

## **Service Quality and Students' Satisfaction of Management Department of Kanakai Multiple Campus**

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### **Abstract**

Service quality is an important tool for increasing student satisfaction. This study examines the service quality of the management department of Kanakai Multiple Campus (KMC) from students' perspective. It also examines the order of strength and relationship of service quality dimension as student satisfactions. The study was conducted among 52 bachelor-level students of management department of KMC located at Jhapa district of Nepal was taken as sample based on SERVEQUAL gap model developed by Parasuraman et al.(1985, 1988a), and used four likert scale and random sampling method was applied to collect data. Major Findings were compared with the main objective to measure the level of students' satisfaction and factors that contribute the service quality in management department of KMC. The result of the study emphasizes on the improvement of service quality dimensions of management department of KMC so as to satisfy students and get strategic advantage in this competitive marketplace. This study contributes valuable insights for educational institutions seeking to optimize service quality and bolster their market positioning.

**Keywords:** service quality, student satisfaction, quality assurance

### **Introduction**

Students Satisfaction Survey on management department of Kanakai Multiple Campus (KMC) is the major key factor of evaluating the service quality of the Campus. Educational institutions are not merely established to impart education and knowledge to the students but also to provide various services to uplift the overall performance of institution. The services include basic facilities and cleanliness, physical facilities, facilities of information technology, logistic, medical and library facilities, sports and extracurricular, learning environment and administrative behavior. Higher education

plays a crucial role in shaping the academic, personal and career development of the students. A key determinant of their success lies in the quality of services provided by the institution. Service quality in the education context refers to the level of excellence in administrative, academic and sport services offered to students throughout their educational journey. Various studies have shown that there is a strong relationship between service quality and student satisfaction. When students perceive that the institution is genuinely committed to meet their needs and providing them with a supportive environment, their satisfaction level rises significantly. As a result, satisfied students are more likely to excel academically, actively participate in extra-curricular activities and become ambassadors for the institution. A well satisfied person has positive feelings, honor and good perception towards his study and his institution. Hence, a quality service of the campus helps in achieving the goal of institution and students' satisfaction.

The topic of service quality and student satisfaction by Caruana et al. (2015), *European journal of marketing* where the author conducted an extensive research study on the relationship between service quality and student satisfaction in various higher educational institutions. They found compelling evidence that high service quality positively correlates with increase level of student satisfaction and vice versa. This study not merely focused the significance of service quality but also shaded light on the specific areas where institutions could focus their effort to enhance student satisfaction. In contrary, Carey, Cambiano, and DeVore (2002) believed that satisfaction actually covers issues of students' perception and experiences during the college years. They considered student satisfaction as a match between what students expect while entering colleges, and perception and experiences they develop during the college years, while most studies on satisfaction focus on the perspective of customers. Researchers are facing a problem of creating a standard definition for student satisfaction thus providing a need of customer satisfaction theory to be selected and modified so that it can explain the meaning of student satisfaction.

### **Statement of the Problem**

1. How does service quality impact student satisfaction in educational institutions?
2. What are the key factors that influence service quality and student satisfaction in educational institutions?

### **Objectives of the Study**

Institutional Arrangement to conduct the survey, KMC, an esteemed educational institution always focuses on its academic prosperity and success. Besides, it equally gives priority to the students' overall satisfaction towards the education and extra-curricular activities. KMC believes on team work to achieve its objectives and goals. It has formed various committees and sub-committees in order to perform various academic as well as non-academic works for the holistic development of the students. To identify the level of students' satisfaction, the researcher prepared a standard form to collect the opinion, views and feedback of students towards the institution. The specific objectives are mentioned below.

1. To measure the level of student satisfaction in management department of KMC;
2. To identify the key factors that contribute the service quality in management department of KMC.

### **Delimitation of the Study**

Delimitation of the study is that the data collected from students' satisfaction and service quality were based on a relatively small sample size, which may not fully represent the diverse students' population on the campus. Additionally, the reliance of self-reported data may introduce bias as students might be influenced by their current emotions when providing feedback. Furthermore, the study's cross-sectional design does not account for potential changes of students' satisfaction and service quality over time and the lack of a control group hinders the establishment of causal relationship.

### **Literature Review**

#### **Service Quality**

Service quality refers to the overall level of excellence and satisfaction experienced by customers when interacting with a company's products, services, and processes. It is a measure of how well a business meets or exceeds customer expectations and fulfills their needs. Service quality is a critical factor in building customer loyalty, increasing customer retention, and maintaining a positive brand image. It consists of reliability, responsiveness, assurance, empathy tangibles, and perceived value. Service is a product. Its unique characteristics distinguish it from tangible products. Service is intangible, inseparable, and heterogeneous. Services

cannot be seen, touched, held, or stored; they cannot be packaged and put in a bag to take home when you purchase them (Zeithaml and Bitner, 2003). Its quality has to be assessed by a customer on the premise of service performance. Defining the intangibility, inseparability and heterogeneity characteristics of service is important, as it helps to lay the groundwork for the focus on service central to this study, especially for the production and delivery logic regarding the measurement of service quality. It also highlights the idea that there are instances where services accompany goods, and vice versa.

### **Service quality and customer satisfaction**

It is understood as the customer's emotional reaction to the perceived difference between performance appraisal and expectation. According to Kotler & Keller (2006), satisfaction is an individual perception based on their expectations of product or service performance, whether they are satisfied or dissatisfied. In this context, Reichheld & Sasser (1990) from their investigation of various service industries demonstrated that loyal customers generate more revenue over more years, and that the cost of maintaining customers is often lower than the promotion cost needed to acquire new customers.

The expectancy disconfirmation model of satisfaction postulated by Patterson (1993) is the dominant conceptual model for the evaluation of customer satisfaction (THE BATUK, 2022). This model posits that consumers' pre-purchase expectations about a product or service are a major determinant of the level of post purchase satisfaction (Patterson, 1993). Assessment of service quality is concerned with measuring attitudes of the service users on various dimensions of service quality which is subjective and qualitative, too. Common models in measuring service quality are the Grönroos' model (1984), SERVQUAL (Parasuraman et al., 1988), and SERVPERF (Cronin Jr & Taylor, 1992). The SERVQUAL model was developed by Parasuraman, Zeithaml, and Berry (1985, 1988; Zeithaml et al., 1990) for measuring service quality. This model suggests that customer satisfaction is a function of the perceptions of service quality relative to the customer's initial expectations. The broadly adopted tool for measuring and supervising service quality was SERVQUAL (Buttle, 1996) which has, at its beginning, 10 determinants of service quality, reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding the customer and tangibles. Afterwards, Parasuraman, Berry, and Zeithaml (1988) exposed

a high degree of correlation between some components and combined them to five dimensions: Reliability, Assurance, Tangibles, Empathy, and Responsiveness.

