

Students' Satisfaction on Service Quality at Prithvi Narayan Multiple Campus of Tribhuvan University in Nepal

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Abstract

This study examines the students' satisfaction on service quality of PNC. The main objective of the study is to analyze the major influencing factors of academic aspect of service quality, to measure the relationship of academic aspect of service quality with students' satisfaction and to analyze the impact of academic aspects on students' satisfaction on service quality. Philosophical foundation of this research is based on positivist research paradigm. Based on the philosophical foundation, this research has used descriptive and analytical research design. Using multi-phase sampling technique, this study reveals major influencing factor of academic aspect of service quality is quality of lecturers. The overall students' satisfaction towards service quality provided by PNC is more than average. The learning environment of academic aspect has more influence in students' satisfaction. Overall, there is high degree of positive correlation between academic aspect of service quality and students' satisfaction. For academic aspect of service quality, only learning environment shows a statistically significant impact on students' satisfaction. This study shows that academic aspects of service quality have positive impact on students' satisfaction.

Keywords: *Service Quality; Students' Satisfaction; Higher Education, SERVQUAL, Academic Quality Model, PNC*

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Introduction

The quality of service in higher education has become a topic of growing interest in recent years (Johnson, 2021). As competition among institutions of higher education has increased, there has been a growing focus on providing high-quality services to students in order to attract and retain them. The quality of service in higher education refers to the extent to which institutions meet the needs and expectations of students, faculty, and other stakeholders can encompass a wide range of services, such as academic advising, career services, counselling, and health services (Johnson, 2021).

Several studies have been conducted to assess the quality of service in higher education and to identify areas for improvement. One of the earliest studies in this area was conducted by Paraskevas and Giannulli's (2007), who surveyed students in Greek universities to determine their perceptions of the quality of service provided by their institutions. They found that students rated the quality of service as moderate to high, with the highest ratings given to services related to academic support and the lowest ratings given to services related to student life. Another study, conducted by Lee and Lee (2011), used a survey of students at Korean universities to examine the factors that influence their perceptions of the quality of service provided by their institutions. The authors found that the quality of service was positively related to the level of interaction between students and faculty, the availability of resources for students, and the level of student satisfaction with their university experiences.

The benchmark of quality service has been widely discussed in each and every enterprise as it is considered as the integral part of them. Similarly, the same essence of perception of service quality applies to the educational institutions. As the number of universities is being established day by day, they need to be much more competitive. Thus, it is required to evaluate themselves on the basis of higher service quality. The rapid growth of private universities is another imperative factor which leads all the private, community and government universities to be in the leading positions in terms of service quality. Otherwise, it is difficult to sustain for them.

As private universities have a more market-oriented philosophy and are more adaptable to the changing environment, putting enormous competitive pressure on public universities. Public colleges are already taking the initiative and evaluating their potential to establish successful marketing strategies for both current and future students. A first step toward a more student-friendly education service and in enhancing all services is to define and measure service quality in institutions. It

would support the creation of benchmarks for assessing the level of customer service at public and private universities.

The assessment and enhancement of service quality in higher education have gained attention from researchers and policymakers alike. The quality of services provided by educational institutions has a direct impact on students' academic experiences, their level of satisfaction, and their likelihood of recommendation and loyalty. Several studies have emphasized the role of service quality in student retention and success (Kuh, 2005; Yorke & Longden, 2008). As stated by Kuh (2005), high-quality services, including effective teaching, accessible support services, and a conducive learning environment contribute to student engagement and facilitate the achievement of learning outcomes. Moreover, the provision of excellent service quality can create a positive reputation for the institution, attracting more students and enhancing its competitiveness in the higher education market.

This research study aims to measure quality of service provided to students at Prithvi Narayan campus, one of the constituent campuses of Tribhuvan University in Nepal. It also aims to assess the extent of students' satisfaction with their service quality at Prithvi Narayan Campus and investigate the effect of service quality on their satisfaction.

