

**ANALYSIS OF STUDENT-PERCEIVED SERVICE
QUALITY IN INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD**



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PAKISTAN

(August 2025)

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A thesis submitted in particular fulfilment of the requirement for the degree of MS in
Education

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APPROVAL SHEET
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SERVICE QUALITY INTERNATIONAL
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By

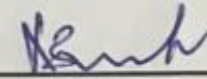
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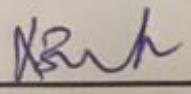
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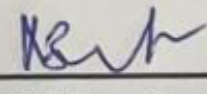
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AUTHOR’S DECLARATION

I, Israr Uddin Regd. No. 35-FOE/MSEDU/S23 as a student of MS in Educational Leadership and Management at International Islamic University, Islamabad do hereby declare that the thesis entitled “Analysis Of Student-Perceived Service Quality In International Islamic University Islamabad”, submitted for the partial fulfillment of MS in Education is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and shall not in future, be submitted by researchers for obtaining and degree from this or any other university or institutions.

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SUPERVISOR' S CERTIFICATE

The thesis titled “Analysis Of Student-Perceived Service Quality in International Islamic University Islamabad” submitted by Mr. Israr Uddin Regd. No. 35-FOE/MSEDU/S23 is partial fulfillment of MS degree in Education, which has been completed under my guidance and supervision. I am satisfied with the quality of the student’s research work and allow him to submit this for further process as per IIUI rules and regulation.

Supervisor: _____

Dr. Sheikh Tariq Mahmood

DEDICATION

With deep gratitude and love, I dedicate this thesis to my beloved parents, whose endless prayers, sacrifices, and unwavering faith in me have been my greatest source of strength. Your constant support and encouragement have guided me through every challenge, and without you, this achievement would not have been possible.

To my teachers and mentors, especially those at the International Islamic University Islamabad, who have not only imparted knowledge but have also modeled the very values of character, discipline, and integrity that inspired this study. Your guidance, both academic and moral, has left a lasting impact on my personal and professional growth.

And most importantly, I dedicate this work to every student striving to grow into a better human being, and to all those who believe in the transformative power of education and character. May this research contribute in some way to creating more ethical, responsible, and compassionate individuals in our society.

Above all, I thank Allah Almighty, the source of all knowledge, wisdom, and strength, for granting me the ability to complete this journey.

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Israr Uddin

ABSTRACT

This study examined the students' perceptions about the strengths and weaknesses of the provided services at the International Islamic University Islamabad (IIUI), with particular focus on the effectiveness of service delivery across key domains. The objectives of the study were: (1) to explore faculty members' perceptions about the quality of the provided services at IIUI, (2) to determine the strengths and weaknesses of the provided services to students and faculty members, and (3) to provide recommendations for further strengthening these services. The study was quantitative in nature. The research design of the study was descriptive and survey type. The population of the study was consisted of MS and PhD scholars from the Faculty of Education; International Islamic University Islamabad. The entire population was included as the sample that was selected through proportionate random sampling. To ensure content validity, the questionnaire was reviewed and refined with feedback from educational experts, and reliability was confirmed using Cronbach's alpha, which yielded a value of 0.79. Data were collected through the questionnaire and analysed quantitatively using percentages to identify satisfaction trends and service gaps. The findings of the study determined a clear picture of the quality of services across administration, classrooms, faculties and library facilities. The study concluded that classrooms were mostly praised for space and ventilation and maintenance issues were reported. Faculty members were valued for subject expertise but criticized for lacking clarity and student engagement. The findings concluded major gaps in the provided facilities in libraries. Faculty members were recognized for the subject expertise with less encouraging attitude. The study recommended reviewing the quality of provided services for further strengthening the existing gaps for upgrading the teaching learning process at IIUI.

Key words: Service quality, Higher education, Factor analysis, Digital access, Teaching methods.

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Chapter 1

INTRODUCTION

Service quality in higher education (HE) plays a vital role in shaping student satisfaction, learning outcomes, and institutional credibility. Universities today are not only judged by their academic standards but also by the quality of services that support teaching and learning. Efficient administrative operations, well-maintained learning spaces, competent academic staff, and accessible library resources are essential components of student success. Studies have emphasized that improving these service areas enhances student satisfaction and strengthens educational quality, helping universities align with international standards and national policy goals (Alhamzi, 2022).

Student satisfaction is influenced by the perceived quality of instruction, the availability of campus resources, and the overall campus environment. Academic staff contributes significantly to this satisfaction through effective teaching, timely support, and professional engagement with students. Similarly, well-equipped classrooms and accessible libraries reinforce the tangible and functional aspects of service quality. Institutions that continuously collect and act upon student feedback tend to foster stronger student–institution relationships and improved academic performance (Alhamad, 2024).

Globally, higher education systems are evolving toward more student-centered, technology-driven models. For example, the Indian higher education system has prioritized digital administration, smart classrooms, and professional development for teachers to enhance responsiveness and transparency. Despite these advancements, service quality gaps remain in many contexts, particularly in aligning institutional practices with student expectations and quality assurance standards (Dhanasekaran, 2023).

In Pakistan, universities face similar challenges in ensuring consistent service quality. Many institutions, including the International Islamic University Islamabad (IIUI), are striving to enhance administrative efficiency, classroom infrastructure, faculty performance, and library services to meet student needs. Previous studies have revealed that students at IIUI perceived service quality to fall below expectations across key

dimensions, particularly in administrative responsiveness, classroom facilities, and library support. These findings underscore the need for IIUI to examine its service delivery mechanisms in line with both student expectations and regulatory standards (Magasi, 2022).

1.1 Background and Context

Administrative quality, particularly in terms of availability, stability, and responsiveness, plays a vital role in ensuring student satisfaction and institutional credibility. In higher education, effective service delivery extends beyond classroom teaching it includes administrative efficiency, learning infrastructure, faculty competence, and library support. Classrooms, as tangible facilities, must provide safe, clean, and comfortable learning spaces that promote concentration and academic engagement. Similarly, the competence, attitude, and accessibility of academic staff strongly influence students' overall educational experience and satisfaction levels. Libraries also contribute significantly by providing access to updated resources, digital materials, and research support essential for academic growth Together, these service dimensions define how students perceive institutional quality and shape their sense of belonging within the university community (Khurshid, 2021).

Globally, several studies have assessed student-perceived service quality to guide higher education institutions (HEIs) toward improvement. For example, research in Chinese universities emphasized the need for student-centered administrative policies and modernized learning spaces to ensure relevance and responsiveness However, while these international studies provide valuable benchmarks, they may not fully represent the unique challenges and expectations within Pakistan's higher education system (Yifan, 2022).

1.2 Rationale of the study

Student satisfaction and academic experiences are critical indicators of a university's success. Understanding student-perceived service quality is essential to improve student retention and academic success. IIUI aims to enhance student satisfaction and academic

experiences, and this study provides valuable insights to achieve this goal. The findings were informed initiatives to improve service delivery and meet student expectations effectively. The study's outcomes were contributed to the development of a comprehensive understanding of student-perceived service quality in higher education institutions in Pakistan. By investigating student-perceived service quality, this study aims to provide a deeper understanding of the factors that influence impact student satisfaction and academic experiences, ultimately contributing to the improvement of higher education institutions.

1.3 Research Problem

The International Islamic University Islamabad (IIUI) faces ongoing challenges in effectively meeting student expectations and delivering high-quality services that align with their academic and personal needs. Although the university has made considerable efforts to enhance student satisfaction, a lack of systematic evaluation of student-perceived service quality has limited its ability to identify specific areas requiring improvement. Existing assessments tend to focus on administrative or structural factors rather than on students' experiences and perceptions, which are critical for continuous institutional development. This absence of a comprehensive, evidence-based understanding of service quality has hindered IIUI's capacity to improve student satisfaction, retention, and overall academic experiences. To address this gap, it is essential to assess how students perceive the quality of the services provided by the university across key dimensions such as administration, classroom facilities, faculty performance, and library resources.

1.4 Research Objectives

- 1.** To explore students' perceptions about quality of the provided services at International Islamic University Islamabad (IIUI).
- 2.** To determine the strengths and weaknesses of the provided services to students' at International Islamic University Islamabad (IIUI).
- 3.** To provide the recommendations for further strengthening of the provided services to students' at International Islamic University Islamabad (IIUI).

1.6 Research Hypotheses

H1: There is a significant relationship between students' perceptions of administrative service quality and their satisfaction with the university's mission alignment and resource utilization.

H2: Positive perceptions of classroom infrastructure significantly influence students' satisfaction with the overall learning environment.

H3: Students' perceptions of teacher competence and engagement significantly affect their satisfaction with academic quality.

H4: There is a significant gap between students' expectations and their satisfaction with library resources and staff support.

1.7 Significance

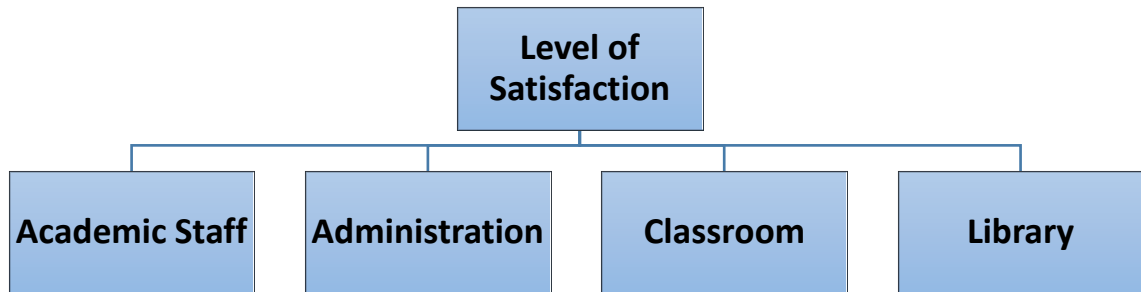
This study is significant to researchers, teachers & university management because it investigated student-perceived service quality crucial aspect of higher education. These study insights into the strengths and weaknesses of IIUI's services. The study identified key dimensions of service quality that influence impact student satisfaction and academic experiences and offers recommendations for improving service delivery and meeting student expectations. The study contributed to the existing body of knowledge on student-perceived service quality in higher education.

1.8 Delimitation

This study was delimited faculty members, MS and PHD from Faculty of Education in IIUI. Four dimensions (Academic, Administration, Classroom, Library)

1.9 Conceptual Framework

Figure 1 Conceptual Framework



The conceptual framework for this study was based on the following components: Input: Student expectations, needs, and perceptions- Process: Service quality dimensions (Academic staff, Administration, Classrooms and Library) various studies have been conducted on determining the level of satisfaction of students regarding the quality of provided.

This study adopts the SERVQUAL model to evaluate service quality in higher education by focusing on five core dimensions: tangibility, reliability, responsiveness, assurance, and empathy. These dimensions influence student satisfaction through four primary institutional components: Academic Staff, Administration, Classroom, and Library (Berry, 1998).

Chapter 2

LITERATURE REVIEW

2.1 Introduction

Administrative efficiency and the accuracy of information provided are crucial in forming positive perceptions of service quality. Academic staff must ensure consistent instructional delivery especially with the shift to online and hybrid learning after the COVID-19 pandemic. Libraries should evolve digitally to maintain access and relevance in a changing educational environment. The study highlights that enhancing service quality across these areas increases institutional competitiveness. Student satisfaction strongly correlates with their perceptions of service quality. Interestingly past experiences have limited influence making current service delivery even more critical. Future research should compare service quality between public and private universities. Longitudinal studies could better capture changes in student satisfaction over time (Tan, 2021).

These service quality aspects reflect the competence and willingness of staff to support students effectively. Administrative efficiency and timely responsiveness are especially vital in creating a supportive educational environment. In classrooms clear communication and respectful interactions enhance perceived assurance. Academic staffs who demonstrate subject mastery and show concern for students build trust and satisfaction. Responsiveness from teachers also improves engagement and learning outcomes. Library services when accessible and well-managed contribute positively to student academic experiences study although limited in scope to one institution in Karachi reinforces the broader importance of service quality in higher education. The focus on students alone may limit applicability to postgraduate populations nonetheless the findings suggest that improving service quality in all institutional areas can enhance satisfaction. This supports ongoing efforts to strengthen student centered services across university functions (Siddiqui, 2021).

Despite the availability of facilities, students remain dissatisfied with self-finance colleges, highlighting a service quality gap. Administrative inefficiencies often delay responses to student concerns which impacts overall satisfaction establishing an effective feedback mechanism can enhance communication and responsiveness within institutional administration .in academic settings classroom quality and learning environments need regular assessment to meet student expectations. Properly equipped health centers and timely medical services are also critical components of student well-being. The competence and behavior of academic staff significantly influence perceived quality Therefore continuous staff training is essential for improving teaching effectiveness and non-teaching support. Libraries as academic support centers must offer updated resources and user-friendly services. The gap between student expectations and actual experiences reveals the need for strategic improvements. Institutions must adapt to global competition by aligning their services with student expectations to retain and attract learners (Panchasara, 2021).

Service quality plays a pivotal role in shaping student satisfaction in private universities. Tangibility, reliability, responsiveness, assurance and empathy collectively influence how students perceive educational services comfortable and well-equipped classrooms reflect the tangibility dimension and directly impact learning experiences. Reliable administrative systems, Including timely responses and efficient processing are essential for student trust. Emphasizes that responsive staff who promptly address student concerns can enhance institutional image. Competent and qualified lecturers contribute to both teaching quality and student satisfaction. Assurance in academic staff builds confidence in students regarding course delivery and guidance. Library services, often overlooked must be up-to-date accessible and staffed with helpful personnel to support academic needs. Empathy in both academic and administrative interactions fosters a student-centered culture. While high service quality doesn't guarantee loyalty satisfied students are more likely to stay committed to their institution. Therefore, prioritizing service quality is essential for long-term success (Hoque, 2023).