The modified SERVQUAL model reduced the number of statements/items under each dimension, firstly from a total of 97 to 34 and further to a 22-item instruments and grouping those 22 items into just five general dimensions. Similarly, Cronin and Taylor (1992, 1994) found loopholes in the SERVQUAL instrument and developed the SERVPERF model. In SERVPERF model, the researchers eliminated the expectations component from the SERVQUAL model. The result was the single score perceptions-only model, a service performance-based model as a measure of the service quality construct. The model suggests that service quality is an important antecedent of consumer satisfaction and that consumer satisfaction has a significant effect on purchase intentions. The instrument has been described as the best fit for the assessment of service quality and satisfaction because of its high reliability and validity. The SERVPERF model has been widely used to measure perceived service quality in sectors such as retailing, restaurants, banking, telecommunication, airlines, catering, hotels, hospitals, automotive, and education (Landrum et al., 2009). Thus, this model SERVPERF has been used in this study to investigate service quality status and its relationships with students' satisfaction.

The study of service quality in education sector has risen from last two decades. Researchers have conducted both descriptive studies to analyze student perception on service quality and correlation studies to examine effect of service quality on student satisfaction. In this context, Rasli et al.(2012) assessed service quality in Malaysia higher education sector using a SEERVQUA model. This study uncovered negative gap between student perceptions and expectations in all five dimensions. Jalal et al. (2011) did student satisfaction assessment in determining service quality at higher learning institutions (HEIs) and concluded that the majority of students are satisfied with the facilities provided by universities. Similarly, their findings suggested to a significant relationship between the five dimensions of service quality and students' satisfaction.

Similarly, the study of Onogo (2019) examined service quality perceived by the international students in Indiana and Michigan using SERVPERF framework. The result found that respondents were very satisfied with the service quality of non-academic departments in their universities and the service performance dimensions of reliability, tangibility and empathy explained a significant percentage of the relationship between satisfaction and service quality (Onogo, 2019).

Kattab (2019) reported a positive significant relation between the various dimensions considered and the student satisfaction except for the independent variable campus physical facilities which had a negative non-significant relation. Schwantz (1996) applied a 7-point Likert scale designed by Parasuraman, Zethamil, and Berry to investigate traditional and non-traditional students' view to investigate service quality at higher education institutions. His findings revealed no significant difference in the expectations or perceptions of traditional versus non-traditional students.

Yamaqpta (2014), using multiple regression and hierarchical regression analysis, confirmed that several dimensions of service quality and academic quality were significantly related to student satisfaction. Yusuf et al. (2012) analyzed service quality differences between research universities and non-research universities and observed remarkable differences. Similarly, a number of studies have found significant impact of service quality on student satisfaction. The study of Hasanet et al., (2009) proved to a significant positive relationship between service quality and student satisfaction.

Usman (2010) used structural equation modeling technique (SEM) to reveal impact of service quality on students' satisfaction in higher education institutes of Punjab, Pakistan. The results of the study indicated significant impact of service quality on the students' satisfactory level. In addition, Ali & Mohamed (2014) found positive significant relationship between service quality dimensions and student satisfaction.

The previous researchers have investigated in different dimensions about the facilities of campus to enhance the service and create a distinct image in the institutional sector of KMC, however; the service quality and student satisfaction of KMC, Jhapa has not been researched. In this article, the researcher has presented various facilities offered by campus to the students and tries to measure the level of student satisfaction based on the cleanliness facilities, physical facilities, information technology, logistic, medical and library facilities, sports, extra-curricular and other student related facilities.

### **Methods**

This study is based on descriptive research design. In this study, the researcher examined the service quality by using SERVEQUAL gap model propounded by

Parasurman et al. (1988). It helps to determine the expectation and perception of students about service quality and service quality gap (P-E). Service quality gap helps to determine satisfaction of students towards service quality of KMC in Jhapa district.

A well-structured questionnaire was designed using four likert scale, i.e., 1=high, 2=medium, 3=low, and 4=no experience. To know the rate value of students' expectation and perception about service quality of KMC. The survey was conducted in management department of KMC. Random sampling method was used for selecting respondents from BBS program. Total respondents were 52 students.

### **Data Collection Tools and Approach**

The study was conducted on the basis of primary data. The primary data were collected through questionnaire method and direct approach. Secondary data were not used in this study.

This chapter deals with analysis of data and presentation of data. Analysis and interpretation are done in line with the objective, to establish the effect of students' satisfaction of KMC, Surunga. Analysis is the process of splitting the complex topic into smaller parts in order to get a better understanding of it.

Basic Facility and Cleanliness in the Campus and Department The researcher conducted the survey to identify the requirements of students and measure the level of students' satisfaction towards basic facility and cleanliness services offered by the campus. The feedback of students' representative is presented below in the table and bar diagram.

### **Data Presentation and Analysis**

This chapter deals with analysis of data and presentation of data. Analysis and interpretation were done in line with the objective, to establish the effect of students' satisfaction of KMC, Surunga. Analysis is the process of splitting the complex topic into smaller parts in order to get a better understanding of it.

### **Analysis of Responses of BBS Fourth-Year Students**

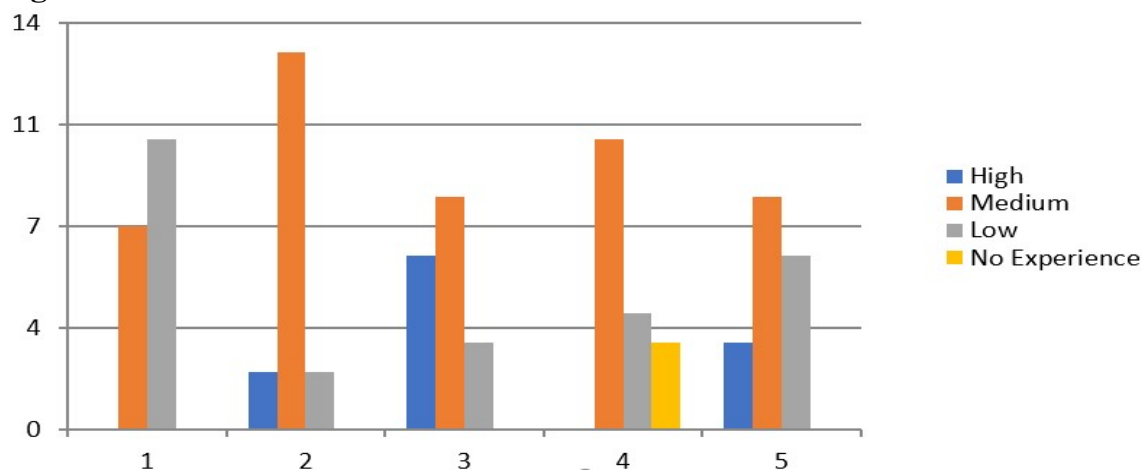
The researcher conducted the survey to identify the requirements of students and measure the level of student's satisfaction towards basic facility and cleanliness services offered by the campus. Total 17 students from BBS fourth year were taken as sampling for feedback. The feedback of student's representative is presented below in the table and bar diagram.

