Relationship Between Perceived Service Quality and Satisfaction in the Sports Facility Among UPSI Students

A'isyah Madihah Binti Mohd Azmi, Siti Aida Binti Lamat, Muhammad Wafi Bin A. Rahman

Faculty of Sport Science & Recreation, University of Technology MARA, Seremban Campus, Negeri Sembilan
Corresponding Author's Email: sitiaida@uitm.edu.my

Wan Norsaidatina Hasma W Nawang

Faculty of Education, UKM

Abstract
Service quality can be defined as the concept viewed from the outlook of the customer's preferences and expectations of the provided service. The level of student satisfaction has been a core subject for researchers to provide an active learning environment, due to its crucial role in the efficiency and success of educational institutions and prospective students' enrollment over the last few decades. Although the number of universities in Malaysia is increasing, only a few studies on the service quality of the facilities have been done. The main objectives of this study are to determine the factors of service quality that influence students' satisfaction with sports facilities in Universiti Pendidikan Sultan Idris (UPSI) and to investigate the relationship between service quality and students' satisfaction among UPSI students with sports facilities. The respondents of this study are 433 students in UPSI using the SERVQUAL scale with a total of 39 items in four dimensions. The data is analyzed using descriptive analysis and Pearson Correlation analysis. The result found out the major factor that influences the students' satisfaction with the service quality is the assurance, with the highest mean (M = 4.41, SD = 0.62). Next, there is a significant relationship between the service quality of sports facilities and students' satisfaction in UPSI. The result of this study can help the management of the sports center to perform advanced improvements in the future. Future research also should prepare a larger sample size including both students and outsiders who utilize sports facilities at the university. This might cover a bigger scope on the satisfaction towards sports facilities.
Keywords: Service Quality, Students' Satisfaction, Sports Facilities, SERVQUAL, UPSI

Introduction

In this new era, it is well-known about the fact that the number of people who like to exercise regardless of age is increasing. It is only for the reason of maintaining health and to stay fit. For the growing level of achievement in an organization, the role of sports facilities is significant. For the time being, as providers of educational services, higher education plays an important role in every country, due to the growth of the nation's culture and economy depending on its center of educational institutions (Ismail, 2016). Based on the existence of global ranking scales, these recent years have portrayed widespread attention on higher education (Misiran, 2017). The primary objective of higher education is to create knowledge and educate people for the advancement of the world through innovation and creativity (Weerasinghe et al., 2017). Various categories can be classified as university customers, including graduates, staff, families, and the community. Considering this variety, United Kingdom's higher education has considered students to be the 'main customers' of a university due to the commercialization of scholarship (Malik et al., 2010). According to Andres Fortino (2012), the molding of well-prepared students benefits high educational institutions. To support this, high educational institutions have progressively turned them into a service industry and placed excellent focus to meet the satisfaction and needs of the participating students (DeShields et al., 2005). Hence, the development of high educational institutions relies on factors that complement the students' satisfaction with the university's service quality.

The service quality in higher education is taken seriously over the last decade (Shawky 2013). One of the strengths of universities, which would draw potential participation and satisfaction of students, would be the gradual variety of facilities that can be offered to students. The university is aware that continuous quality improvement is needed including the quality of service facilities that are available for students (Napitupulu et al., 2018). Sports have done an important part in higher education for the past 150 years (Afthinos, 2017). NIRSA (2005) observed that the management of higher institutions needs to fully commit to finding the best ways to implement sports as an integral part of the curriculum. In Malaysia, sports facilities have improved rapidly over the past years (Malik et al., 2010). It is a good improvement for Malaysia since the existence of sports facilities in higher education institutions is one of the best ways to create a sports culture. Students who are regularly engaged in sports activities during the study have a well-formed and fully defined character as these activities help in improving better health which leads to an increase of productivity, good teamwork, competitive spirit, responsibility, confidence, and an increase in the development of concentration and critical thinking (Misiran et al., 2017).