Literature Review

Service Quality

The word quality could mean different things to different individuals, which can be challenging to describe. A product or service could not always be perceived the same by customers in the same way. According to several viewpoints, such as judgment, product, user, value, or manufacturing standpoint, quality can be characterized (Evans, 2011). The quality of a product cannot be described from the judgment perspective, yet it is possible to identify it when one sees it. The user viewpoint focuses on how a customer's needs are addressed.

A product or service is considered to be of lesser quality if it does not meet one's needs. The value viewpoint considers product/service attributes and cost when evaluating quality. One product could have a higher value and, thus, a higher quality if it is cheaper despite having the same qualities as the other. From a product standpoint, features and quality go hand in hand. Products with more features are often thought to be of greater quality than those with fewer features. According to the production viewpoint, the primary determinant of quality is compliance with product specifications.

According to Evans (2011), citing the American Society for Quality (ASQ), quality is the "totality of features and characteristics of a product or service that bear on its ability to satisfy given needs". Quality can be defined more succinctly as the capacity to meet or surpass consumer expectations. These two definitions are drawn from the above discussed product and user perspectives.

Student as a Customer

The definition of actual customers in the field of educational institution and the applicability of marketing metaphors like customers and customer satisfaction to students could be the topics of the debate. There is some disagreement regarding whether the major client of higher education is the student, parents, community, employers, research community, government, or society at large, according to Hebert, Dellana, and Bass' perspective, as quoted by (Brennan & Bennington, 2000). Some of the issues that students face, such as remote leadership and unsatisfactory course offerings, may be resolved, according to other academics, if students are treated as customers in state-funded colleges (Vuori, 2013). The customer is its ultimate consumer (quoted by Brennan & Bennington, 2000). According to this view, students are the customers of academia as they are first and direct stakeholders of the academic institutions so as to make the practical use of the learned information.

Service quality in higher education

The goal of educational institutions around the world is to offer high-quality education, both theoretically and practically. The institutions' efforts include, among other things, providing or making a claim to providing suitable and pleasant infrastructures, hiring qualified teachers, and managing effective non-teaching staffs. Students, who ultimately use the services offered by the institutions, evaluate the quality of education based on their viewpoint, highlighting general strengths and shortcomings that are then used to gauge the performance of a specific university. In other words, one of the most crucial factors to consider when assessing an institution's reputation is how students view the quality of the education it provides. Student perception is defined as individual "thoughts, beliefs, and feelings" pertaining to "persons, situations, and events" (Schunk and Meece xi). The researchers went on to say that self-perception and social perception are the two types of perceptions that take place in the classroom. The notion that students' perceptions should take into account not only the environment in the classroom but also the environment at the "departments, faculty, and institution both physically and psychologically" has only recently been put out by scholars (Jawaid et al. 417). In this sense, not only in-class activities but also off-class pedagogical

happenings fall within the purview of students' perception. Scholarly inquiries on students' perception date back to the turn of 21 century, that is to say, nearly three decades have passed since researchers emphasized that systematic inquiry on quality in higher education should be seen from students' perception (See, Aldridge and Rowley; Hill et al.; Schunk and Meese). As stated by other scholars along this line, student-based information is important "to reveal patterns of student satisfaction" (Mazelan et al. 76).

Students' Satisfaction in HE

Customers' satisfaction has become a top priority for product and service providers globally regardless of the type of industry they work in, especially in the past few decades. satisfaction as a feeling of pleasure that people have when their human desires and needs are met. According to Weerasinghe and Fernando (2017), "Students' satisfaction can be defined as a short -term attitude resulting from an evaluation of students' educational experience, services and facilities." (pp. 533 - 534). Students' satisfaction in HE refers to students' feeling of contentment with the quality of educational experiences and services provided for them by their universities. Nauffal (2009) examined the satisfaction of 1,470 students at seven public and private Lebanese universities with their overall experience at their universities. She found that students were generally satisfied with the quality of education provided by their universities for them. Nasser et al. (2008) revealed that 870 students at Notre Dame University, a coeducational Lebanese Catholic HE institution, were generally satisfied with university services delivered to them.

