3043	66,09%
Assurance	4,3251	86,50%	3,5353	70,71%
Reliability	4,2191	84,38%	3,3532	67,06%
Empathy	4,2315	84,63%	3,3021	66,04%

As the purpose of SERVQUAL Model approach is to measure service quality by evaluating the difference between customers' expectations before the service experienced and customers' perceptions after the actual service received, Service Quality (Q) = Expectations(E) – Perceptions (P). As a result, there is a clear understanding of the measurement and the exact difference between expectations and perceptions of each dimension is calculated. As was discussed earlier, from this table it can be clearly seen that the differences of each dimension are considered as from maximum gap to the minimum gap. In other words, the maximum gap of responsiveness is calculated as a difference of 18.83%; the gap of empathy is calculated as a difference of 18.59%; the gap of reliability is calculated as a difference of 17.32%; the gap of assurance is calculated as a difference of 15.80%; and the minimum gap of tangible is calculated as a difference of only 12.94%. (See Table 22).

Table 22: Gap Analysis: the Differences of Expectations and Perceptions

Gap Tangible	Gap Responsiveness	Gap Assurance	Gap Reliability	Gap Empathy
12.94%	18.83%	15.80%	17.32%	18.59%
0.6468	0.9415	0.7898	0.8660	0.9294

5.5.3 Gap Analysis: Male and Female Comparison

In order to find out whether there is significant difference between male and female for gap independent samples t-test was carried out. The Hypothesis from 6 to 10 were carried out to understand whether there is any difference between male and female respondents for their perception of the proposed service quality dimensions (Tangibles, Responsiveness, Dimension, Assurance, Dimension, Reliability, and Empathy). Results showed that the gap for each dimension differs according to gender. Similarly, the gap for male and female is different in each

dimension. It can be clearly seen that gap for Responsiveness and the gap for Empathy have the highest gap among other dimensions. The minimum gap is in Tangible dimension. The graph below shows that the difference what the males perceived and expect is less than what the females perceived and expect. In other words, female student's perceptions and expectations for service quality of the university international office are higher than perceptions and expectations of males. (See Figure 3).

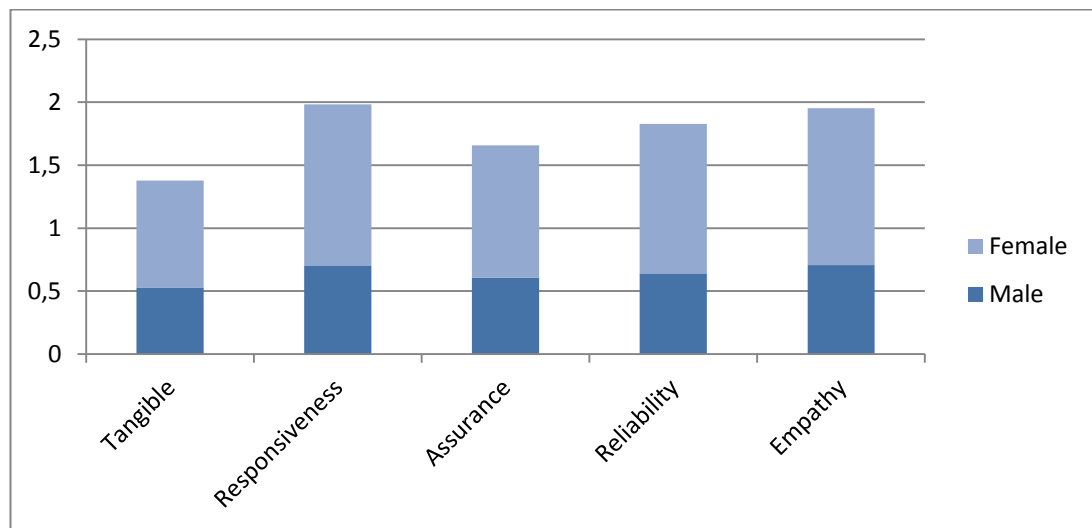


Figure 3: Male and Female Gap Analysis

As presented in a table below, in each dimension of SERVQUAL Model female student's perceptions and expectations are higher than males' perceptions and expectations. As a result, in the gap of tangible female equals to (0.8479) but male (0.5290); in the gap of responsiveness female equals to (1.2784) but male 0.7047; in the gap of assurance female equals to (1.0495) but male (0.6072); in the gap of reliability female equals to (1.1856) but male (0.6413); in the gap of empathy female equals to(1.2474) but male (0.7058).

