EVALUATION OF OSSC SERVICE QUALITY AMONG PRIVATE UNIVERSITIES IN NORTHERN MALAYSIA: A CASE STUDY OF UniSHAMS

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ABSTRACT

Services quality is very important to determining the level of customer expectation, perception, and satisfaction after they are using the products and services offered by the organizations. Good service quality can affect the customers' perception and satisfaction toward products and services that will helps to improve the image and performance of an organizations. But, failure to fulfil customers' expectation and satisfaction will lead to dissatisfaction and bad impression to the organizations itself in the long term such as complaints and grievances. This is also affecting the reputation and image of an organization itself. The main purpose of this study is determining students' perception toward service quality at One Stop Student Centre (OSSC), Sultan Abdul Halim Mu'adzam Shah International Islamic University (UniSHAMS). Three hundred and fifty one (351) respondents which are UniSHAMS main campus students with active status participated in this survey. Questionnaires are being used in this survey and the analysis of finding analysis is based on descriptive statistics. The findings showed that five dimensions of service quality namely tangible, reliability, responsiveness, and empathy is moderate. Based on multiple regression analysis showed that Tangible, Responsiveness, and Empathy were significant relationship with an overall service quality while Reliability and Assurance had no significant relationship with an overall service quality. So, these outcomes are very useful for OSSC management in planning their strategy to improving the services and reduce the weakness also give the best services to students.

Keywords: Student Perception and Satisfaction, Service Quality Dimension, Service Quality Model.

1.0 INTRODUCTION

Private higher education institutions were officially recognised in Malaysia in 1996 with the enactment of the Private Higher Education Institutions Act (PHEIA) 1996 and the amendments made to the Universities and University Colleges Act (UUCA) 1971 and the

Education Act 1961. This then prompted the government to encourage private institutions to play a more active role in the higher education sector through various policy and regulatory amendments (see Lee, 2004 in Chang Da Wan, 2007) as well as in supporting these institutions to increase their capacity. All in all, these initiatives have strengthened and enhanced the private institutions' role as higher education providers in Malaysia (Chang Da Wan, 2007). Therefore, Services quality is very important to determining the level of customer expectation, perception, and satisfaction after they are use the products and services offered by the organizations. Good service quality can affect the customer's perception and satisfaction toward products and services that will helps to improve the image and performance of an organisations. But, failure to fulfill customers' expectation and satisfaction will lead to dissatisfaction and bad impression to the organizations itself in the long term such as complaints and grievances. This is also affect the reputation and image of an organization. In Malaysia, services quality in all industrial sectors should be given due attention from top management, and staffs in line with the country's development and the Government's efforts to achieve a developed nation. Services quality also can be determined by the customer based on the customer experience that can be measured by their need and want. Based on past research, the researchers have done studies on the service quality around the world and using SERVQUAL model introduced by Parasuraman (1985) to determine customer expectation and perception toward products and services. SERVQUAL dimension which comprise aspects such as tangible, reliability, responsiveness, assurance and empathy as the tools that can be used in the process of delivering information to the customers itself.

1.1 Background of Study

1.1.1 History of UniSHAMS

UNISHAMS is a wholly owned university of Kedah Darul Aman and registered at the Ministry of Education Malaysia with codes KPT / JPS / DFT / US / K03. In previous history, UNISHAMS which was formerly known as "Institut Agama Islam Negeri Kedah" or INSANIAH. The Kedah state government was determined to establish an Islamic high school in this state corresponding to the status of a state premier in the history of Islamic scholars before. The objective of the early establishment of the INSANIAH is to produce more professionals capable of leading Islamic community and expanding knowledge about Islam. At this time, INSANIAH just offered Islamic programmes which are Diploma in Tahfiz Wal Qiraat, Bachelor of Tahfiz Al-Quran, and Bachelor of Syariah, Bachelor of Usuluddin, and Bachelor of Arabic Languages to customers.

In 2006, INSANIAH was upgrade to Kolej Universiti INSANIAH (KUIN) and offered various programmes from foundation into philosophy programme such as Islamic, medical, technology and multimedia, business, accounting, Islamic finance, and hospitality. KUIN is an Islamic private university college at northern of Malaysia in Kedah Darul Aman. KUIN

operation is fully monitored by the Kedah State Government. In December 2015, UNISHAMS moved to main campus in Kuala Ketil and fully operated in 2016 until now.

On February 8, 2018, it is the most anticipated moment of the KUIN community which on this date KUIN has been granted a full university registration certificate by the Ministry of Higher Education and KUIN is now known as Sultan Abdul Halim Mu'adzam Shah International Islamic University (UniSHAMS). UniSHAMS now continues to elevate the image of Kedah to being the foremost center of Islamic studies when considered by Al Azhar University as its branch in Southeast Asia. It attracts more foreign students to continue their studies here such as from Thailand, Indonesia, Singapore, Brunei, the People's Republic of China, Cambodia, Iraq and others.

