THE CORRELATION BETWEEN ADMINISTRATIVE SERVICES AND THE LEARNING PROCESS QUALITY IN POSTGRADUATES

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Research Article

THE CORRELATION BETWEEN ADMINISTRATIVE SERVICES AND THE LEARNING PROCESS QUALITY IN POSTGRADUATES

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Abstract

This research objective was to determine the relationship between administrative services and the learning process quality in postgraduates. The research method was correlational research, which looked for a relationship between two variables. Furthermore, the research participants consisted of 1193 postgraduate students with masters and doctorates. The research instrument was a SERVQUAL model from Parasuraman, Zeithaml and Berry (1994), which consisted of five dimensions, namely tangibles, reliability, responsiveness, assurance, and empathy. Then, the quality of the learning process adapted from Herbert W. Marsh, which consisted of nine indicators, namely (a) learning, (b) enthusiasm, (c) organization, (d) group interaction, (e) individual relationships, (f) breadth, (g) exams, (h) assignments, and (i) overall workload. Data collection on participants was carried out at the end of the semester related to the service perception they felt during the lecture. The data analysis technique used correlation coefficients. The analysis results showed a strong correlation between administrative services and the learning process quality at the postgraduate of the State University of Surabaya. The quality of postgraduate administration services showed excellent results, supported by excellent employee performance by referring to the operational standards that had been set. Additionally, the learning process showed good quality supported by excellent administrative services. This research required further research related to the learning process quality.

Keywords: Service quality, Learning proses, postgraduate, quality control.

INTRODUCTION

Administrative service is an essential element in the administration of education. Lecturers and students at tertiary institutions are very dependent on administrative services. Universities are currently experiencing many changes in the form of service. The quality of administrative services emphasizes the students' satisfaction regarding fulfilling their needs (Nadiri, Kandampully and Hussain, 2009). Service quality is highly dependent on customer expectations because quality is related to excellence, suitability, and or the fulfillment of customer expectations (Pariseau and McDaniel, 1997, in Angell, Heffernan and Megicks, 2008). According to Oldfield and Baron (2000), there are three factors of service quality in college, including (1) the necessary elements related to the fulfillment of student learning obligations, (2) acceptable elements, and (3) functional elements. Oldfield and Baron (2000) explain that the employee's ability to interact with customers is related to the appearance and ability to satisfy customers representing the services of an organization. Assessment of service quality can be known by assessing the customers' perceptions of how to serve customers' needs and maintain them (Jain, Sinha and Sahney, 2011). In service, customers can see and experience various elements related to elements of a service, such as uniforms, pamphlets, service facilities (Oldfield and Baron, 2000). Quality of service according to Gonroos (2000) in Mizuary (2004), namely (1) professionalism and skill, related to technical quality related to the results of the service; (2) attitudes and behavior, demonstrated by employees' attention towards consumers and assisting in solving their problems; (3) accessibility and flexibility, namely the ease of consumers in accessing every service and adapting to the consumers' demands; (4) reliability and trustworthiness, which is accuracy in providing services to

consumers and prioritizing the consumers' interests; (5) service recovery, namely always making service improvements if there are errors or inaccuracies in providing services; (6) service, in which consumers feel a positive environment when in need of service; and (7) reputation and credibility, namely the consumers feel the trust of service providers. The quality of service in higher education depends on the expectations and values of students, such as clarity of roles and motivation in providing services (Voss, Gruber and Szmigin, 2007). Students, as primary consumers, producers, and products, have ideal expectations. Universities need to inform lecturers' expectations (Khodayari and Khodayari, 2011). Knowledge of student expectations will help lecturers to develop appropriate lesson plans. Postgraduate students are very different from undergraduate students because most have financed their studies (Taylor, 2002). The needs of postgraduate students are very complex, where they have other commitments such as work, family, and self-management. Hence, the experiences and perceptions of postgraduate students are significant in producing environmentally-oriented students (Abiddin and Ismail, 2014). Angell, Heffernan and Megicks (2008) suggest using the "SERVQUAL" model to measure postgraduates' service quality. This model examines the gap between the expected service quality and the perceived condition of students. There are five dimensions of service quality in the SERVQUAL model, namely tangibles, reliability, responsiveness, assurance, and empathy (Parasuraman, Zeithaml and Berry, 1994). Furthermore, explanation of the five dimensions, including (1) tangibles, consists of physical facilities, equipment, and appearance of employees; (2) Reliability, namely the ability of employees to perform the promised services reliably and accurately, (3) responsiveness, namely the willingness of employees to help customers and speed in providing services; (4) assurance, i.e., knowledge and courtesy of employees and their ability to inspire trust and confidence; and (5) empathy, namely a sense of caring, and individual attention owned by employees. The quality of

