Assessing the Quality of Student Services at King Faisal University from Students' Perceptions

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Abstract

The quality of student services has a role in smoothing the teaching and learning process and achieving the desired levels of quality for learning outcomes. Therefore, it is an integral part of the educational process and a practical exercise for shaping the student's personality and developing his capabilities. This study collected data using a questionnaire distributed to a random sample of 991 male and female students from King Faisal University. The descriptive analytical design was employed and the results were analyzed by SPSS. This research study attempts to assess the quality of student services at King Faisal University from students' perceptions and the purpose of this study was to examine whether there were differences in students' perceptions due to gender and academic specialization. The results of the study showed that the level of student satisfaction at King Faisal University regarding the quality of student services was moderate. The study found that there were statistically significant differences in the level of student satisfaction at King Faisal University regarding the quality of students' services due to gender, in favor of males; due to academic specialization, and in favor of scientific and health specializations. The researcher recommends that there is a necessity to improve the level of the university services, and Develop the knowledge, skills, and experiences of service providers through behavioral programs that enhance their communication skills, Provide material and moral incentives, and appreciate their outstanding performance.

Keywords: Student Services Quality; University Education; King Faisal University; Students Satisfaction; Academic Services

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Introduction

University education is one of the most important educational institutions in society and it plays an effective role in creating future generations that owned elements of success and today's requirements, including information and modern scientific skills that enable them to build and develop society. The importance of these services includes that they are highly connected to promoting students' learning skills and helping them overcome the educational and academic problems they face in their university programs. Therefore, services provided to students seek to assist students to make use of the knowledge they attain in their university lives; to make logical interrelations between university culture and the surrounding community; to develop students' professional experience in a quest to achieve community and personal welfare. In this respect, Tuaimah & Al Bandari (2004) explain that there is variation in the quality of development and improvement plans between the various universities; some do not work on designing plans able to help students capitalize on the invaluable opportunities experienced in university; other universities are seeking to provide students with rich university experiences and that quality has become an obsession for such universities.

Student satisfaction depends on several dimensions in the field of education, including the quality of educational and awareness programs, the experience of faculty members, the educational environment, the quality of the infrastructure of educational institutions, good educational curricula, and the spread of good reputation through current students or graduates of the educational institution. Thus, the better the quality of services provided to students, the higher their satisfaction rate (Twum & Peprah, 2019; Tijjani, 2020). As university students are the essentials to assess the elements and processes of the educational process, and they are a pivotal part of research, academic, and service practices in the university, this dictates the need to design the most suitable university environment and to provide services considered supplementary to the educational process. These services are also an effective tool in the development of students' personalities; promoting their abilities to come out with highly qualified academic outcomes. Universities have realized the significance of focusing on educational outcomes characterized as being innovative, creative, and excellent. Therefore, universities have worked on adopting the concept of performance quality and the application of quality standards to monitor the quality of the university services provided to achieve its educational objectives as a learning and teaching institution.

Student services are an integrated system of academic and non-academic services to gain the satisfaction of present and future students. Students' satisfaction with the services is their appreciation for the university's fulfillment of their service needs. Providing the university with faculty members who are distinguished by their teaching performance and good communication with students, which are considered academic services. The provision of adequate sports facilities, services, and activities to complete the educational process are considered non-academic services.

In the context of King Faisal University's development plan, the university has worked on achieving quality standards; to make it a routine practice and to obtain the accreditation as a stipulation for university programs accreditation. As such, King Faisal University has considered this accreditation as one of its most urgent priorities. This was done by conducting survey studies for all educational, and administrative activities in addition to the services provided by the university to determine the quality level based on Education and Training Evaluation Committee. Based on this, this study assesses the quality of students' services in all aspects to support students' learning process and to provide decision-makers with adequate information about the perceptions and experiences of students related to university services.

From the stand that students' services are very important, and taking into consideration the need for ongoing assessment of their quality and their vital role in achieving university education objectives, there is a need for assessing the quality of students' services at King Faisal University and suggest recommendations that may help in improving these services. More specifically, the problem of this study may be stated in the following questions:

What is the level of student satisfaction with the student services quality provided at King Faisal University from their perceptions?

Are there statistically significant differences ($\alpha \le 0.05$) in students' perceptions about the level of student satisfaction with services provided at King Faisal University due to gender (male, female)?

Are there statistically significant differences ($\alpha \le 0.05$) in students' perceptions about the level of student satisfaction with services provided at King Faisal University due to specialization (Health, Science, Art)?