In addition, good facilities for sports and recreation activities in an area or neighborhood can greatly boost the standard of living in a multicultural society (Agboola & Ismail, 2016). Moreover, sports culture is important in educational institutions, especially in higher education institutions, since it will lead to a healthier lifestyle for young people, especially students. Sports and recreation services are also the essential components of a safe and balanced lifestyle service Thus, it is natural for the university to have a healthy campus environment to promote recreation and extracurricular activities (Misiran et al., 2017)

As has been mentioned, sports facilities and sports development play a great part in encouraging students to develop sports habits. Having a sports facility within the walking

distance of dormitories will involve great participation from students, partake in sports with their peers and compete in intramural campus games (Ravishankar, 2018). To build and establish good sports facilities, opinions and feedback are required. From the information, sports facilities that meet the needs of students can be created. Service quality is the most important topic for this study as this aspect will affect the students' satisfaction with the use of the facilities (Kaynak et al., 2005).

The previous study has found that Malaysia still lacks in maintenance and facilities culture (Ideris et al., 2016). Ravishankar (2018) mentioned that there is a longing desire to increase the performance of service in facilities management to achieve customer satisfaction which is highly in demand. According to a finding from National Health and Morbidity Survey (2015), the involvement of physical activity among Malaysian adults in the tertiary education level which is the university level is only (64.5%). The participation is the lowest compared to primary education level (67.3%) and secondary education level (68%). After two years, there is a decreasing result which is only about (45%) of Malaysian students are actively involved in sports and recreation (National Health and Morbidity Survey, 2015). Based on these findings, university management noticed that sports facilities service holds an important role in encouraging students' satisfaction and their participation in a healthy lifestyle.

Some universities face an issue of limited financial resources affect the lacking of facilities, especially in the sports facility development. According to a previous study by Norazlin and Norshahizat (2015), universities are still lacking sports facilities which are recorded as the factor that makes the quality of the operation is low. Furthermore, it can conclude that the equipment provided by universities is usually low, compared to the equipment provided by most private-owned sports and recreation centers. As a result, most of the students prefer to utilize the facilities of private-owned sectors even if the service charge is higher. Using services outside the campus would be inconvenient for the students as it incurs high costs and time consumption as well, given the current state and rate of our public transport (Pranolo, 2018).

According to previous research by Malik (2010) about the development of the existing sports facilities in Malaysia, problems faced by the respondents show about 44% believed that there is still a requirement for additional sports facilities in the area. Moreover, the amount of sports facilities that are user-friendly, especially for disabled people is rated only medium in Malaysian universities and needs to be focused on improving the service (Eeza et al., 2019). Hence, this study aimed to identify the factors of service quality that influence students' satisfaction with sports facilities at UPSI and to investigate the relationship between service quality and the students' satisfaction with UPSI students towards the sports facilities. Furthermore, in Malaysia, it is unfortunate that most universities and schools only spend more money to support and organize sports activities for males which do not recognize females' needs and desires, thus decreasing the satisfaction and participation of females (Hasan, 2008). UPSI should take action to ensure a fair opportunity to ensure both satisfaction from male and female students in sports activities exposure. Hasan (2008) also found that one of the constraint factors is lack of information about sports activities and facilities, uncomfortable facility locations, and insufficient hours of service.

Research Methodology

This study used a descriptive design and a quantitative survey study. This research involved the collection of quantitative data of demographic data, service quality, and satisfaction ratings. Numerical forms with explanations are used to answer research questions. Correlational research design is used to align with the research objective which is to investigate the relationship between service quality and students' satisfaction with the sports facilities among UPSI students. Next, the questionnaire is used for the data collection based on SERVQUAL dimensions. The questionnaire in this study included three parts which are Part A, Part B, and Part C. Part A provides questions based on demographics while Part B questions are related to the service quality and Part C is student satisfaction. Due to the Covid-19 pandemic, the questionnaire is distributed via Google form.

The target population for this study is students in Universiti Pendidikan Sultan Idris (UPSI). According to the UPSI official website cited in January 2020, the total number of students in Universiti Pendidikan Sultan Idris is 6683 students. Referred to the table Sample Size Estimation by Krejcie and Morgan 1970, the estimated sample that needs to be taken from the total population is 361. Taking into consideration possible missing data, an additional 20% (72) of samples is considered and added to avoid any unreturned response or dropout. Thus, the total sample taken is 433 students.

Sampling is the process in which a small part of the population or a subdivision of a group is selected for the specific observation and scientific analysis. Sample size refers to the number of observations in a sample (Julin, 2015). Agboola & Ismail (2015) also mentioned that the sample size can be defined as the number of observations used to estimate the calculation of a given population. The larger the number of the sample size, the lower the probability error will have resulted in the study. There are two types of sampling techniques, the probability sampling technique, and the non-probability sampling technique. In this study, the researcher used the probability sampling technique and this type of sampling is simple random sampling where the researcher selects a group of samples from several populations. This sampling is chosen for this research since this method is mainly used in quantitative research which is related to this study's objective. In other words, any student that is available in UPSI during the research is carried out has an equal chance to be a respondent.