1.1.2 History of One Stop Student Centre (OSSC)

The main idea of OSSC is to continuously improve services of UNISHAMS. The management team of UNISHAMS had identified various services related to student affairs in different sector/division/department such as academic affair, student affair, finance unit, sponsorship unit, and miscellaneous counter which is needed to be revised in assuring best services delivery. Over the pass decades, UNISHAMS had proven to be one of the state's prides in Islamic education industry. The strategic development of UNISHAMS main campus also happens to be the biggest landmark of Kuala Ketil. High investment by the Kedah State Government is hoping to provide brighter and bigger academic opportunity for the local Kedahan.

Moreover, the management believes that the development pattern of UNISHAMS relies more on customer satisfaction. As a service provider in education industry, OSSC plays a vital role in determining the changes of the overall development pattern. Thus, OSSC shall be the nucleus of UNISHAMS in providing the best services in order to move forward and sustain within today's competitive industry. After more than twenty years of establishment, it is about time for UNISHAMS to transform, growing with bigger dreams and strategies and penetrating the market.

The philosophy of OSSC is a corporate unit, developed to become the nucleus of UniSHAMS that provides a comprehensive selection of services at a single location and as the reference point for students also to become an effective channel to disseminate information to students. The vision of OSSC is to serve the highest quality customer services that consistently exceeds the expectation of stakeholders by ensuring effective, efficient, and compliant delivery, align with the University's vision and mission. Roles of OSSC: (i) to provide professional, accurate, and timely advice, assistance and services, (ii) to work collaboratively with other departments, faculties, divisions, and units to improve OSSC services and processes, (iii) to encourage students to provide feedback on OSSC and

the services also to respond to such feedback in a timely and with the most appropriate manner, (iv) to conduct continuously survey of students to enable us to improve OSSC services and processes.

1.2 Problem Statement

Counter services is measuring instrument that can be used to assess customer satisfaction with the services quality provided. The management should be gives full attention toward counter services in delivering information and services to customers. If the customer is dissatisfied with delivering services, that is can be effect to organizations reputation and image in the market places. Yuan Pei (2013) argue that customers getting more knowledgeable, they will no longer satisfied with product quality and price, but customers began to focus on the service quality when they are desire to buy a product and services after payment.

With the advancement of technology and science nowadays such as ease of application in smartphones, mobile subscribers to disseminate information to the public in the event of dissatisfaction with the existing of service quality. This issues is very serious and will impact to level of customers confidence, customer satisfaction, and customer loyalty when they are receive any information and services with dissatisfaction and unhappy. Bad services quality can be categorized as inefficient work. Generally, this problem occur is based on the attitude of the staff who have no commitment to their work, disciplines problem, communication skill, conflict of information between management and staff are one of the factor that lead to inefficient counter services. This is supported by Norudin Mansor (2010) issues that lack of knowledge about interrelatedness of one department with another department, method of operation, negotiation styles and the execution of delivery information found to be frequent causes of dissatisfaction. Moreover, dissemination of information, exchange of view and ideas, and the analysis of potential solution to cases are important factors for consequent satisfaction. Yap Lee Ling (2006) issued that grouses such as rude counter services staff, lack of time etiquette and archaic office procedure irritate customers and encourage them to complaint to the mass media, politicians, or via consumer groups.

After a few years, the management itself take initiative to solving student complaints and try to fulfil student's requirement. In December 2015, the UniSHAMS management decided to establish One Stop Student Centre or OSSC as the driver to gives the best services and commitment to delivery any information, minimize the student's complaint, and to achieve full university in 2018. The OSSC service is related with student affair, academic affair, sponsorship and finance units, also miscellaneous counter to facilitate student application. A related research in Kolej Universiti Islam Selangor (KUIS) by Haliyana Tonot and Atiah Ibrahim (2014) summarized the problem occur through interview with students in One Stop Centre (OSC), students are need to waiting for a long times to get the feedback when

dealing with the OSC staff and the most of the application feedback from OSC is not consistent which is not at all counters opened in operation hours.

Ljiljana Kontic (2014) noticed that all student stress about the appearance of faculty building and surrounding areas, administrative staffs do not always show willingness to help student, unknowledgeable of academic staff to answer their questions and remarks opening hours of administrative office. In financial services from Islamic perspective by Abdullah (1996) state that negligence of the bank to customer requirement can lead to customer's dissatisfaction with the services provided such as staff counter were not friendly, excessive busyness, telephone lines are hard to reach and limited working hour is a major contributor to the customer dissatisfaction with the services provided.