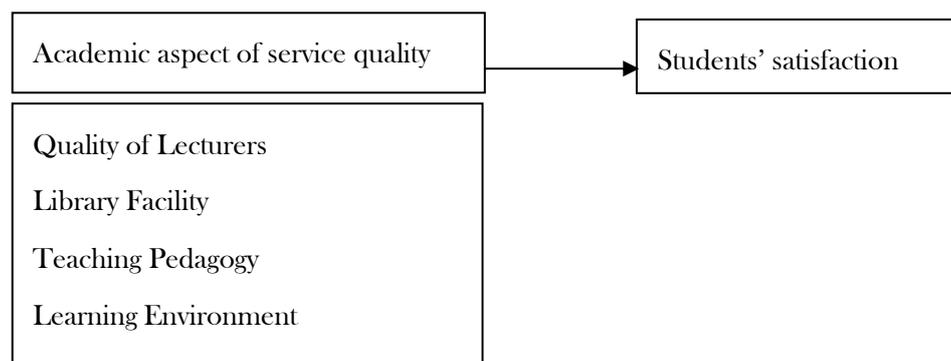
Kajenthiran and Karunanithy (2015) investigated the relationship between service quality and students' satisfaction for 200 undergraduate and professional studies students at two private external HE institutions in Jaffna, Sri Lanka. It was found that service quality, particularly the dimensions of assurance and responsiveness, influenced students' satisfaction. Osman and Saputra (2019) examined the influence of service quality on students' satisfaction for 310 fourth -year business students at different private HE intuitions in Bangladesh. They revealed that service quality did not influence students' satisfaction. Dib and Alnazer (2013) sought to determine the effect of service quality on students' satisfaction for 170 undergraduate and postgraduate students at the Higher Institute of Business Administration in Syrian universities. They found that service quality has no effect on students' satisfaction. Truong et al. (2016) sought to identify the impact of service quality on students' satisfaction for 463 students at private colleges in Vietnam. The study found that all dimensions of service quality, including tangibility, guarantee (assurance), reliability, responsiveness and empathy, contributed to students' satisfaction. Baniya (2016) aimed to study the effect of

service quality on students’ satisfaction for 241 undergraduate and graduate business administration students at School of Management at Kathmandu University in Nepal. It was found that service quality affected students’ satisfaction, with empathy and responsiveness as critical factors contributing most to students’ satisfaction.

Conceptual Framework of the Study

This research study is supported by the following conceptual framework based on modified SERVQUAL model's and Academic Quality Model, as shown in figure 1.

Figure 1. Conceptual Framework of the Study



Sources: Constructed by Researcher,2023

Academic Aspect of Service Quality

The term "academic aspect" in the context of service quality in higher education refers to the aspects and components of quality that are specifically connected to the academic or educational experience offered by the institution. It includes a number of elements that affect the general standard of instruction, learning, and academic support services in a higher education environment. The following are the dimension of academic aspect.

Quality of Lecturer

The term "quality of lecturers dimension" refers to the traits and qualities that support lecturers' excellence and effectiveness in higher education. It includes a number of elements that are essential for providing high-quality instruction and encouraging a positive learning environment for pupils.

Library Facility

Library facility refers to the physical infrastructure, resources, services, and amenities provided by a library to support the academic and research needs of its users. Libraries play a vital role in higher education institutions by offering a wide range of resources and services that promote learning, research, and knowledge dissemination.

Teaching Pedagogy

Teaching pedagogy refers to the methods, strategies, and approaches employed by educators to facilitate learning and instruction in the classroom or educational setting. It encompasses the principles and practices that guide the teacher's interactions with students, the organization of content, and the implementation of instructional techniques. Teaching pedagogy focuses on creating effective learning environments that promote student engagement, understanding, and achievement.