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academic services at universities is correlated with the learning quality (Greiner and Westbrook, 2002). Student experiences related to the quality of non-classroom services can form perceptions of the learning quality (Kotler and Fox, 1985 in Westbrook, Greiner and Saunders, 2005). Greiner and Westbrook (2002) suggest a learning quality instrument from Herbert W. Marsh (1997), which consists of nine indicators called Students' Evaluation of Educational Quality (SEEQ). Marsh (1987) presents nine hands of SEEQ, namely (1) learning, related to intellectuality and challenges; (2) enthusiasm, namely the energetic and dynamic instructor in learning; (3) organization, related to preparing teaching materials properly; (4) interaction, namely student participation in the learning process, (5) individual relationships, namely the instructor's familiarity with each student; (6) breath of coverage, namely the instructor conveys the original idea or concept in class; (7) examination/grading, namely feedback on the assessment results; (8) assignments/readings, namely assignments or readings that contribute to students' understanding of the subject; (9) workload or difficulty, which is related to the ease or difficulty in class.

RESEARCH METHODS

This correlational research aimed to determine the relationship between two variables, where changes in one variable reflected other variables (Creswell, 2012). The research variables were the academic services quality and the learning process quality. This research objective was to determine whether the quality of educational services had a significant effect on the learning process quality or not. The quality of academic assistance in this research used the SERVQUAL model from Parasuraman, Zeithaml and Berry (1994), which consisted of five dimensions, namely tangibles, reliability, responsiveness, assurance, and empathy. The quality of the learning process used the nine qualities of learning from Herbert W. Marsh, namely: (a) learning, (b) enthusiasm, (c) organization, (d) group interaction, (e) individual relationships, (f) breadth, (g) exams, (h) assignments, and (i) overall workload (Westbrook, Greiner and Saunders, 2005). Data collection on SERVQUAL and the quality of learning was carried out at the end of the semester with the perceptions that students felt. The research instrument used a Linkert scale on 1-to-4 scale. The research participants consisted of master's and doctoral students of the postgraduate program at the State University of Surabaya using a survey method on 1193 students. The data analysis technique used a correlation coefficient with decision making based on the acquisition of r with criteria r = .20-.35, little correlation; r = .35-.65, limited correlation; r = .66-.85, good correlation; r = .86 and above, an excellent correlation (Cohen and Manion, 1994, in Creswell, 2012).

RESULTS AND DISCUSSION

The correlation between the quality of academic services and the quality of the learning process of postgraduate students at the State University of Surabaya in table 1 showed r = 0.811 (*p* < 0.01), a solid correlation based on the criteria of Cohen and Manion (1994) as stated by Creswell (2012). Then, conversely, the correlation between the quality of the learning process and the quality of academic services was solid (r = 811). Figure 1 showed that the quality of educational services with the quality of the learning process showed a positive linear relationship

(Creswell, 2012). The quality of postgraduate service based on Figure 1 was very strong on empathy which showed that courtesy to students as the customers was carried out with full attention and care. Communication skills of the academic, administrative staff were determining factors for service quality (Dewi, Sudjana and Oesman, 2011) and students' satisfaction. Bove (2019) states that empathy is beneficial for organizations and can increase peoples' perceptions of service quality and reputation. In addition, Bove says that empathy can motivate employee behavior always to help consumers, establish social bonds between officers and consumers, and increase social support for the organization. Empathy in service positively affected consumer loyalty (Bahadur, Aziz and Zulfiqar, 2019).

Teble 1. Correlations educational service and learning process quality

		QSA	QIP
QSA	Pearson Correlation	1	.811**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	12003.418	14093.563
	Covariance	10.070	11.823
	N	1193	1193
QIP	Pearson Correlation	.811**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	14093.563	25149.841
	Covariance	11.823	21.099
	N	1193	1193

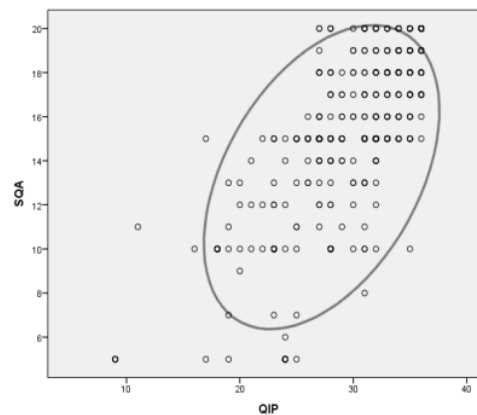**. Correlation is significant at the 0.01 level (2-tailed).

