

# Understanding the Impact of Administrative Service Quality on Satisfaction and Loyalty Towards University Students

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**Abstract:** The education reform in recent years has emphasized the reform of university education, attaching importance to the performance of university running, and pursuing excellence and equal educational quality. This research aims at a university in China, and explores the empirical study of students' satisfaction and loyalty to the quality of university administrative services. The results show that the quality of administrative services in universities through student satisfaction will have a significant impact on student loyalty to the university. For parents whose children are attending university or who are concerned about education, if they can understand the performance of university administration through objective university evaluation, they can further increase parents' confidence in the university and a sense of mission in participating in university affairs. Universities are professional organizations and must establish self-renewal mechanisms. Therefore, the ultimate purpose of university evaluation is to promote the development of a self-evaluation mechanism that operates on a regular basis, and to activate a steady stream of energy for the university's sustainable operation. According to the meaning represented by the above analysis results, there are further explanations and discussions in this article.

**Keywords:** Administrative Service Quality, Satisfaction, Loyalty, Total Quality Management, Partial Least Square

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## 1. Introduction

Since 1990, Total Quality Management has become a hot topic in the American education industry, and China has also paid attention to this concept in recent years. The main concepts of total quality management include: the full participation of personnel in the system, and the emphasis on the concept of "precaution", that is, to manage quality, make continuous improvements, and continuously pursue quality improvement in the implementation to achieve superior quality. The "quality" of total quality management is customer-oriented, that is, the customer is supreme and the people in the system must establish a "quality culture" and have a commitment to quality. Service quality is active and continuous improvement to all staff participate in it. [1, 2]. By satisfying and meeting customer needs, we have reached the goal of organizing service [3].

Through the concept of service quality, to make it more useful in education, such as: to attach importance to the service needs of the education target, the university system should be continuously improved, universities must shape the

quality culture, and administrators, teachers and students can only achieve high quality. Education is like an enterprise, and it is necessary to promote the "student-oriented" and "student-oriented" service concepts as an indicator and direction for establishing a university to improve service quality [4]. Müller [5] points out that customer satisfaction will be the only significant competitive advantage of the company; Kolter [6] also believes that customer satisfaction is the best basis for the organization's failure to obtain. However, in today's high-competition, information-promoting, and globalized industrial environment, supply has surpassed demand, and there are many different methods that students can meet any demand. Simply meeting student demand is no longer enough to become a university the source of competitive advantage. Universities should further consider whether the services they provide can make students feel value [7]. What students are after is the process of pursuing their education and services. The "value" obtained by them must be understood by students. The effect provided, and the price (sacrifice) it pays is also the focus of the students. That is to say, do students

think that this university or service is worthless, or value for money? What factors or attributes are students really value and need, and what do students think are valuable? And what value does the student perceive and receive from the university or service affect the decision-making itself, and then change the relationship with the university or improve the university's gain? These are topics worthy of further discussion.

This research tries to bring customer satisfaction to university administration services. It is hoped that by listening to the combined demands of students, and pursuing university excellence and diversity, the university can strengthen its own service quality, improve students satisfaction, and develop its own characteristics and values to attract students. These issues are issues that other universities and colleges must pay attention to. Therefore, the main research purpose of this article is to explore whether the quality of university administration service affects the intermediary effect of students loyalty intention through satisfaction, and to discuss the structural relationship between student satisfaction and student loyalty intention.

## 2. Theoretical Background

### 2.1. Administrative Affairs in University

University affairs can be divided into two categories: teaching and administration. University administration is the management and implementation of activities other than university teaching [8]. The former may include: academic affairs, general affairs, counselling, personnel, books, accounting, research, development and public relations. The purpose is to support teaching, to assist and achieve university education goals. They are briefly described as follows:

- (1) Academic Affairs: Administrative matters related to teaching. For example: curriculum development, university goal formulation and design, and student status management.
- (2) Student Affairs: Administrative matters related to students. For example: etiquette guidance, student life routines, student association activities, and student self-govern activities, etc.
- (3) General affairs: Administrative matters related to funding, procurement and equipment. For example: project management, equipment maintenance, financial management and document processing.
- (4) Counselling: Administrative matters related to counselling. For example: group consultation, individual consultation, coaching and tracking.
- (5) Books: Administrative services related to book equipment. For example: promote reading, book purchase and storage, etc.
- (6) Personnel: Administrative matters related to university education and administrative staff. For example: selection of faculty, relocation, assessment, rewards and punishments.
- (7) Accounting: Matters related to budget and write-off. For example: budget preparation, execution, review and write-off.
- (8) Research Development: Administrative matters related

to university research related development. For example: organizational reconstruction, curriculum development, etc.

(9) Public Relationship: Administrative matters related to the community environment. For example: Establish interactive relationships with parent associations, civil society, charity organizations, and more.