This study is very important to measure the student's expectation and satisfaction toward OSSC services quality and using the SERVQUAL dimension as a tool to get the result in this study. The results can help OSSC management and university to determine the advantages and disadvantage of service quality in OSSC through the student's expectation and satisfaction. Respondents for this study focused on UNISHAMS students through the questionnaire.

1.3 Main Objectives: This main objective is to analyze the service of OSSC service quality in providing services to all student in UNISHAMS.

1.3.1 Specific Objectives: i. To identify the tangible of student perception toward One Stop Student Centre (OSSC); i. To evaluate the reliability of student perception toward One Stop Student Centre (OSSC); ii. To examine the responsiveness of in student perception toward One Stop Student Centre (OSSC); iii. To explain the assurance of student perception toward One Stop Student Centre (OSSC); iv. To determine the empathy of student perception toward One Stop Student Centre (OSSC).

1.4 Research Question: i. What perception does student have the tangible of OSSC services quality?; ii. What perception does student have the reliability of OSSC services quality?; iii. What perception does student have the responsiveness of OSSC services quality?; iv. What perception does student have the assurance of OSSC services quality?; v. What perception does student have the empathy of OSSC services quality?

1.5 Significant of Study

The main purpose of conducting this research is to evaluate the student perception toward services quality provided at OSSC. Besides, the researcher wants to find out the differences between the student satisfactions based on SERVQUAL dimension. As a result, this research can help management to find out some appropriate solution to resolve problem and complaint. Furthermore, this study is beneficial especially for top management, OSSC management, and academic part. With those factors, top management and OSSC

management will much more understand about the student satisfaction thus minimizing the complaints among them in the OSSC services. In addition, top management able to motivate the employees by using those factors for job satisfaction and high commitment in their works. For example, top management can reward their employees with extra bonuses, training scheme, advancement, and so on if they gives best services and try to fulfil the student requirement with fast solution. This study also can help management to upgrade and maintain services quality to students. For academic, this study can be as a academic reference for lecturers and students in related with student satisfaction in OSSC.

1.6 Relation of Key Terms

Quality: Quality is an ongoing process to build and maintain relationships with the reach, engagement, and meet the requirements needed by someone. **Service**: A commercial enterprise that provides work performed in an expert manner by an individual or team for the benefit of its customers. Service also known as intangible products. **Service Quality**: Based on Oliver (1980) assumed service quality theory that clients will judge service quality is low if performances does not meet their expectations while   service quality increase as performances exceeds expectations. Amstrong, P., (1995), service quality is to understand customers'need and identify ways to meet their request. **Perception**: Dewan Dictionary (2005) defines perception as a reflection or shadow in your heart or mind about something. Perception is also known as a response to a matter or action to be performed or have occurred. **Satisfaction**: According to Mohd Faiz Mat Nasir and Lee Ming Fong (2011) believed that satisfaction is an important and critical issue not only in industry but education institutions in improving the productivity and progress of the country. Students and staff acting as a client to an institution has a will of its own and should be given full attention by the management of the institution.

2.0 LITERATURE REVIEW

Among the studies related to services quality such as the health sector (Ritchie, 2002), the aviation sector (Rhoades etal., 2008), tourism sector (Atilgan et al., 2003), the banking sector (Spathis et al., 2004; Muhamad Faisal, 2014), the education sector (Frances M. Hill, 1995; Haliyana Tonot and Atiah Ibrahim, 2014), the telecommunication sector (Leisen and Vance, 2001; Ain Nabihan, 2016), the public sector (Yap.L. L, 2006; Norudin Mansor, 2010; Yuan.P, 2013), and others field.According to this study, the researchers were able to produce a range of tools or models to measure the service quality such as SERVQUAL (Parasuraman, 1985), SERVPERF (Cronin and Taylor, 1992), HedPERF (Eden, 2005). This tool can be used by the organizations to evaluate the level of customers' satisfaction toward services offered. In addition, most decisions have created a variety of feedbacks, criticisms, suggestions between the researchers in their study.

In the context of the education sector, the economic development and changes in technology has resulted in the education system in Malaysia has evolved over time. These development do not only focus on the universities but it is involves with the development of the private universities. This situation is supported by Department of Private Education at the Ministry of Education, Malaysia as prove for government involvement in enhancing the development of education process in this country. The increasing number of public and private universities has been stimulating the economy in producing best graduates, who are knowledgeable, qualified and competitive at the international level. This is supported by statistics from the Ministry of Education, Malaysia show until 31 January 2015 which is Malaysia has 20 public universities, 5 research universities, 4 universities and 11 "universities comprehensive" focus on technical, educational, management, and defence, 61 universities and 9 branch campuses of foreign universities, 34 private university colleges, and 406 colleges (Ministry of Education, 2015).