Table 23: Gap Analysis Male and Female Comparison

Gender	Gap Tangible	Gap Responsiveness	Gap Assurance	Gap Reliability	Gap Empathy
Male	0.5290	0.7047	0.6072	0.6413	0.7058
Female	0.8479	1.2784	1.0495	1.1856	1.2474

5.5.4 Gap Analysis: Year of Study Comparison

In order to test whether there is difference among the year of study of international students, one way ANOVA was carried out. The hypothesis from 11 to 15 were obtained to see whether there is any difference between years of study of respondents for their perception of proposed the service quality dimensions (Tangibles, Responsiveness, Assurance, Reliability, Empathy).

Based on one way ANOVA results it can be seen that the satisfaction and gap for the reliability of the students differ according to their year of study at the university. Duncan test was carried out in order to deeply analyze this difference. Accordingly, as can be seen from the table below, as year of study of students becoming 2nd, 3rd or 4th year perceptions and expectations of students also increase. First year students are more satisfied with the service provided by the international office. (See Table 24).

Table 24: Gap Analysis: Year of Study, One way ANOVA

Dimensions		Sum of Squares	df	Mean Square	F	Sig.
Satisfaction Gap	Between Groups	9,041	3	3,014	2,994	,032
	Within Groups	232,502	231	1,007		
	Total	241,543	235			
Tangible Gap	Between Groups	2,228	3	,743	,776	,509
	Within Groups	221,146	231	,957		
	Total	223,373	235			
Responsiveness Gap	Between Groups	6,438	3	2,146	1,605	,189
	Within Groups	308,945	231	1,337		
	Total	315,383	235			

Dimensions		Sum of Squares	df	Mean Square	F	Sig.
Assurance Gap	Between Groups	6,450	3	2,150	1,465	,225
	Within Groups	339,125	231	1,468		
	Total	345,575	235			
Reliability Gap	Between Groups	10,655	3	3,552	2,938	,034
	Within Groups	279,248	231	1,209		
	Total	289,903	235			
Empathy Gap	Between Groups	6,071	3	2,024	1,629	,183
	Within Groups	286,877	231	1,242		
	Total	292,947	235			

Table below shows the Duncan test for the Satisfaction of the students. As can be seen from the table, those students who are in year 1 (freshmen) have a higher satisfaction level. However, the satisfaction level of the students falls in year 2, year 3 and year 4. (See Table 25).

Table 25: Gap Analysis: Year of Study, Duncan Test for the Satisfaction

Year of Study	N	Subset for alpha = 0.05	
		1	2
4	52	3,2212	
2	57	3,2807	
3	52	3,4423	
1	74		3,7027
Sig.		,268	,165
Means for groups in homogeneous subsets are displayed.			
a. Uses Harmonic Mean Sample Size = 57,538.			
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.			

5.5.5 Gap Analysis: Country Comparison – One way ANOVA Test

Among 37 countries only 6 countries were chosen for the comparison of countries according to Duncan Test. The reason why these 6 countries (Iran, Libya, Zimbabwe, Kazakhstan, Nigeria, and Azerbaijan) were selected is because the majority of

international students who have responded to the questionnaires were from these six countries. The Duncan test was obtained for each SERVQUAL dimension and satisfaction. All results for each dimension and satisfaction are presented below.

One Way ANOVA test was used to identify significance difference among six countries. According to the One Way ANOVA results which are presented in a table 26, it can be clearly perceived that there is a statistically significance among these six countries. The hypothesis from 16 to 20 were used in order to find out whether there is any difference between six main countries of respondents for their perception of the proposed service quality dimensions (Tangibles, Responsiveness, Assurance, Reliability, Empathy). The significance for Satisfaction is equal to (0.201); gap tangible (0.002); gap responsiveness (0.010); gap responsiveness (0.012); gap reliability (0.009); and gap empathy (0.007). Obviously, it can be seen than there is differences between six countries, Kazakhstan, Iran and Zimbabwe are less satisfied with the service quality of international office, mainly in responsiveness and empathy dimension.