The research objectives are as follows:

(1) To identify the level of student services provided by the university for its students and to provide suggestions aiming to develop the quality of services provided to students.

(2) To measure the status quo of service quality provided to students from their perceptions.

(3) To help decision-makers by informing them about the level of services provided by the university to their students via the use of complete statistics.

Literature Review

Studies related to the quality of services provided to students in higher education institutions and their relationship to their satisfaction were reviewed. The following is a review of the most important of these studies:

Al-Tit and Almohaimmeed (2022) conducted a study aimed to discover the level of service quality provided to students in Saudi universities and to indicate the impact of the service quality provided on enhancing students' satisfaction. The results showed there is a significant impact of the service quality provided to students at Saudi universities with its dimensions (Tangible, reliability, assurance, empathy) in their satisfaction. And there is no significant impact of the response dimension to the quality of services provided to students at Saudi universities on their satisfaction.

In a study conducted by Poudel (2021) aimed at evaluating the quality of service provided by colleges in Chitwan to students of three colleges in Chitwan and its impact on student satisfaction, the results showed a positive relationship between service quality dimensions and student satisfaction, and the empathy dimension formed the strongest relationship with student satisfaction towards the service provided by their colleges.

The study by Alhazmi (2020) aimed at revealing students' perceptions of service quality in higher education institutions in Saudi universities, and the study applied a modified image of the service quality scale (SERVQUAL), and empathy. The study concluded that students' evaluation of all dimensions of service quality was lower than expected, and there were no statistical differences in the evaluation of service quality due to demographic characteristics. While Both El Ahmad and Kawtharani (2021) conducted a study aimed at revealing the relationship between service quality and student satisfaction in private Lebanese higher education institutions.

In one study, Fallouh and Obeidi (2019) assessed students' satisfaction with the university services provided to them at the university hostels. The study revealed that students' satisfaction level with the university services provided to them was low and that their satisfaction among students with the university services related to the scholarship, hosteling, feeding, and scientific, cultural, sports, and entertainment activities was low. Furthermore, students' satisfaction level with the transportation services was moderate. The study also showed statistically significant differences in student responses due to gender.

Zegai (2017) sought to determine students' assessment of the services provided by Saida University-Algeria, using (the SERVPERF) Scale. The study showed no statistically significant differences in students' responses to the dimensions of educational service quality due to gender and educational qualification. There are statistically significant differences in students' responses due to the type of college on the individual dimensions of educational service quality.

Al-Ajmi (2016) developed a scale to measure the quality of the educational services provided to students. The results of the study revealed that the overall average of approved items related to the quality of academic services, the quality of administrative services, the quality of facilities and

equipment, and the quality of reputation in the Mathematics and Physics departments at the Faculty of Natural Sciences was moderate. The results also revealed that the study sample's satisfaction with the educational services provided by the college was moderate (58%).

Al-Shahrani (2016) attempted to identify the indicators of student services quality at King Khalid University and to determine whether there were statistically significant differences between the study sample responses due to college and cumulative average. The results showed that the indicators of student service quality at King Khalid University ranged between low to moderate. The results also showed statistically significant differences between the means scores of study sample responses on the indicators of student services quality due to the type of faculty, in favor of the scientific faculties. No statistically significant differences were found due to the cumulative average variable.

Al-Haqbani (2016) assessed the quality of student services provided by the Deanship of Student Affairs to female students at King Saud University from students' perceptions. The results of the study concluded that the means scores of study sample responses on the quality of student services provided by the Deanship of Student Affairs to female students at King Saud University ranged between moderate.

Jumaa (2015) sought to determine the quality level of student services and student satisfaction at King Saud University. The results showed that the level of the services provided and student satisfaction ranged between moderate to high, as it reached its highest levels only for the electronic system services. The results also showed no statistically significant differences between males' and females' assessment of the services provided, except for the library service and information sources, as the differences were in favor of males.

Huang (2012) investigated students' satisfaction with the academic services provided by their universities compared to their academic aspirations. The results of the study showed statistically significant differences in students' satisfaction with the elements of academic services. Students' satisfaction with the cohesion of the student body, the quality of university libraries, and administrative support were positive, and student satisfaction with other elements, such as student-university relationships, student services, language skills enhancement, and students' emotional growth was negative. Despite their overall satisfaction with the services provided by the university, the majority of students reported low levels of academic aspirations. Students also expressed their conviction that educational services have a key role in influencing students' academic aspirations, as well as their satisfaction with the university in general.