Today, High Education Institute (HEI) faces with more challenges due to the dynamic the phenomenon of globalization in which the conversion pattern of demand and relevance of HEI (Othman and Junizah, 2014). In the global economic competition on this times, the success of a nation depend on the knowledge, skills, and competencies possessed by the people (Hair and Ramli Ibrahim, 2012).

Finally, HEI has responsibilities and duties challenges in providing services that can gives student satisfaction who are considered as their customer. It is must be noted that increase a number of students and HEI led to fierce competition between universities to attract students for proceed to their respective institutions. The number of students in private universities is one of the factors that can help universities to get their profits and expand their business in market places. Efforts to improve the quality of counter services should be done in accordance with the changing environment. The level of quality achieved in today not the same level of quality in the next day, which in general is on the rise. Therefore, the efforts towards achieving and maintaining an excellent level of service counters shall be used as an ongoing practice.
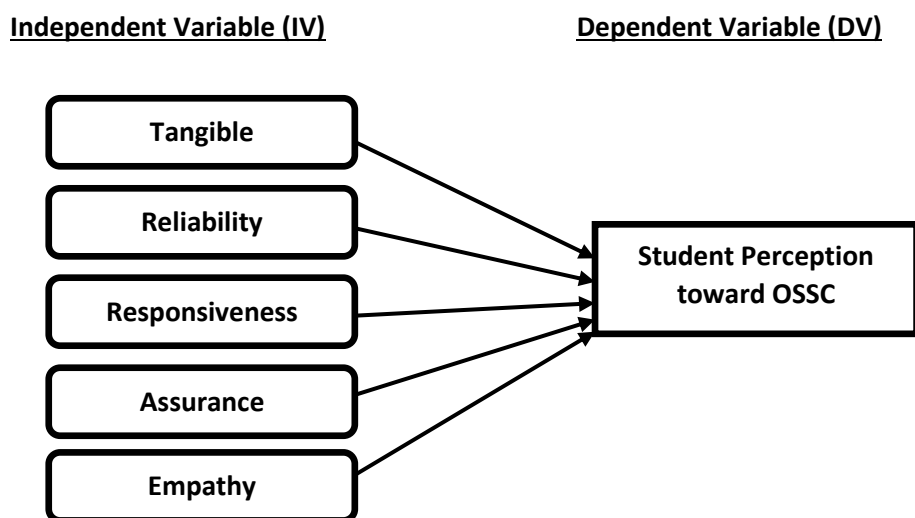
3.0 RESEARCH METHODOLOGY

This research was a quantitative analysis to get feedback from students' satisfaction towards service quality at OSSC Office via questionnaire.

3.1 Research Framework

The variables in this study can be divided into two parts which is dependent variable (DV) and independent variable (IV). So, student satisfaction as dependent variable while five (5) dimensions includes tangible, reliability, responsiveness, assurance, and empathy as independent variable. The set of service quality dimension defined this study is based on previous research at Higher Education Institutions (HEI).

Figure 3.1: Research Framework

Independent Variable (IV)   **Dependent Variable (DV)**

3.2 Hypothesis Development

In summary and consistent with the finding of previous studies done by researchers about the level of customer satisfaction or perception toward service quality dimension. In this study is needed to evaluate the service quality dimension toward UNISHAMS student perception at the OSSC. The research model (see figure 3.1) would be test following hypothesis:

Hypothesis 1 (H_1): Service quality of tangible is significantly associated with student perception; **Hypothesis 2 (H_2)**: Service quality of reliability is significantly associated with student perception; **Hypothesis 3 (H_3)**: Service quality of responsiveness is significantly associated with student perception; **Hypothesis 4 (H_4)**: Service quality of assurance is significantly associated with student perception; **Hypothesis 5 (H_5)**: Service quality of empathy is significantly associated with student perception. In addition to the preceding hypothesis, this study also seeks to determine which dimension of service quality will have the most influence on student's satisfaction. This is because of evidence is limited; it is hypothesis that each facet will contribute equally to variance in students' satisfaction.