Table 26: Gap Analysis: Country Comparison – One Way ANOVA Test

ANOVA						
Dimensions		Sum of Squares	Df	Mean Square	F	Sig.
Satisfaction Gap	Between Groups	7,986	6	1,597	1,477	,201
	Within Groups	145,954	135	1,081		
	Total	153,940	140			
Tangible Gap	Between Groups	17,258	6	3,452	4,159	,002
	Within Groups	112,031	135	,830		
	Total	129,290	140			
Responsiveness Gap	Between Groups	19,683	6	3,937	3,147	,010
	Within Groups	168,876	135	1,251		
	Total	188,559	140			
Assurance	Between Groups	25,996	6	5,199	3,043	,012

ANOVA						
Dimensions		Sum of Squares	Df	Mean Square	F	Sig.
Gap	Within Groups	230,670	135	1,709		
	Total	256,666	140			
Reliability Gap	Between Groups	19,610	6	3,922	3,234	,009
	Within Groups	163,733	135	1,213		
	Total	183,343	140			
Empathy Gap	Between Groups	19,554	6	3,911	3,334	,007
	Within Groups	158,364	135	1,173		
	Total	177,918	140			

Country Comparison – Duncan Test for the Satisfaction

As can be seen from table below, in Duncan Test for satisfaction there is no differences among countries, all international students from these six main selected countries are satisfied with the overall satisfaction of the university international office. (Iran – 2.88; Libya – 3.2727; Zimbabwe – 3.3500; Kazakhstan – 3.4615; Nigeria – 3.5085 and Azerbaijan – 3.66). (See Table 27).

Table 27: Gap Analysis: Country Comparison, Duncan Test for the Satisfaction

Gap Satisfaction		
Country Name	N	Subset for alpha = 0.05
		1
Iran	25	2,8800
Libya	11	3,2727
Zimbabwe	10	3,3500
Kazakhstan	26	3,4615
Nigeria	59	3,5085
Azerbaijan	10	3,6000
Sig.		,094
Means for groups in homogeneous subsets are displayed.		
a. Uses Harmonic Mean Sample Size = 15,531.		
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.		

Country Comparison – Duncan Test for the Tangible

Based on the table below, it can be seen that the highest gap (1.38) for the tangible is for Iran. The expectations of Iranian students are higher than the perceptions. In fact, other nationality's expectations and perceptions gap for tangible service of the international office is less. (See Table 28).

Table 28: Gap Analysis: Country Comparison, Duncan Test for the Tangible

Gap Tangible			
Country Name	N	Subset for alpha = 0.05	
		1	2
Azerbaijan	10	,4000	
Nigeria	59	,4195	
Zimbabwe	10	,5500	
Libya	11	,6364	
Kazakhstan	26	,7212	
Iran	25		1.3800
Sig.		,391	1.000
Means for groups in homogeneous subsets are displayed.			
a. Uses Harmonic Mean Sample Size = 15,531.			
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.			

Country Comparison – Duncan Test for the Responsiveness

Table 29 includes the results of country comparison based on responsiveness dimension of the international office. Iran and Kazakhstan have the highest gap for responsiveness. Expectations of Iranian students (1.6000) and Kazakh's students (1.2212) are higher than perceptions for the responsiveness of the international office.

Table 29: Gap Analysis: Country Comparison, Duncan Test for the Responsiveness

Gap Responsiveness			
Country Name	N	Subset for alpha = 0.05	
		1	2
Azerbaijan	10	,2500	
Zimbabwe	10	,7250	
Libya	11	,7273	
Nigeria	59	,8008	
Kazakhstan	26		1.2212
Iran	25		1.6000
Sig		,216	.052
Means for groups in homogeneous subsets are displayed.			
a. Uses Harmonic Mean Sample Size = 15,531.			
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.			

Country Comparison – Duncan Test for the Assurance

Table 30, shows the highest gap for Iran and Kazakhstan. What Iranian students (1.2692) and Kazakh students (1.4000) expect and what they perceive are not same. Their expectations are higher than the perceptions for the assurance dimension of the international office.

Table 30: Gap Analysis: Country Comparison, Duncan Test for the Assurance

Gap Assurance		
Country Name	N	Subset for alpha = 0.05
		1
Nigeria	59	.4102
Azerbaijan	10	.4200
Zimbabwe	10	.5200
Libya	11	.8909
Kazakhstan	26	1.2692
Iran	25	1.4000
Sig.		.066
Means for groups in homogeneous subsets are displayed.		
a. Uses Harmonic Mean Sample Size = 15,531.		