Learning Environment

Learning environment refers to the physical, social, emotional, and psychological conditions in which learning takes place. It encompasses the overall atmosphere, resources, and interactions that influence students' engagement, motivation, and learning outcomes. A positive learning environment is essential for promoting effective learning, student well-being, and academic success.

Research Questions and Hypotheses

1. To what extent the students of different level (master/bachelor) satisfied with academic service quality of PNC?
2. Which of the variables such as quality of Lecturers, Library Facility, Teaching Pedagogy, Learning Environment have higher level of satisfaction among target population?
3. What is the impact of academic aspect of service quality on students' satisfaction?
4. H1: There is significant relationship between academic aspects and students' satisfaction on service quality.
5. H2: There is significant association among the academic aspects of service quality (quality of Lecturers, Library Facility, Teaching Pedagogy, Learning Environment) with students' satisfaction.

Research Methodology

Research Context and Site

In the Western Region of Nepal, Prithvi Narayan Campus was established on September 1, 1960 (17 Bhadra 2017 BS). Initially, the institution was founded with 13 students and 2 teachers for higher education and was supported the educational philanthropists. Prithvi Narayan Campus is located Gandaki Province, Pokhara Metropolitan City Ward no.1 Bagar. Prithvi Narayan Campus is a largest constituent campus of Tribhuvan University. Prithvi Narayan Campus is offering various bachelors and masters level courses in multidisciplinary fields. The academic structure of Prithvi Narayan Campus consists of 4 faculties and 1 institute. More than 500 Bachelor's and Master's courses are offered each year by 29 departments and 34 programs. The total number of the students is 10,555(annual and semester base), total number of faculties is 501 and administrative staff are 92 (Prithvi Narayan Campus, 2023).

Research Design and Sample

Descriptive and analytical research design are use in this study. Quantitative nature of data has been used in this study. This study is intended to conduct survey on bachelors and master degree level students involve in semesters programmed in Prithvi Narayan Campus. Therefore, the population of this study is to be all the students studying in semesters-based Bachelors and Master's degree programs of Prithvi Narayan Campus, which is 2157. The sample size of the study is 197 students. Using Yamane (1967) equation came up with a table for determining sample size for a given population for easy reference.

n = sample size, N = Population size = 2157, e = Margin of error (7%) confidence level = 93%

$$\text{Sample size } (n) = \frac{N}{1+Ne^2} = \frac{2157}{1+2157(0.7^2)} = 186.44$$

n = 187, this provides the minimum sample required to conduct the study.

Table 1: Demographics of Participants

Demographic Variable	Frequency (N)	%	
Gender	Male	76	38.6
	Female	121	61.4
Age Group	Less than 20	34	17.3

	20-24	91	46.2
	25-29	46	23.4
	30-34	14	7.1
	Above 35	12	6.1
Education Level	Bachelor's Degree	99	50.3
	Master's Degree	98	49.7
Education Programme	BCA	6	3.0
	BBA	41	20.8
	BPA	5	2.5
	BALLB	32	16.2
	BSCCSIT	15	7.6
	MED	25	12.7
	MA	24	12.2
	MBS	38	19.3
	MPA	8	4.1
	MSC	3	1.5

Sources: Field Survey, 2023

Research Instrument

Close-ended questionnaires are used to collect information from the respondents and questionnaires are personally administered. In this research work, primary data are used. Primary data are collected through stratified sampling technique to cover the total sample size proportionately from 197 students of Prithvi Narayan Campus by questionnaire graded on a five-point Likert's scale, with 1 represent strongly disagree, 2 represent disagree, 3 correspond to undecided, 4 represent agree and 5 correspond to strongly agree. The questionnaire is divided into three sections. Section A is belonged to demographic personal information. Section B is related to questionnaire related to service quality and section C is relate to questionnaire relate to students' satisfaction.