Methodology

The study employed the analytical descriptive design to assess the quality of services provided by King Faisal University from students' perceptions. Gender and specialization are the independent variables in the study while student satisfaction with the services is the dependent variable of the study.

Population and Sample

The study population consisted of (34,826) male and female students at King Faisal University. A simple random sample was drawn through the following equation:

$$n = (N * p(1-p)) / ([N-1 * (d^2 \div z^2)] + p(1-p))$$

Using this equation, the least required sample size was determined (N=380) and the drawn sample totaled 991 male and female students this is more than the required sample size according to the statistical equation, thus, achieving the statistical condition on the population of the study. Table 1 shows the number and distribution of the sample based on the independent variables.

Table 1. Study Sample Distribution according to the Independent Variables

Variable	Variable Level	N.	%
Gender	Male	325	32.8
	Female	666	67.2
Specialization	Health	99	10.0
	Science	541	54.6
	Arts	351	35.4

The Instrument

An online self-report 28-item questionnaire was administered, and it consisted of two sections. The first section aimed to collect information regarding students' demographic and individual characteristics (Table 1). The second section involved twenty-eight statements/items that were used to investigate the quality of student services, These statements/items consist of the following dimensions/factors: The first dimension is related to academic services and involves four items (i1-i4); the second dimension is related to E-services four items (i5-i8); the third dimension is related to Heath clinics and involves four items (i9-i12); the fourth dimension is related to Library and involves four items (i13-i16); the fifth dimension is related to Safety and involves four items (i17-i20); the sixth dimension is related to Admission & Registration and involves four items (i21-i24); the seventh dimension is related to Extracurricular services and involves.

The questionnaire is considered one of the most important and effective tools in scientific research and the most common that the researcher seeks to achieve the goals of his study. In the questionnaire, both closed and open questions are often used to collect data and thus obtain quantitative and qualitative data.

Data were collected by conducting an electronic questionnaire developed by the researchers. Data Analysis Techniques As a quantitative research approach was adopted for this study, therefore data were analyzed applying SPSS 24 software for service quality gap analysis, means, SDs, Pearson coefficients, Cronbach alpha, and t-test for the independent's sample to determine differences between (2) categories, One Way ANOVA. The response level on the total instrument and the individual domains was categorized as follows: High, Moderate, and Low. The categories were classified as follows:

1-2.33: low, 2.34: moderate, 2.67-5.00: high.

Validity and Reliability of the Study Instrument

Face Validity

To ensure the content validity of the questionnaire, it was distributed to 5 specialists in the field of measurement and evaluation, and they were asked to give their remarks about the item's suitability, the authenticity of its phrasing, and clarity. According to the juries remarks, the questionnaire was modified and became ready to measure what it was prepared for.

Instrument Internal Consistency Validity

Instrument internal consistency was validated by calculating the values of the correlations between each item and the domain total score. This was performed by administrating the scale instrument to a pilot sample totaling (30) students. Table 2 shows the values of the correlations between the individual items and the instrument's total score.

Table 2. Correlation Values Between Items and Domain

Item	Academic Services	E-services	Heath clinics	Library	Safety	Admission & Registration	Extracurricular Services
1	.682**	.606**	.834**	.853**	.688**	.776**	.864**
2	.660**	.636**	.739**	.823**	.807**	.717**	.875**
3	.682**	.716**	.838**	.804**	.824**	.724**	.815**
4	.733**	.689**	.766**	.702**	.780**	.623**	.851**

** Significant at (0.01)

As Table 2, the correlation values between the items and domains were all positive and significant at the significance level (p=0.01) and this indicates that the instrument has high internal consistency validity.

Instrument Reliability

To check the reliability of the instrument, Cronbach alpha values of the instrument domains were calculated. The instrument was administrated to a pilot sample totaling (30) students. Table 3 shows the values of Cronbach alpha between the instrument's domains and the total score. The instrument was administrated to a pilot sample totaling (30) students. Table 3 presents the values of Cronbach alpha for each of the individual domains of the instrument.

Table 3. Instrument Reliability Coefficients (Cronbach alpha)

Domain	No. of Items	Cronbach Alpha
Academic services	4	0.759
E-services	4	0.892
Health clinics	4	0.813
Library	4	0.831
Safety services	4	0.829
Admission & registration	4	0.786
Extracurricular services (Sport, cultural, social)	4	0.854

Table 3 shows that the value for each of the individual domains of the instrument was high. Cronbach alpha ranged between (0.759) and (0.892), indicating high-reliability levels.

Results

This section presents the results obtained in this study, the statistical analysis, and the procedures.