**Table 1**

*Water and Cleanliness Facility of Campus*

S N	Parameters	High	Medium	Low	No Experience
1	Drinking Water Facility	0	7	10	0
2	Canteen Facility	2	13	2	0
3	Cleanliness in the Campus	6	8	3	0
4	Waste Management Facility	0	10	4	3
5	Cleanliness of Toilet	3	8	6	0

**Figure 1**



The above data shows that drinking water facility of campus should be improved as 41.18% of respondents responded that drinking water facility is medium and remaining 58.82% of respondents responded that water facility is low. So, it shows that the water facility in the campus is not so good. Likewise, canteen facility of campus seems good as 11.76 % of the respondents have given the feedback that the quality of canteen is high, 76.47% response medium and rest of 11.76% of the respondents have given the feedback that the quality of canteen is low. So, it shows that canteen facility of the campus is just an average.

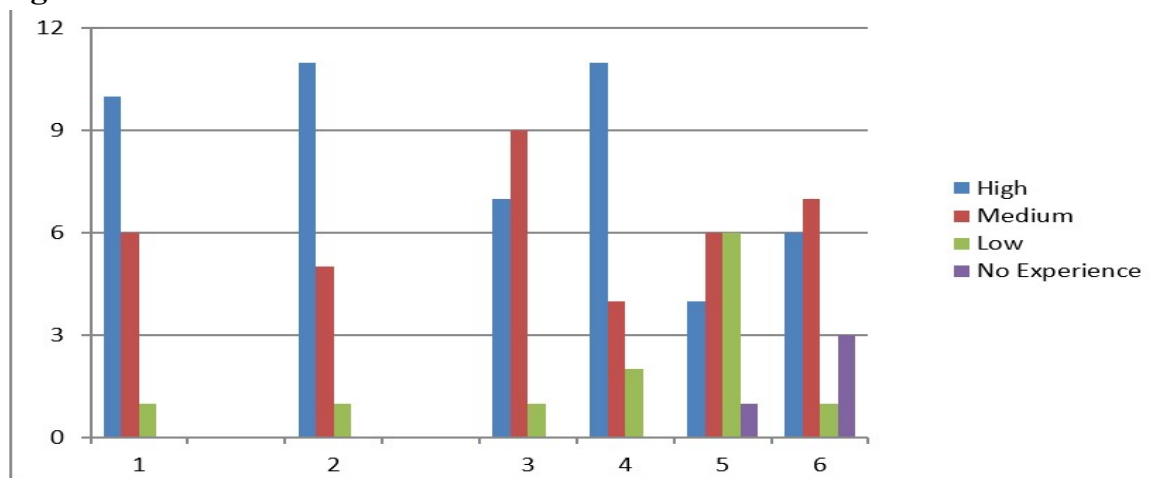


Likewise, cleanliness facility in the campus seems good as 35.29% of respondents provided the feedback that cleanliness of the campus is high, 47.06% responses informed medium and remaining 17.65% of respondent provided the feedback that the cleanliness in the campus is low. Hence, it shows that the quality of cleanliness is medium. Similarly, waste management facilities in the campus is high as 58.82% of respondent response the waste management is high 23.53% of respondents responded that the waste management is medium and 17.65% of respondents responded the waste management facilities is low. Therefore, the quality of waste management in campus is high. Cleanliness of the toilet in the campus seems medium as 17.65% of respondent response high, 47.06% medium and rest of 35.29 % of respondent response low services.

**Table 2**  
*Physical Facility in the Campus*

S N	Parameters	High	Medium	Low	No Experience
1	Facility of Classroom	10	6	1	0
2	Availability of Furniture	11	5	1	0
3	Availability of Toilet	7	9	1	0
4.	Availability of Library Building	11	4	2	0
5	Availability of Cycle Shed and Bike Parking	4	6	6	1
6	Availability of Stationery and Sport items	6	7	1	3

**Figure 2**



The above figures show the result of the physical facility of the campus in various parameters. As per the responses regarding classroom facility, 58.82 % of respondents provide the feedback as high, 35.29% as medium and remaining 5.88% as low. Hence, the figure shows that the facility of the classroom is high. The availability of furniture, 64.71% of the respondent response high, 29.41 % as medium and 5.88% of the respondent responses as low, which shows that the availability of the furniture in the campus is high. With reference to availability of toilet, 41.18% response is high, 52.94% is medium and 5.88% of the respondent response is low and therefore, the figure reveals that the availability of toilet in the campus is good.

Likewise, regarding library building, 64.71% of the respondent provides the feedback as high, 23.53% as medium and 11.76% as low. Hence, the availability of the library building is high. The figure presents that the availability of the cycle shed and bike parking facility in the campus is good as 29.41% of the respondent responses high, 35.29% as medium, 35.29% as low and 5.88% as no experience. The data regarding the availability of stationery and sports in the campus is just as good as 35.29% respondent response high, 41.18% medium, 5.88% low and 17.65% no experience.

**Table 3**

*Facility of Information Technology Enabled Services (ITES)*

S N	Parameters	High	Medium	Low	No Experience
1	Computer Lab Facility	1	3	6	7
2	Use of Teaching Aids in Classroom	1	9	7	0
3	Use of Projector and Laptop in Classroom	0	8	9	0
4.	Availability of e-library	1	5	4	7
5	Availability of Internet Facility	0	0	11	6
6	Use of CCTV Camera	2	6	8	1