For this study, the researcher will analyze the questionnaire by using the IBM SPSS Version 26. All the details of the data collected will be compiled into the SPSS file to transform the raw data to provide a variety of information to identify all the factors in a situation. Next, the study will use Descriptive Statistic Analysis and Pearson Correlation Analysis. In this study, the significance will be set as $p<0.05$, and the alpha will be set equal to 0.05. Pilot testing was used to ensure the desired and achieved persistence of the response. The pilot study was tested on 30 respondents from UiTM Seremban 3 who studies there. Sample from this pilot study will serve as representative participants. The instruction and language used in the questionnaire are easily understood by the respondents. The data of the pilot study were analyzed using Statistical Package for Social Sciences (SPSS). This test was conducted to determine if the questionnaire was eligible for real testing. The reliability value of the 45 items was tested. Cronbach's Alpha value that exceeds 0.6 was considered a good reliability statistic.

Research Findings
Table 1
Reliability Analysis of Questionnaire

Domains	Cronbach's Alpha	No. of items
Responsiveness	0.877	13
Reliability	0.887	11
Tangible	0.919	9
Assurance	0.896	6
Students' satisfaction	0.661	6
Overall	**0.956**	**45**

Table 2
Descriptive Statistic Factor of service quality that influence among students' satisfaction towards sports facilities in UPSI

	Mean	Std. Deviation
Responsiveness	4.3398	.60890
Reliability	4.3284	.63415
Tangible	4.3687	.61469
Assurance	**4.4126**	.61572

From Table 2, the result indicates that the highest mean of factors for service quality of sports facilities is an assurance with the mean of 4.41 (SD = 0.62). The next one is tangible which indicated a total mean of 4.37 (SD = 0.61) and responsiveness with a mean of 4.34 (SD = 0.61). Meanwhile, the factor with the lowest mean of factors for service quality is reliability with a mean of 4.33 (SD = 0.63). The mean difference between the highest and lowest factor was only 0.08.

Table 3
Descriptive Students Satisfaction Towards Sports Facilities at UTHM.

	Mean	Std. Deviation
Student's Satisfaction	4.4565	.57788

Table 3 shows the descriptive statistics for students' satisfaction with sports facility service quality at UPSI. The mean of student satisfaction is 4.46 (SD = 0.58).

Table 4

Result of Pearson Correlation between service quality and students' satisfaction among UPSI

		Students Satisfaction	
students towards the sports facilities.			
Service Quality	Pearson Correlation	1.00	**.766****
	Sig. (2-tailed)		.000
	N	433	433

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

Table 4 shows the preferences for the relationship between service quality and students' satisfaction among UPSI students towards the sports facilities were positively correlated, Pearson's r (433) = .776, p<0.05. According to Pallant (2005), these studies are strong based on Cohen 1988 proposed interpretation where r = 0.50 to 1.0 is a high correlation. Since the result of the Pearson Correlation coefficient falls in the range of 0.5 to 1.0, it can be concluded that there is a high correlation between these two subjects and there was a significant relationship between university sports facility service quality and students' satisfaction as the p-value is less than 0.05. Therefore, it also can be concluded that if the service quality increase, the students' satisfaction will also increase.

Discussion
Based on the relationship between service quality and student satisfaction among UPSI students towards the sports facilities is positively correlated. This is concluded based on the value of Pearson's r (433) = .776, which is p<0.05. According to Pallant (2005), this result is strong based on Cohen (1988) who proposed an interpretation of the value where r=0.50 to r=1.0 would obtain a high correlation. Hence, there is a significant relationship between the service quality of the sports facility and students' satisfaction and the null hypothesis is rejected. Therefore, it can also be concluded that if the service quality increases, the students' satisfaction also increases.

Based on the results, it can be concluded that university sports facility service quality is related to students' satisfaction in UPSI. In addition, the result also indicates that there is a relationship between service quality and students' satisfaction. According to the previous study by Eeza (2019) service quality and students' satisfaction also show a positive strong relationship between these two variables.