Positive perceptions of service quality among students are strongly linked to higher satisfaction levels. Key dimensions such as tangibility reliability and empathy

have a significant and favourable impact on student experiences. Administrative effectiveness timely support clear communication and problem resolution reflects institutional reliability and boosts satisfaction. Tangibility including modern classrooms and functional infrastructure plays a vital role in shaping academic experiences. Empathy from staff and faculty fosters a sense of belonging and individualized support. Classroom quality must be enhanced with comfortable seating appropriate lighting and access to technology. Reliable and empathetic academic staff contributes to consistent high quality teaching and mentoring. Libraries must ensure resource availability, responsive staff and a comfortable environment to meet diverse learning needs. University management should implement strategic improvements in these areas a strong focus on service quality not only satisfies students but provides a competitive edge in higher education (Linn, 2024).

2.2 Concept of Service Quality in Higher Education

Underscores that perceived academic quality is a key driver of student satisfaction with a direct and significant relationship to student loyalty academic staff play a crucial role in delivering high-quality instruction shaping students' academic experiences and reinforcing institutional credibility. Perceived administrative quality involving efficient and student-centered processes indirectly enhances student loyalty by supporting satisfaction. Classrooms and physical infrastructure as part of perceived physical facilities influence students' daily academic engagement and overall comfort, contributing to satisfaction and retention. Libraries, as critical academic support facilities, should reflect modern standards with both digital and physical resources to support academic excellence a positive university image shaped by both academic and non-academic services significantly influences student loyalty. Institutions must prioritize service quality across all domains to enhance loyalty and long-term success (Ahmad, 2023).

Tangibility and responsiveness showed the widest discrepancies pointing to shortcomings in facilities and timely support. Administrative services must be more proactive offering faster responses and streamlined procedures to improve student satisfaction. Classrooms and infrastructure require modernization to meet evolving

academic needs particularly for postgraduate students. The lack of dedicated graduate spaces reflects the need for targeted investments in physical learning environments. Academic staff should be trained to provide timely feedback and demonstrate responsiveness to student inquiries. The library must also upgrade both its physical environment and digital offerings to match students' expectations. These tangible and responsive areas are critical in shaping students' daily experiences emphasizes the need for HEIs to prioritize these elements to bridge service quality gaps. Enhancing responsiveness and infrastructure will help create a more supportive, student-centered academic environment (Azhar, 2021).

Administrative efficiency including prompt student support and organized processes plays a critical role in shaping students' perceptions while classroom-related factors such as curriculum design and teaching methods remain relevant they have a limited direct impact on satisfaction. The behavior and competence of academic staff contribute to the academic atmosphere but are not the primary satisfaction drivers. Instead the availability and quality of support services like counseling and extracurricular coordination are vital Library services as a core non-academic resource significantly affect students' learning experiences beyond the classroom. Well-equipped, accessible, and student-friendly libraries enhance perceived institutional support. The study suggests that holistic improvements in student services can lead to greater satisfaction than changes in purely instructional delivery. Institutions should thus balance their focus between academic and non-academic service dimensions. Strengthening facilities and support systems is crucial for improving overall student experiences (Pitaloko, 2023).

In administrative services, USR practices promote transparency, responsiveness and fairness enhancing students' trust in institutional processes. Within the classroom socially responsible teaching that integrates ethical awareness and community engagement improves students' learning experience and satisfaction. Academic staff plays a crucial role in delivering USR by mentoring students in socially responsible projects reinforcing institutional credibility. In library services equitable access to academic resources and inclusive policies reflect an institution's commitment to social responsibility. These efforts contribute to perceived quality and student-centered service delivery. HEIs that communicate USR efforts effectively can enhance institutional

reputation and competitiveness trust built through responsible initiatives fosters long-term student-institution relationships as a result integrating USR into service quality dimensions is vital for sustainable academic growth and student engagement (Latif, 2021).

Emphasizes that enhancing system quality directly improves student satisfaction and indirectly boosts student loyalty within administrative services effective and efficient delivery supported by reliable information systems ensures smooth student interactions reinforcing trust. In the classroom context quality information flow and well-structured learning systems enhance academic engagement. Academic staff contribute to service quality by delivering accurate timely feedback and adapting to technological and environmental changes. Libraries must also maintain up-to-date resources and accessible digital systems to support academic success. The integration of information quality into all services is essential for improving satisfaction as service quality rises across departments overall student loyalty increases. Institutions that adapt quickly to environmental shifts such as digitization offer a more satisfying educational experience. This comprehensive approach to quality management not only improves student outcomes but also gives universities a competitive advantage. Thus academic performance and service quality are deeply interconnected (Permana, 2020).

Highlights critical service quality gaps in higher education, particularly in reliability, responsiveness and empathy areas students identified as priorities for improvement. In administrative services, low responsiveness reflects delays in addressing student concerns undermining satisfaction. Within classrooms reliability issues may stem from inconsistent course delivery or lack of clear communication Empathy the top-rated student concern is crucial in academic staff interactions requiring greater attentiveness and personalized support. Interestingly tangibility scored low in importance but showed strong performance indicating a disconnect between perceived and actual service value. In libraries, despite adequate physical resources gaps in responsiveness and personalized support may reduce student engagement. The study notes that although cost and accessibility contribute positively the overall service quality is still rated as subpar. Regression analysis further supports the need to focus on intangible service elements. Bridging the information gap between students and departments is essential. Addressing

these gaps holistically can significantly enhance student satisfaction and service outcomes (Beyene, 2023).

Examined service quality in Higher Learning Institutions (HLIs) using a modified SERVQUAL model that included traditional dimensions reliability, responsiveness, empathy, assurance, and tangibles along with perceived transparency and trust. The study found that many students were dissatisfied with institutional services signalling the need for quality enhancement. Administrative transparency and trustworthy communication are critical in shaping students' perceptions and fostering satisfaction. Reliable and empathetic academic staff further contributes to positive student experiences. Classrooms, as tangible learning spaces must be conducive well-maintained and equipped with modern facilities responsiveness from both teaching and non-teaching staff is essential to address academic and personal concerns effectively. The role of assurance, demonstrated through faculty expertise and institutional credibility, builds student trust. Transparent and helpful library services also play a key role in academic success. Institutions should adopt policy interventions to address shortcomings and strengthen service quality holistically (Bwachele, 2023).

Service quality dimensions play a vital role in shaping student satisfaction within higher education institutions using the HedPERF framework the study identifies academic aspects program issues and institutional reputation as the strongest predictors of satisfaction. Administrative services when accessible efficient and transparent significantly influence how students perceive the institution's credibility and reliability. Classrooms, as part of the academic environment, must be well-maintained and technologically equipped to support effective learning. Academic staff contributes directly to academic aspects and their competence approachability and consistency in teaching are key to student satisfaction program structure and content must be clearly communicated and academically relevant. Reputation is closely tied to both staff quality and academic delivery. Library services should provide easy access to resources support academic success and reflect the institution's academic rigor. Emphasizes that focusing on impactful dimensions can improve both service quality and satisfaction. Institutions

must prioritize academic and non-academic improvements to stay competitive (Hamid, 2020).

2.3 Student Perceptions of Service Quality

Administrative efficiency such as timely handling of records and responsiveness to student queries strengthens trust and commitment. In classroom settings service quality involves structured curriculum delivery and adequate teaching resources which influence satisfaction and future enrollment intentions. Academic staff plays a central role through their competence availability and support contributing significantly to perceived quality. Libraries also support loyalty by providing accessible up-to-date resources and user-friendly services. The study using Structural Equation Modeling (SEM), confirmed that student satisfaction mediates the service quality-loyalty relationship. Thus ensuring student satisfaction through improved services leads to greater institutional loyalty. These findings underscore the necessity of quality improvement across all service dimensions. The stronger the institutional service delivery the more likely students are to remain loyal. Enhancing satisfaction is therefore a strategic focus for retention and growth (Borishade, 2021).

In the administrative domain timely support and efficient processes were found crucial in fostering student trust and institutional loyalty. Within the classroom the creation of a conducive and engaging learning environment contributed to enhanced motivation. Academic staff quality, including politeness, responsiveness, and competence emerged as a key driver of satisfaction. Libraries as academic support services must deliver reliable, accessible, and relevant resources to strengthen satisfaction and learning outcomes. The study confirmed that student satisfaction mediates the relationship between service quality and both loyalty and motivation. Positive staff-student interactions and effective internal communication strategies further amplify service quality. Institutions must prioritize staff training to deliver quality academic and administrative services. By investing in service excellence, HEIs can improve institutional performance. Overall, student satisfaction serves as the bridge linking service quality with long-term student commitment (Hamid, 2021).

Examined how service quality influences student satisfaction and perceived value in Ghana's tertiary education sector. The study revealed that effective administrative services are essential for creating positive student experiences especially in competitive educational environments. Classroom conditions including course delivery and physical environment play a vital role in shaping student perceptions of quality. Academic staff competence and engagement were identified as major contributors to satisfaction and perceived educational value. Library services, especially the accessibility and adequacy of academic resources, were also pivotal in influencing satisfaction. The study emphasized the necessity for both public and private universities to elevate service standards. Findings confirmed a strong relationship between high service quality and increased student satisfaction and loyalty. It was recommended that institutions continuously assess their service quality delivery. Strategic improvements in administrative and academic services were proposed. The research underscored the growing importance of student-centered service delivery. Universities must prioritize service excellence to remain competitive (Alomenu, 2023).

Investigated factors affecting student satisfaction in Korean higher education using PRCA analysis and AIPA. Administrative services and academic systems were identified as key one-dimensional factors students expect them to function efficiently and satisfaction increases when they perform well. Classroom experiences including major liberal art and non-curricular courses were classified as basic expectations making them foundational to student satisfaction. The study emphasized that quality teaching and engaged academic staff are essential in shaping positive classroom outcomes. The educational environment including resource availability was found to influence students' perception of institutional quality. Libraries as academic support spaces contribute to the overall educational setting and should align with students' learning needs. Student support services were labeled as attractive factors enhancing them could significantly boost satisfaction. The study stresses that universities should strategically allocate resources toward improving both basic and high-impact service areas. These findings provide valuable insights for enhancing the student experience. Continuous monitoring of student expectations is vital. Resource prioritization should adapt over time to sustain service quality (Chun, 2025).

The study emphasized the significance of administrative services suggesting that efficient student advising program accessibility and class scheduling play a pivotal role in enhancing satisfaction. Academic aspects, including classroom conditions faculty performance and program design were also identified as strong influencers. The competence and engagement of academic staff directly affect students' academic experiences and satisfaction levels. Improving classroom infrastructure and managing class sizes were recommended to boost the learning environment. Although the library was not directly examined, access to academic resources and institutional reputation were linked to perceived academic quality. The study further highlighted the strategic need for universities to invest in service quality to stay competitive. These findings guide institutions in aligning service delivery with student expectations. Limitations included a narrow sample size from Chittagong and exclusion of some service dimensions. Nevertheless, the research offers practical insights for improving core academic and administrative services. Effective marketing strategies must complement service improvements (Ali, 2018).

Significant relationship between service quality and student satisfaction in higher education institutions service quality dimensions responsiveness reliability assurance and empathy are especially influential in shaping positive student experiences. Administrative departments must be responsive and reliable in handling student inquiries documentation, and support services. Classrooms while part of the tangibles dimension were found to have the lowest service quality gap suggesting students prioritize interpersonal and process-related dimensions more. Academic staff must demonstrate assurance through subject mastery and empathetic engagement with students. Faculty reliability in delivering content and providing timely feedback also strengthens satisfaction. Libraries, though a physical resource, contribute to assurance and reliability by offering consistent well organized access to learning materials argues that understanding these dimensions helps university management prioritize strategic improvements. Institutions can boost their competitiveness by focusing on the service areas that matter most to students. Enhancing these dimensions fosters a more supportive and student centered educational environment (Stankovska, 2024).

In the context of administration, responsiveness and reliable support services build trust and improve institutional effectiveness. Classrooms although part of the tangibles dimension may satisfaction if outdated or poorly maintained reinforcing the need for functional not just aesthetic improvements. Assurance and empathy from academic staff contribute to a more engaging and supportive learning environment. Faculty reliability through consistent teaching quality and guidance enhances student perceptions of educational value. In vocational education, service quality across all dimensions affects students' learning experiences and outcomes. Libraries when managed empathetically and reliably support academic goals and resource accessibility. Strategic reforms and awareness campaigns can enhance student satisfaction. These efforts not only elevate institutional reputation but also reinforce the credibility of vocational education programs (Guo, 2024).

2.4 SERVQUAL in Higher Education

Utilized the SERVQUAL model to assess the service quality provided by the English Department of ALC Focusing on five dimensions tangibility, reliability, responsiveness, assurance and empathy. The study identified a significant service quality gap between student expectations and perceptions across all dimensions assurance related to classroom management and academic setting received the lowest perception score indicating issues in classroom administration and teaching environment. Tangibility referring to professional appearance and available facilities scored the highest yet still showed room for improvement. These findings highlight the need for improved administrative practices and effective classroom arrangements. The study emphasized the importance of faculty behavior and communication underscoring the role of academic staff in shaping student satisfaction. While the library was not explicitly mentioned access to learning resources is implicitly linked to tangibility and reliability. The study recommends enhancing both tangible and intangible services to bridge perception gaps understanding student expectations is essential for service improvement. This SERVQUAL-based approach provides a structured way to diagnose and upgrade service quality. The results reinforce the need for quality enhancement in both academic and support services (Mon, 2023).