**Figure 3**

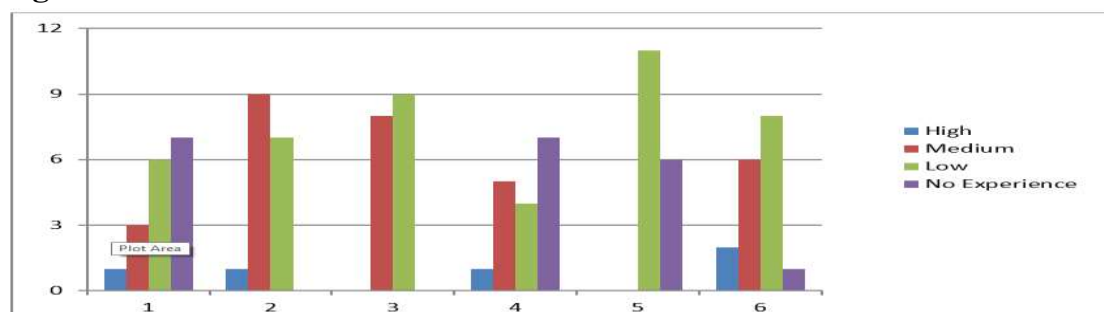


Figure 3 presents facility of information technology enabled services on various parameters. The figure regarding computer lab facility shows that 5.88% of the respondent responses high facility, 17.64% medium, 35.29% low and remaining 41.17% no experience. Hence, it shows that the facility of information technology enabled services is low. Likewise, the figure concerning use of teaching aids shows that 5.88% of the respondent responses high facility, 52.94% medium, 41.17% low. Hence the figure reveals that use of teaching aids in the classroom is just medium. As per the figure use of projector and laptop in the classroom is low as 47.05% of the respondent responses medium and 52.94% low.

The figure regarding availability of e-library shows that 5.88% of the respondent presents the feedback as high, 29.41% medium, 23.52% low and 41.17% no experience. Hence, the availability of e-library in the campus is not satisfactory. The use of internet facility seems quite low as the figure shows that 64.70% of the respondents present feedback negatively as low and 35.29% as no experience. Likewise, the use of CCTV camera in the campus is low as data shows that 11.76% of the respondents present positive feedback as high, 35.29% as medium, 47.05% low and 5.88% as no experience.

**Table 4**  
*Logistics, Medical and Library Facilities*

S N	Parameters	High	Medium	Low	No Experience
1	Transportation Facility	7	8	2	0
2	Availability of Health Facility	5	6	4	2
3	Street Light Facility in the Campus	5	5	2	5
4.	Availability of Books in the Library	2	8	6	1

**Figure 4**

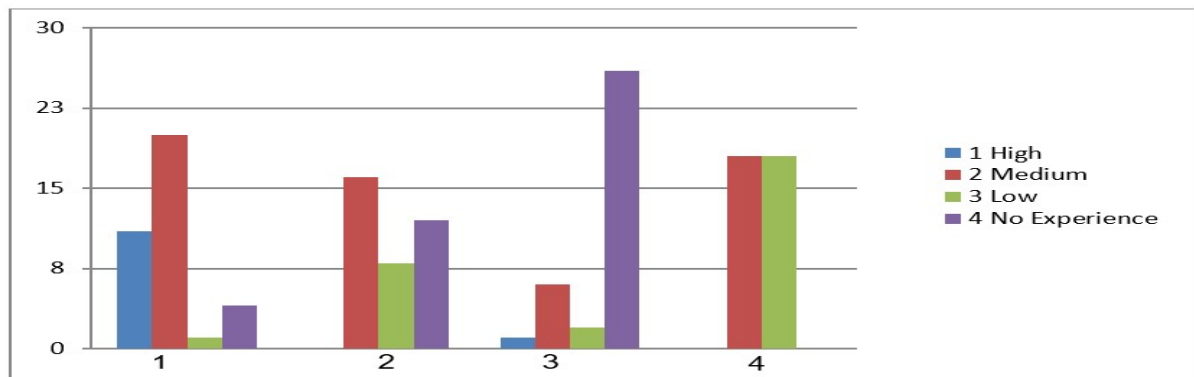


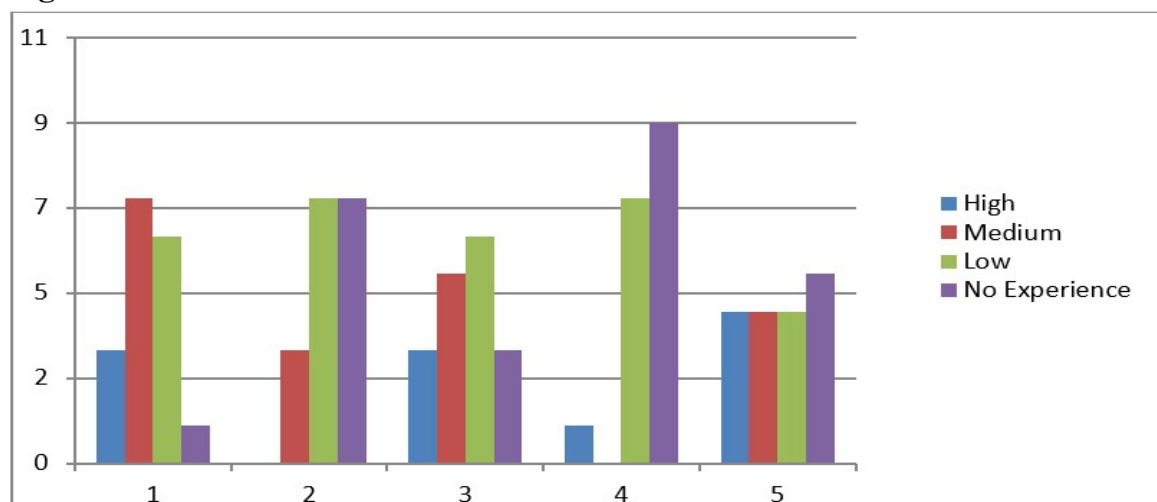
Figure 4 presents Logistics, Medical and Library Facilities. The figure shows that transportation facility of the campus seems average as 41.17% of the respondent response high, 47.06% medium and merely 11.76% low. The availability of the health facility seems to be improved as 29.41% of the respondent from the survey respond the facility as high, 35.29% medium and 23.52% as low. Similarly, the facility of the street light in the campus need to be improved as the figure shows that 9.41% of the total respondent response the facility as high, 29.41% as medium, 11.76% as low. Regarding the availability of books in the library is not satisfactory as per the survey as 11.76% of the respondent response the facility as high, 47.06% as medium, 35.29% as low facility. Logistic, medical and library facility should be improved to achieve students' satisfaction.

**Table 5**

*Sports, Extra Curricular and Other Students related Facilities*

S N	Parameters	High	Medium	Low	No Experience
1	Playground Facility	3	7	6	1
2	Facility of Indoor and Outdoor sports	0	3	7	7
3	Facility of Student Counseling	3	5	6	3
4	Facility of Remedial Coaching	1	0	7	9
5	Facility of Cocurricular Activities	4	4	4	5

**Figure 5**



The figure presents Logistics, Medical and Library Facilities. In the figure 17.65% of the respondent responses high, 41.18% medium, 35.29% low and remaining 5.88% expresses no experience. Hence, the playground facility in the campus is just medium. The figure presents 17.65% responses medium, 41.18% low, 41.18% no experience. Hence the figure presents that the facility of indoor and outdoor sports is also low. The facility of student counseling in the campus as presented in the figure is presented as below. 17.65% of the respondent represents high, 29.41% responses medium, 35.29% low and 17.65% as no experience. The facility of remedial coaching in the campus is low as the figure presents that 5.88% of the respondent responses high, 41.18% low and 52.94% no experience. The figure presents that 23.53% of the respondent responses high, 23.53% medium, 23.53% low and 29.41% as no experience. Hence, the facility of co-curricular activities is good.

