

Antecedents of Student's Behavioral Intentions in Higher Education Institutions

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Abstract--- *The primary objective of this study was to identify the nature of the relationship between service quality, customer satisfaction, and behavioral intention. The specific objectives of the study were to determine the dimensions of holistic approach service quality that influence students behavioral intentions; establish the difference in service quality perception amongst universities students; determine the relationship between service quality and perceived value; determine the relationship between service quality and customer satisfaction; establish the relationship between perceived value and customer satisfaction and assess the extent to which student satisfaction and perceived value meditates the relationship between service quality and behavioral intentions. The research hypotheses were derived from the research objectives. A positivist paradigm guided the study.*

Keywords--- *Antecedents of Student's, Behavioral Intentions, Higher Education Institutions*

I. BACKGROUND AND INTRODUCTION TO THE STUDY

Higher education is more worldwide than any time in recent memory. The Higher education condition far and wide has been changed in the previous two decades by worldwide ideas and policy models (Huang, 2007). Higher education frameworks in numerous nations have extended drastically to meet growing economic and social needs. Educational policies, structures and practices have been essentially affected by globalization. Some of these progressions have been driven by financial forces, while others have been driven by political, technological, and social powers. Globalization's effect on education has brought on a reconsidering of numerous ranges in education, including its purpose, structure, pedagogy, content, instructional methodology, and outcomes assessment (Carnoy, 1999; McGinn, 1996; Al-Ali 2014)

In developing nations higher education has been the quickest developing area of education in the previous a quarter century, (1996). higher education in developing nations is seen to be key to socio-political and financial improvement. It can conceivably change nations from materially poor _into _information-rich' countries with the capacity to use knowledge for economic development (Naidoo, 2007). This expansion in significance can be seen by the expansion in the quantity of higher education establishments in developing nations. For example, while post-free India had just 27 colleges, it now has more than 200 (T.K.Gill, 2000). Additionally, the quantity of higher education organizations in the United Arab Emirates (UAE) has ascended from one college in 1976 to 78 accredited colleges and universities today (Commission for Academic Accreditation, 2016; Al-Ali 2014)

The quick financial advancement of the United Arab Emirates (UAE) in the course of the most recent two decades, driven by its visionary leadership and wealth of energy resources, has brought about the need to build up a

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vigorous and "information driven" higher education (HE) sector. Subsequently, UAE governments (at the Federal and Emirate level) have opened up the HE area; basically through the foundation of scholastic zones, which have pulled in numerous private colleges from over the world, including the USA, UK, India, Australia, Pakistan, Iran and Russia. The larger part of these private colleges operations in the UAE are supported completely through incomes created from charging understudies educational cost expenses. Therefore, rivalry for understudies has turned out to be aggressive and a key driver for authoritative change (Kemelgor et al., 2000).

Working in such a focused and business condition, the improvement of fitting techniques and strategies to convey a quality educational service to students, to acquire an upper hand, has turned out to be progressively critical (Poole et al., 2000; Khan and Matlay, 2009). The rule that top notch benefit produces advantages, for example, benefits, cost investment funds and piece of the overall industry has been proposed since the mid 1990s (Parasuraman et al., 1991). The marketisation of HE, coming about because of the expanded rate of expense paying understudies, has prompted an open deliberation with regards to the suitability of broadening administrations and social advertising standards to instruction. Under such an approach, advocates consider students as clients (Gillespie and Zachary, 2010) which requires colleges to a to meet their students' needs, through the delivery of a quality education service, keeping in mind the end goal to attract and retain students.

The way that students are noteworthy partners and an essential segment to a definitive business achievement of advanced education establishments, has prompted numerous organizations and governments creating and additionally commanding different input instruments (surveys) to catch the student voice; that is their fulfillment with the different features of their educational experience (Husin, Abou-Shouk, & Khalifa, 2013).

A case is the National Student Survey (NSS) embraced by UK-based colleges, which distinguishes the predecessors of student fulfillment with the scholarly program as: teaching, assessment, feedback, academic support, organisation and management, learning resources and personal development (Alharthi, Khalifa, & Bhaumick, 2019). This input is normally gathered toward the finish of the student's program of study, and gives a measure of students fulfilment with their general program involvement. The NSS gives a chance to colleges to create focused on systems to improve both the quality and fulfillment of understudies over their scholastic offerings (Marsh and Cheng, 2008). Given that positive word of mouth and loyalty to the university is driven by the overall level of student satisfaction (Brown and Mazzarol, 2009; Helgesen and Nettet, 2007) it is imperative to distinguish the forerunners and their variable effect on student fulfillment with their program.