Answering 1st Question of the Study: "What is students' satisfaction level with the quality of student services at King Faisal University?"

To answer this question, means, standard deviations, and satisfaction levels for the study instrument's domains were calculated (Table 4).

Table 4. Means, Standard Deviations and Satisfaction Level for the Study Instrument Individual Domains

No.	Domain	M.	SD	Level
1	Academic services	3.35	.89	Moderate
2	E-services	3.42	.82	Moderate
3	Health clinics	3.41	.82	Moderate
4	Library	3.37	1.03	Moderate
5	Safety services	3.31	.97	Moderate
6	Admission& registration	3.10	.97	Moderate
7	Extracurricular services (Sport, cultural, social)	3.23	1.06	Moderate

Table 4 shows means and standard deviations for individual domains, where they lie between (3.10-3.42), and (0.82-1.03) respectively, with moderate satisfaction level.

The results of each domain are presented in the following.

First Domain: Academic Services

Table 5 shows the means and standard deviations for academic services domain.

Table 5. Means, standard deviations and satisfaction level for the study sample responses on the items of academic services domain in decreasing order

No.	Item	M.	SD	Level
1	Provide a description for the curriculum, its objectives and evaluation methods at the beginning of each semester	3.78	1.11	High
2	Faculty members are punctual in relation to the time table and the office hours	3.47	1.20	Moderate
3	It is easy to discuss and communicate faculty members outside the lecture	3.38	1.23	Moderate
4	Faculty member take into account that the questions of the tests from the curriculum and its contents	3.33	1.30	Moderate
	Academic Services	3.35	0.89	Moderate

Table 5 shows that the mean score for the study sample responses on the items of academic services domain was (3.35) with a standard deviation (0.89), with moderate satisfaction level.

Second Domain: E-Services

Table 6 below shows means and standard deviations for e-services domain.

Table 6. Means, standard deviations and satisfaction level for the study sample responses on the items of E-services domain in decreasing order

No.	Item	M.	SD	Level
1	Defining the academic status easily using e-services	4.00	0.99	High
2	Receives university activities on email or through SMS	3.95	1.10	Moderate
3	Can get midterm and final exams schedule electronically	3.46	1.29	Moderate
4	Notified of all notifications electronically	3.29	1.17	Moderate
	E-Services	3.42	0.82	Moderate

Table 6 shows that the mean score for the study sample responses on the items of e-services domain was (3.42) with a standard deviation (0.82), with moderate satisfaction level.

Third Domain: Heath clinics Services

Table 7 shows means and standard deviations for health clinics services domain.

Table 7. Means, standard deviations and satisfaction level for the study sample responses on the items of health clinics services domain in decreasing order

No.	Item	M.	SD	Level
1	An appointment booking system is available via the health clinics website	3.52	1.03	Moderate
2	It is easy to get the required medicines	3.50	1.01	Moderate
3	Confortable waiting areas are available	3.45	1.08	Moderate
4	Health clinics provide education courses	3.38	0.10	Moderate
	Health Clinic Services	3.41	0.82	Moderate

Table 7 shows that the mean score for the study sample responses on the items of health clinics services domain was (3.41) with a standard deviation (0.82), with moderate satisfaction level.

Fourth Domain: Library Services

Table 8 shows means and standard deviations for library services domain.

Table 8. Means, standard deviations and satisfaction level for the Study Sample Responses on the Items of Library Services Domain in Decreasing Order

No.	Item	M.	SD	Level
1	Library provides suitable environment for study	3.50	1.31	Moderate
2	Enter-library loan system is easy to use	3.50	1.20	Moderate
3	Regulations and instructions of using e-services are clear	3.47	1.21	Moderate
4	The library meets my needs for scientific and educational services	3.44	1.20	Moderate
	Library Services	3.37	1.03	Moderate

Table 8 shows that the mean score for the study sample responses on the items of library services domain was (3.37) with a standard deviation (1.03), with moderate satisfaction level.

Fifth Domain: Safety Services

Table 9 shows means and standard deviations for safety services domain.

Table 9. Means, Standard Deviations and Satisfaction Level for the Study Sample Responses on the Items of Safety Services Domain in Decreasing Order

No.	Item	M.	SD	Level
1	Ease of dealing with security and safety officers	3.51	1.12	Moderate
2	Security and safety requirements are taken into account in all university buildings	3.37	1.24	Moderate
3	Providing emergency evacuation plan	3.07	1.36	Moderate
4	Parking capacity is proportional to the number of students	2.98	1.29	Moderate
	Safety Services	3.31	0.97	Moderate

Table 9 shows that the mean score for the study sample responses on the items of safety services domain was (3.31) with a standard deviation (0.97), with moderate satisfaction level.