Validity of the Research Instrument

First standard SERVQUAL and Academic Quality model tools were consulted than few modifications were made. The modification was done with the help of experts and extensive literature review. In case of academic factor of service quality contribution to the student's satisfaction, the construct validity has been used for

which different scholar and researcher have already proved it. In case of non-academic factor for service quality contribution to satisfaction of students, face validity and content validity has been used. The construct use for the study have been consulted with various academicians and scholar of Prithvi Narayan campus and experts of CDPA.

Pretest was done with 20 students (for annual programs) Prithvi Narayan campus. Then few modifications were done as per the response of the pre- testing. again, for internal consistency Cronbach's alpha computed and found for academic aspect 0.877 and overall, 0.788 which is more than 0.7 this permits us to use the questionnaire for final study.

Data Analysis Procedures

The researcher has performed data analysis using SPSS 26. The researcher has used frequencies and percentages for describing demographics of participants. The researcher has used descriptive statistics (mean and SD) for answering the first research questions and correlation and multiple regression analysis for answering the second and third research question and testing its hypotheses.

Results

RQ1: To what extent the students of different level (master/bachelor) satisfied with academic service quality of PNC?

Table 2 shows mean and SD for each item in service quality dimensions, each dimension as a whole, and all dimensions combined. The dimension of Quality of lecturer received the highest rating (Mean=3.72, SD=.92), followed by Teaching Pedagogy dimension (Mean=3.51, SD=.96), learning environment dimension (Mean=3.28, SD=1.02), and library facility dimension (Mean=3.18, SD=1.09). The overall mean score for the four service quality dimensions combined is 3.42 with a SD of .99.

Table 2: Mean and SD of Participants' Responses to Service Quality Items (N=197)

Table 2.1: A. Quality of Lecturer

Quality of Lecturer	Mean	SD
The lecturer is knowledgeable about the subject matter	3.97	.72
The lecturer communicates clearly and effectively.	3.79	.84
The lecturer is approachable and open to questions.	3.87	.85

The lecturer is well-prepared for lectures and classes.	3.79	1.04
The lecturer uses a variety of teaching methods to engage students	3.16	1.17
All	3.72	0.92

Table 2.2: Library Facility

Library Facility	Mean	SD
The library has a wide variety of books and resources on relevant subjects	2.86	1.26
The library has up-to-date and modern technology resources (e.g., computers, printers, scanners, etc.)	3.13	1.15
The library provides access to online databases and resources.	2.91	1.03
The library staff is helpful and knowledgeable about resources and services.	2.98	1.18
The library has a quiet and conducive environment for studying.	4.03	0.86
All	3.18	1.09

Table 2.3: Teaching Pedagogy

Teaching Pedagogy	Mean	SD
The teaching methods used by the instructor are engaging and effective.	3.48	.92
The instructor encourages discussion and participation from all students.	3.61	0.92
The instructor uses a variety of teaching methods (e.g., lecture, discussion, group work, etc.) to cater to different learning styles	3.51	0.96
The instructor provides clear and detailed instructions for assignments and assessments.	3.56	.98
The instructor provides feedback on assignments and assessments that is helpful and constructive.	3.41	1.04
All	3.51	0.96

Table 2.4: Learning Environment

Learning Environment	Mean	SD
The physical facilities, such as classrooms and laboratories, are conducive to learning.	3.39	1.09
The campus is safe and secure for students.	3.92	0.85
The institution provides access to modern and up-to-date technology and resources for learning.	3.07	1.01

The institution encourages critical thinking, creativity, and innovation among students.	3.12	1.07
The institution has a clear and transparent academic policy that is easily accessible to students.	3.26	0.93
The institution offers a variety of programs and courses that cater to different student interests and goals.	3.37	1.11
The institution provides a variety of support services, such as counseling and tutoring, to help students succeed academically.	2.80	1.11
All	3.28	1.02

Table 2.5: Overall dimensions

Dimensions	Mean	SD
Quality of Lecturer	3.72	0.92
Library facility	3.18	1.09
Teaching Pedagogy	3.51	0.96
Learning Environment	3.28	1.02
All service quality dimensions	3.12	.99

Sources: Field Survey 2023

To interpret the mean scores for the four service quality dimensions and the overall mean score, the 5-point Likert scale on level of quality was corrected according to Algahtany et al. (2011), which resulted in a new scale with equal intervals, as shown in table 3.