4.0 FINDING AND RESULTS

Table 4.1: Demographic of Respondents (N=351)

Demograpic Factors	Frequency	Percentage (%)
Genda:		
Male	112	31.9
Female	239	68.1
Ages:		

18-20 years	103	29.3
21-24 years	203	57.8
25-30 years	44	12.5
31 and above	1	3
Education Level:		
Foundation	33	9.4
Diploma	80	22.8
Bachelor Degree	198	56.4
Master	35	10
PhD	5	1.4
Kuliyyah/Centre:		
Foundation Study Centre	35	10
Kuliyyah of Al-Quran	26	7.4
Kuliyyah of Usuluddin	40	11.4
Kuliyyah of Technology & Multimedia	12	3.4
Kuliyyah of Medicine &Health Sciences	4	1.1
Kuliyyah of Hospitality	30	8.5
Kuliyyah of Arabic Language	55	15.7
Kuliyyah of Syaria	65	18.5
Kuliyyah of Muamalat	77	21.9
Postgraduate Centre	7	2
Years of Studies		
Year1	111	31.6
Year2	121	34.5
Year3	55	15.7
Year4	55	15.7
Year5	9	2.6

Frequency of dealing with OSSC for session 2016/December (Dec 2016 – May 2017):

1-3 times	164	46.7
4 – 6 times	131	37.3
7 – 9 times	22	6.3
More than 10 times	34	9.7

Table 4.1 shows the gender of respondents involved in this study. The samples indicates that respondents who answered the questionnaire with complete is 68.1% are female respondents while 31.9% are male respondents. Based on data about the age of respondents of 21 to 24 years, a total of 203 students (57.8%), (29.3%) of 103 students aged within 18 to 20 years. In addition, 44 students (12.5%) were aged between 25 to 30 years and the remaining one (3%) aged 31 years and above.

The level of education based on findings shows that the highest students who areparticipated in this study are Bachelor degree of 198 students (56.4%), followed by Diploma level a total of 80 students (22.8%), the 35 students (10%) in the masters, 33students (9.4%) were at the certificate level, and 5 students (1.4%) were at the PhD level. The range of kuliyyah or studies centre. There are 10 kuliyyah and studies centre in UniSHAMS. Data analysis studies have proven that the highest number of respondents was Kuliyyah of Muamalat consist 77 students (21.9%), followed by Kuliyyah of Syaria, 65 students (18.5%), Kuliyyah of Arabic Language is 55 students(15.7%), Kuliyyah of Usuluddin is 40 students (11.4%), Foundation studies centre is 35 studentsor (10%), Kuliyyah of Hospitality is 30 students(8.5%), Kuliyyah of Quran is 26 students (7.4%), Kuliyyah of Technology and Multimedia is 12 students (3.4%), and Postgraduate Centre of 8 students(2%), and Kuliyyah of Medicine Health Sciences is 4students (1.1%). The year of study which includes Years 1, Year 2, Year 3, Year 4, and Year 5. This is explained about who are use the services offered by OSSC to students. The results of analysis showed that the highest number of respondents involved in this study are from the Year 2 which 121 students (34.5%), followed by Year 1 a total of 111 students (31.6%), the Year 4 and Year 5 respectively 55 students (15.7%) amd 55 students (15.7%), and others from the Year 5 which is the student end of which 9 students (2.6%) respectively. The frequency of respondents visiting and dealing at the OSSC is very important to assess the level of satisfaction of respondents on the service quality provided by OSSC. The highest was 1 to 3 times, namely as 164 students (46.7%), followed by 4 to 6 times with 131 students (37.3%), and more than 10 times is 34students(9.7%), and 4 to 6 times the 22 students (6.3).Therefore, the frequency of the respondent dealing at the OSSC is high in the study session.

4.1 Correlation Analysis

Pearson correlation shown as relationship between two variables (Coakes, 2013). Generally, the study of social sciences using correlation 0.10, 0.50 0.30, and classified as low, medium, and high (Green, Salkind and Akey, 1997).

Table 4.2: Correlation between Service Quality Dimension and Overall Service Quality

Correlations

		TANGIBLE	RELIABILITY	RESPONSIVENESS	ASSURANCE	EMPATHY	SERVQUAL
TANGIBLE	Pearson Correlation	1	.539**	.470**	.809**	.731**	.652**
	Sig. (1-tailed)		. 000	. 000	. 000	. 000	. 000
	N	351	351	351	351	351	351
RELIABILITY	Pearson Correlation	.539**	1	.517**	.755**	.574**	.537**
	Sig. (1-tailed)	. 000		. 000	. 000	. 000	. 000
	N	351	351	351	351	351	351
RESPONSIVENESS	Pearson Correlation	.470**	.517**	1	.648**	.512**	.531**
	Sig. (1-tailed)	. 000	. 000		. 000	. 000	. 000
	N	351	351	351	351	351	351
ASSURANCE	Pearson Correlation	.809**	.755**	.648**	1	.696**	.648**
	Sig. (1-tailed)	. 000	. 000	. 000		. 000	. 000
	N	351	351	351	351	351	351
EMPATHY	Pearson Correlation	.731**	.574**	.512**	.696**	1	.760**
	Sig. (1-tailed)	. 000	. 000	. 000	. 000		. 000
	N	351	351	351	351	351	351
SERVQUAL	Pearson Correlation	.652**	.537**	.531**	.648**	.760**	1
	Sig. (1-tailed)	. 000	. 000	. 000	. 000	. 000	
	N	351	351	351	351	351	351

**. Correlation is significant at the 0.01 level (1-tailed).

Table 4.2 is the analysis of correlation data showed five dimensions of service quality has a high significant relationship for the overall services quality at OSSC where the value of R in excess of 0.05. On the whole, the correlation between five dimensions of service quality is medium.