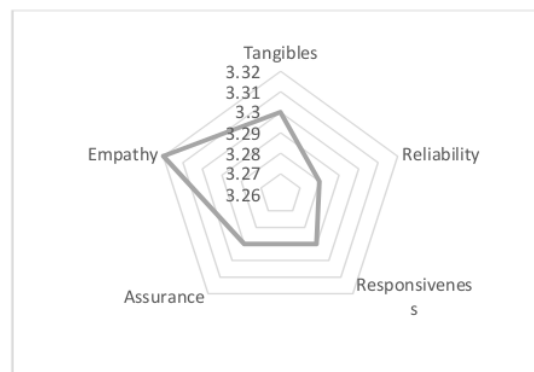**Figure 1. The quality of educational services with the quality of the learning process**

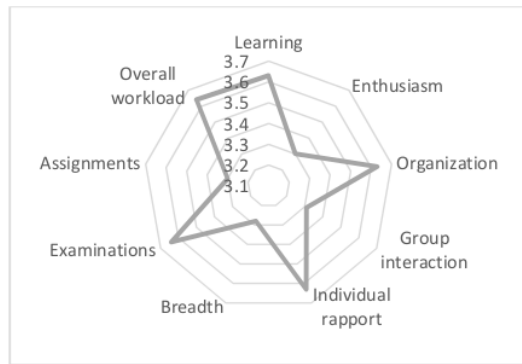**Figure 2. Service quality academic**

Figure 3. Learning process

Tangibles in postgraduate academic service were under empathy (Figure 1). Tangible was the quality of the physical environment in postgraduate as a supporting factor for service quality. The physical environment supported the cleanliness of the room, comfort, service facilities. Postgraduates realized that room cleanliness was a determining factor of customers' satisfaction with service quality (Barber and Scarcelli, 2010). An always clean room makes customers feel comfortable in the room. Chaguluka, Beharry, Ramraj and Amolo (2018) claim that universities must invest in the appearance of buildings, equipment, lecture venues, laboratories, and libraries, and students must also be provided with visually tangible goods (teaching materials, brochures, pamphlets) to improve facilities significantly. The setting of standards and guidelines on intangible services must be provided to make the learning environment conducive. The teaching materials needed by students, lecture rooms and laboratories, and learning tools were available following the established standards. They ensured that staff and students could use those related to technical problems (Gakobo, Ochieng and Nzioki, 2019). The employees' ability to provide services and responsiveness to consumers was influential on customer satisfaction. Coordination in providing services contributed to the quality of work that significantly affected customers' satisfaction (Sharabi, 2013).

Customers' satisfaction and postgraduate students illustrated service quality that significantly affected customers' satisfaction and behavior change (Ramroop and Govender, 2013). Postgraduate implementation was interrelated with consumers and academic services, including lecturers and other learning supporters related to the learning process quality (Govender and Ramroop, 2012). Lecturer activities were multidimensional, always associated with students, administrative staff, organizations, and stakeholders, affecting learning effectiveness (Marsh and Roche, 1997). Marsh and Roche stated that many university lecturers lacked confidence in the effectiveness of their education (Marsh and Roche, 1993 in Roche and Marsh, 2000). The organization's role in postgraduate was vital in improving the quality of lecturers through training programs to increase the learning effectiveness. Students' perceptions of instructional quality and the quantity and quality of the use of the learning environment had a significant effect on the quality of service, not the quantity of use (Larmuseau, Desmet and Depaepe, 2018). Students' perceptions of the quality of academic services were influenced by their culture (Tsiligiris, Kéri and Cheah, 2021). Colleges, especially postgraduates, were closely linked to

national culture. Different students from different regions had different perceptions related to communication. Postgraduates thought holistically to create an academic service experience with the sincerity of instructors and support staff gaining loyalty (Kashif, Ramayah and Sarifuddin, 2014). Service with empathy fostered a positive perception because it thoroughly cared for students, supported by good interpersonal skills and clear operational standards (Sohail and Hasan, 2021). The quality of learning was influenced by classroom management support and education that could generate interest which had a significant effect on students' intrinsic motivation (Srikanthan and Dalrymple, 2002). The organization was a factor that influenced the learning process quality, where organizational involvement with employees and awards given affected service quality (Bell and Menguc, 2002). The increase in the quality of employees provided by the organization through supervision and training had a significant effect on improving service quality to meet customers' expectations and satisfaction (Izadi, Jahani, Rafiei, Masoud and Vali, 2017). Yun (2019) states that organizational and work environments significantly affect facility services. Organizations had a significant effect on the achievement of service quality and the learning process by achieving goals based on the vision, mission, and programs that impacted improving performance (Pambreni, Khatibi, Azama and Thama, 2019). The increase in employee performance was related to learning organizations that positively impacted service quality and job satisfaction (Njilo, Karadaş and Garanti, 2020).

CONCLUSION

Service quality had a strong relationship with the quality of the postgraduate learning process at the State University of Surabaya. Academic services were directly correlated to meeting student needs in attending a lecturing. The fulfillment of service needs following student expectations was correlated to the quality of the learning process. Employee performance in providing academic services was correlated to the quality of the learning process. Meeting the needs of learning by the organization had a significant effect on the quality of education. Furthermore, implementing total quality management in academic services and the learning process could ensure superior services to students. This research was limited to the final measurement based on participants' perceptions of academic services and the learning process experienced. Therefore, further research was required.

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