The result of this research paper is consistent with the previous study by Ideris (2016), which investigated the students' satisfaction with facilities at UUM and stated that the high correlation of service quality dimensions results in high satisfaction among the students. Besides that, a prior study by Theodorakis (2001) looked into the relationship between service quality and consumer satisfaction in spectator sports and found that there is a link between satisfaction and service quality parameters. This result clearly shows that service quality gives an effect on the students' satisfaction. As a result of these findings, UPSI sports center management will be able to prepare for future ways to

develop its sports and leisure center to produce favorable feedback from the service. The consistent results have revealed that there is a relationship between the two variables among students in UPSI. The findings also demonstrate that the service quality dimensions of responsiveness, reliability, tangibles, and assurance play a key part in the service provider's capacity to deliver services since they can affect customer satisfaction.

Conclusion
The study show relationship between service quality and students' satisfaction among UPSI students towards the sports facilities. It can be concluded that there was a significant relationship between university sports facility service quality and students' satisfaction. This demonstrates that the better service quality offered by the institution, the higher the students' satisfaction. On the operational hand, the results have allowed higher education personnel and administration to highlight the importance of service quality in influencing students' satisfaction. They will assess the advantages and disadvantages of the current level of service provided and make the necessary modifications to increase productivity and improve students' satisfaction.

The evidence from this study could help other researchers comprehend the association between quality service at university sports facilities and students' satisfaction by providing more information and potential references for researchers using the results. The findings revealed that the majority of UPSI students are satisfied with the service quality offered by the sports center at UPSI. Nevertheless, management must address deficiencies in the facilities supplied and improve its efficacy to raise students' satisfaction. The findings of this study will help the university improve the quality of its services in the future.

References

Abdullah, N., & Mohamad, N. (2015). University Recreational Facilities Service Quality and Students' Physical Activity Level. *Procedia-Social and Behavioral Sciences*, *224*, 207-212.

Abd-El-Salam, E. M., Shawky, A. Y., & El-Nahas, T. (2013). The Impact of Corporate Image and Reputation on Service Quality, Customer Satisfaction and Customer Loyalty: Testing the Mediating Role. Case Analysis in An International Service Company. *The Business & Management Review*, 3(2), 177.

Abidin, N. E. Z., Muhamad, T. A., & Ahmad, J. (2019). Kualiti Perkhidmatan Fasiliti Sukan di Universiti Awam Malaysia (Quality of Malaysian Public Universities' Sports Facilities Services). *Jurnal Pendidikan Malaysia (Malaysian Journal of Education)*, *44*(1SI), 55-66.

Afthinos, Y., Theodorakis, N. D., & Howat, G. (2017). How Do Perceptions of Other Customers Affect Satisfaction and Loyalty in Public Aquatic Centres? *Managing Sport and Leisure*, *22*(6), 428-441.

Agboola, O. P., Rasidi, M. H., & Ismail, S. (2016). Challenges In Sharing Neighbourhood Open Space Among Residents in South-west, Nigeria. *International Journal of Multidisciplinary Academic Research*, *4*(2), 34-49.

Bharti, R. (2018). Study of Sports Facilities and Sports Excellence in Colleges Affiliated to Rashtrasant Tukadoji Maharaj.

Chelladurai, P., & Chang, K. (2000). Targets and standards of quality in sports services. *Sport Management Review*, *3*(1), 1-22.

Chuan, C. L., & Penyelidikan, J. (1988). Sample Size Estimation Using Krejcie and Morgan and Cohen Statistical Power Analysis: A Comparison. *Jurnal Penyelidikan IPBL*, *7*(1), 78-86.

Nde, C. D., & Lukong, P. (2010). Using the SERVQUAL Model to Assess Service Quality and Customer Satisfaction: *An Empirical Study of Grocery Stores in Umea.*

DeShields, O. W., Kara, A., & Kaynak, E. (2005). Determinants Of Business Student Satisfaction and Retention in Higher Education: Applying Herzberg's Two-Factor Theory. *International Journal of Educational Management*.

Elliott, K. M., & Healy, M. A. (2001). Key Factors Influencing Student Satisfaction Related to Recruitment and Retention. *Journal Of Marketing for Higher Education*, *10*(4), 111.

Fortino, A. (2012). *The Purpose of Higher Education: To Create Prepared Minds.* [Online] Available at: https://evolllution.com/opinions/the-purpose-of-higher-education-tocreate-prepared-minds.