The study found that high service quality in administration and academic operations positively influenced student satisfaction and loyalty. Perceptions of faculty as knowledgeable and caring played a key role, highlighting the importance of competent academic staff. The study emphasized that effective classroom environments and sustainable practices further enhance satisfaction. Administrative service quality was critical in ensuring consistent sustainability implementation. Although the library was not directly studied it aligns with the institutional resources influencing satisfaction proposed a model linking service quality to long-term student commitment through satisfaction and sustainability. The findings suggest that improvements in academic services support systems and administrative efficiency can contribute to student loyalty. The research also reinforces the indirect role of service quality in fostering sustainability. These insights provide practical implications for universities aiming to enhance their educational services. The study supports prioritizing both academic and non-academic service areas to build sustainable student satisfaction (Doan, 2021).

The study used the SERVQUAL dimensions tangibility, reliability, responsiveness, assurance and empathy to assess their effect on loyalty. Findings suggested that improving administrative efficiency enhances student satisfaction. Upgrading hardware facilities and classroom environments was recommended to improve the tangibility dimension. The study also emphasized the need to enhance the professional competencies of academic staff reinforcing the assurance and empathy dimensions. While the library was not the central focus its role in supporting the academic environment aligns with the tangibility and reliability components proposed the development of practical and application oriented curricula to boost classroom engagement and relevance. The research encourages empirical validation of its conceptual model for broader applicability. It offers a theoretical framework to help university administrators make informed decisions. Enhancing service quality across academic and support areas is key to promoting satisfaction and loyalty. These insights guide institutions in implementing policies that foster positive educational experiences (Shangmin, 2023).

University sustainability practices mediate the effects of academic quality access and institutional reputation on student satisfaction. Administrative services must be proactive and adaptable to meet students' evolving needs with clear communication and timely support. Classrooms should reflect sustainable and student friendly design contributing to both academic effectiveness and environmental responsibility. Academic staff plays a central role and their consistent performance empathy and assurance directly shape satisfaction levels. While non-academic aspects have limited impact, professional and reliable academic support remains critical. Library services must align with sustainability goals offering digital access efficient resource management and student centered support. Prioritizing sustainability and responsiveness creates a future-focused academic environment. These combined efforts strengthen institutional reputation and long-term student loyalty (Hussain, 2024).

The study identifies five critical dimensions academic, non-academic, facilities, industry interaction, and programming issues. Administrative effectiveness part of non-academic services must ensure smooth processes and responsive communication to build trust. Classroom environments as key facilities should support active learning through modern infrastructure and technological integration. Academic staff influences the academic dimension by delivering relevant skill-based content and fostering meaningful industry interaction. Their ability to align teaching with real-world applications enhances institutional credibility. Programming issues such as curriculum design and course relevance, must meet evolving industry and learner needs libraries support both academic and programming quality by offering curated resources aligned with student goals. Universities enterprises and policymakers must collaborate to ensure service quality aligns with student expectations and labor market demands (Nguyen, 2024).

Highlights a strong relationship between service quality and student satisfaction in higher education among the five SERVQUAL dimensions, responsiveness, reliability, assurance and empathy are the most critical to students. In university administration, responsiveness and reliability are vital for effective communication timely services and trust-building. Classrooms although part of the tangibles dimension which showed the smallest quality gap still require basic functionality but are less emphasized by students. Academic staff plays a central role with assurance demonstrated through subject

expertise and empathy through supportive teaching approaches. Reliability in content delivery and academic guidance further reinforces student trust. Library services should focus on staff responsiveness and consistent access to academic resources to contribute to satisfaction. Understanding these service quality dimensions helps management set strategic priorities for institutional improvement (Stankovska, 2024).

Students at the School of Business expressed high satisfaction with the services provided, attributing it to strong performance across all SERVQUAL dimensions: assurance, tangibility, responsiveness, reliability and empathy effective administrative services, characterized by timely communication and problem resolution reflect responsiveness and reliability. Classrooms, representing the tangibles dimension must be well equipped and comfortable to foster productive learning. Assurance and empathy from academic staff play a vital role in student engagement and satisfaction as personalized academic support helps address individual learning needs. Reliability in course delivery and availability of faculty further boosts confidence in the institution. Libraries also contribute through organized access to resources and supportive staff who assist students effectively. Prioritizing personalized academic and administrative solutions enhances satisfaction. A strong alignment with SERVQUAL dimensions enables institutions to deliver consistently high-quality educational experiences (Peprah, 2020).

Administrative Quality Physical Environment Quality core Educational Quality Support Facilities Quality and Transformative Quality while core educational and physical environment qualities had a strong impact administrative quality showed no significant effect possibly due to limited direct interaction between students and administrative personnel. Despite this efficient administrative systems remain essential for institutional functioning and student convenience. Classrooms part of the physical environment must support learning through proper infrastructure and comfort core educational quality depends heavily on academic staff competence, teaching effectiveness, and student engagement support facilities including libraries play a vital role in student satisfaction when they provide accessible and well-managed academic resources. Transformative quality linked to personal and academic development, is

enhanced by empathetic and reliable faculty. Institutions should focus on improving impactful areas satisfaction. Targeted improvements across these dimensions can significantly enhance students' academic experiences (Siddiqui, 2021).

2.5 Empirical Studies on Student-Perceived Service Quality Global Perspective:

The study emphasized that effective administrative services such as efficient enrollment, counseling, and academic support significantly impact student retention and motivation. Quality classroom experiences including modern learning environments and organized instruction are essential for sustaining satisfaction. The role of academic staff, particularly their expertise, availability, and attitude was shown to influence students' loyalty and performance. While not the primary focus, the library is an academic support area that reflects institutional commitment to resource accessibility and academic success. The findings suggest that aligning service quality with student expectations can lead to higher satisfaction and loyalty. Tailoring institutional services to meet evolving student needs is crucial for long-term retention. By addressing both academic and administrative dimensions, universities can improve overall student experiences. These insights are vital for shaping policies aimed at institutional effectiveness and competitiveness (Kalim, 2022).

However these factors did not directly impact loyalty, underscoring the mediating role of satisfaction. In terms of administration understanding and addressing students' expectations such as timely communication and efficient processes enhances satisfaction within the classroom context, the study suggests that updated learning facilities and structured teaching methods are vital. The academic staff's role in delivering relevant content and maintaining a student-centered approach also plays a significant part in shaping satisfaction. Furthermore, the availability of relevant and current library resources is highlighted as essential to academic success. Institutions are encouraged to continuously align their services with students' academic and infrastructural expectations. Prioritizing student satisfaction in service delivery ensures stronger student-institution relationships. Overall the findings guide educational institutions to invest in quality improvements across all touch points to build a loyal student body (Wijaya, 2021).

These dimensions serve as essential indicators of service quality within higher education. In the administrative domain, effective management of academic services and responsive institutional support were implied to indirectly influence satisfaction. Within the classroom the relevance and structure of course content significantly shaped students' academic experiences. The competence and subject mastery of academic staff emerged as a central factor in student perceptions of quality education. Additionally academic resources including libraries and study materials were critical in supporting learning, though they require further enhancement. Interestingly the study found no strong correlations between these dimensions and overall satisfaction suggesting the need to evaluate other influencing factors this highlights the complexity of service quality in engineering education. The findings advocate for broader quality assessment frameworks. Integrating these elements can inform more comprehensive quality enhancement strategies (Benaragama, 2023).

The study identified five critical dimensions academic non-academic facilities industry interaction and programming issues that significantly affect student satisfaction and loyalty. Administrative services a key non-academic dimension influence institutional efficiency and student trust. Within the classroom programming and academic issues such as course design and delivery were noted to impact perceived service quality. The competence and engagement of academic staff were crucial for academic satisfaction and outcomes. Library resources and physical facilities were also important contributors to student experience. This reinforces the need for a strategic focus on quality enhancement across all service areas. Universities should align services with student expectations. These insights offer direction for Vietnamese higher education institutions seeking to boost competitiveness (Nguyen, 2024).

The study revealed significant relationships between service quality dimensions and satisfaction, except for non-academic aspects. Administrative services emerged as key contributors to perceived quality highlighting the importance of efficient and responsive institutional processes. Within the classroom improvements in teaching methodologies and course delivery were crucial for student satisfaction. The competence and professionalism of academic staff played a pivotal role in shaping educational experiences. Although library services were not specifically isolated they form part of the

broader service quality spectrum emphasized in the study. The research introduced university sustainability practices as a mediating factor influencing satisfaction urging HEIs to integrate environmental responsibility with quality initiatives. The findings emphasize ongoing improvement in service quality across all student touch points. HEIs are encouraged to anticipate evolving student expectations. Further research should include perspectives of other stakeholders like faculty and alumni (Hussain, 2024).

The study demonstrated both direct and indirect effects of service quality on student loyalty. Administrative efficiency was highlighted as essential for creating a smooth academic environment. Well-managed classrooms and up-to-date teaching practices contributed positively to satisfaction. Competent and responsive academic staff were key drivers of perceived service quality. The study also underscored the importance of continuous professional development for educators. Library access and relevant academic resources supported learning and increased satisfaction levels recommended ongoing improvements in physical infrastructure and educational support. The findings suggest that student-centered service practices foster loyalty. Schools must address evolving expectations in all service areas .Prioritizing quality across administration teaching and learning resources is essential for sustainable satisfaction and retention (Trisela, 2022).

Administrative service quality was appreciated more by regional campus students, highlighting staff professionalism. Classrooms were rated highly by female students due to their equipment and learning environment. Female students also expressed higher satisfaction with institutional recognition and communication efforts. Library services received favorable responses particularly among female students valuing accessible resources. Regional campus students appreciated instructors' subject knowledge and effective teaching methods. Main campus students were more satisfied with academic program variety and campus events. Physical infrastructure was rated higher at the main campus showing geographic variation in perceived quality. The study emphasized gender and campus-based differences in satisfaction levels. Service quality perception varies across student demographics influencing satisfaction outcomes. These findings underscore the need for targeted improvements in academic, administrative, and learning support services (Baradhi, 2021).

The study highlights the importance of strong leadership communication and collaboration in university administration. Administrative practices should foster teamwork and continuous improvement to enhance institutional performance. Investing in faculty development and training programs is essential for improving academic staff quality and resilience. Unsatisfactory mean scores suggest areas like classroom engagement and staff responsiveness need attention. Organizational culture improvements can support better classroom experiences and inclusive academic environments. Offering diverse programs and extracurricular activities such as cultural events and volunteer work enriches the learning environment. Library services as part of overall quality culture must evolve to support research inclusivity and innovation. The research aligns with prior studies linking service quality and institutional image. High service quality helps attract and retain top talent in academic settings. Universities must invest in quality practices across departments to build institutional resilience and reputation (Wang, 2024).

Provides a critical review of service quality measurement in higher education through widely used scales like SERVQUAL, SERVPERF, HEdPERF, UnivQual and HiEduQual. These instruments differ in dimensions reflecting the need for context-specific evaluation of service quality. The study's analysis of 49 peer-reviewed articles shows a strong preference for quantitative methods and factor analysis to assess service components. It emphasizes that standardized tools may overlook unique institutional needs across administrative services classrooms and library facilities. Academic staff performance and classroom engagement are central in several models. The review calls for expanding existing scales to better address gender based perceptions and demographic variations. Administrative quality including communication and responsiveness emerges as vital to overall satisfaction. Classroom infrastructure and pedagogical delivery also influence perceived quality. Library services must evolve to meet changing academic demands and support diverse student needs. The study urges institutions to adopt localized strategies for quality enhancement. These findings guide the development of more inclusive responsive and targeted service improvement efforts in higher education (Bartolo, 2024).

Introduces new scale adapted from SERVQUAL to assess sustainability and service quality on university campuses. The scale identifies five key dimensions services to student's physical means responsiveness natural resources and environmental sensitiveness. These cover traditional service quality aspects such as administrative responsiveness and student services as well as sustainability-linked indicators. The study compares two Turkish universities revealing significantly higher scores for SKU especially in responsiveness and environmental awareness factors that influence classroom and administrative service perceptions. Physical means also reflect the quality of learning spaces and library infrastructure. Though sustainability dimensions focus more on environmental factors the administrative and academic responsiveness components indirectly reflect staff engagement and service efficiency. The scale highlights the importance of integrating sustainable practices in academic and non-academic services. It contributes to expanding the framework for evaluating university service quality. Despite limitations in scope and questionnaire design, the study provides a novel tool for assessing service and sustainability together in higher education (Ozdemir, 2020).

Emphasizes how technological advancements and organizational shifts intensify global competition affecting both product and service based sectors. Within this context, higher education institutions (HEIs) are viewed as service providers that must improve quality to remain competitive. Diversification and service quality enhancement are key to survival, positioning HEIs as businesses offering educational services. Administrative quality becomes essential in ensuring operational efficiency and responsiveness to student needs. In the classroom service quality reflects pedagogical effectiveness and adaptability to evolving educational demands. Academic staff are central to delivering differentiated, High-quality education directly impacting student satisfaction and national development. The study highlights the strategic value of trained human resources in driving socio-economic progress. Libraries as core academic support units must also upgrade their offerings and embrace digital transformation. By promoting innovation and responsiveness across administrative and academic services, HEIs can sustain relevance in a competitive environment. The findings underscore HEIs' unique role in delivering quality education through service excellence (Kilicli, 2022).

2.6 Key Determinants of Student Satisfaction in HEIs Based on prior literature, several determinants are consistently associated with student satisfaction

Administrative service quality influences institutional reputation by fostering a responsive, organized, and student-friendly environment. In classrooms high quality instruction contributes to student engagement satisfaction and intrinsic motivation. Academic staff plays a pivotal role as their commitment teaching expertise and student support enhance learning outcomes and institutional image. Libraries as academic support hubs significantly contribute to student satisfaction through resource availability and access to learning tools. The study emphasizes that student motivation mediates the relationship between service quality and student happiness. Both internal (e.g., personal growth) and external (e.g., recognition) motivational drivers are amplified by quality services. Motivated students are more likely to benefit from and respond positively to high service standards. Moreover, the research underscores the importance of culturally responsive services to meet diverse student needs. Prioritizing service excellence across all functions strengthens educational reputation and improves student well-being (Zakirullah, 2025).