Gap Assurance
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Country Comparison – Duncan Test for the Reliability

Regarding table below, it can be seen that again Kazakhstan and Iran have the highest gap among the remaining countries as Azerbaijan, Nigeria, Libya, and Zimbabwe. Expectations of Iranian (1.4400) and Kazakh (1.1250) students for the reliability dimension of the international office are higher than their perceptions.

Table 31: Gap Analysis: Country Comparison, Duncan Test for the Reliability

Gap Reliability			
County Name	N	Subset for alpha = 0.05	
		1	2
Azerbaijan	10	,3500	
Nigeria	59	,5381	
Libya	11	,5909	
Zimbabwe	10	,9250	
Kazakhstan	26	1,1250	1.1250
Iran	25		1.4400
Sig.		,082	.050
Means for groups in homogeneous subsets are displayed.			
a. Uses Harmonic Mean Sample Size = 15,531.			

Country Comparison – Duncan Test for the Empathy

Table 32, presents the empathy dimension of the international office. As a result, there is a high gap in following three countries: (Kazakhstan – 1.2077; Iran – 1.5120; and Zimbabwe – 1.1200). Their expectations are higher and their perceptions.

Table 32: Gap Analysis: Country Comparison, Duncan Test for the Empathy

Gap Empathy			
Country Name	N	Subset for alpha = 0.05	
		1	2
Azerbaijan	10	,4400	
Libya	11	,4545	
Nigeria	59	,6746	
Zimbabwe	10		1,1200
Kazakhstan	26		1,2077
Iran	25		1,5120
Sig.		,080	,346
Means for groups in homogeneous subsets are displayed.			
a. Uses Harmonic Mean Sample Size = 15,531.			
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.			

As can be seen from all Tables above, the highest gap scores were for only two countries, Kazakhstan and Iran. Similarly, these countries have the highest gaps in all five dimensions of SERVQUAL model (tangible, responsiveness, assurance, reliability and reliability). Results showed that, Iranian and Kazakh student's expectations for all five dimensions are higher than their perceptions. Furthermore, based on results we can see that Azerbaijani students have the minimum gap, what they perceive and what they expect about service quality of the international office is less than other countries. Nigerian students placed in a second place of having minimum gap for expectations and perceptions after Azerbaijan.

5.5.6 Open Ended Question Results

This section presents the results and analysis of section D from the questionnaire, the results are generated from the written answers conducted from 87 (37%) international students out of 235 (100%) international students. Only 87 students responded to the written question part by writing their comments and recommendations. Section D is consisted from the qualitative written question as:

Please specify your comments and recommendations about how to improve the service quality of EMU International Office?

Based on the international students comments and recommendations, there are many important positive as well as negative comments and recommendations which was divided to some segments as follows:

In response of positive comments, (20.68%) of international students have a positive opinion about the service quality of international office. In fact, these international students are satisfied with overall service of the EMU international office.

One of the significant part of comments and recommendations is that (21.83%) of students out of (100%) have responded that EMU international office should add more cultural activities and events for international students. In other words, most of the students wants more interesting programs, sports, social activities, and cultural events.

Another important issue is that international students ask to make a better announcement of events which will be done. Based on the results obtained from the comments, most of students hear about the events or programs only after it completed. There is a miss of understand and advertising. According to students, the international office should post the advertisement of events everywhere around the campus.

One of the most important results obtained from the questionnaire written response (comments and recommentations) was that more than (45%) of international students having a difficulty with the staff of the international office. Most of the students are not satisfied with the staff of the international office and the way how

they provide the service. As a result, the reason behind of being not satisfied with the service of the international office are presented below, with the reccommendations and comments of international students: assistance should be provided not according to the race or nationality; more staff should be employed, staff should be more polite, staff should help students individually, staff should act to students complaints and help them; staff should help students anytime and have some working hours on Saturday; staff should be more polite and treat international students fairly; staff should have better communication skills; staff should be more friendly to students; there should be a staff from each region who speaks common language with students; staff should be more interesting in student's problems; staff who promote the university should provide a correct information about the university programs, the staff should be more knowledgeable; staff shouldn't waste time of students and reply students questions immediately; staff should respect students more and reply their questions carefully; staff should make real promises; staff should be more patient with students. Also, the international office should recruit and hire staffs that are professionals and expertise in customer service, with high responsiveness and good knowledge.