### 2.2. Service Quality

Service quality is difficult to measure because of its unique nature. In addition, scholars have different definitions of service quality, so the method of measurement is also controversial. Among the many measurement scales, the first developed, the most famous, and the most widely used is the SERVQUAL scale proposed by Parasuraman et al. [9].

The SERVQUAL scale is based on the gap model proposed by Zeithaml et al. [10] in 1985. It is based on consumers who have received services from banks, credit cards, appliance repairs, securities brokers, and long-distance telephone companies. The original ten facets and 97 question items are condensed into five facets and 22 question items. The five facets are defined as follows:

- (1) Tangibles: Including physical facilities, tools, equipment, staff manners and the tone and language of service personnel.
- (2) Reliability: The ability to provide promised services correctly and reliably.
- (3) Responsiveness: Agility and willingness of service personnel to provide services.
- (4) Assurance: This means that the service staff has the knowledge necessary to perform the service and can gain the trust of consumers.
- (5) Empathy: It means that the service staff can give customers special care and attention.

Parasuraman et al. [9] regarded service as a dynamic process, and believed that the perceived quality of service refers to the comparison between consumers' expectations of service and actual acceptance process [11]. Therefore, the balance of service quality only includes the evaluation of service results, and does not include the evaluation of the service delivery process.

### 2.3. Satisfaction and Loyalty

Crosby et al. [12] defined satisfaction as "an emotional assessment that is a customer's response to the experience of interacting with a salesperson." Customer satisfaction refers to how customers feel about the products and services provided by the company. It is also a process of product evaluation for customers. This satisfaction includes cognitive and emotional components [13]. Zeithaml & Bitner [14] believes that product quality, service quality, price, contextual factors, and personal factors all affect customer satisfaction. Customer satisfaction is limited to the evaluation of a particular purchase. For example, Olsen and Johnson [15] defined specific transaction satisfaction as customer evaluation of experience gained from individual product transactions or services. Customer satisfaction is the overall evaluation formed by

consumers' experience in purchasing and consuming a product for a product and accumulated over time. In terms of measurement methods, the measurement items of consumer satisfaction can be divided into a single measurement item and multiple items, of which a single measurement item only measures a single "overall product satisfaction degree", and a multiple item measures consumer satisfaction with product attributes. Then add up and combine. This study will use a multi-project approach to measure student satisfaction. In this study, satisfaction is defined as the degree to which university students are satisfied with the administrative staff at the university.

Oliver [13] believes that customer loyalty means that although environmental influences or marketing practices may trigger potential conversions, customers' commitments to future repurchase and repurchase of their favorite goods or services will not change. Heskett [16] points out that loyalty means repeat purchases for customers, commitment to introduce the company's products or services to friends, willingness to persuade others to use the company's products or services, voluntary recommendation of the company's products, or willingness to help improve services, etc. Sirdeshmukh, Singh and Sabol [17] believe that customer loyalty, that is, customer loyalty, is the degree to which customers are satisfied with the products or services provided by the company, and makes customers willing to buy again at a future time. Therefore, loyalty means that customers may want to maintain a relationship with an existing company, and therefore may intend to take a number of different actions, including increasing the use of a service provider's products, praising the company, and repeat purchases [18]. Customers have a high willingness to repurchase again. And the degree of loyalty will influence customers to continue to recommend their products and brand reputation to others for a certain period of time.

### 3. Research Method

After discussing the literature on the topics of service quality, satisfaction, and loyalty, we can know that service quality and satisfaction will affect loyalty in the same relationship. Therefore, this section puts forward the

following hypotheses to further explore and verify the influence of two prerequisite factors on the quality of administrative service and satisfaction in a university on loyalty. First of all, in terms of service quality, Bolton and Drew [19] pointed out that service quality is the antecedent of service value formation. Zeithaml et al. [10] pointed out that there is a high correlation between service quality and satisfaction. Grönroos [20] believes that service quality is one of the elements of customer satisfaction. So this research makes a few assumptions:

*H1: The quality of administrative services has a significant positive impact on satisfaction*

In terms of the relationship between administrative service quality and satisfaction, Parasuraman et al. [9] believes that service quality is a holistic attitude and a long-term overall evaluation, and customer satisfaction only occurs at the transaction level. There is a causal relationship between customer satisfaction and service quality. Cronin and Taylor [21] think that service quality will affect customer satisfaction, and both satisfaction and service quality will affect behavioral intentions, but satisfaction has a stronger and consistent effect on behavioral intentions than service quality. Cronin et al. [22] proposed a model on the relationship between service quality and satisfaction, and explored the relationship between these two aspects and loyalty. The research results found that service quality has a significant and direct impact on student satisfaction, while administrative service quality and satisfaction have a direct impact on loyalty. In the past, many scholars have also supported the positive and significant impact of service quality and customer loyalty [23-27]. Based on the above research, the following two hypotheses are proposed:

*H2: The quality of administrative services has a significant positive impact on loyalty intentions*

*H3: Satisfaction has a significant positive impact on loyalty intentions*

Summarizing the related literature and the establishment of research hypotheses, this study proposes the relationship between the quality of administrative services, student satisfaction, and loyalty and the overall impact model (as shown in Figure 1).