**Table 6**

*Learning Friendly Environment and Administrative Behavior*

S N	Parameters	High	Medium	Low	No Experience
1	Peaceful Environment in Campus	3	8	6	0
2	Qualified and Energetic Teachers in Campus	8	8	0	1
3	Use of Teaching Method and Materials	1	12	4	0
4	Punctuality of Teachers	10	7	0	0
5	Enough Supportive Feedback from the Teachers	5	10	1	1
6	Treated Respectfully by the Chief	10	4	2	1
7	Treated Respectfully by the Teachers	8	7	2	0
8	Treated Respectfully by the Non-Teaching Staffs	10	5	2	0

**Figure 6**

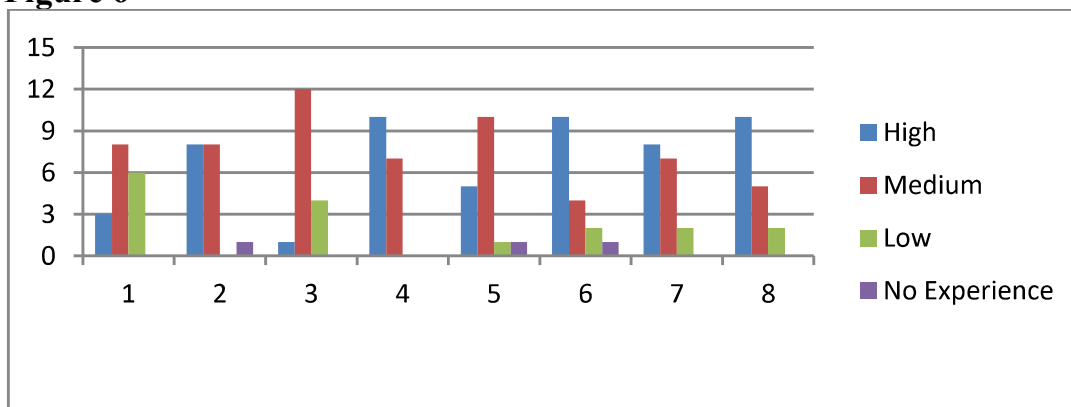


Figure 6 presents the Learning Friendly Environment and Administrative Behavior in various parameters. The result of parameter 1 reveals 11.76% of the respondent responses high, 47.06% medium and 35.29% low. It shows that the peaceful environment in the campus is average. The figure regarding parameter 2 presents that 47.06% of the respondent responses high, 47.06% medium and 5.88% as no experience. Hence, the qualified and energetic teachers in the campus are high. The figure of parameter 3 shows that the use of teaching method and materials in the campus is average as 5.88% of the respondent responses high, 70.59% medium, 23.53% low.

Likewise, the result as to punctuality of the teachers in the campus is very good as 58.82% of the respondent responses high and 41.18% medium. The figure concerning parameter 5 presents that 29.41% of the respondent responses high, 58.82% medium, 5.88% low and 5.88% as no experience. Hence the enough supportive feedback from the teachers is just an average. The respectful treatment by the chief is high as the figure shows that 58.82% of the respondent responses high, 23.53% medium, 11.76% low and 5.88% as no experience.

Similarly, the data regarding parameter 7 presents that 47.06% of the respondent responses high, 41.18% medium and 11.76% low. Hence, the respectful treatment by the teachers in the campus is high while the figure of parameter 8 shows that 58.82% of the respondent responses high, 29.41% medium and 11.76% of the respondent responses low. Therefore, the respectful treatment by the non-teaching staffs is so high.

### **Analysis of Responses of BBS First-Year Students**

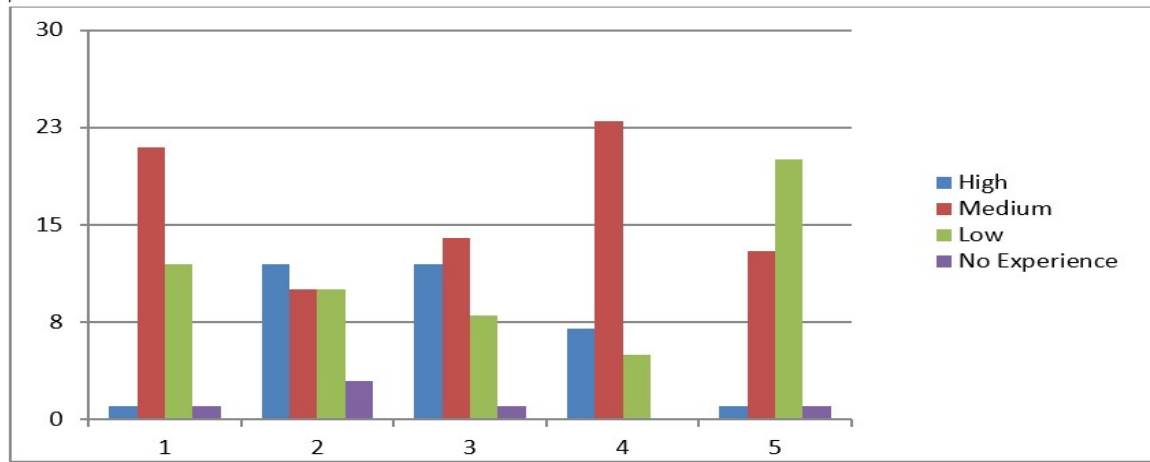
For the survey, sample collected from BBS 1<sup>st</sup> Year management department for identifying the requirement of students to enhance the quality of services in the campus which ultimately revealed the following data. Total 35 students were taken as sample collecting as representative from BBS first year.