Conducted a detailed gap and regression analysis, revealing wide spread service quality shortcomings across all educational domains. Administrative services were flagged for improvement in responsiveness and reliability, which had low performance scores despite their significance to students. In classroom settings, empathy emerged as the most valued attribute, emphasizing the need for student-centered teaching approaches and attentive support. Academic staff performance in reliability and empathy also revealed notable gaps highlighting the urgency for professional development and better engagement. The library, associated with tangibility, was rated higher in performance but lower in importance pointing to a disconnect in student perceptions and information flow. The study's quadrant analysis indicated that although some areas should be maintained critical components like empathy and responsiveness require immediate attention. Cost and accessibility showed better performance but still need refinement. Regression analysis showed that only select dimensions like empathy and assurance meaningfully

contributed to overall service perceptions. The findings stress prioritizing student-focused, reliable and communicative services in higher education (Beyene, 2023).

Service quality at Botswana Open University, identifying strengths in tangibles, reliability and responsiveness but deficiencies in empathy and assurance administrative services were noted to lack personalized support and confidence-building indicating a gap in effective student interaction. Classroom-related experiences also showed weak assurance and empathy suggesting a need for more supportive and individualized teaching approaches. Academic staff must enhance emotional engagement and trust to improve overall satisfaction. Library services, although tangibly present may not be equally accessible or welcoming across gender lines highlighting inequality in perceived service quality. The study emphasized gender differences in service expectations urging the university to tailor services accordingly. Empathy and assurance were pivotal in student retention and loyalty necessitating targeted improvements. The study proposed using refined tools like HEdPERF and longitudinal designs to gain deeper insights. Personalized service strategies were recommended to align better with students' demographic and academic profiles. Overall the findings highlight the critical role of emotional and interpersonal factors in service quality across educational settings (Sebopelo, 2023).

Investigated student satisfaction at Universities, focusing on service quality dimensions during the Covid-19 pandemic Empathy emerged as the most influential factor highlighting the need for administrative and academic staff to show greater care and understanding. Assurance and tangibles also played significant roles in shaping student perceptions stressing the importance of reliable communication and appealing physical facilities including classrooms and libraries. Despite expectations responsiveness and reliability had no significant effect likely due to reduce in-person interactions during the pandemic. Administrative services needed better adaptation to remote engagement to maintain support levels. Classroom environments were affected by limited physical presence reducing opportunities for real-time responsiveness. Academic staff's empathetic approach was essential in maintaining student trust and satisfaction. Library access and functionality also depended heavily on tangible support and digital

responsiveness. Word of-mouth remained the dominant source of institutional reputation emphasizing the role of perceived service quality. These findings underscore the shifting priorities in service delivery during crisis conditions (Sari, 2023).

The study developed a reliable instrument validated through Cronbach's alpha to assess student satisfaction across multiple service areas. Key administrative services such as Deanship and University Extension Services were found to strongly influence satisfaction levels. Classroom experiences although not directly highlighted were indirectly tied to physical plant adequacy and computer facilities, indicating the importance of well-equipped learning environments. Academic staff performance was implicitly linked to psychological services suggesting that faculty support contributes to students' well-being. Library services were specifically identified as a major factor influencing satisfaction pointing to the need for resource accessibility and effective academic support. The model's adaptability allows for its application across various institutional contexts offering a strategic tool for continuous service improvement. The study advocates for refining the model by incorporating emerging factors relevant to student needs. Focus groups with service experts were recommended to test validity. Overall this research contributes to service quality enhancement through measurable adaptable instruments (Cavero, 2023).

Investigated the perceptions of service quality among students from various academic programs emphasizing the need for differentiated service strategies administrative departments especially safety and security must recognize the distinct needs of college and senior high school students to ensure equity in service delivery. Regular satisfaction assessments were recommended to enhance administrative responsiveness and overall academic success. Effective communication of available student services is essential to building trust and engagement. Although classroom-specific findings were not central seminars and webinars for student development suggest a supportive learning environment. Academic staff can benefit from these programs by aligning teaching approaches with students' emotional and mental health needs. Training for student services personnel was encouraged to enhance staff competency and innovation. The study promotes a student-centered service culture reinforcing the need

for consistent service quality. While library services were not directly addressed the call for accessible student information implies the role of learning resource centers. Differences in satisfaction levels highlight the importance of tailored services. Overall the study contributes to understanding student diversity in service expectations (Bironia, 2023).

The study identified tangibility, reliability, responsiveness, assurance, and empathy as significant dimensions influencing institutional service quality. Reliability and responsiveness emerged as the most impactful factors emphasizing the need for dependable administrative processes and prompt academic services. In the classroom context assurance and empathy relate to students' confidence in instructors and their ability to understand learners' needs. Academic staff plays a central role in delivering reliable and responsive educational services. Tangibles, such as infrastructure and classroom facilities also affect perceived quality. For libraries consistent and timely resource access reflects responsiveness and reliability. The study supports quality management as essential across all university services. Institutional satisfaction hinges on aligning service delivery with student expectations. These insights underscore the value of comprehensive service enhancement strategies in higher education (Seitova, 2024).

Conducted a bibliometric analysis on the application of the SERVQUAL model in private higher education institutions (HEIs) highlighting its pivotal role in shaping student satisfaction loyalty and overall experience. The study reviewed diverse methodologies including structural equation modeling and the IS success model to assess service quality across HEI functions. In administration, the study emphasized the importance of responsiveness and efficiency in student support services. Classroom-related quality was tied to effective teaching delivery and adaptation to post-COVID online environments. Academic staff was noted as key influencers of assurance and empathy central to positive learning outcomes. The study also stressed the need for HEIs to personalize library services and digital access to meet diverse student expectations. Service quality improvements require alignment with students' evolving perceptions and desired outcomes. The findings have practical implications for institutional growth and competitiveness. The study calls for future research to include public HEIs and multiple

data sources. Understanding service gaps can guide continuous enhancement across core service areas (Hossain, 2024).

Applied the SERVQUAL model to assess how service quality dimensions affect student satisfaction in a higher education institution. The study revealed that students were least satisfied with responsiveness particularly in administrative support and service delivery delays. In the classroom setting issues of empathy and timely feedback from instructors contributed to reduced satisfaction. Though all five dimensions (tangibility, reliability, responsiveness, empathy, assurance) were positively correlated with overall satisfaction assurance and tangibility had no significant impact in PLS-SEM analysis. This highlights potential gaps in the physical environment and trust-building mechanisms such as academic advising. The academic staff's limited responsiveness and personalized engagement also emerged as key issues. Moderate satisfaction in library services suggested accessibility and communication gaps. The overall satisfaction was moderate indicating that institutional services are not fully aligned with student expectations. The study recommends focused improvement in responsiveness and empathy to enhance institutional effectiveness (Alamirew, 2024).

Examined service quality in public and private business schools in Pakistan identifying significant gaps between student expectations and perceptions. Administrative services showed notable shortfalls where procedural delays and lack of support reduced satisfaction. In classroom environments disparities in teaching quality and learning resources led to unmet academic expectations. The academic staff's performance particularly in responsiveness and engagement contributed to the quality gap. Library services were also perceived as inadequate failing to meet expectations in terms of access resources and assistance. The study confirmed that these service gaps existed across all SERVQUAL dimensions. A T-test revealed differences in service delivery between public and private sector institutions. Furthermore, perceived value played a mediating role between service quality and student satisfaction. Students' dissatisfaction reflected a systemic need for institutional reform. The study urges business schools to address quality gaps by aligning services with students' evolving needs (Sadia, 2020).

Highlights the competitive nature of universities in attracting students faculty and resources emphasizing the need for high service quality. Poor communication and limited responsiveness from administration may contribute to this gap underscoring the importance of efficient and student centred administrative services. Classroom quality as part of the learning environment must reflect student expectations through proper infrastructure and academic support Academic staff influences satisfaction through their teaching competence empathy and ability to respond to student needs supportive academic environment built on mutual trust and engagement enhances both learning and service experiences. Libraries should be resource rich and responsive supporting academic goals with accessible and up-to-date materials suggest that regular satisfaction surveys help identify gaps and guide service improvements. Comparative research involving various stakeholders can offer deeper insights for institutional enhancement. Proactive service management boosts both satisfaction and institutional competitiveness (Nwachukwu, 2024).

Quality of services at PNC is above average, with non-academic aspects particularly student involvement in social and extracurricular activities playing a notable role in enhancing satisfaction. Although the correlation between non-academic service quality and student satisfaction is low, extracurricular engagement emerged as the strongest predictor of satisfaction. Administrative units should support and promote these activities through effective coordination and student outreach reflecting responsiveness and empathy. Classrooms while academically focused can also be used for student-led events promoting interaction and community building. Academic staff contributes by encouraging student participation in co-curricular learning experiences extending their role beyond instruction. Libraries often over looked in this domain can enhance the student experience through inclusive spaces and non-academic programs such as workshops and clubs. A holistic focus on both academic and non-academic services fosters greater satisfaction and institutional loyalty (Adhikari, 2024).

Examined service quality in Pakistani higher education institutions (HEIs) and found that while all five SERVQUAL dimensions were correlated with student satisfaction only assurance and responsiveness had a significant positive impact. This

highlights the importance of prompt administrative support and the provision of a reliable student focused environment effective administration must prioritize timely communication and issue resolution to reflect high responsiveness. Classrooms should not only meet functional needs but also foster academic assurance through structured consistent learning experiences. Academic staff is key to demonstrating assurance through subject mastery and empathy in addressing student concerns, even though empathy showed an insignificant statistical impact Libraries, though part of tangibles must integrate responsive services such as quick access to resources and knowledgeable support staff notes that reliability scored lowest suggesting an area requiring targeted improvement. HEIs should focus their strategies on responsiveness and assurance to improve overall satisfaction particularly for both domestic and international students (Umair, 2024).

2.7 Gaps in Existing Literature

The gaps and limitations in current knowledge of service quality in higher education sector in IIUI. Limited research on service quality in higher education institutions in Pakistan, particularly at IIUI. Lack of understanding of student perceived service quality and its impact on student satisfaction and academic experiences. Limited studies on the role of faculty members in enhancing student satisfaction and academic experiences.

Existing literature on service quality in higher education institutions (HEIs) provides extensive insights into the relationship between administrative efficiency, teaching quality, and student satisfaction across different global contexts. Studies from various countries including, well-equipped classrooms, competent academic staff, and reliable library facilities significantly influence students' perceptions of service quality. These studies emphasize that responsiveness, empathy, and reliability are critical dimensions shaping the overall educational experience, as reflected through the SERVQUAL model (Grbac, 2020).

Explored the mediating role of student perceived value in the relationship between student perceived orientation higher education image and student satisfaction in

private universities in Aceh Indonesia. The study emphasized that enhancing institutional administrative responsiveness and guidance services significantly boosts perceived orientation. A strong institutional image tied to efficient classroom management modern facilities and organized academic schedules contributes to higher perceived value. Furthermore, the role of academic staffs their competence support and interaction with students was key in shaping perceptions of quality and satisfaction. Library services, as part of the university's image influenced how well students felt supported in their academic journey. The findings underscore the importance of integrating all service areas to foster satisfaction. The study recommended expanding research across other regions and including public HEIs for broader comparisons. Incorporating more mediating variables can also enrich understanding of how service components impact student satisfaction outcomes (Halimatussakdiah, 2020).

The study revealed that administrative services, teaching quality and academic facilities were rated highest, indicating their central role in shaping perceived service quality. Within classrooms, teaching and course materials significantly contributed to student satisfaction reinforcing the value of updated curricula and engaged instruction. Academic staff was critical to maintaining educational quality especially through their delivery of teaching and support. Conversely library services and campus infrastructure were found to be relatively weaker affecting students' holistic academic experiences. The research also noted significant variations in perceived quality due to university type, gender, and academic year. Importantly student satisfaction and loyalty were strongly and positively influenced by service quality. The study confirmed that satisfaction mediated the link between perceived quality and long-term student loyalty. These findings validate HiEduQual as an effective instrument for assessing multi-dimensional service quality in higher education (Sheikh, 2020).

Furthermore, while studies like the importance of administrative responsiveness, faculty commitment, and technological support, no prior research has systematically examined these factors within IIUI's institutional context. There is also a limited understanding of how service quality influences broader outcomes such as student retention, academic performance, and institutional image at IIUI (Bhattacharjee, 2020).

However, despite the growing body of research internationally, most of these studies are context-specific to other regions such as Indonesia, Jordan, and China, and therefore cannot be directly generalized to Pakistan's public higher education environment. For instance highlighted issues of reliability and empathy in international university settings, while discussed the role of university social responsibility (USR) in improving institutional credibility. Yet, these studies rarely examine how these service quality dimensions function within the administrative and academic systems of Pakistani universities, where institutional structures, student expectations, and policy mechanisms differ substantially (Santos, 2020).

Emphasized that student perceived service quality and satisfaction are critical drivers of student loyalty in higher education institutions. The study highlighted that satisfaction partially mediates the relationship between service quality and loyalty. Service quality measured from the students' perspective includes their interactions with administrative services teaching quality in classrooms academic staff support, and library resources. These institutional components form key elements in shaping students' academic experience. The findings suggest that timely administrative processes and supportive academic staff enhance satisfaction. Additionally, effective classroom delivery and accessible library services contribute positively to student perceptions. The research calls for broader stakeholder inclusion beyond students to assess quality more comprehensively. Though limited by a cross-sectional design, the study provides insights into how institutional services impact student loyalty. Improvements in service delivery across administrative and academic units can promote stronger loyalty outcomes. Institutions must therefore evaluate service quality holistically to address diverse student needs (Saoud, 2019).