Sixth Domain: Admission & Registration Services

Table 10 shows means and standard deviations for admission and registration services domain.

Table 10. Means, Standard Deviations and Satisfaction Level for the Study Sample Responses on the Items of Admission and Registration Services Domain in Decreasing Order

No.	Item	M.	SD	Level
1	Clarity of the time plan of admission and registration procedures	3.59	1.21	Moderate
2	Easiness of deleting and adding curricula electronically	3.48	1.37	Moderate
3	Deanship provides sufficient information on the specialties available for admission	3.17	1.35	Moderate
4	Deanship provides clear mechanism for filling	2.93	1.30	Moderate

No.	Item	M.	SD	Level
	complaints and objections			
	Admission and Registration Services	3.10	0.97	Moderate

Table 10 shows that the mean score for the study sample responses on the items of admission and registration services domain was (3.10) with a standard deviation (0.97), with moderate satisfaction level.

Seventh Domain: Extracurricular Services

Table 11 shows means and standard deviations for extracurricular services domain.

Table 11. Means, Standard Deviations and Satisfaction Level for the Study Sample Responses on the Items of Extracurricular Services Domain in Decreasing Order

No.	Item	M.	SD	Level
1	Extracurricular activities develop students' innovations	3.42	1.20	Moderate
2	Extracurricular activities are marked by interaction with the local community	3.33	1.19	Moderate
3	University provides sufficient extracurricular activities	3.28	1.29	Moderate
4	Sufficient facility are available for activities	3.13	1.25	Moderate
	Extracurricular Services	3.23	1.06	Moderate

Table 11 shows that the mean score for the study sample responses on the items of extracurricular services domain was (3.23) with a standard deviation (1.06), with moderate satisfaction level.

Answering 2nd Question of the Study: "Are there statistically significant differences ($\alpha \leq 0.05$) in students' perceptions about the level of students' satisfaction with services provided at King Faisal University due to gender (male, female)?"

To answer this question, means and standard deviations for the study instrument individual domains were calculated, in addition to Independent Samples T-Test; to confirm the statistically significance differences between the means scores of the study sample responses in light of gender (Table 12).

Table 12. Independent Samples T-Test for Gender Differences for the Study Instrument Individual Domains

Domain	Gender	Number	M	SD		
Academic Services	Male	325	3.54	0.89	4.747	0.000
	Female	666	3.25	0.87		
E-Services	Male	325	3.53	0.85	2.991	0.003
	Female	666	3.36	0.80		
Heath Clinics Services	Male	325	3.52	0.82	2.952	0.003
	Female	666	3.35	0.81		
Library Services	Male	325	3.76	0.87	9.191	0.000
	Female	666	3.18	1.05		
Safety Services	Male	325	3.53	0.98	5.153	0.000
	Female	666	3.20	0.94		
Admission & Registration	Male	325	3.38	0.96	6.417	0.000
	Female	666	2.96	0.95		
Extracurricular Services	Male	325	3.43	1.04	4.298	0.000
	Female	666	3.13	1.05		

Table 12 shows that there is a statistically significant difference in light of gender on all the study instrument individual domains

Answering 3nd Question of the Study: "Are there statistically significant differences (α ≤ 0.05) in students' perceptions about the level of students' satisfaction with services provided at King Faisal University due to specialization (Health, Science, Art)?"

To answer this question, One-Way ANOVA was competed; in order to confirm the statistically significance differences between the means scores of the study sample responses in light of specialization (Table 13).

Table 13. One-Way ANOVA for Specialization Differences for the Study Instrument Individual Domains

Domain	Source of Differences	Sum	Degree	M	F	Level
Academic Services	Between groups	6.330	2	3.165	4.061	0.018
	Within groups	769.995	988	0.779		
E-Services	Between groups	5.958	2	2.979	4.428	0.012
	Within groups	664.603	988	0.673		
Heath Clinics Services	Between groups	15.524	2	7.762	11.885	0.0001
	Within groups	645.260	988	0.653		
Library Services	Between groups	60.871	2	30.436	30.237	0.0001
	Within groups	994.487	988	1.007		
Safety Services	Between groups	24.945	2	12.473	13.670	0.0001
	Within groups	901.493	988	0.912		
Admission & Registration	Between groups	8.745	2	4.372	4.661	0.010
	Within groups	926.854	988	0.938		
Extracurricular Services	Between groups	46.301	2	23.150	21.584	0.0001
	Within groups	1059.691	988	1.073		

We can be noted from Table 13 that there is a statistically significant difference between the means scores for all the study instrument individual domains.