**Table 7**

*Basic Facility and Cleanliness in the Campus and Department*

S N	Parameters	High	Medium	Low	No Experience
1	Drinking Water Facility	1	21	12	1
2	Canteen Facility	12	10	10	3
3	Cleanliness in the Campus	12	14	8	1
4.	Waste Management Facility	7	23	5	0
5	Cleanliness of Toilet	1	13	20	1

**Figure 7**



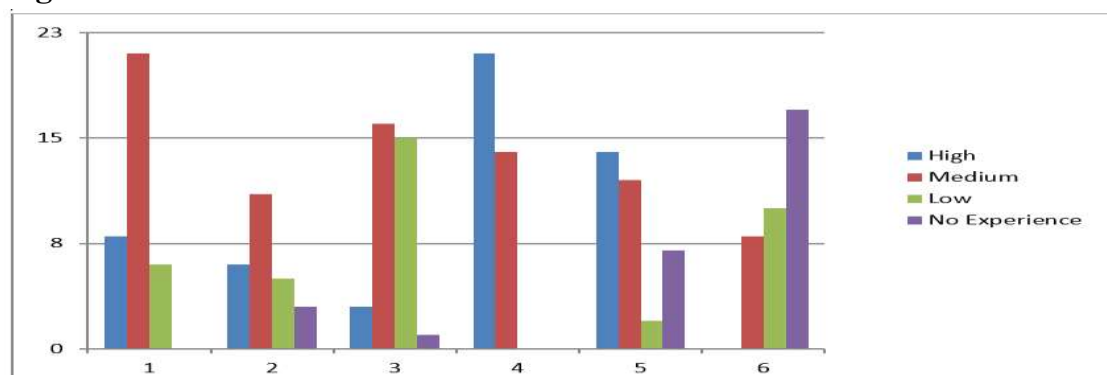
The above figure shows that drinking water facility of campus is just an average as 2.86% of respondent response high, 60% medium, 34.29% low and 2.86% as no experience. Likewise, the figure shows that canteen facility of campus seems good as 34.29 % of the respondents have given the feedback that the quality of canteen is high, 28.57% medium, 28.57 % low and 8.57 % as no experience.

Cleanliness in the campus is just an average as 34.29 % of respondents provide the feedback that cleanliness of the campus is high, 40% response medium, remaining 22.86 % low and 2.86% no experience. The figure shows that waste management facilities in the campus is just medium as 20% of respondent response the waste management is high , 65.71% of the respondents response the waste management is medium and 14.26% of respondents response the waste management facilities is low. Cleanliness of the toilet in the campus is low as 2.86% of respondent response high, 37.14% medium, 57.14% of respondent response low and 2.86% response no experience.

**Table 8**

*Physical Facility in the Campus*

S N	Parameters	High	Medium	Low	No Experience
1	Facility of Classroom	8	21	6	0
2	Availability of Furniture	6	11	5	3
3	Availability of Toilet	3	16	15	1
4.	Availability of Library Building	21	14	0	0
5	Availability of Cycle Shed and Bike Parking	14	12	2	7
6	Availability of Stationery and Sport items	0	8	10	17

**Figure 8**

The above figure shows that the facility of classroom is just an average as 22.86% of respondent response that the physical facility in the campus is high, 60% medium, and 17.17% as low facility. The figure shows that availability of furniture is just medium as 17.14 % of the respondents have given the feedback that the facility is high, 31.43% response medium, 14.26% low and 8.57 % of them responses no experience. The figure shows that the availability of toilet in the campus as just an average as 8.57 % of the respondent response high, 45.71% medium, 42.86% low and 2.86% no experience. The figure shows that 60% of the respondent responses that the availability of the library building in the campus is high and 40% responses medium. Hence the availability of the library building in the campus is high. The figure shows that 40% of the respondent responses high, 34.29% medium, 5.71% low and 20% no experience. Hence, the figure shows that the availability of the cycle shed and bike parking area is good as majority of the respondent response high. The availability of stationery and sports items in the campus is low as 22.81% of the respondent responses medium, 28.57% low and 48.57% no experience.

**Table 9***Facility of Information Technology Enabled Services (ITES)*

S N	Parameters	High	Medium	Low	No Experience
1	Computer Lab Facility	2	6	4	23
2	Use of Teaching Aids in Classroom	1	10.	20	4
3	Use of Projector and Laptop in Classroom	0	3	20	12
4.	Availability of e-library	5	10	8	12
5	Availability of Internet Facility	0	5	18	12
6	Use of CCTV Camera	1	7	11	16



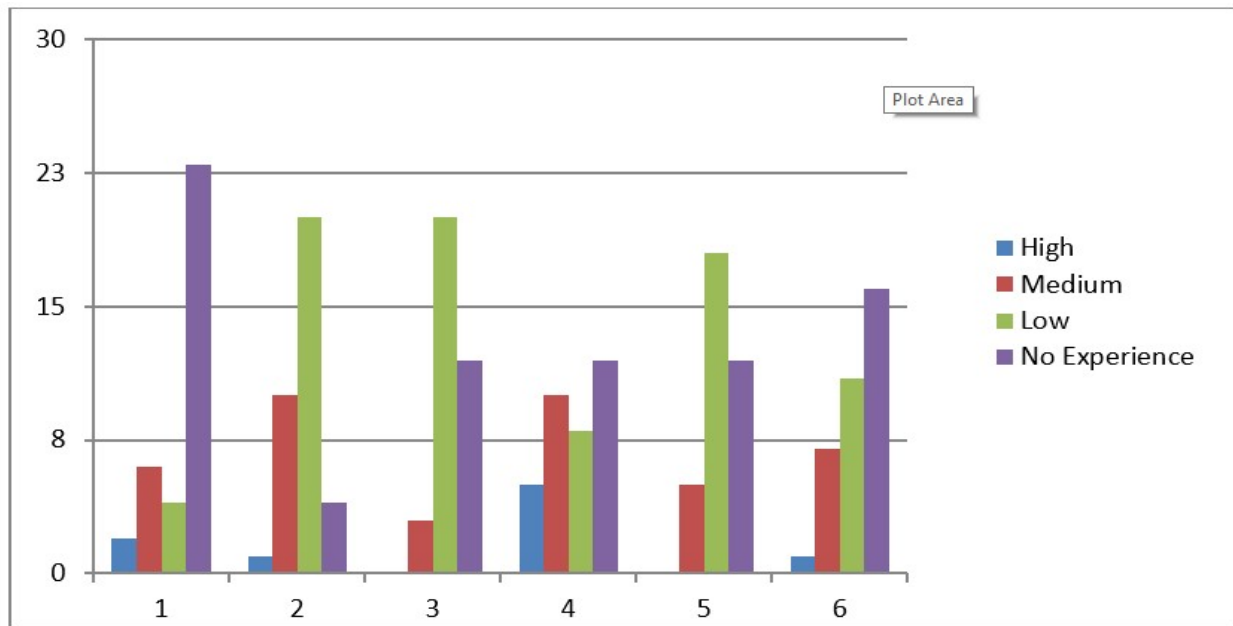
**Figure 9**

Figure 9 presents the facility of information technology enabled services on various parameters. The figure regarding parameter 1 shows that 5.71% of the respondent responses high facility, 17.14% medium, 11.43% low, and 65.71% no experience. Hence, it shows that computer lab facility in the campus is not so good. Likewise, the figure shows that 2.86% of the respondent responses high, 28.57% medium, 57.14% low, and 11.43% no experience. Hence the figure reveals that use of teaching aids in the classroom is quite low.