International students were generally satisfied with educational services at Jordanian universities however, reliability emerged as the weakest service quality dimension. This indicates a need for consistent and dependable administrative services including timely responses transparent procedures and accurate information. Classrooms as part of the tangibles dimension should meet global academic standards through modern infrastructure and learning technologies. Academic staff must consistently

deliver high-quality instruction and academic guidance reflecting assurance and reliability. Empathy and responsiveness also play a vital role in addressing diverse student needs, especially in multicultural learning environments. Libraries must offer dependable access to learning materials and responsive staff support to align with student expectations. Recommends continuous assessment of student satisfaction to guide policy improvements and maintain high service quality strengthening all SERVQUAL dimensions can help Jordanian universities meet international benchmarks a commitment to quality across administrative, academic and support services is essential for attracting and retaining global students (Qawasmeh, 2022).

Although satisfaction levels were found to be moderately positive they were not exceptionally high indicating room for improvement. Administrative offices should enhance reliability by ensuring services are delivered as promised while also fostering politeness and professionalism to build trust. In classroom settings consistent delivery of content and emotionally supportive learning environments are essential to meet student expectations. Academic staff must not only be knowledgeable but also approachable and empathetic both intellectual and emotional needs. Assurance and courtesy in faculty-student interactions strengthen confidence in academic support. Libraries should contribute by ensuring reliable access to resources and courteous staff assistance especially for students navigating a new academic culture suggests that universities consider emotional components of service quality which significantly affect international students' perceptions focusing on reliability, empathy and interpersonal sensitivity across all service areas enhances overall satisfaction and retention (Najimdeen, 2021).

The complexity of the student experience stems from various interrelated factors including academic performance institutional image faculty engagement and campus infrastructure. Administrative efficiency transparency and responsiveness are essential for cultivating a trustworthy and supportive academic environment. Classroom quality through updated technology comfort and functionality directly influences learning satisfaction. Academic staff plays a critical role by fostering meaningful interactions and delivering consistent academic excellence. Their empathy and responsiveness greatly enhance the overall educational experience. Libraries must also reflect service quality through well maintained resources digital accessibility and supportive personnel.

Emphasizes that ongoing research and student-centered evaluation models are necessary for continuous improvement a service quality strategy rooted in understanding students' needs contributes to better well-being and stronger satisfaction. Institutions that adopt a student-centric approach are more likely to create a positive and sustainable educational environment (Pantuan, 2023).

Emphasizes that service quality in higher education encompasses both course-related and instructor-related aspects highlighting the importance of curriculum design and teaching quality Administrative services play a key role in shaping student satisfaction, where efficient processes and responsive support staff build confidence and ease institutional navigation. Classrooms now intertwined with education technology must support adaptive teaching methods and flexible learning to meet evolving postgraduate needs. Academic staff contributes significantly through engaging delivery subject mastery and the use of innovative pedagogies aligned with technological tools. Libraries must offer both physical and digital resources reflecting the institution's capacity to support academic success through infrastructure. Education technology emerges as a pivotal factor, influencing both teaching effectiveness and student satisfaction. Stress the impact of both positive and negative service encounters on student perceptions of quality. Continuous adaptation to changing expectations is essential. The institution's ability to integrate technology and student-centered services determines the dynamic nature of service quality in modern higher education (Abukari, 2020).

Chapter 3

METHODOLOGY

This chapter explains the methodological approach adopted to investigate student-perceived service quality at the International Islamic University Islamabad (IIUI). It presents a clear account of the research design, population, sampling strategy, data collection instrument, validity and reliability processes, pilot testing, data analysis techniques, and the ethical considerations observed throughout the study. The purpose of detailing each step is to ensure transparency, enable replication, and demonstrate the methodological rigor applied in the research process. The methodology was designed to align closely with the research objectives, ensuring that the findings would be both reliable and meaningful in addressing the central research questions.

3.1 Research Design

The study adopted a quantitative research design, which is appropriate when the objective is to measure and analyses perceptions, attitudes, or behaviors using numerical data. This approach allowed for the systematic collection of responses from students and facilitated objective analysis of service quality indicators. The choice of a quantitative framework ensured that the study could generate statistically interpretable results, enabling comparisons between different dimensions of service quality. By structuring the research quantitatively, the study could focus on measurable aspects of the student experience such as administrative responsiveness, classroom conditions, faculty teaching practices, and library services while still allowing for nuanced interpretation of the results. The design also ensured that all participants were presented with the same set of questions in the same format, reducing bias and enhancing the reliability of the data collected. In doing so, the research design supported the overarching aim of capturing a clear and representative picture of how students at IIUI perceive the quality of services provided to them.

3.2 Population of the Study

The population for this study consisted of 172 students enrolled in the Faculty of Education at the International Islamic University Islamabad (IIUI). These students were drawn from two specialized academic areas Educational Leadership and Management and Education Teaching and represented both male and female participants. The population included learners at MS and PhD levels, providing a balanced perspective from students at different stages of advanced academic study. Focusing on this specific faculty allowed the research to target individuals who are directly engaged in programmes where service quality, administrative efficiency, classroom infrastructure, faculty expertise, and library resources have a significant impact on the learning experience. By encompassing the entire population of relevant students, the study ensured that every potential viewpoint within this group could be considered, thus improving the representativeness of the findings.

Table 1

Population of the Study

S.No	Name of University	Total Number of Students
1	International Islamic University Islamabad	172

This defined population served as the sampling frame from which the study's participants were selected. By working within this complete and well-defined group, the research maintained focus, avoided unnecessary variability from unrelated faculties, and aligned closely with the study's objectives.

3.3 Techniques and Sample Selection

The study employed a proportionate random sampling technique to select participants from a total population of 172 students. This method was chosen to ensure that the final sample accurately reflected the demographic composition of the population, thereby preserving proportional representation across academic levels, specializations, and gender groups (Althubaiti, 2023).

From this population, a sample of 105 students was selected. The sample size was determined based on the commonly accepted principles of quantitative research, which recommend selecting at least 60% of the total population for small populations to ensure adequate statistical power and minimization of sampling error. A sample of 105 respondents represents over 60% of the entire population ($105/172 \approx 61.4\%$), making it sufficiently large to yield reliable and generalizable findings (Creswell, 2018).

Table 2

Sample for the Study

Name of University	No. of Students	Total Sample
International Islamic University Islamabad	172	105

This sampling strategy balanced efficiency and accuracy reducing the number of participants to a manageable size for data collection while still capturing the range of perspectives necessary to assess service quality effectively.

3.4 Research Tool

The primary instrument for data collection in this study was a self-developed questionnaire specifically designed to assess student-perceived service quality at the International Islamic University Islamabad. The questionnaire was constructed to align closely with the study's objectives, ensuring that each item addressed a specific aspect of service quality relevant to the student experience. The structure of the instrument allowed respondents to provide their views on multiple dimensions, including administrative services, classroom infrastructure, faculty performance, and library resources. By using a standardized set of questions, the tool enabled consistent data gathering across all participants, which is critical in quantitative research for maintaining comparability of results. The self-developed nature of the questionnaire ensured that the wording, content, and scope were tailored to the unique context of the university and its Faculty of Education. This context specific design enhanced the relevance of the questions,

increased the likelihood of obtaining accurate responses, and ensured that the data collected would directly inform the study's research objectives.

3.5 Validity

To ensure content validity, the self-developed questionnaire underwent a thorough review by experts in the field of education. These reviewers evaluated the instrument to determine whether its items accurately represented the concepts being measured and whether they were relevant to the study's objectives. The assessment focused on several key aspects: the clarity of wording, the relevance of each question to the research goals, and the comprehensiveness of the coverage across the dimensions of service quality being examined. During this process, the experts identified areas where improvements could be made. Ambiguous or overly complex wording was refined to make questions more easily understood by respondents. Items that were redundant or less relevant were either removed or rephrased, ensuring that each question contributed meaningfully to the overall purpose of the survey. Where necessary, additional prompts were incorporated to address any gaps identified in relation to the research objectives. This validation stage enhanced the overall accuracy and credibility of the instrument. By incorporating expert feedback, the questionnaire was strengthened in terms of both clarity and scope, thereby increasing the likelihood that it would capture accurate, representative, and meaningful data from participants.

3.6 Pilot Testing

Before initiating full-scale data collection, a pilot study was conducted to evaluate the feasibility, clarity, and reliability of the questionnaire. The pilot involved 10 students from the Faculty of Education, who were asked to complete the survey under conditions similar to those planned for the main study. The purpose of this step was to identify any issues in question wording, logical flow, or response options that could hinder participant understanding or affect the quality of the data collected. Participants in the pilot provided feedback on whether the questions were easy to interpret, relevant to their experiences, and logically arranged. This feedback helped reveal minor areas for improvement, such

as clarifying certain terms and adjusting the sequence of some items for better flow. By addressing these points before the main data collection, the researcher ensured that the instrument would function smoothly, reducing the likelihood of misunderstandings and increasing response accuracy.

3.6.1 Reliability

The reliability of the questionnaire was assessed during the pilot phase using Cranach's Alpha, a widely accepted statistical measure for internal consistency. The resulting coefficient was 0.79, which indicates a high level of reliability. This score demonstrates that the items within the questionnaire consistently measured the intended constructs and were likely to yield stable and dependable results if administered repeatedly under similar conditions.

3.7 Data Analysis Procedures

The data collected through the questionnaires were processed and analyzed using percentage calculations. This method was selected for its ability to provide a clear, straight forward representation of student responses, making it easy to identify trends and patterns within the data. By expressing the results in percentage form, the researcher could readily compare responses across different service dimensions, such as administration, classroom infrastructure, faculty performance, and library facilities. This analytical approach allowed for meaningful interpretation of the extent to which each service area met or fell short of student expectations. The use of percentages also ensured that the findings could be presented in a way that was accessible to a wide audience, including stakeholders who may not have advanced statistical training, thereby supporting informed decision-making.

3.8 Ethics and Confidentiality

Ethical considerations were a central part of the research process to ensure the rights, dignity, and welfare of participants were protected at all times. Prior to participation, students were fully informed about the purpose of the study, the nature of

their involvement, and their right to withdraw at any stage without penalty. Informed consent was obtained from each participant before data collection began. All responses were kept confidential and anonymous; no personal identifiers were coded, and individual answers could not be traced back to specific participants. The data were stored securely, accessible only to the researcher, and handled in compliance with ethical standards to prevent any misuse. Care was taken to ensure that the study posed no harm, discomfort, or undue pressure on participants. The approach upheld principles of respect, integrity, and academic responsibility throughout the research process.

Chapter 4

DATA ANALYSIS AND INTERPRETATION

This chapter presents the data analysis of the study. The study was conducted under quantitative method approach and analysis is discussed below.

4.1 Demographic information

In this section, demographic information of research participants is presented.

Table 4.1

Students Population by Frequency

Academic Program		Total Students	MS Students	PhD Students	Male Students	Female Students
Teacher Education (Male Side)		52	Not specified	Not specified	52	0
Teacher Education Faculty (Mixed Group)		18	14	4	Not specified	Not specified
Educational Leadership & Management		102	Not specified	Not specified	53	49
Total		172	40	30	105 (61%)	67 (39%)

Table 4.1 shows the distribution of 172 students across three academic programs. Among them, 40 students were enrolled in MS programs and 30 in PhD programs. The Teacher Education (Male Side) group consisted entirely of 52 male students. The mixed-gender Teacher Education Faculty group included 18 students, with 14 MS and 4 PhD candidates, but their gender breakdown was not provided. The largest group was Educational Leadership & Management, comprising 102 students with a nearly equal gender split of 53 males and 49 females. Overall, males accounted for 61% of the total student population, while females made up 39%.

Table 4.2*Students Population by Percentage*

Category	Percentage of Total Students (%)
Teacher Education (Male Side)	30.2%
Teacher Education Faculty (Mixed Group)	10.4%
Educational Leadership & Management	59.3%
Male Students	61%
Female Students	39%
MS Students	23.3%
PhD Students	17.4%

Table 4.2 presents the student population percentages across different categories. The Teacher Education (Male Side) group comprised 30.2% of the total students, all of whom were male. The mixed-gender Teacher Education Faculty group represented 10.4%, but their gender distribution was not specified. Educational Leadership & Management accounted for the largest portion at 59.3%, with males making up 30.8% and females 28.5% of the total population. MS students represented 23.3%, while PhD students made up 17.4%. Overall, males constituted approximately 61% of the student body, and females 39%. This data reflects a male-dominated population with a more balanced gender distribution in the Educational Leadership & Management program.

4.2 Quantitative Analysis

Table 4.3

Education, Research Public Services

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	9	8.57%
Disagree (DA)	33	31.43%
Neutral (N)	29	27.62%
Agree (A)	19	18.10%
Strongly Agree (SA)	15	14.29%
Total	105	100%

Table 4.3 illustrates the distribution of student opinions on whether the university maintains a balance among education, research, and public service. A notable 31.43% of students disagreed with this statement, indicating a significant concern about imbalance. Additionally, 8.57% strongly disagreed, further emphasizing this viewpoint. Meanwhile, 27.62% of students were neutral, neither agreeing nor disagreeing. On the positive side, 18.10% agreed and 14.29% strongly agreed that the university's roles are balanced. When combined, only 32.39% of students expressed agreement or strong agreement, which is substantially lower than the 39.99% who disagreed or strongly disagreed. These findings suggest that the majority of students feel that the university's efforts in education, research, and public service are not adequately balanced. This perception might point to areas where institutional focus or resource allocation could be improved.

Table 4.4*Commitment to Serving The Public*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	18	17.14%
Disagree (DA)	17	16.19%
Neutral (N)	29	27.62%
Agree (A)	25	23.81%
Strongly Agree (SA)	16	15.24%
Total	105	100%

Table 4.4 presents student responses regarding the university's commitment to serving the public. The largest portion, 27.62%, remained neutral on the statement, indicating uncertainty or lack of a strong opinion. Close behind, 23.81% agreed that the university demonstrates commitment to public service. However, 17.14% strongly disagreed and 16.19% disagreed, together making up 33.33% of students who expressed dissatisfaction or skepticism. Meanwhile, 15.24% strongly agreed, showing a smaller but significant positive perception. Overall, the data suggests that while nearly a quarter of students perceive a commitment to public service, a majority either feel uncertain or disagree with this view, reflecting mixed opinions about the university's dedication to serving the public.