Table 14. Scheffe Test for Post Hoc Comparison of the Means Scores of Specialization (Health, Science, Art)

Domain	Specialization (I)	Specialization (J)	Differences between means (I-J)	Sig.
E-Services	Science	Art	0.15257*	0.025
Heath Clinics Services	Art	Health	-0.34268*	0.001
		Science	-0.23750*	0.0001
Library Services	Art	Health	-0.64113*	0.0001
		Science	-0.48540*	0.0001
Safety Services	Art	Health	-0.34157*	0.007
		Science	-0.32984*	0.0001

Domain	Specialization (I)	Specialization (J)	Differences between means (I-J)	Sig.
Admission & Registration	Art	Science	-0.18941*	0.017
Extracurricular Services	Art	Health	-0.52939*	0.0001
		Science	-0.43329*	0.0001

* Significant at (α = 0.05)

Table 14 shows that there were statistically significant differences between means scores of specialization (Health, Science, Art) on all the study instrument individual domains.

Discussion

Students are the most important stakeholders of any educational institution. Along with students' progression and placements, one of the main indicators of university progress is the student's level of satisfaction. In KFU is not only imparting the required skills and improving the abilities of their graduates but is also concentrating to gratify students' feelings about their scholastic experiences in the institution. There is an emphasis on primary activities such as teaching-learning, along with the quality of services.

The findings of this study concerning the first research objective show that according to the following Tables 4, 5, 6, 7, 8, 9, 10, 11.

The odd Likert scale tends to give a result in the center scale. Table 4 shows a low standard deviation means that most of the numbers are close to the average. Although here in all the cases results are pretty good and precise. Table 4 shows that the means score of the satisfaction level about the services provided by the university in all domains was moderate according to the standard used for the estimates of the study sample on the items of the questionnaire. interpretation of this result is that King Faisal University is making efforts to develop its services provided to students, and these efforts need to activate the process of continuous improvement of service based on the feedback that the university receives from students, especially since the services provided by universities are reflected directly and indirectly on students the university.

The results indicated that the university was interested more attention to the dimension of E-services compared to other dimensions of service quality, which reflects its interest in enhancing students' sense of security from the service provided to them, and this contributes to creating a comfortable atmosphere dominated by cooperation and psychological comfort, which enhances students' motivation towards learning.

It can be explained that the reason behind the occurrence of the admission and registration in the last rank may be due to the insufficient interest of the workers towards their work, their awareness of the importance of the work they do, and the extent to which their role contributes to achieving the goals and objectives of the university.

This result can also be attributed to the lack of sufficient interest in training workers to provide them with knowledge and develop their skills to perform their work tasks fully, and this contributes to enhancing confidence in themselves and their ability to perform their work tasks efficiently, and enhances their willingness to provide their services to students. The result is consistent with the study (Al-Tit & Almohaimmeed, 2022; Poudel, 2021; Al-Shahrani, 2016; Al-Haqbani, 2016; Jumaa, 2015; Al-Ajmi, 2016) which showed that the level of quality of services provided to students is medium, while it differs from the study (Fallouh & Obeidi, 2019; Al-Ajmi, 2016; Huang, 2012; Fallouh & Obeidi, 2019) results.

Table 5 shows that the mean score for the study sample responses on the items of the academic services domain was (3.35) with a standard deviation of (0.89), which shows that the satisfaction level was moderate based on the standard used for the estimates of the study sample on the items of the questionnaire, as the item which states: "Describe the curriculum, its objectives and evaluation methods at the beginning of each semester" ranked first (M = 3.78, SD

= 1.11), while the item which states: "Faculty member takes into account that the questions of the tests from the curriculum and its contents" ranked last (M = 3.33, SD = 1.30). The result is consistent with the results of Poudel (2021), Al-Shahrani (2016), Al-Haqbani (2016), Jumaa (2015) and Al-Ajmi (2016), which showed that the level of quality of services provided to students is medium. While it differs from the results of Fallouh and Obeidi (2019), Huang (2012), Al-Tit and Almohaimmeed (2022) and Alhazmi (2020), which showed that the level of quality of services provided to students is low.