As per the figure use of projector and laptop in the classroom is quite low as 8.57% of the respondent responses medium, 57.14% low and 34.29% no experience. The figure shows that 14.26% of the respondent presents the feedback as high, 28.57% medium, 22.81% low and 34.29% no experience. Hence, the availability of e-library in the campus is not satisfactory. The use of internet facility seems quite low as the figure shows that 14.26% of the respondents present medium, 51.43% low and 34.29 as no experience. The use of CCTV camera in the campus is low as figure 2.3 shows that 2.81% of the respondents present high, 20% as medium, 31.43% low, and 45.71% as no experience.

**Table 10***Logistics, Medical and Library Facilities*

S N	Parameters	High	Medium	Low	No Experience
1	Transportation Facility	14	11	6	4
2	Availability of Health Facility	5	5	7	18
3	Street Light Facility in the Campus	6	11	5	13
4.	Availability of Books in the Library	14	14	6	1

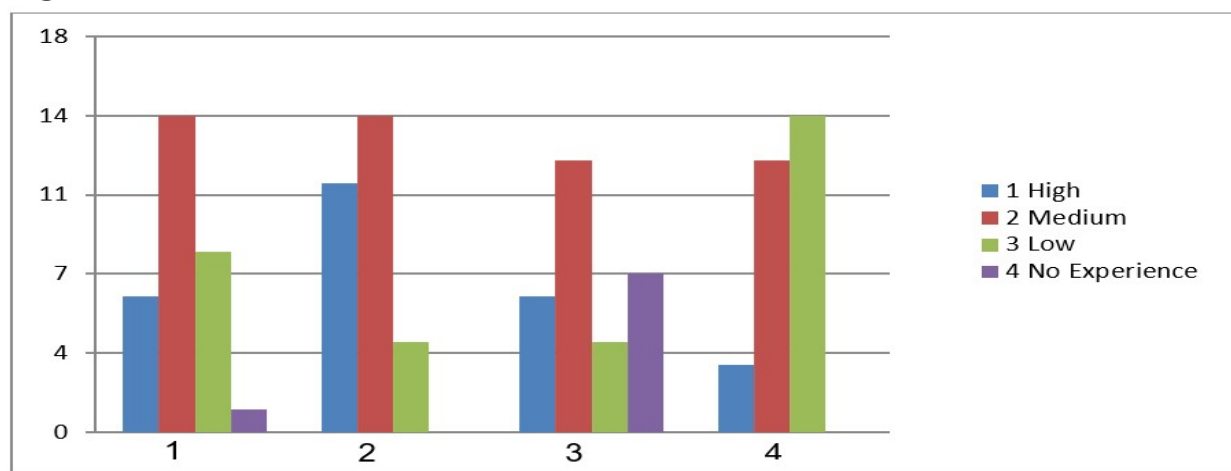
**Figure 10**

Figure 10 shows logistic, medical and library facility in various parameters available in the campus. As per the survey the transportation facility of the campus seems good as 40% of the respondents have responded the facility as high, 31.43% medium, 17.14% as low and 11.43% as no experience. The availability of health facility seems average as 14.29% of the respondents have responded the facility as high, 14.29% medium, 20% low and remaining 51.43% as no experience. Similarly, the street light facility in the campus seems to be good as the survey shows that 17.14% of the respondents response the facility as high, 31.43% medium, 14.29% low and 37.14% as no experience. The availability of books in the library is good as majority of the respondents have responded positively. The figure shows that 40% of the respondents have responded the facility as high, 40% medium, 17.14% low and 2.86% as no experience. The figure shows that the facilities of sports, medical and library in the campus should be improved to achieve the goal of institution and enhance students' satisfaction.

**Table 11***Sports, Extra Curricular and Other Students related Facilities*

S N	Parameters	High	Medium	Low	No Experience
1	Playground Facility	9	15	8	3
2	Facility of Indoor and Outdoor sports	2	6	7	20
3	Facility of Student Counseling	10	8	7	10
4	Facility of Remedial Coaching	1	4	5	25
5	Facility of Co-curricular Activities	1	17	6	11

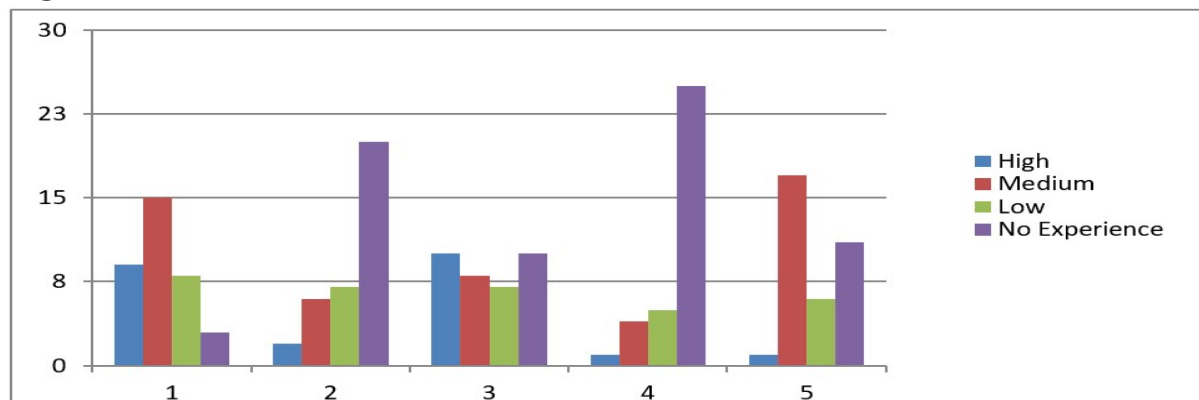
**Figure 11**

Figure 11 shows the sports, extracurricular and other students related facilities on various parameters. The figure shows that the playground facility of the campus seems good as 25.71% of the total respondent has responded the facility as high, 42.86%, 22.86% as medium and 22.86% as low. The facility related to indoor and outdoor sports in the campus seems to be poor as 5.71% of the respondents has responded the facility as high, 17.14% as medium, 20% as low and 57.14% of the respondents has responded as no experience.