Chapter 6

DISCUSSION & CONCLUSION

6.1 Discussion

The main aim of this study was to measure a service quality of the EMU international office and understand how it affects student's satisfaction and student's loyalty to the university. This research involved collecting data from randomly selected international students at EMU Campus, in Northern Cyprus. Survey questionnaires were distributed among 235 international students coming from different countries of the world. SERVQUAL Model, One Way ANOVA, Descriptive Statistics, Correlation, Independent Samples T-Test, Gap Analysis and Duncan Test were used to analyze the data.

As a result, the findings of the study revealed that all SERVQUAL dimensions that were used to evaluate perceptions and expectations of service quality had an effect on student's satisfaction. Consequently, international students of EMU had higher expectation levels compared to their perceptions in respect of the international office service quality. Therefore the gap identified, was Gap 5: Expected Service Gap – Perceived Service Gap, where Gap 5 demonstrates the difference between customer's expectations concerning the service and their perceptions about the specific service (Parasuraman et al., 1985).

Similarly, the results showed that there was a maximum gap in responsiveness dimension and in empathy dimension. In other words, in respect of these two dimensions (responsiveness and empathy) international students expected much more

than they perceived. To illustrate these ideas clearly, it was founded that in a responsiveness dimension international students were not satisfied with the following services: the staff of the international office gives an exact time when the service will be completed, the staff of the international office gives a prompt feedback to students, the staff of the international office is always ready to help students, and the staff of the international office is never too busy to respond student's requests. Moreover, in the empathy dimension, international students were not satisfied with the following services: the staff of the international office gives individual attention to students, the staff of the international office has operating hours suitable to each student, the staff of the international office gives personal advice to students, the staff of the international office understands the specific needs of students and the staff of the international office has the best interest of students at heart. Regardless of the fact that responsiveness and empathy dimensions had the maximum gap, results also showed that the minimum gap was in a tangible dimension, which means that international students of EMU mostly were satisfied with the tangible services which is identified as the international office has: a clean and hygienic working environment, modern looking equipment, an adequate sitting space for students, neat and clean appearance. In addition to all this, the overall satisfaction of students about the EMU service quality is seems to be good.

Concerning the matter of satisfaction of the international students according to the year of study, results showed that those students who were in year 1 (freshmen students) had higher satisfaction level than students who were studying in year 2, year 3 and year 4, the satisfaction level of these students decreased as years of study increased. Accordingly, perceptions and expectations of the international students

who were studying in year 2, year 3, and year 4 were higher than perceptions and expectations of the first year (freshmen) students.

Another important finding of the research in terms of the comparison of male and female gap analysis, it was indicated that female student's expectations and perceptions about the international office service quality were higher than male student's expectations and perceptions. In other words, male students perceived and expected less than female students.

Furthermore, based on the results perceived regarding the comparison of country gap analysis, it was founded that Kazakhstan and Iran had the highest gap among many other countries. Kazakh and Iranian student's expectations were much higher than their perceptions. Students from these two countries were not satisfied with the international office service quality in all SERVQUAL dimensions (tangible, responsiveness, assurance, reliability and empathy). Similarly, Zimbabwe student's expectations had also exceeded their perceptions but only in an empathy dimension.

6.2 Conclusion

The findings provide support for the key argument that international students' expectations regarding service quality of the international office are higher than their perceptions. Therefore, this proves that international students of EMU are not satisfied with the service quality of the international office. Accordingly, there are numerous studies indicated that customer satisfaction has a positive impact on customer loyalty. In this sense, it can be clearly seen that in this study there is a dissatisfaction of international students regarding the service quality of EMU international office, which can be a big problem when it comes to the student's

loyalty to the university. The international office is one of the main departments of the university which is required to care about the satisfaction of international students. Dissatisfaction of students may cause a transferring of students to other universities, which means that the university may lose the loyalty of students. Additionally, dissatisfied students are the most dangerous signal for conveying negative experience to other potential students.

6.3 Recommendations

Based on the results of the study and the association between student's satisfaction and student's loyalty, the international office of EMU is recommended to focus mostly on satisfaction and loyalty of international students as it is one of the most essential relationships for marketing theory and practice, because it affects institutions' long-term financial performance and value. Furthermore, the international office should design service standards that promote reliability to students, consistency in service delivery and not promising more than they can be able to deliver. The head of the international office should teach their staff to be more responsive to students. They should always be prepared and willing to assist students and be polite in all their service performances.

Another aspect that can be focused is that the international office should recruit and hire staff that are professionals and expertise in student's service, with high responsiveness, reliability, and empathy.