Table 4.2 showed the results for correlation between students' perception with five (5) dimensions of service quality in the OSSC. Sign (**) indicating that there is a significant relationship between five (5) dimensions of the service quality where significant values is 0.01 or less and sign (*) indicates that there is a significant relationship which has a value of 0.05. Besides, if P<0.05 is positive significant relationship with variables while if P>0.05 has no significant relationship with variables and the hypothesis null will rejected.

According to Table 4.2, the study and correlation indicates that there is a positive significant relationship between service quality at OSSC with five dimensions of service quality. The highest correlation among service quality at OSSC with five dimensions of service quality is empathy with the value of R is 0.760** where correlation is significant with value of P at the level of 0.000. Therefore, this dimension is a positive significant relationship with the student perception because of P value is below than 0.05 (P<0.05). Dimension of **tangible** showed that the relationship between these two variables with the value of R is 0.652** where correlation is significant with value of P value at the level of 0.000. Therefore, this dimension is a positive significant relationship with the student perception because of P

value is below than 0.05 (P<0.05). Dimension of **reliability** showed that the relationship between these two variables with the value of R is 0.537** where correlation is no significantrelationship with value of P value at the level of 0.000. Therefore, this dimension is a positive significant relationship with the student perception because of P value is below than 0.05 (P<0.05). Dimension of **responsiveness** showed that the relationship between these two variables with the value of R is 0.531** where correlation is significant with value of P value at the level of 0.000. Therefore, this dimension is a positive significant relationship with the student perception because of P value is below than 0.05 (P<0.05). Dimension of **assurance** showed that the relationship between these two variables with the value of R is 0.648** where correlation is significant with value of P value at the level of 0.867. Therefore, this dimension is a positive significant relationship with the student perception because of P value is below than 0.05 (P<0.05).

4.2 Regression Linear Analysis

Table 4.3: Regression Linear Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.311	.316		.983	.326
	TANGIBLE	.062	.026	.152	2.359	.019
	RELIABILITY	.030	.023	.068	1.298	.195
	RESPONSIVENESS	.057	.017	.146	3.290	.001
	ASSURANCE	.006	.034	.013	.167	.867
	EMPATHY	.268	.027	.525	10.087	.000
R^2 Square= 0.788 Adjusted R^2 Square= 0.615						

**Note: **Correlation is significant at the 0.05 level (P<0.05)

Dependent Variable: OSSC (SERVQUAL)

Table 4.3 showed the regression between servicesquality at OSSC with tangible, reliability, responsiveness, assurance, and empathy. In addition, Table 4.12 showed that value of R-Square for this study was 0.788 and represents the percentage of 78.8% of the variation in the service quality at OSSC that can be explained by five independent variables (tangible, reliability, responsiveness, assurance, and empathy). Moreover, Table 4.3 showed the

results of linear regression. The coefficient is significantly for dimension of service quality are tangible, responsiveness, and empathy where P value smaller than 0.05 while the coefficient is not significantly for reliability and assurance where P value larger than 0.05. The detailed explaination about the coefficient for 5 dimension of service quality which is tangible (β=0.152) is significantly different from 0 because its P value is 0.019 which is smaller than 0.05, the coefficient for responsiveness (β=0.146) is significantly different from 0 because its P value is 0.001 which is smaller than 0.05, and the coefficient for empathy (β=0.525) is statistically significant because its P value is 0.000 which is P value less than 0.05. But, the coefficient for reliability (β=0.68) is not significantly different from 0 because its P value is 0.195, which is larger than 0.05 and the coefficient for assurance (β=0.13) is not significantly different from 0 because its P value is 0.867, which is more larger than 0.05. These results have supported to the hypotheses H_1, H_3, and H_5 because of there is a significant relationship in the coefficient. For example, H1 has significant relationship between dimension of tangible with service quality at OSSC (0.019, p< 0.05), H_3 shows the significant relationship between dimension of responsiveness with service quality at OSSC (0.001, p< 0.05), and H5 also shows the significant relationship between dimension of responsiveness with service quality at OSSC (0.000, p < 0.05). However, the hypothesis H_2 and H_4 is rejected because of P value larger than 0.05. For examples, dimension of reliability showed that is no significant relationship where P value is 0.195 larger than 0.05 (p > 0.05). Therefore, the results of this study is not support the hypothesis H_2 for dimension of reliability while dimension of assurance showed that is no significant relationship where P value is 0.867 more larger than 0.05 (p > 0.05). So, the results of this study is not support the hypothesis H_4 for dimension of assurance.