Table 4.5*University's Programs and Services with Its Mission*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	33	31.43%
Disagree (DA)	25	23.81%
Neutral (N)	21	20.00%
Agree (A)	17	16.19%
Strongly Agree (SA)	9	8.57%
Total	105	100%

Table 4.5 displays students' perceptions of how well the university's programs and services align with its mission. A significant proportion of students, 31.43%, strongly disagreed with the statement, indicating strong dissatisfaction. Additionally, 23.81% disagreed, meaning that more than half of the respondents (55.24%) expressed negative views on this alignment. Twenty percent of students remained neutral, neither agreeing nor disagreeing. On the positive side, 16.19% agreed and 8.57% strongly agreed that the university's programs and services are in line with its mission. Overall, the majority of students believe that there is a misalignment between the university's programs, services, and its stated mission.

Table 4.6*The University's Staff And Financial Resources*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	36%	36.19%
Disagree (DA)	12%	12.38%
Neutral (N)	22%	21.90%
Agree (A)	20	19.05%
Strongly Agree (SA)	15	14.29%
Total	105	100%

Table 4.6 shows student perceptions of the sufficiency of the university's staff and financial resources. The largest group, 36.19%, strongly disagreed that the university's resources are adequate to support its programs, indicating a significant concern. Additionally, 12.38% disagreed, bringing total disagreement to nearly 49%. Meanwhile, 21.90% of students were neutral, showing uncertainty or ambivalence. On the positive side, 19.05% agreed and 14.29% strongly agreed that the university's staff and financial resources are sufficient. Overall, the data suggests that a majority of students perceive the university as lacking adequate staff and financial support for its programs.

Table 4.7*Activities For Students And Stakeholders*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	11	10.48%
Disagree (DA)	19	16.10%
Neutral (N)	33	31.43%
Agree (A)	21	20.00%
Strongly Agree (SA)	30	28.57%
Total	105	100%

Table 4.7 reflects student perceptions regarding the university's provision of valuable activities for both students and stakeholders. The largest group, 31.43%, expressed a neutral stance, which may indicate uncertainty or a lack of strong opinion on the issue. Positive responses were substantial, with 28.57% strongly agreeing and 20.00% agreeing that the university offers meaningful and valuable activities. Together, these positive responses represent nearly half of the participants. Conversely, 16.10% of students disagreed and 10.48% strongly disagreed, signaling dissatisfaction among a smaller but notable portion of the student body. This distribution suggests that while many students recognize the university's efforts in providing activities, a significant number remain undecided or critical. The findings highlight an opportunity for the university to enhance communication and engagement strategies to better meet student and stakeholder expectations.

Table 4.8*The University's Physical and Technological Infrastructure*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	15	14.29%
Disagree (DA)	20	19.05%
Neutral (N)	16	15.24%
Agree (A)	29	27.62%
Strongly Agree (SA)	30	28.57%
Total	105	100%

Table 4.8 present student perceptions of the university's physical and technological infrastructure. The majority of students expressed positive views, with 28.57% strongly agreeing and 27.62% agreeing that the infrastructure sufficiently supports academics, research, and public service. Meanwhile, 15.24% were neutral, showing neither agreement nor disagreement. On the other hand, 19.05% disagreed and 14.29% strongly disagreed, indicating that a notable minority of students are dissatisfied with the infrastructure. Overall, the data suggests that most students feel the university's physical and technological resources are adequate to meet institutional needs, though there remains a significant portion calling for improvement.

Table 4.9*The University's Resources and Mission*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	16	15.24%
Disagree (DA)	9	8.57%
Neutral (N)	26	24.76%
Agree (A)	29	27.62%
Strongly Agree (SA)	25	23.81%
Total	105	100%

Table 4.9 illustrates students' perceptions of how responsibly the university administration uses resources to support its mission. A combined 51.43% of students agreed (27.62%) or strongly agreed (23.81%) with the statement, indicating a majority positive view. Meanwhile, 24.76% of students remained neutral, neither affirming nor rejecting the claim. On the other hand, 15.24% strongly disagreed and 8.57% disagreed, making up about 24% of students who expressed concerns about resource management. Overall, the data suggests that while most students believe the university responsibly allocates its resources in line with its mission, there remains a significant minority that questions this practice.

Table 4.10*University Leaders*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	11	10.48%
Disagree (DA)	27	25.71%
Neutral (N)	23	21.90%
Agree (A)	28	26.67%
Strongly Agree (SA)	16	15.24%
Total	105	100%

Table 4.10 reflects student opinions on the knowledge and responsiveness of university leaders toward academic and operational needs. A combined 41.91% of students agreed (26.67%) or strongly agreed (15.24%) with the statement, indicating a positive perception of leadership. However, 36.19% of students disagreed (25.71%) or strongly disagreed (10.48%), reflecting a substantial level of dissatisfaction or concern. Additionally, 21.90% remained neutral, suggesting uncertainty or mixed feelings about university leadership. Overall, while a plurality of students view the university leaders as knowledgeable and responsive, a significant portion remain unconvinced, pointing to potential areas for leadership improvement and better communication.

Table 4.11*Classroom Tables*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	16	15.24%
Disagree (DA)	24	22.86%
Neutral (N)	18	17.14%
Agree (A)	31	29.52%
Strongly Agree (SA)	16	15.24%
Total	105	100%

Table 4.11 presents student responses regarding the condition of classroom tables. The largest group, 29.52%, agreed that the tables are strong and safe to use, while an additional 15.24% strongly agreed, making a combined positive response of 44.76%. However, 22.86% disagreed and 15.24% strongly disagreed, indicating that over a third of students have concerns about the tables' safety or quality. Seventeen percent remained neutral, neither agreeing nor disagreeing with the statement. Overall, while a majority of students perceive the classroom tables as adequate, a significant minority express dissatisfaction, suggesting that improvements in classroom furniture may be needed to ensure safety and comfort.

Table 4.12*Classroom Writing Board*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	11	10.48%
Disagree (DA)	15	14.29%
Neutral (N)	18	17.14%
Agree (A)	25	23.81%
Strongly Agree (SA)	38	36.19%
Total	105	100%

Table 4.12 reflects student perceptions regarding the usability of classroom writing boards. A majority of students, 36.19%, strongly agreed that the writing board is easy to adjust and use, while another 23.81% agreed, resulting in a combined positive response of 60%. Meanwhile, 17.14% of students remained neutral, showing neither agreement nor disagreement. On the other hand, 14.29% disagreed and 10.48% strongly disagreed, indicating some concerns about the writing board's usability among a smaller portion of students. Overall, these findings suggest that most students find the classroom writing boards functional and user-friendly, though there is room for improvement to address the issues raised by the minority.

Table 4.13*Classroom Space*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	4	4%
Disagree (DA)	22	22%
Neutral (N)	20	20%
Agree (A)	35	25%
Strongly Agree (SA)	24	14%
Total	100	100%

Table 4.13 presents student perceptions of classroom space adequacy for easy movement during activities. A combined 39% of students agreed (25%) or strongly agreed (14%) that the classroom space is sufficient. Meanwhile, 22% disagreed and 4% strongly disagreed, totaling 26% who felt the space was inadequate. Additionally, 20% remained neutral, neither agreeing nor disagreeing with the statement. Overall, although a significant portion of students view the classroom space positively, the nearly one-quarter who disagreed highlights the need for ongoing attention to spatial arrangements to ensure comfort and accessibility during classroom activities.

Table 4.14*Lighting Classroom*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	10	9.52%
Disagree (DA)	18	17.14%
Neutral (N)	16	15.24%
Agree (A)	39	37.14%
Strongly Agree (SA)	22	20.95%
Total	105	100%

Table 4.14 displays student perceptions regarding the adequacy of classroom lighting. A majority of students expressed positive views, with 37.14% agreeing and 20.95% strongly agreeing that the lighting is good, together accounting for 58.09% of responses. Meanwhile, 17.14% disagreed and 9.52% strongly disagreed, indicating that a smaller but notable portion of students find the lighting insufficient. Additionally, 15.24% remained neutral, neither agreeing nor disagreeing with the statement. Overall, the data suggests that most students are satisfied with classroom lighting, though there is still room for improvement to address concerns raised by some students.

Table 4.15*Classroom Colour*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	13	12.38%
Disagree (DA)	24	22.86%
Neutral (N)	17	16.19%
Agree (A)	22	20.95%
Strongly Agree (SA)	29	27.62%
Total	105	100%

Table 4.15 illustrates student perceptions of classroom color and its effect on the room's spaciousness and lighting. A combined 48.57% of students agreed (20.95%) or strongly agreed (27.62%) that the classroom color enhances the sense of space by reflecting sufficient light. Conversely, 35.24% of students expressed disagreement, with 22.86% disagreeing and 12.38% strongly disagreeing. Additionally, 16.19% remained neutral, neither agreeing nor disagreeing. These results indicate that while nearly half of the students feel positively about the classroom color's impact on space and lighting, a considerable portion is dissatisfied or uncertain. This suggests opportunities for the university to consider color schemes that improve both aesthetics and functionality.

Table 4.16*Number of Student's Classroom Size*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	14	13.33%
Disagree (DA)	17	16.19%
Neutral (N)	31	29.52%
Agree (A)	34	32.38%
Strongly Agree (SA)	19	18.10%
Total	105	100%

Table 4.16 shows student perceptions regarding the appropriateness of classroom size relative to the number of students. A combined 50.48% of students agreed (32.38%) or strongly agreed (18.10%) that the number of students fits well within the classroom size. Meanwhile, 29.52% were neutral, neither agreeing nor disagreeing. On the other hand, 16.19% disagreed and 13.33% strongly disagreed, suggesting that a notable minority feel the classroom is overcrowded. Overall, the majority of students perceive the classroom size as adequate for the number of occupants, but the concerns expressed by some indicate potential issues with overcrowding in certain classes.

Table 4.17*Air Circulation*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	13	12.38%
Disagree (DA)	11	10.48%
Neutral (N)	14	13.33%
Agree (A)	30	28.57%
Strongly Agree (SA)	37	35.24%
Total	105	100%

Table 4.17 reflects student perceptions of air circulation in their classrooms. A majority of students, 35.24%, strongly agreed and 28.57% agreed that the air circulation is good, largely due to the presence of large windows on both sides of the classroom. Together, these positive responses account for 63.81% of the students. Meanwhile, 13.33% were neutral, indicating neither satisfaction nor dissatisfaction. However, 12.38% strongly disagreed and 10.48% disagreed, suggesting that a minority of students find the air circulation inadequate. Overall, most students feel that the classroom ventilation is sufficient, though there remains a small group with concerns that may warrant attention.

Table 4.18*Classroom Furniture*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	13	12.38%
Disagree (DA)	11	10.48%
Neutral (N)	29	27.62%
Agree (A)	20	19.05%
Strongly Agree (SA)	17	16.19%
Total	105	100%

Table 4.18 presents student responses regarding the compatibility of classroom chairs with existing tables. The largest group, 27.62%, remained neutral, indicating uncertainty or a lack of strong opinion on the matter. Positive responses included 19.05% who agreed and 16.19% who strongly agreed that the chairs match the tables well, totaling 35.24%. Conversely, 12.38% strongly disagreed and 10.48% disagreed, reflecting dissatisfaction among a notable minority of students. Overall, the data suggests that most students neither strongly affirm nor reject the compatibility of chairs and tables, highlighting potential inconsistency or room for improvement in classroom furniture coordination.

Table 4.19*Teachers' Lessons Plan*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	12	11.43%
Disagree (DA)	23	21.90%
Neutral (N)	10	9.25%
Agree (A)	31	29.52%
Strongly Agree (SA)	29	27.62%
Total	105	100%

Table 4.19 shows student perceptions regarding how well teachers adapt their lesson plans to students' knowledge levels. A majority of students agreed (29.52%) or strongly agreed (27.62%) with the statement, combining for 57.14% positive responses. In contrast, 21.90% disagreed and 11.43% strongly disagreed, indicating that over 30% of students feel lessons are not adequately adapted. A smaller group of 9.25% remained neutral. Overall, the data suggests that most students believe teachers tailor their lessons effectively to student knowledge, though there is still a considerable portion who feel otherwise, pointing to opportunities for improvement in lesson planning.

Table 4.20*Teacher's Preparation*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	7	6.67%
Disagree (DA)	37	35.24%
Neutral (N)	27	25.71%
Agree (A)	20	19.05%
Strongly Agree (SA)	14	13.33%
Total	105	100%

Table 4.20 presents student responses regarding teachers' clarity and preparedness about lesson objectives, materials, content, and assessments. The largest group, 35.24%, disagreed with the statement, indicating concerns about teachers' preparation. Additionally, 6.67% strongly disagreed, bringing total disagreement to over 41%. Meanwhile, 25.71% of students were neutral, neither affirming nor rejecting the claim. On the positive side, 19.05% agreed and 13.33% strongly agreed, totaling about 32% who perceive teachers as well-prepared. Overall, the data suggests that a majority of students feel teachers lack clarity and adequate preparation, highlighting an area for potential improvement in instructional planning and communication.

Table 4.21*Teachers Clear About Improve Students*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	15	14.29%
Disagree (DA)	32	30.48%
Neutral (N)	25	23.81%
Agree (A)	30	28.57%
Strongly Agree (SA)	17	16.19%
Total	105	100%

Table 4.21 illustrates student perceptions of how clearly teachers communicate the competencies students need to acquire. A combined 44.77% of students disagreed (30.48%) or strongly disagreed (14.29%) with the statement, indicating a significant portion of students feel teachers are unclear in this regard. Meanwhile, 28.57% agreed and 16.19% strongly agreed, totaling 44.76% who perceive clarity in competency expectations. Additionally, 23.81% of students were neutral, showing neither agreement nor disagreement. Overall, the data suggests a nearly even split between students who feel teachers are clear and those who feel otherwise, highlighting the need for improved communication regarding competency goals.