Garg, A., & Kumar, J. (2017). Exploring Customer Satisfaction with University Cafeteria Food Services. An Empirical Study of Temptation Restaurant at Taylor's University, Malaysia. *European Journal of Tourism, Hospitality and Recreation*, *8*(2), 96-106.

Hasan, H. F. A., Ilias, A., Rahman, R. A., & Razak, M. Z. A. (2008). Service Quality and Student Satisfaction: A Case Study at Private Higher Education Institutions. *International Business Research*, *1*(3), 163-175.

Ideris, M. S. K., Yi, L. T., Rodzi, S. M., Romle, A. R., Zabri, M. A. H. M., & Mahamad, N. A. (2016). Students' Satisfaction on Facilities in Universiti Utara Malaysia. *World Applied Sciences Journal*, *34*(6), 795-800.

Karna, S., & Julin, P. (2015). A Framework for Measuring Student and Staff Satisfaction with University Campus Facilities. *Quality Assurance in Education*.

Kline, M., & Cheatham, S. (2003). A Robust Method for Determining 1H–15N Long-Range Correlations: 15N Optimized CIGAR-HMBC Experiments. *Magnetic Resonance in Chemistry*, *41*(5), 307-314.

Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, *30*(3), 607-610.

Malik, M. E., Danish, R. Q., & Usman, A. (2010). The Impact of Service Quality on Students' Satisfaction in Higher Education Institutes of Punjab. *Journal of Management Research*, *2*(2), 1-11.

Misiran, M., Yusof, Z. M., Ibrahim, A., Hui, C. S., Baharin, N. F., & Hamid, H. (2017). Student Satisfaction to Service Quality of University's Sports Centre: A Factor Analysis Approach. *Journal of Advanced Research in Social and Behavioural Sciences*, *7*(1), 77-82.

Motefakker, N. (2016). The Study of The Level of Satisfaction of The Students of The Faculty of Social Sciences with Welfare Services of Imam Khomeini International University of Qazvin. *Procedia Economics and Finance*, *36*(1), 399-407.

Naidoo, V. (2014). Service Quality Perceptions of Students at a South African University. *Mediterranean Journal of Social Sciences,* 5(27), 199.

Napitupulu, D., Rahim, R., Abdullah, D., Setiawan, M. I., Abdillah, L. A., Ahmar, A. S., & Pranolo, A. (2018, January). Analysis of Student Satisfaction Toward Quality of Service Facility. *Journal of Physics: Conference Series* (Vol. 954, No.1, p. 012019). IOP Publishing.

NHMS. (2015), *National Health and Morbidity Survey 2015.* Retrieved from: www.moh.gov.my.

O'Sullivan, J. (2016). Five Reasons Why Sports Facility Are Important. Retrieved from: https://www.schoolsplus.co.uk/lutonsfc/2016/07/24/fivereasons-sports-facilitys-important.

Pallant, J. (2005). Survival manual. *A Step by Step Guide to Data Analysis Using SPSS*, *4*.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A Multiple Item Scale for Measuring Consumer Perceptions of Service Quality. *Journal of Retailing, 64*(1), 13-40.

Sapri, M., Kaka, A., & Finch, E. (2009). Factors That Influence Student's Level of Satisfaction with Regards to Higher Educational Facilities Services. *Malaysian Journal of Real Estate*, *4*(1), 34-51.

Theodorakis, N., Kambitsis, C., & Laios, A. (2001). Relationship Between Measures of Service Quality and Satisfaction of Spectators in Professional Sports. *Managing Service Quality: An International Journal*.

Weerasinghe, I. S., & Fernando, R. L. (2017). Students' Satisfaction in Higher Education. *American Journal of Educational Research*, *5*(5), 533-539.

Weerasinghe, I. M. S., & Fernando, R. L. S. (2018). Critical Factors Affecting Students' Satisfaction with Higher Education in Sri Lanka. *Quality Assurance in Education*.

Yusof, A., & Shah, P. M. (2007). Sport Participation Constraints of Malaysian University Students. *International Journal of the Humanities*, *5*(3).

Yusoff, M., McLeay, F., & Woodruffe-Burton, H. (2015). Dimensions Driving Business Student Satisfaction in Higher Education. *Quality Assurance in Education.*