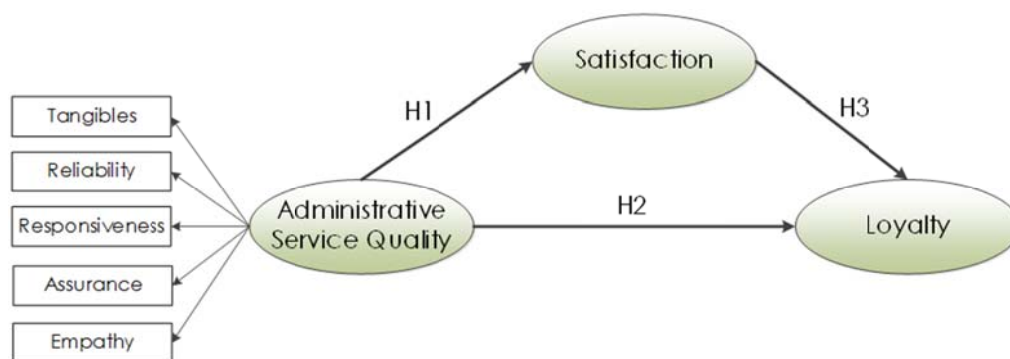


Figure 1. Research Framework.

## 4. Data Analysis

### 4.1. Outer Model

For a good test model, its observational variables (questionnaire items) must be able to effectively balance potential variables (belonging to its facet), and the same observational variables can simultaneously produce a significant load on potential variables above the same person.

And this research constructs the research framework and research hypothesis based on the second chapter of the literature. It uses Confirmatory Factor Analysis to verify whether the factor structure of the table is consistent with the actual collected resources and tests. The question in the table can be used effectively as an observation variable for this facet (potential variable). Table 1 shows the means and standard deviations for each measurement items for this study.

*Table 1. Mean, S. D., and Standardized Factor Loadings.*

Indicator	Mean	Standard Deviation	Standardized Factor Loadings
Tangibles	4.985	1.084	0.852
Reliability	4.795	1.044	0.781
Responsiveness	4.702	1.028	0.690
Assurance	4.756	0.972	0.680
Empathy	4.649	1.093	0.726
Satisfaction1	4.737	1.040	0.829
Satisfaction2	4.707	1.028	0.822
Satisfaction3	4.902	1.036	0.854
Loyalty1	4.746	1.052	0.869
Loyalty2	4.707	1.018	0.832
Loyalty3	4.776	0.972	0.840

In the correlation test of convergent validity, the factor load of each observational variable in this study was above 0.6 [28] and reached a significant level (as shown in Table 1). In addition, as shown in Table 2, each of the fitness test indicators reached the judgment value standard suggested by previous scholars. In this study, Construct's Reliability (CR) was greater than 0.7 and Average Variance Extracted (AVE) was greater than 0.5, which also met the standards suggested by scholars. Therefore, the overall quality of the three facets of

this study is good, and the relationship between observed changes and potential changes can be determined accurately.

Discriminant validity mainly tests the degree of difference between the facets of the outer model. If the difference between the facets is greater, the degree of correlation between the representative facet and the facet is lower. From the results in Table 3, the factor loadings of each construct are greater than their cross loadings. This result showed our empirical data had the adequate discriminant validity.

*Table 2. Convergent Validity.*

Construct	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Administrative Service Quality	0.866	0.863	0.56
Satisfaction	0.874	0.874	0.698
Loyalty	0.884	0.884	0.718

*Table 3. Discriminant Validity.*

Indicators	Administrative Service Quality	Satisfaction	Loyalty
Tangibles	0.852	0.731	0.725
Reliability	0.781	0.646	0.688
Responsiveness	0.690	0.622	0.557
Assurance	0.680	0.574	0.587
Empathy	0.726	0.607	0.632
Satisfaction1	0.713	0.829	0.8
Satisfaction2	0.69	0.822	0.807
Satisfaction3	0.733	0.854	0.823
Loyalty1	0.783	0.827	0.869
Loyalty2	0.698	0.813	0.832
Loyalty3	0.694	0.825	0.840

### 4.2. Inner Model

In order to further verify the validity of the three hypotheses mentioned in the framework, an inner model analysis is performed. The path and hypothetical results of this research framework are shown in Figure 2 and Table 4. This study