Table 4.22*Student Participation*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	12	11.43%
Disagree (DA)	28	26.67%
Neutral (N)	23	21.90%
Agree (A)	27	25.71%
Strongly Agree (SA)	15	14.29%
Total	105	100%

Table 4.22 presents student responses on whether teachers allow and encourage student participation. The largest group, 26.67%, disagreed with the statement, indicating a perception that participation is limited. An additional 11.43% strongly disagreed, bringing total disagreement to 38.1%. Meanwhile, 25.71% agreed and 14.29% strongly agreed that teachers do encourage participation, combining for 40%. A notable 21.90% remained neutral, showing uncertainty. Overall, the data suggests that a slight majority of students feel that teachers do not sufficiently promote student participation, highlighting an area for potential improvement in classroom engagement.

Table 4.23*Lessons and Professional*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	7	6.67%
Disagree (DA)	19	18.10%
Neutral (N)	24	22.86%
Agree (A)	31	29.52%
Strongly Agree (SA)	14	13.33%
Total	105	100%

Table 4.23 presents student perceptions regarding the extent to which teachers relate lessons to the professional environment. A combined 42.85% of students agreed (29.52%) or strongly agreed (13.33%) that teachers make these connections, indicating a positive view among a substantial portion of students. Meanwhile, 18.10% disagreed and 6.67% strongly disagreed, totaling nearly 25% who are dissatisfied with this aspect. Additionally, 22.86% remained neutral, neither agreeing nor disagreeing. Overall, the data suggests that most students feel teachers effectively connect lessons to real-world professional contexts, although some students perceive room for improvement in this area.

Table 4.24*Teachers Respond*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	9	8.57%
Disagree (DA)	19	18.10%
Neutral (N)	26	24.76%
Agree (A)	30	28.57%
Strongly Agree (SA)	21	20.00%
Total	105	100%

Table 4.24 presents student perceptions regarding teachers' attentiveness and responsiveness to questions in class. A combined 48.57% of students agreed (28.57%) or strongly agreed (20.00%) that teachers respond clearly and attentively, reflecting a positive view from nearly half the students. Meanwhile, 18.10% disagreed and 8.57% strongly disagreed, totaling 26.67% who felt teachers were less responsive. Additionally, 24.76% remained neutral, neither affirming nor rejecting the statement. Overall, the data suggests that most students perceive their teachers as attentive and responsive, although a notable minority expresses concerns about this aspect of teaching.

Table 4.25*Teachers and Course Content*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	10	9.52%
Disagree (DA)	16	15.24%
Neutral (N)	16	15.24%
Agree (A)	38	36.19%
Strongly Agree (SA)	32	30.48%
Total	105	100%

Table 4.25 illustrates student perceptions of teachers' knowledge regarding course content. A combined 66.67% of students agreed (36.19%) or strongly agreed (30.48%) that teachers are knowledgeable, indicating strong confidence in their expertise. Meanwhile, 15.24% disagreed and 9.52% strongly disagreed, totaling nearly a quarter of students who expressed dissatisfaction. Additionally, 15.24% were neutral, neither affirming nor rejecting the statement. Overall, the data suggests that most students perceive their teachers as well-informed and competent in delivering course material, though a minority remain unconvinced.

Table 4.26*Usage of Learning Materials*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	13	12.38%
Disagree (DA)	29	27.62%
Neutral (N)	28	26.67%
Agree (A)	20	19.05%
Strongly Agree (SA)	17	16.19%
Total	105	100%

Table 4.26 presents student responses regarding teachers' use of learning materials that facilitate understanding. A combined 39.99% of students disagreed (27.62%) or strongly disagreed (12.38%) with the statement, indicating notable dissatisfaction with the availability or quality of learning materials. Meanwhile, 26.67% remained neutral, showing uncertainty or mixed feelings. On the positive side, 19.05% agreed and 16.19% strongly agreed that teachers effectively use learning materials, totaling 35.24%. Overall, the data suggests that a majority of students feel that learning materials are not sufficiently utilized to enhance understanding, highlighting an area for potential improvement in instructional resources.

Table 4.27*Library Resources*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	21	20.00%
Disagree (DA)	26	24.76%
Neutral (N)	20	19.05%
Agree (A)	29	27.62%
Strongly Agree (SA)	16	15.24%
Total	105	100%

Table 4.27 reflects student perceptions regarding the adequacy of library resources for their field of study. A combined 42.86% of students agreed (27.62%) or strongly agreed (15.24%) that library resources are sufficient, indicating a positive view from a significant portion of the student body. However, 24.76% disagreed and 20.00% strongly disagreed, totaling nearly 45% who expressed dissatisfaction. Additionally, 19.05% were neutral, neither affirming nor rejecting the statement. Overall, the data suggests a divided opinion, with a slight majority feeling that library resources meet their academic needs, but with a substantial minority highlighting gaps that may need to be addressed.

Table 4.28*Library Staff No*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	11	10.48%
Disagree (DA)	24	22.86%
Neutral (N)	27	25.71%
Agree (A)	29	27.62%
Strongly Agree (SA)	16	15.24%
Total	105	100%

Table 4.28 reflects student perceptions of the knowledgeability of library staff in addressing student queries. A combined 42.86% of students agreed (27.62%) or strongly agreed (15.24%) that library staff are knowledgeable, indicating a positive perception from a significant portion of students. Meanwhile, 22.86% disagreed and 10.48% strongly disagreed, totaling over 33% expressing dissatisfaction. Additionally, 25.71% of students remained neutral, showing neither agreement nor disagreement. Overall, the data suggests that while many students feel supported by knowledgeable library staff, there remains a notable portion who feels improvements are needed in staff expertise or responsiveness.

Table 4.29*Library Staff Behaviour*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	11	11.00%
Disagree (DA)	21	21.00%
Neutral (N)	20	20.00%
Agree (A)	30	30.00%
Strongly Agree (SA)	12	12.00%
Total	100	100%

Table 4.29 reflects student perceptions of the behavior of library staff. A combined 42.00% of students agreed (30.00%) or strongly agreed (12.00%) that library staff are polite and display friendly behavior, indicating a generally positive view. Conversely, 32.00% of students disagreed (21.00%) or strongly disagreed (11.00%), showing a notable level of dissatisfaction. Additionally, 20.00% of students remained neutral, neither agreeing nor disagreeing. Overall, the data suggests that while many students find library staff courteous and approachable, a significant portion feel improvements in staff behavior may be necessary to enhance the user experience.

Table 4.30*The Library Space*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	6	5.71%
Disagree (DA)	24	22.86%
Neutral (N)	10	9.52%
Agree (A)	35	33.33%
Strongly Agree (SA)	29	27.62%
Total	105	100%

Table 4.30 presents student perceptions of the adequacy of library space in supporting study and learning activities. A combined 60.95% of students agreed (33.33%) or strongly agreed (27.62%) that the library provides a suitable environment conducive to learning. Meanwhile, 22.86% disagreed and 5.71% strongly disagreed, reflecting some dissatisfaction with the space. Additionally, 9.52% remained neutral, neither affirming nor rejecting the statement. Overall, the majority of students feel positively about the library's physical environment, though a notable minority suggests there is room for improvement to better support academic needs.

Table 4.31*Library Internal Environment*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	19	18.10%
Disagree (DA)	26	24.76%
Neutral (N)	19	18.10%
Agree (A)	20	19.05%
Strongly Agree (SA)	21	20.00%
Total	105	100%

Table 4.31 reflects student perceptions of the internal environment of the library, focusing on whether it is calm, welcoming, and conducive to study. A combined 42.86% of students disagreed (24.76%) or strongly disagreed (18.10%) with the statement, indicating significant dissatisfaction. Meanwhile, 39.05% of students agreed (19.05%) or strongly agreed (20.00%), showing that a substantial portion find the environment suitable. Additionally, 18.10% were neutral. Overall, the data suggests a divided opinion, with a slight majority perceiving the library's internal environment negatively, highlighting the need for improvements to enhance the study atmosphere.

Table 4.32*Library Facilities*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	14	13,33%
Disagree (DA)	23	21,90%
Neutral (N)	17	16,19%
Agree (A)	30	28,57%
Strongly Agree (SA)	20	19,05%
Total	105	100%

Table 4.32 presents student perceptions of the library facilities and their accessibility. A combined 47.62% of students agreed (28.57%) or strongly agreed (19.05%) with the positive aspects of library facilities, indicating general satisfaction. Meanwhile, 35.23% of students disagreed (21.90%) or strongly disagreed (13.33%), showing a considerable level of dissatisfaction. Additionally, 16.19% remained neutral. The statement “That library is not for all students” implies exclusivity, and the majority disagree with it, suggesting students generally view the library as accessible to all. Overall, the data shows a mostly positive perception of library facilities, with some concerns that need addressing.

Table 4.33*Library Online Facilities*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	26	24.76%
Disagree (DA)	16	15.24%
Neutral (N)	16	15.24%
Agree (A)	23	21.90%
Strongly Agree (SA)	24	22.86%
Total	105	100%

Table 4.33 reflects student perceptions of the accessibility of online library facilities, including e-books and e-journals. A significant portion of students, 24.76%, strongly disagreed and 15.24% disagreed, totaling 39.99% who feel online resources are not easily accessible. Conversely, 21.90% agreed and 22.86% strongly agreed, combining for 44.76% who find the online resources accessible. Additionally, 15.24% remained neutral, neither agreeing nor disagreeing. Overall, the data reveals a split opinion, with a slight majority perceiving difficulties in accessing online materials, indicating a need for improving digital library services.

Table 4.34*Research Needs of Students*

Likert Scale	Frequency (f)	Percentage (%)
Strongly Disagree (SDA)	23	21.90%
Disagree (DA)	17	16.19%
Neutral (N)	11	10.48%
Agree (A)	25	23.81%
Strongly Agree (SA)	29	27.52%
Total	105	100%

Table 4.34 illustrates student perceptions regarding whether library staff provide individual attention to meet their research needs. A combined 51.33% of students agreed (23.81%) or strongly agreed (27.52%) that staff offers this support, reflecting a positive perception from the majority. However, 38.09% of students disagreed (16.19%) or strongly disagreed (21.90%), indicating a considerable portion who feel their research needs are not adequately addressed. Additionally, 10.48% remained neutral. Overall, the data suggests that while most students feel supported in their research efforts, a significant minority perceive a lack of individual attention, highlighting an area for improvement in library services.

Chapter 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study explored students' perceptions of service quality at the International Islamic University Islamabad (IIUI) with a focus on four main areas: academic staff performance, administrative efficiency, classroom learning environments, and library resources. The objective was to evaluate the extent to which the university meets student expectations, identify strengths and weaknesses in service delivery, and provide actionable recommendations to enhance student satisfaction and academic outcomes. The research also examined the alignment between IIUI's institutional goals and the expectations of its students, offering insights that can guide strategic planning and policy formulation.

A quantitative research approach was adopted to ensure data accuracy and objectivity. The target population consisted of 171 MS and PhD students from the Faculty of Education, from which 105 participants were selected through random sampling, representing 61.4% of the population. Data were collected using a structured, validated questionnaire containing Likert-scale and multiple-choice items. The reliability of the instrument was confirmed through Cronbach's alpha, while exploratory factor analysis ensured construct validity. Ethical standards were upheld by obtaining informed consent, maintaining confidentiality, and ensuring voluntary participation without any harm to respondents.

The findings provide a clear picture of how students perceive the quality of services offered at IIUI. Results highlight areas where the university is performing well and pinpoint aspects that require targeted improvements to boost student satisfaction, retention, and academic performance. These insights can assist university administrators, educators, and policymakers in developing effective strategies to enhance service quality. Moreover, the study contributes to the body of literature on higher education in Pakistan, offering a practical framework that other universities can adopt to evaluate and improve their own service delivery systems.