Table 6 shows that the mean score for the study sample responses on the items of the e-services domain was (3.42) with a standard deviation of (0.82), which shows that the satisfaction level was moderate based on the standard used for the estimates of the study sample on the items of the questionnaire. The item which states: "Defining the academic status easily using e-services" ranked first (M = 4.00, SD = 0.99), while the item which states: "Notified of all notifications electronically" ranked last (M = 3.29, SD = 1.17). The result is consistent with the results of Poudel (2021), Al-Shahrani (2016), Al-Haqbani (2016), Jumaa (2015) and Al-Ajmi (2016), which showed that the level of quality of services provided to students is medium. While it differs from the results of Fallouh and Obeidi (2019), Huang (2012), Al-Tit and Almohaimmeed (2022) and Alhazmi (2020), which showed that the level of quality of services provided to students is low.

Table 7 shows that the mean score for the study sample responses on the items of the health clinics services domain was (3.41) with a standard deviation of (0.82), which shows that the satisfaction level was moderate based on the standard used for the estimates of the study sample on the items of the questionnaire. The item which states: "An appointment booking system is available via the health clinics website" ranked first (M = 3.52, SD = 1.03), while the item which states: "Health clinics provide education courses" ranked last (M = 3.38, SD = 0.10). The result is consistent with the results of Poudel (2021), Al-Shahrani (2016), Al-Haqbani (2016), and Jumaa (2015) and Al-Ajmi (2016) which showed that the level of quality of services provided to students is medium. While it differs from the results of Fallouh and Obeidi (2019), Huang (2012), Al-Tit and Almohaimmeed (2022) and Alhazmi (2020), which showed that the level of quality of services provided to students is low.

Table 8 shows that the mean score for the study sample responses on the items of the library services domain was (3.37) with a standard deviation of (1.03), which shows that the satisfaction level was moderate based on the standard used for the estimates of the study sample on the items of the questionnaire. The item stating: "Library provides a suitable environment for study" ranked first (M = 3.50, SD = 1.31), while the item stating: "The library meets my needs for scientific and educational services" ranked last (M = 3.44, SD = 1.20). The result is consistent with the results of Huang (2012), Poudel (2021), Al-Shahrani (2016), Al-Haqbani (2016), and Jumaa (2015) and Al-Ajmi (2016), which showed that the level of quality of services provided to students is medium. While it differs from the results of Fallouh and Obeidi (2019), Al-Tit and Almohaimmeed (2022) and Alhazmi (2020), which showed that the level of quality of services provided to students is low.

Table 9 shows that the mean score for the study sample responses on the items of the safety services domain was (3.31) with a standard deviation of (0.97), which shows that the satisfaction level was moderate based on the standard used for the estimates of the study sample on the items of the questionnaire. The item which states: "Ease of dealing with security and safety officers" ranked first (M = 3.51, SD = 1.12), while the item which states: "Parking capacity is proportional to the number of students" ranked last (M = 2.98, SD = 1.29). The result is consistent with the results of Poudel (2021), Al-Shahrani (2016), Al-Haqbani (2016), and Jumaa (2015) and Al-Ajmi (2016), which showed that the level of quality of services provided to students is medium. While it differs from the results of Fallouh and Obeidi (2019), Huang (2012), Al-Tit & Almohaimmeed (2022) and Alhazmi (2020), which showed that the level of quality of services provided to students is low.

Table 10 shows that the mean score for the study sample responses on the items of admission and registration services domain was (3.10) with a standard deviation of (0.97), which shows that the satisfaction level was moderate based on the standard used for the estimates of the study sample on the items of the questionnaire. The item which states: "Clarity of the time

plan of admission and registration procedures" ranked first (M = 3.59, SD = 1.21), while the item which states: "Deanship provides a clear mechanism for filling complaints and objections" ranked last (M = 2.93, SD = 1.30). The result is consistent with the results of Poudel (2021), Al-Shahrani (2016), Al-Haqbani (2016), and Jumaa (2015) and Al-Ajmi (2016), which showed that the level of quality of services provided to students is medium. While it differs from the results of Fallouh and Obeidi (2019), Huang (2012), Al-Tit and Almohaimmeed (2022) and Al-Hazmi (2020), which showed that the level of quality of services provided to students is low.

Table 11 shows that the mean score for the study sample responses on the items of extracurricular services domain was (3.23) with a standard deviation of (1.06), which shows that the satisfaction level was moderate based on the standard used for the estimates of the study sample on the items of the questionnaire. The item which states: "Extracurricular activities develop students' innovations" ranked first (M = 3.42, SD = 1.20), while the item which states: "Sufficient facilities are available for activities" ranked last (M = 3.13, SD = 1.25).