As the mean scores for the four service quality dimensions in fluctuation order and the overall mean score are 3.72, 3.51, 3.28, 3.18 respectively, which all fall between third and fourth interval (2.61-3.40-3.41-4.20), this means that the quality of service provided for students at Prithvi Narayan campus is average.

Table 3: Correction of the 5-point Likert Scale on Level of Quality

Interval	Point of Scale
1.00 - 1.80	Very Poor
1.81-2.60	Poor
2.61-3.40	Average
3.41 - 4.20	Good
4.21-5.00	Very good

RQ2: Which of the variables such as quality of Lecturers, Library Facility, Teaching Pedagogy, Learning Environment have higher level of satisfaction among target population?

Table no 4 shows that relationship between service quality dimension and students' satisfaction. There is low degree significant positive correlation between quality of lecturer and students' satisfaction ($r = 0.392$, $p < 0.01$.) The relationship between library facilities and students' satisfaction is low degree positive ($r = 0.276$, $p < 0.01$.) There is positive correlation between teaching pedagogy and students' satisfaction is low degree ($r=0.440$, $p < 0.01$.) There is high degree of positive correlation between learning environment and students' satisfaction ($r= 0.512$, $p < 0.01$.) Above analysis show that there is significant relationship between academic aspect of service quality and students' satisfaction.

Table 4: Pearson Correction between service quality dimension and students Satisfaction

		Qltotal	Lftotal	Tptotal	Letotal	Sstotal
Qltotal	Correlation	1	.373**	.600**	.467**	.392**
	P-value		.000	.000	.000	.000
Lftotal	Correlation		1	.392**	.411**	.276**
	P-value			.000	.000	.000
Tptotal	Correlation			1	.606**	.440**
	P-value				.000	.000
Letotal	Correlation				1	.512**
	P-value					.000

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

* . Correlation is significant at the 0.05 level (2-tailed).

Sources: Field Survey, 2023

Table 5 shows that, there is high degree of positive correlation ($r=0.534$) between academic aspect of service quality and students' satisfaction. Since $p < 0.01$, there is significant relationship between academic aspect of service quality and students' satisfaction.

Table 5: Pearson Correlation between Overall academic aspect between students' satisfaction

	Students' satisfaction
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ASTotal	Correlation	.524**
	P- value	.000

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

* . Correlation is significant at the 0.05 level (2-tailed).

Sources: Field Survey, 2023

RQ3: There is significant association among the academic aspects of service quality with students' satisfaction?

- HA: there is significant association between Service quality dimension with students' satisfaction at Prithvi Narayan Campus
- HA1: quality of lecturer association with students' satisfaction
- HA2: library facility association with students' satisfaction at Prithvi Narayan campus
- HA3: Teaching pedagogy association with students' satisfaction at Prithvi Narayan campus
- HA4: Learning environment association with students' satisfaction at Prithvi Narayan campus

Multiple regression analysis was conducted to investigate the association of service quality and its dimensions (independent variables) on students' satisfaction (dependent variable), i.e., to test HA and its four sub-hypotheses, HA1, HA2, HA3, and HA4.

The results of multiple regression analysis are shown in tables 6, 7 and 8. Table 6 shows that $R^2=.302$, which means that 30.2% of variance in students' satisfaction was explained by the combination of academic service quality dimensions: Quality of lecturer, about library facility, teaching pedagogy, learning environment.