5.1 Findings

1. Table 4.1 Out of 172 total students, 40 were MS and 30 PhD. The Teacher Education (Male Side) group had 52 male students. The mixed-gender Teacher Education Faculty group had 18 students (14 MS, 4 PhD), but gender breakdown was not specified. The largest group was Educational Leadership & Management with 102 students (53 male, 49 female). Overall, males comprised approximately 61% and females 39% of the total population.
2. Table 4.2 The Teacher Education (Male Side) group made up 30.2% of the population, all male. The Faculty group was 10.4%, with unspecified gender. Educational Leadership and Management was 59.3%, with 30.8% males and 28.5% females. MS students were 23.3%, PhD students 17.4%, and overall, males were about 61%, females 39%.
3. Table 4.3 Shows that 31.43% Students disagreed 27.62% Students were neutral 18.10% Students agreed 14.29% Students strongly agreed 8.57% Students Strongly disagree
4. Table 4.4 Shows that 27.62% Students were neutral 23.81% Students agreed 17.14% Students strongly disagreed 16.19% Students disagreed 15.24% Students strongly agreed So, it means that majority of students were neutral with the statement that “The university’s actions show its commitment to serving the public ”
5. Table 4.5 Shows that 31.43% Students strongly disagreed 23.81% Students disagreed 20.00% Students were neutral 16.19% Students agreed 8.57% Students strongly agreed So, it means that majority of the students strongly disagreed with the statement that “The university’s programs and services are aligned with its mission”
6. Table 4.6 Shows that 36.19% Students strongly disagreed 21.90% Students were neutral 19.05% Students agreed 14.29% Students strongly agreed 12.38% Students disagreed So, it means that majority of the students strongly disagreed with the statement that ‘The university’s financial resources and staff are sufficient to support its programs’

7. Table 4.7 Shows that 31.43% Students were neutral 28.57% Students strongly agreed 20.00% students agreed 16.10% Students disagreed 10.48% Students strongly disagreed.
8. Table 4.8 Shows that 28.57% Students agreed 27.62% Students strongly disagreed 19.05% Students disagreed 15.24% Students were neutral 14.29% Students strongly disagreed.
9. Table 4.9 Shows that 27.62% Students agreed 24.76% Students were neutral 23.81% Students strongly agreed 15.24% Students strongly disagreed 8.57% Students disagreed.
10. Table 4.10 Shows that 26.67% Students agreed 25.71% Students disagreed 21.90% Students were neutral 15.24% Students strongly agreed 10.48% strongly disagreed students.
11. Table 4.11 Shows that 29.52% Students agreed 22.86% Students disagreed 17.14% Students were neutral 15.24% Students strongly agreed 15.24% Students disagreed
12. Table 4.12 Shows that 36.19% Students strongly agreed 23.81% Students agreed 17.14% Students were neutral 14.29% Students disagreed 10.48% Students strongly disagreed.
13. Table 4.13 Shows that 25% Students agreed 22% Students disagreed 20% Students were neutral 14% Students strongly agreed 4% Students strongly disagreed.
14. Table 4.14 Shows that 37.14% Students agreed 20.95% Students strongly agreed 17.14% Students disagreed 15.24% Students were neutral 9.52% Students strongly disagreed.
15. Table 4.15 Shows that 27.62% Students strongly agreed 22.86% Students disagreed 20.95% Students agreed 16% Students were neutral 12.38% Students strongly disagreed.
16. Table 4.16 Shows that 32.38% Students agreed 29.52% Students were neutral 18.10% Students strongly agreed 16.19% Students disagreed 13.33% Students strongly disagreed So, it means that majority of students of the students agreed

with the statement that “The number of students in my classroom is appropriate for the classroom size”

- 17.** Table 4.17 Shows that 35.24% Students strongly agreed 28.57% Students agreed 13.33% Students were neutral 12.38% Students strongly disagreed 10.48% Students disagreed
- 18.** Table 4.18 Shows that 27.62% Students were neutral 19.05% Students agreed 16.19% Students strongly agreed 12.38% Students strongly disagreed 10.48% students disagreed.
- 19.** Table 4.19 Shows that 29.52% Students agreed 27.62% Students strongly agreed 21.90% Students disagreed 11.43% Students strongly disagreed 9.25% Students were neutral.
- 20.** Table 4.20 Shows that 35.24% Students disagreed 25.71% Students were neutral 19.05% Students agreed 13.33% Students strongly agreed 6.67% Students strongly disagreed.
- 21.** Table 4.21 shows that 30.48% Students disagreed 28.57% students agreed 23.81% Students were neutral 16.19% Students strongly agreed 14.29% Students strongly disagreed.
- 22.** Table 4.22 shows that 26.67% Students disagreed 25.71% Students agreed 21.90% Students were neutral 14.29% Students strongly agreed 11.43% Students strongly disagreed.
- 23.** Table 4.23 Shows that 29.52% Students agreed 22.86% Students were neutral 18.10% Students disagreed 13.33% Students strongly agreed 6.67% students strongly disagreed.
- 24.** Table 4.24 Shows that 28.57% Students agreed 24.76% Students were neutral 20.00% Students strongly agreed 18.10% Students disagreed 8.57% Students strongly disagreed.
- 25.** Table 4.25 Shows that 36.19% Students agreed 30.48% Students strongly agreed 15.24% Students disagreed 15.24% Students were neutral 9.52% Students strongly disagreed.

- 26.** Table 4.26 Shows that 27.62% students disagreed 26.67% students were neutral 19.05% students agreed 16.19% students strongly agreed 12.38% students strongly disagreed.
- 27.** Table 4.27 Shows those 27.62% students agreed 24.76% students disagreed 20.00% students strongly disagreed 19.05% were neutral 15.24% students strongly agreed.
- 28.** Table 4.28 Shows that 27.62% Students agreed 25.71% Students were neutral 22.86% Students disagreed 15.24% strongly agreed 10.48% Students strongly disagreed.
- 29.** Table 4.29 Shows that 30.00% Students agreed 21.00% Students disagreed 20.00% Students were neutral 12.00% Students strongly agreed 11.00% Students strongly disagreed.
- 30.** Table 4.30 Shows that 33.33% Students agreed 27.62% Students strongly agreed 22.86% Students disagreed 9.52% Students were neutral 5.71% Students strongly disagreed.
- 31.** Table 4.31 Shows that 24.76% Students disagreed 20.00% Students strongly agreed 19.05% Students agreed 18.10% Students were neutral 18.10% Students strongly disagreed.
- 32.** Table 4.32 Shows that 28.57% Students agreed 21.90% Students disagreed 19.05% Students strongly agreed 19.05% Students were neutral 13,33% Students strongly disagreed.
- 33.** Table 4.33 Shows that 24.76% Students strongly disagreed 22.86% Students strongly agreed 21.90% Students agreed 15.24% Students were neutral 15.24% Students disagreed.
- 34.** Table 4.34 Shows that 27.52% Students strongly agreed 23.81% Students agreed 21.90% Students strongly disagreed 10.48% Students were neutral 16.19% Students disagreed.

5.2 Discussion

The first objective of this study was to explore students' perceptions about the quality of services at IIUI, particularly focusing on faculty-related aspects. The results revealed that students consistently acknowledged faculty members' strong subject knowledge and ability to respond effectively to questions. This demonstrates the strength of the assurance dimension, indicating that IIUI's teaching staff is still confident in their academic delivery. These findings align with who reported that academic assurance particularly faculty expertise enhances students' trust in instructional quality (Hamid, 2021).

However, despite this assurance, students indicated that teachers often lacked clarity when communicating learning objectives and did not always encourage active participation. This suggests that while professional competence is evident, interactive teaching practices remain limited. Similar observations were made by who found that faculty knowledge alone does not guarantee student engagement unless paired with participatory pedagogy. This partial confirmation of the related hypothesis suggests the need for on going professional development in student centered teaching strategies to strengthen both assurance and responsiveness (Stankovska, 2024).

The second SERVQUAL dimension, tangibility, was reflected in the generally satisfactory condition of classroom infrastructure. Students recognized appropriate lighting, ventilation, and space as institutional strengths, confirming IIUI's commitment to maintaining a conducive physical learning environment. These findings correspond with who emphasized the importance of physical facilities in shaping perceptions of educational quality. However, issues such as outdated boards and mismatched furniture were identified as weaknesses. This indicates that while tangible aspects are comparatively strong, selective infrastructural improvements are still needed to enhance comfort and learning outcomes (*Latif, 2021*).

The analysis revealed mixed results for reliability and responsiveness dimensions. Students acknowledged administrative staff's willingness to resolve issues but also noted

delays, unclear procedures, and inconsistent communication. Similarly, while teachers were responsive in clarifying content, they did not consistently provide timely feedback or encourage meaningful participation. This imbalance reflects challenges in maintaining reliable and prompt service delivery. These findings underscore the importance of strengthening internal coordination, improving digital communication systems, and ensuring transparent administrative processes at IIUI. A clear operational alignment between administrative responsiveness and institutional mission can significantly improve overall service reliability and student satisfaction (Beyene, 2023).

The empathy dimension emerged as the weakest area. Library services were repeatedly identified as a major concern, with students highlighting insufficient resources, poor digital access, and unhelpful staff attitudes. These results fully support the hypothesis that significant gaps exist between student expectations and perceived quality in this service domain. The lack of empathy in library services at IIUI suggests a need for both infrastructural and behavioural improvements. Staff training in digital literacy, customer service, and academic guidance would improve user experience, while investment in e-resources and online access platforms would strengthen IIUI's alignment with global academic standards (Sadia, 2020).

5.3 Conclusion

1. The findings of this study provide a comprehensive understanding of how students at the International Islamic University Islamabad (IIUI) perceive the quality of services across administration, classrooms, faculty, and library facilities. Grounded in the SERVQUAL theoretical framework, the study systematically examined the five core dimensions tangibility, reliability, responsiveness, assurance, and empathy to evaluate the extent to which institutional services align with student expectations and the university's mission.

2. In relation to the first research objective, which explored how university operations align with its mission, the dimension of reliability was central. Students appreciated the responsiveness and knowledge of administrative leaders but expressed

concern about the imbalance between education, research, and public service functions. This indicates that while reliability and assurance in administrative responsiveness are recognized, limited mission driven planning undermines perceptions of institutional integrity and long-term credibility.

3. Concerning the second objective, which assessed faculty performance, the SERVQUAL dimensions of **ass** and empathy were most relevant. Students valued faculty members' subject expertise and clarity but noted gaps in communication and encouragement of active participation. This supports SERVQUAL's theoretical position that while assurance (expertise and confidence) builds trust, empathy demonstrates

4. The third objective, addressing library service quality, aligned primarily with the tangibility and responsiveness dimensions of SERVQUAL. Students identified shortcomings such as insufficient materials, limited digital access, and inadequate staff support. These findings correspond with existing literature emphasizing the need for modernized, student-centered library environments and responsive academic support to foster a more engaging learning experience.

5. Viewed collectively, the data analysis confirmed that IIUI performs relatively better in tangibility and assurance but continues to face challenges in respect a trend consistent with previous studies in higher education. The SERVQUAL framework thus proved effective not only for identifying service gaps but also for interpreting how these gaps manifest across academic and administrative domains.

5.4 Recommendations

The findings of this study indicate that while IIUI demonstrates strengths in faculty expertise and classroom facilities, key concerns exist in administrative responsiveness, participatory teaching practices, and library resources. Guided by the SERVQUAL dimensions and aligned with the research objectives, the following recommendations are proposed to enhance overall service quality.

First, administrative responsiveness should be improved through a Student Service Helpdesk and a digital query and complaint management system. Regular student–administration forums can further promote transparency and strengthen communication.

Second, classroom infrastructure should be upgraded through routine maintenance and the replacement of outdated boards and equipment with modern digital teaching tools. Developing smart classrooms will also enhance the learning environment.

Third, teaching quality can be improved by implementing a structured Faculty Development and Pedagogical Training Program (FDPTP) focused on student-centred teaching, communication clarity, and outcome-based education.

Fourth, library services require substantial enhancement. IIUI should expand its print and digital collections, introduce an E-Library Portal, train staff in research assistance, and redesign the space to include quiet zones, collaborative areas, and better internet access.

Fifth, a Service Quality Monitoring Committee (SQMC) should be established within the QEC to conduct regular SERVQUAL-based evaluations and prepare an Annual Quality Review Report to ensure accountability and continuous improvement.

Sixth, administrative efficiency can be increased by integrating admissions, registration, examinations, and fee payments into a unified University Management Information System (UMIS).

Finally, IIUI should adopt a Continuous Quality Improvement (CQI) framework that includes periodic evaluations, staff training, and performance audits to ensure sustained service enhancement aligned with student needs and global standards.

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APPENDIX A

Questionnaire for Students

Dear Students,

I am Mr.ISRAR UDDIN,MS Scholar in the Faculty of Educational, Leadership and Management in international Islamic university Islamabad, working under the supervision of DR,SHEIKH TARIQ.A research-based on Questionnaire has been developed to complete the study on **“ANALYSIS OF STUDENT-PERCEIVED SERVICE QUALITY IN INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD.”**

Instruction for participants

In this regard, please fill out the Questionnaire honestly and to the best of your ability. The information will be kept confidential and used only for research purpose. If you have any suggestions about the questionnaire, please email the research at uddinyasir313@gmail.com.

Demographic information

Name: _____ Academic Qualification: _____

Gender: _____ Professional Qualification: _____

Instruction for filling out the questionnaire

This questionnaire is based on a five-point likert Scale. Please tick the relevant box to reflect your views about the following statements.

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly agree=5

Item NO	SESSON 1: Administration	1	2	3	4	5
1	The university's education, research, and public service are balanced					
2	The university's actions show its commitment to serving the public					
3	The university's programs and services are aligned with its mission					
4	The university's financial resources and staff are sufficient to support its programs					
5	The university provides valuable programs and activities for students and stakeholders					
6	The university's physical and technological infrastructure is sufficient to support academics, research, and public service					
7	The university's administration uses resources responsibly to support its mission					
8	University leaders are knowledgeable and responsive to academic and operational needs					

Item NO	SESSON 2: Classroom	1	2	3	4	5
9	The tables in my classroom are strong and safe to use.					

10	The writing board in my classroom is easy to adjust and use.					
11	The space in my classroom is enough for students to move around easily during activities					
12	The lighting in my classroom is good					
13	The colour in my classroom is making it look more spacious because there are enough lights.					
14	The number of students in my classroom is appropriate for the classroom size					
15	The air circulation in my classroom is good because of the large windows on both sides					
16	The chairs in my classroom are matching the existing tables					

Item NO	SESSON 3: Academic Staff	1	2	3	4	5
17	Teachers' lessons are adapted to students' knowledge					
18	Teachers are clear about objectives, materials, content, and assessments					
19	Teachers are clear about the competencies students need to acquire					

20	Teachers are allowing and encouraging student participation					
21	Teachers are relating lessons to the professional environment					
22	Teachers are attentive and respond clearly to questions in class					
23	Teachers are knowledgeable about the course content					
24	Teachers are using learning materials that facilitate understanding					

Item NO	SESSON 4: Library	1	2	3	4	5
25	Library resources are enough for my field of study.					
26	Library staff are knowledgeable enough to answer your queries.					
27	Library staff are always polite and show friendly behaviour					
28	The library is providing a suitable space that encourages study and learning.					
29	The internal environment is calm, welcoming, and conducive to study					
30	The library uses computers for all services.					

31	Online e-books and e-journals are easily accessible. Faculty and staff.					
32	Library staff is giving individual attention to meet research needs.					