Results are consistent with the study (Al-Shahrani, 2016; Al-Haqbani, 2016; Jumaa, 2015) which is concerned with the satisfaction level of university services quality, all of which are moderate. While it differs from the study results of Fallouh & Obeidi (2019), Al-Ajmi (2016), and Huang (2012).

The findings of this study concerning the second research objective, Table 12 shows that there is a statistically significant difference in light of gender on all the study instrument individual domains, this is shown by the level of statistical significance, which indicates that gender affects the differences in the quality of university services, in favor of males.

The result is consistent with the study results of Fallouh & Obeidi (2019), Zegai (2017), and Jumaa (2015), which showed statistically significant differences in students' responses to the quality of university services in light of gender.

The findings of this study concerning the third research objective as shown in Table 13 can be noted that there is a statistically significant difference between the means scores for the effect of specialization (Health, Science, Art) on all the study instrument individual domains at (α = 0.05); which indicate that specialization affects the differences in the quality of university services. In order to define the differences, the Scheffe Test for Post-Hoc Comparisons between means scores of specialization (Health, Science, Art) on all the study instrument individual domains as Table 14 shows:

Statistically significant differences between means scores of specialization (Health, Science, Art) on e-services, in favor of science.

Statistically significant differences between means scores of specialization (Health, Science, Art) on health clinics services, in favor of science and health.

Statistically significant differences between means scores of specialization (Health, Science, Art) on library services, in favor of science and health.

Statistically significant differences between means scores of specialization (Health, Science, Art) on safety services, in favor of science and health.

Statistically significant differences between means scores of specialization (Health, Science, Art) on admission & registration services, in favor of science.

Statistically significant differences between means scores of specialization (Health, Science, Art) on extracurricular services, in favor of science and health.

The results are consisted with the study of Zegai (2017) and Al-Shahrani (2016) concerning the differences in students' responses concerning the quality of students' services, in light of specialization.

Conclusion

The quality of student services has altered the educational landscape, increasing the student experience and improving learning outcomes, and the advantages of student services have many advantages, which promotes research on their efficacy. This study attempts to evaluate the

quality of student services and how it affects student satisfaction. We believe that our research model incorporating the quality of student services variable distinguished us from similar studies. Satisfaction with student services is positively affected by their quality.

Additionally, a big part of learning pleasure is influenced by the quality of the services. According to the data collected and examined. The findings are consistent with the study by Poudel (2021) which found a positive relationship between dimensions of service quality and student satisfaction.

This study finds the urgent to improve and develop student services to the attainment of excellent learning outcomes as positive reinforcement to promote positive learning behaviors and pique student interest in learning, These results can also guide how to enhance education by improving services for students. To ensure the continuity of education.

The current study was conducted at King Faisal University in Al-Ahsa Governorate-KSA, during the second semester of the 2019/2020 academic year, on a sample of male and female students selected randomly from the faculties of King Faisal University.

This study recommends, Providing training courses for the staff of Deanship of Admissions and Registration, and the Central Library, while increasing its holdings and the time allotted to students. Increase the attention to extracurricular activities. Future studies are needed in concern of the study's domains. Increase the attention to the level of service quality in the domains that were low, while improving the quality level in the domains that showed a relatively high quality level.

The Significance of the Study

This study contributes to providing decision-makers at the university with information about the level of service provided to students to work on improving them to achieve satisfactory levels among students, which is reflected in the success of universities in achieving their goals efficiently and effectively.

Interest in quality in educational institutions comes from looking at education as the basis for the transformation of the knowledge society, and for this reason. Students want to obtain the best qualifications to obtain career opportunities, which decrease with the increase in the number of graduates and the lack of job opportunities.

The significance of the study also can be seen in the application of modern educational theories supporting learners' engagement in formulating the educational environment (Al-Mufti, 2012). This importance can also be manifested in giving suggestions to achieve ongoing improvements in university services and in adapting them to achieve substantial improvements in their quality (Hafeez et al, 2011), contributing therefore to the enhancement of student services quality and the creation of conditions suitable for the comprehensive growth of students' comfort and success in various fields, whether academic or non-academic. This also would contribute to the enhancement of student achievement, the effectiveness of the educational process, and identifying the level of the services provided to students from their perspectives, so that their quality may be improved.

The importance of this research also appears in its development of a new measure of the quality of student service in higher education institutions in the Kingdom, based on the vision of the main beneficiaries of the educational service, while not neglecting the academic accreditation standards set by the Education and Training Evaluation Commission in the Kingdom of Saudi Arabia.

Acknowledgment

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