Table 4.4: Items with Significant Values

Hyphotesis	Items	P- Value	Result
H_1	Dimension of tangible is significantly associated with student perception.	0.019<0.05	Accepted
H_2	Dimension of reliability is significantly associated with student perception.	0.195>0.05	rejected
H_3	Dimension of responsiveness is significantlyassociated with student perception.	0.001<0.05	Accepted
H_4	Dimension of assurance is significantly associated with student perception.	0.867>0.05	rejected
H_5	Dimension of empathy is significantly associated with student perception.	0.000<0.05	Accepted

Based on the results obtained in this section states that five dimensions of service quality which is tangible, responsiveness, and empathy is a significant relationship to the overall

service quality at OSSC while reliability and assurance dimension showed that is no significant relationship to the overall service quality at OSSC.

5.0 DISCUSSION AND CONCLUSION

The purpose of this study is to review the level of students satisfaction and perception toward services quality provided by OSSC to customers, especially students who are currently studying in UNISHAMS. This chapter is discusses about the results obtained in chapter four includes research questions, research objectives, hyphotesis of this study, and the results based on SPSS. Thus, this discussion is also very important to assist management itself to improve their services based on the dimensions of service quality. Any suggestion will be state on this chapter to improve the quality of existing services and specify the obstacles faced by researcher during this study. Therefore, the results of the discussion in this chapter will help researchers to do research in the future is easier and more detailed in terms of sources of information, the chosen research methods, and more.

5.1 Discussion of Study

Discussion based on results of this study is to identify the independent variables known as dimension of service quality which is tangible, reliability, responsiveness, assurance, and empathywhile dependent variables is students perception toward OSSC service quality.Moreover, the study also can determine which dimension of service quality that can influence and affects students perception toward services quality at OSSC. Besides, this study is also conducted to achieve five objectives based on the dimensions of services quality that is introduced by Parasuraman (1985).

This study is aimed to achieve the following purpose based on SERVQUAL Dimension: (i) to identify the tangible of student perception toward OSSC; (ii) to evaluate the reliability of student perception toward OSSC; (iii) to examine the responsiveness of student perception toward OSSC; (iv) to explain the assurance of student perception toward OSSC; (v) to determine the empathy of student perception toward OSSC.

5.1.1 Tangible of Student Perception toward OSSC

The first objective in this study was to identify the tangible of student perception toward OSSC. Based on descriptive analysis state that the highest mean score is OSSC staffs appereance is good (3.78) and OSSC provides physical facilities that are approriate with the service provided (3.71) while the other statement is moderate mean score. For correlation analysis, tangible is high significant relationship between variables (0.652**). According to regression linear analysis summarized that hypothesis H_1 is positive and significant relationship toward service quality at OSSC with Beta value is β=0.152, p=0.019 where P smaller than 0.05. This value is the second highest of Beta value between four (4) independent variables that have a strong influences toward students perception in

determining the level of service quality at OSSC. So, the results of this analysis is answered the questions of the study which is "What perception does student have on OSSC services quality of tangible to become satisfied?" And this dimension is support to hypothesis H1 where service quality of tangible is significantly associated with student perception.

5.1.2 Reliability of Student Perception toward OSSC

The second objective in this study is to evaluate the reliability of student perception toward OSSC. Based on descriptive analysis state that the highest mean score is the information provided is accurate and correct (3.88) and any application will be process according to the stipulated time (3.68) while the other statement is moderate mean score. For correlation analysis, reliability is high significant relationship between variables (0.537**). According to to regression linear analysis summarized that hypothesis H_2 has no significant toward service quality at OSSC with Beta value is β=0.68, P=0.195 where P larger than 0.05 (p> 0.05). So, the results of reliablity is answered the questions of the study which is "What perception does student have on OSSC services quality of reliability to become satisfied?" and this dimension is not support to hypothesis H_2 where reliability is significantly associated with student perception.

5.1.3 Responsiveness of Student Perception toward OSSC

The third objective in this study is to examine the responsiveness of student perception toward OSSC. Based on descriptive analysis state that the whole statement is moderate and the highest mean score is OSSC staffs provide adequate response when dealing with students (3.37). For correlation analysis, responsiveness is high significant relationship between variables (0.531**). According to to regression linear analysis summarized that hypothesis H_3 is significantly associated with student perception. The results obtained state that this dimension is positive and significant relationship toward service quality at OSSC with Beta value is β=0.146, p=0.01 where P value larger than 0.05. So, the results of responsiveness is answered the questions of the study which is "What perception does student have on OSSC services quality of responsiveness to become satisfied?" And this dimension is support to hypothesis H_3 where responsiveness is significantly associated with student perception.