Likewise, the facility of students counselling seems to be good as 28.57% of the respondents responded the facility as high, 22.86% as medium, 20% as low facility and 28.57% as no experience. The facility of remedial coaching seems to be improved as 2.86% of the respondents have responded the facility as high, 11.43% as medium, 14.29 as low and 71.43% of the respondents have provided no experience. The co-curricular facility of the campus seems good as 2.86% of the respondents have responded as high, 48.57% as medium, 1.71% as low and remaining 31.43% of the respondent have responded as no experience.

**Table 12***Learning Friendly Environment and Administrative Behavior*

S N	Parameters	High	Medium	Low	No Experience
1	Peaceful Environment in Campus	1	19	11	3
2	Qualified and Energetic Teachers in Campus	13	17	1	4
3	Use of Teaching Method and Materials	3	11	18	3
4	Punctuality of Teachers	17	15	3	0
5	Enough Supportive Feedback from Teachers	15	12	3	5
6	Treated Respectfully by the Chief	12	19	2	2
7	Treated Respectfully by the Teachers	17	13	3	2
8	Treated Respectfully by Non-teaching Staffs	11	20	2	2

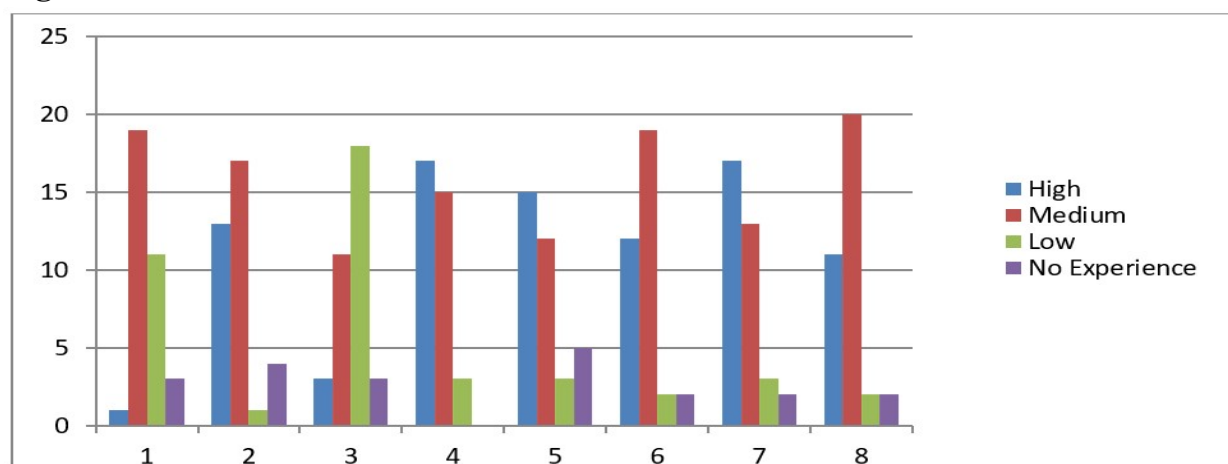
**Figure 12**

Figure 12 shows the learning friendly environment and administrative behavior of the campus in various parameters. The situation of peaceful environment in the campus seems good as majority of the respondents have responded positively. The figure shows that 2.86% of the respondents have responded the facility as high, 54.29%

medium, 31.43% as low and remaining 8.57%. The qualified and energetic teacher in campus seems to be excellent as 37.14% of the respondents have responded the facility as high, 48.57% medium, 2.86% low and remaining 11.43% have responded as no experience. The facility of teaching method and material in the campus need to be improved as the figure shows that 8.57% of the respondents have responded the facility as high, 31.43% as medium, 51.43% as low and remaining 8.57% as no experience.

Likewise, the punctuality of teachers is good as 48.57% of the respondents have rated as high, 42.86% as medium, 8.57% as low. The feedback from the teachers to the students seems good as the figure shows that 42.86% of the respondents have rated high, 34.29% as medium, 8.57% as low and 14.28% as no experience. The chief of the campus treats respectfully to all the students as the figure shows that 34.29% have rated high, 54.29% as medium, 5.71% as low and 5.71% as no experience.

The figure shows that teachers treat the students in a respectful manner. Majority of the respondents have responded very positively. The figure shows that 58.57% of the respondents have rated high, 37.14% as medium, 8.57% as low and 5.71% as no experience. Similarly, the non-teaching staffs of the campus also treat students in a respectful manner. The figure shows that 31.43% of the respondents have rated the facility as high, 57.14% as medium, 5.71% as low and 5.71% as no experience.

### **Main Findings**

The researcher has used SERVQUAL model which is widely used framework for assessing and measuring the quality of service in various industries. This model consists of reliability, assurance, tangibles, empathy and responsiveness. On the basis of SERVQUAL model's dimensions, the researcher has presented the findings and results. The main objective of this research is to enhance the service quality of the institution, identifying both the limitation and strength aspects, which ultimately increase students' satisfaction and achieve organizational goal. The researcher has focused to obtain the feedback from students on overall facilities of KMC. The reliability and assurance of KMC is moderate whereas empathy, responsiveness and tangible seem high. The basic facilities, physical facilities and cleanliness in the campus are moderate. The classroom facility in the campus seems student-friendly with good atmosphere. The overall result in the information technology enabled services in the campus is not satisfactory and need to enhance modern technologies for student security and quality service. However, the use of teaching aids and CCTV in the campus is moderate. The overall result of logistic, medical and library facility in the campus is satisfactory. However, the street

lights facility of the campus need to be improved. The sports, extracurricular and other students' related facility in the campus is medium in overall but the data present no experience in the facility of remedial coaching classes and facility of co-curricular activities. The overall result of learning friendly environment and administrative behavior in the campus seems good.

### **Conclusion**

Service quality plays a vital role in student satisfaction. By focusing on dimensions such as adaptability, involvement, and consistency, the department can create a positive and healthy learning environment that meets students' expectations. The quality of curriculum and teaching, administrative support, and the provision of facilities and resources all contribute to shaping the student experience. Moreover, fostering positive student-faculty interactions, providing career support, and inspiring feedback mechanisms contribute to a supportive and enriching educational journey. The adaptability of the department to changing needs, offering research opportunities, and creating an inclusive environment further enhance the overall educational experience. Continuous improvement initiatives, effective communication channels, and students' participation in decision-making processes are integral for maintaining transparency and trust. Student satisfaction significantly impacts the success of educational institutions in a competitive environment. Ignoring student perspectives leads to a partial understanding of challenges like student retention and low intake.

In essence, a holistic approach that considers various dimensions of service quality and student satisfaction is vital for the sustained success of the department. By prioritizing these elements, educational institutions can create an environment that not only imparts knowledge but also prepares students for successful and fulfilling careers in the dynamic field of management. Overall, understanding and addressing student perspectives are crucial for the success and improvement of educational institutions.

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