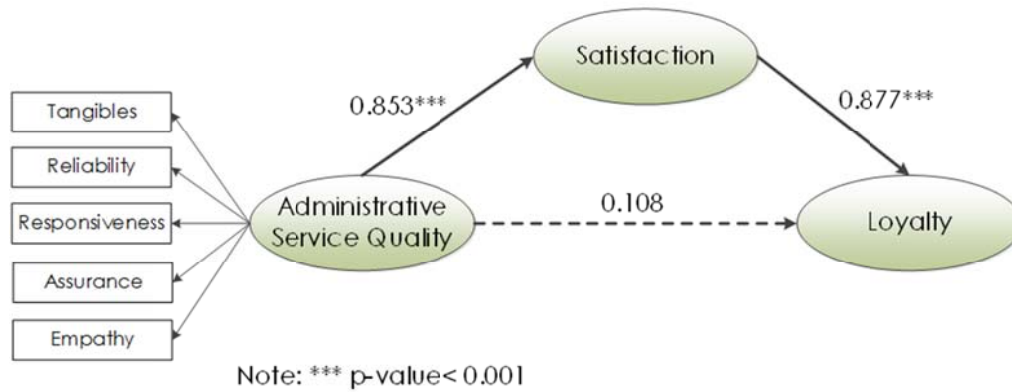
explores the three dimensions of student perception of administrative service quality, satisfaction, and loyalty, and tests three research hypotheses put forward by this research. According to the research results, two research hypotheses in this research model hold.

**Table 4.** Path analysis and hypotheses testing.

Path	Original Sample (O)	Standard Deviation (STDEV)	T-value	P-Value
H1: ASQ -> SAT	0.853***	0.040	0.918	0.359
H2: ASQ -> LOY	0.108***	0.118	21.521	0.000
H3: SAT -> LOY	0.877***	0.114	7.705	0.000

Note 1: \* p-value < 0.05; \*\* p-value < 0.01; \*\*\* p-value < 0.001.

Note 2: ASQ = Administrative Service Quality; SAT= Satisfaction; LOY = Loyalty.

**Figure 2.** Results of Inner model.

## 5. Discussion

First of all, after verifying the overall mode of each facet in this study, we can see that the quality of administrative service in universities will significantly positively affect students' satisfaction with the service, with an effect of 0.853 (p-value < 0.001). Therefore, H1 in this study is a cricket. This result is the same as that of Zeithaml and Berry [10] Secondly, according to the results of this study, it is confirmed that the quality of administrative services will positively affect loyalty, and will affect student loyalty more significantly through intermediary variables. The effect will be 0.877 (p-value < 0.001). Therefore, H2 in this study has become a problem. Consistent with Cronin, Brady and Hult [22]. However, H3's research hypothesis does not hold. In summary, the quality of administrative services has a positive and significant intermediary effect on loyalty through satisfaction.

## 6. Conclusion

Administrative agencies want to improve the quality of their services, and can start with the following:

(1) Strengthen the education and training of administrative staff to enhance the professional ability of processing business, and then make students have a sense of trust in administrative units.

(2) Continue to improve the work flow of various clerical applications that students apply for, and establish a single window to provide immediate services to prevent students from travelling around.

(3) The service enthusiasm and service attitude of cultivating administrative staff are no longer the traditional top-to-bottom service, but a parallel service, so as to reduce the number of times that students request service frustration

and closer to each other.

(4) Implement the system of job agents and implement job rotation. Through the rotation of duties among administrative staff of the same department to increase the familiarity of each other's business, it will not affect students because of the public or absence of leave the "quality of service" provided.

(5) Promote online application or automation services to reduce the inconvenience caused by limited administrative manpower, and also slightly share the workload of existing administrative staff.

The administrative professional leadership image and professional growth of university administrators need to grow in sync with the times. The principal and university administrators are teachers of university teachers. The main reason is that university administrators must not only deal with trivial administrative matters and establish good relations with the community, but also plan teaching goals and strategies to better understand the strengths and weaknesses of the teacher's teaching scene, to help teachers grow professionally. University administrators need to understand professional leadership, not only to be familiar with the professional knowledge of various education administrations, but also to know the current administrative regulations and rules, as well as changes in university regulations and methods, and communicate their messages to teachers and students so as not to affect teachers rights and obligations. Therefore, university administrators must continuously enrich themselves through reading clubs, seminars, seminars, or participating in various planned, step-by-step, meaningful and educational arrangements, and share and transform the theory and experience learned in the administration of university affairs.

Finally, this study describes the research limitations and future research directions as follows. First of all, we may consider expanding the scope of the study, including the

personality traits of students and administrative service personnel, and discussing the relationship between personality traits and service quality. Second, this study only adopts the questionnaire sampling survey method. It is not possible to increase in-depth interviews to obtain broad and representative student or administrative service staff's opinions to modify and confirm which specific service items or attributes are the most attractive key points of service quality with value.

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