5.1.4 Assurance of Student Perception toward OSSC

The fourth objective in this study is to explain the assurance of student perception toward OSSC. Based on descriptive analysis state that the highest mean score is OSSC staffs always keep credibility (reliability) (3.78) while the other statement is moderate mean score. For correlation analysis, reliability is high significant relationship between variables (0.648**). According to to regression linear analysis summarized that hypothesis H_4 has no significant toward service quality at OSSC with Beta value is β=0.13, P=0.867 where P larger than 0.05 (p> 0.05). So, the results of assurance is answered the questions of the study which is "What

perception does student have on OSSC services quality of reliability to become satisfied?" and this dimension is not support to hypothesis H_4 where assurance is significantly associated with student perception.

5.1.5   Empathy of Student Perception toward OSSC

The fifth objective in this study is to determine the empathy of student's perception toward OSSC. Based on descriptive analysis state that the whole statement is moderate and the highest mean score is OSSC staffs are willing to listen toward student problems such as unpaid fees, registration late, and more (3.60) while the lowest mean score is service hour at OSSC is appropriate (2.80). For correlation analysis, empathy is high significant relationship between variables (0.760**). According to to regression linear analysis summarized that hypothesis H_5 is significantly associated with student perception. The results obtained state that this dimension is positive and significant relationship toward service quality at OSSC with Beta value is β=0.525, p=0.000 where P value less than 0.05. So, the results of empathy is answered the questions of the study which is "What perception does student have on OSSC services quality of empathy to become satisfied?" And this dimension is support to hypothesis H_5 where empathy is significantly associated with student perception.

5.2 Limitations, Recommendations and Future Research

5.2.1 Limitation of Study

Based on this study it was found that there are some problems that have been identified by researchers whose sources of information and data obtained do not reflect the overall assessment for the overall service quality of the OSSC. Among the problems are as follows: (a) this study has a limited time to achieve the overall objective of the study, (b) difficult to gain the respondents cooperation to fill in the questionnaire and evaluate the service quality at the OSSC, (c) information was limited to the secondary sources only such as articles, journals, and books.

5.3 Recommendation

Recommendations set out in this chapter are based on the results of the survey were analysed and summarized in Chapter Four. This recommendation will help the organization itself and researchers to improve the existing of service quality and the weaknesses that have been identified for further action made by management itself.

5.4 Future Research

According to this research study, understanding and determine the five (5) dimension of service quality which is tangible, reliability, responsiveness, assurance, and empathy is very important and used as the tools to evaluate the service quality at OSSC through students

perception and satisfaction while data analysis, discussion, and suggestion that is used in Higher Education Institutions will showed the effectiveness of five dimension of service quality is practically used to evaluate the level of students satisfaction and services provided by OSSC. For the research methodology suggest that future researcher need to get the respondents (sample size) from the population based on first year students and last year students to evaluate the level of students' satisfaction toward organization service quality. This is because the different samples which are first year and last year students can shows that different perception and satisfaction toward service quality provided by organization. Besides, the researcher also can use qualitative analysis to get more detailed information, complaints, and response from respondents because of qualitative analysis involve interview or face to face survey with students. For duration times of research study suggest that the researcher use longitudinal study rather than cross sectional study for their research to gain more reliable data analysis and much times to distribute or survey questionnaire among respondents. For geographical section, the future research can compare the background of study between private universities and public universities to determine the best service quality among that universities or comparison between Malaysia universities with international universities. So for the future research, the researcher can used this research study to find any information, evaluation is suitable to your study and try to evaluate in daily operation in centre or departments that meet the customers. From that, the management and staffs can improve their weakness to achieve the organization objectives, mission, and vision also to gain customer satisfaction on that service.

5.5 Conclusion

The objectives to this study is to evaluate service quality at OSSC, UniSHAMS based on five (5) dimension of service quality which is tangible, reliability, responsiveness, assurance, and empathy. Generally, service quality at OSSC is moderate based on data analysis in Chapter Four. So, the management itself should pay attention to OSSC as students centre. If the students is dissatisfied toward service quality, that can impact to students admission and vice versa. To sum up, efforts to improve the quality of counter services should be done in accordance with the changing environment. This is because the level of quality achieved in today not the same level of quality in the following day. Therefore, the efforts towards achieving and maintaining an excellent level of service counters shall be used as an ongoing practice.

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