Also, one of the main aspects that the international office should take into consideration are social and cultural activities, there should more exciting social, cultural and sport activities, it makes students feel more happy.

Furthermore, international office should continuously measure and improve the level of students satisfaction using the SERVQUAL Model in order to maintain competitiveness in the market.

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APPENDIX

Appendix A: ‘QUESTIONNAIRE’

A Survey about Service Quality and Student’s Satisfaction. The Case of the International Office of EMU, Northern Cyprus.

Dear Students, I will appreciate if you could spare some of your valuable time to answer the following questions.

This questionnaire consists of 4 parts: Part A, Part B and Part C, and Part D.

Part A / Demographic Information

Please answer the questions and tick the relevant box below, as appropriate.

Age years old

Gender Male Female

Country

Education Bachelor degree Master degree Doctoral degree

Department

Year of Study 1st year 2nd year 3rd year 4th year

























Monthly Income 200-599\$ 600-899\$ 900-1299\$ 1300\$-above







Part B / Service Quality (Perceptions and Expectations)

Perceptions - this section deals with perception of service experienced at the International Office of EMU.







Expectations - this section deals with your opinion and expectation about what the International Office of EMU should possess.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5




Statement Scores	Perceptions (<i>what you experienced</i>)					Expectations (<i>what you expect</i>)				
I. Tangible	  					  				
1. The International Office has a clean and hygienic working environment	1	2	3	4	5	1	2	3	4	5
2. The International Office has modern looking equipment	1	2	3	4	5	1	2	3	4	5
3. The International Office has an adequate sitting space for students	1	2	3	4	5	1	2	3	4	5
4. The Staff of the International Office has a neat and clean appearance	1	2	3	4	5	1	2	3	4	5
II. Responsiveness	  					  				
5. The Staff of the International Office gives an exact time when the service will be completed	1	2	3	4	5	1	2	3	4	5
6. The Staff of the International Office gives a prompt feedback to students	1	2	3	4	5	1	2	3	4	5
7. The Staff of the International Office is always ready to help students	1	2	3	4	5	1	2	3	4	5
8. The Staff of the International Office is never too busy to respond student's requests	1	2	3	4	5	1	2	3	4	5
III. Assurance	  					  				
9. The Staff of the International Office has a good capability in dealing with students' complaints	1	2	3	4	5	1	2	3	4	5
10. The Staff of the International Office has an adequate knowledge to answer student's questions	1	2	3	4	5	1	2	3	4	5
11. The Staff of the International Office has a professional experience in proceeding documents	1	2	3	4	5	1	2	3	4	5
12. The Staff of the International Office guarantees the protection of students' documents	1	2	3	4	5	1	2	3	4	5
13. The Staff of the International Office is always polite with students	1	2	3	4	5	1	2	3	4	5
IV. Reliability	  					  				
14. The Staff of the International Office shows a sincere interest in solving student's problems	1	2	3	4	5	1	2	3	4	5
15. The International Office performs the service right the first time	1	2	3	4	5	1	2	3	4	5
16. The Staff of the International Office processes documents accurately	1	2	3	4	5	1	2	3	4	5
17. Staff of the International Office keeps promises to complete a task by a certain time	1	2	3	4	5	1	2	3	4	5

V. Empathy	  					  				
18. The Staff of the International Office gives individual attention to students	1	2	3	4	5	1	2	3	4	5
19. The Staff of the International Office has operating hours suitable to each student	1	2	3	4	5	1	2	3	4	5
20. The Staff of the International Office gives personal advice to students	1	2	3	4	5	1	2	3	4	5
21. The Staff of the International Office understands the specific needs of students	1	2	3	4	5	1	2	3	4	5
22. The Staff of the International Office has the best interest of students at heart	1	2	3	4	5	1	2	3	4	5

Part C / General Questions

Statement	  					  				
23. The International Office actively promotes the university all around the world	1	2	3	4	5	1	2	3	4	5
24. The International Office provides variety of social activities and events	1	2	3	4	5	1	2	3	4	5

Part D / Student's Satisfaction and Recommendations

Statement	  				
25. Overall I'm satisfied with the International Office of EMU	1	2	3	4	5
26. I will recommend EMU to all my friends and relatives	1	2	3	4	5
27. Please specify your comments and recommendations about how to improve the service quality of EMU International Office:					

Thank you! 😊