Table 6: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.550a	.302	.287	4.27687

Predictors: (Constant), Quality of lecturer, about library facility, teaching pedagogy, learning environment. Dependent variable: students' satisfaction

Sources: Field Survey, 2023

Table 7 shows that the model was statistically significant $F(4, 192) = 20.764$, $p = .000 < .01$. In other words, the combination of the independent variables (Quality of lecturer, about library facility, teaching pedagogy, learning environment.) significantly predicted students' satisfaction. Therefore, HA was supported.

Table 7: Result of ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1519.211	4	379.803	20.764	.000b
Residual	3511.997	192	18.292		
Total	5031.208	196			

a. Predictors: (Constant), Quality of lecturer, about library facility, teaching pedagogy, learning environment.

b. Dependent variable: students' satisfaction

Sources: Field Survey, 2023

According to table 8, the statistically significant predictors of students' satisfaction in fluctuating order of strength are as follows: Quality of lecturer (Beta=.207), library facility (Beta=.032), teaching pedagogy (Beta=.189) and learning environment (Beta=.390).

In other words, learning environment is the strongest predictor and statistically significant. However, Quality of lecturer, library facility, teaching pedagogy is not a statistically significant predictor of students' satisfaction ($p > .01$). Therefore, HA4, was supported, whereas HA1, HA2, and HA3, were rejected.

Table 8: Coefficients of Multiple Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	1.612	2.005		.804	.423
Quality of lecturer	.207	.117	.136	1.763	.080
Library facility	.032	.082	.027	.398	.695
Teaching pedagogy	.189	.125	.130	1.519	.131

Learning environment	.390	.085	.359	4.568	.000
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Predictors: (Constant), Quality of lecturer, about library facility, teaching pedagogy, learning environment.

Dependent variable: students' satisfaction

Sources: Field Survey, 2023

Conclusion and Discussion

This research study has aimed to measure the quality of service provided for students at Prithvi Narayan Campus from students' perspective. It has also aimed to assess the extent of students' satisfaction with service quality provided by Prithvi Narayan Campus and investigate the effect of service quality on their satisfaction.

The results of the study indicate that the quality of service provided for students at Prithvi Narayan Campus is good. This finding is in line with the finding of the following studies: Kajenthiran and Karunanithy (2015), Muthamia (2016), and Essaoudi and Lotfi (2021). It disagrees with the following findings, though: Hasbolah et al. (2018), Omidian and Golchin Nia (2018), Saliba and Gorenc Zoran (2019), and Saba 'Ayon (2015). The implementation of Quality Assurance, Institutional Effectiveness, and the ongoing professional development that PNC provides for academic aspects of service quality should all be credited with this outcome. The results also show that overall students are satisfied with service quality provided at PNC. The outcomes of the investigations Nauffal (2009), Nasser et al. (2008), Nauffal and Nasser (2007), Al Khattab and Fraij (2011), Baniya (2016), Yahaya et al. (2020), and Twum and Peprah (2020) are all supported by this finding. However, it is not consistent with the research's findings from Birhanu (2018). This outcome may be linked to PNC's continuous efforts to support greater standards for students' academic aspect of components. According to the findings, a mix of service quality factors, including academic factors, also strongly predicts students' satisfaction. Azam (2018), Banahene et al. (2018), Muhammad et al. (2018), Truong et al. (2016), Baniya (2016), Kajenthiran and Karunanithy (2015), and Baniya, Banahene, and Muhammad (2018) are studies that have found results that are comparable to this one. The research Osman and Saputra (2019) and Dib and Alnazer (2013) disagree with it, nevertheless. The findings confirm the findings of the following studies: Ali et al. (2020), Azam (2018), Banahene et al. (2018), and Muhammad et al. (2018) by showing that "academic aspects" are a predictor of students' satisfaction.

Limitations

The results of this study are limited to one constituent campus of Tribhuvan University, Nepal. The results of this study are limited only semester-based bachelors and master's level 197 students' who study in PNC. So, it cannot be generalizable for whole students of PNC and TU as well as higher educational institutions in Nepal. Data are collected from semester-based students only. So, the result may vary in the future. This study has taken only one variable academic aspect for students' satisfaction factors.

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