The HE environment within the UAE is driven primarily by the Federal Governments' "Vision 2021" (UAE Federal Government, 2010), which foresees, a knowledge-based economy, providing an educated and qualified workforce, which will continue to drive the economic development of the country (Alharthi, Khalifa, Ameen, Isaac, & Al-Shibami, 2019). As a result the UAE educational sector has successfully attracted international HEIs into the country; many of which operate in free zones (i.e. Dubai Knowledge Village and Dubai International Academic City). Presently, some 78 HEIs are licensed by the Commission for Academic Accreditation at the UAE Federal level (Commission for Academic Accreditation, 2016). In the context of this competitive environment it is important

to understand the main antecedents of customer satisfaction and its link to loyalty, positive word of mouth, and recommendation (Abd-Elaziz, Aziz, Khalifa, & Abdel-Aleem, 2015)

Besides, inside the UAE setting, neither formalized group tables nor institutionalized Program Experience Questionnaires (PEQs) have been produced. The obligation regarding showing constant change as to student satisfaction is the dispatch of individual colleges under the sponsorship of the important controlling bodies (Alharthi, Khalifa, & Bhaumick, 2019). Accordingly, there is an absence of exact research to bolster the connection between enhancing student (client) satisfaction and expanded student (customer) loyalty, and word of mouth inside the UAE HE marketplace. Such confirmation may give profitable bits of knowledge to colleges as they attempt to create systems to upgrade their upper hand inside the focused UAE HE condition (Alharthi, et al., 2019).

II. RESEARCH PROBLEM

In the most recent two decades, HEIs have started to receive models and practices from the business area to eliminate customary frameworks of educational practice and improvement. As per Shattock (2000), with the goal for colleges to be effective, they require another technique for Strategic Management, which includes a comprehensive perspective of their activities so that institutional qualities can be overseen and fortified (Albadry 2016).

The need for a more detailed understanding of the quality of the student experience has become essential, as the higher education sector has been undergoing a major shift. The increasingly globalized and internationalized environment, has led to a highly competitive international education market (Daly and Barker, 2005; Huang, 2007; Mok, 2007; Marginson, 2007). As a consequence, higher education providers need to apply strategic management and marketing theory and to understand their competitive factors (Hemsley-Brown and Oplatka, 2006; Tan et al 2016)

O'Farrill (2015), contend that, since the mid 1980s, published books and journal articles uncover that scholastics misconstrued and distorted the value and concept of quality in higher education. Singh (2012) contended that, "Quality education is a standout amongst the most abused ideas, which is yet getting away from the comprehension of an obvious definition in the basic verbal confrontation, as well as even in the scholarly circle". Scholastic experts keep on searching for a fitting intends to measure the accomplishment of their students. Tsinidou, Gerogiannis and Fitslis (2010) battle that educational services are basically intangible and problematic to measure because the outcomes reflects in the transformation of individuals, their characteristics, knowledge, and behaviour. A review of the literature uncovered an unequal and incomplete body of knowledge about the measurement of quality in higher education (O'Farrill, (2015).

A paucity of research related student loyalty to holistic approach of service quality, service innovation and customer satisfaction. The literature on customer satisfaction is rich, but in higher education research the focus has often been on assessing the link between teaching quality/learning outcomes and student satisfaction. Most HEIs issue feedback/evaluation questionnaires to students, the results of which are often taken as a proxy for student satisfaction. In fact, student evaluation surveys are generally used to provide feedback to teachers, as a development tool, and to provide a measure of teaching effectiveness to help managers make decisions about employee retention,

reward and promotion (Marsh, 1987). However, Nasser and Fresko (2002) found that less than 10 per cent of lecturers made major changes to their teaching as a result of student evaluations.

The student has to be appreciated as a consumer of HEI, and that is how the student is integrated into the TQM framework. Several scholars link student satisfaction with service quality at universities and schools (Koslowski, 2006; Mizikaci, 2006). Even though the term quality has broad and subjective meanings, with concepts of standards, excellence, and 'fitness for its purpose', there has always been a great relevance and concern for quality in HE (Ali, Mahat, & Zairi, 2010). Satisfied students are less prone to move to other universities, thereby increasing the retention rate. Satisfied students also provide positive referrals to future students, and this keeps the targeted students load in schools (Temtime&Mmereki, 2011). As international competition for students intensifies, differentiating the service offerings through quality management and building strong relationships with students have become imperative for providers of HE service (Durvasula, Lysonski, & Madhavi, 2011). Incorporating a TQM perspective in the quality offer is evident through the involvement of the entire workforce (Agwa et al., 2018b, 2018a). That is not just about providing students with valuable lectures and modern teaching process but also about including the Physical Environment, Core Educational, administrative staff, Support Facilities, and Transformative quality in this quality provision process. Hence, constant striving towards quality among faculty members, as well as among administrative staff, is needed.

One of the biggest challenges faced by service providers is providing good-quality service (Mohamud, Khalifa, Abuelhassan, & Kaliyamoorthy, 2017), because their success and competitive advantage depend on the quality of service (Srivastava, Sharfuddin, & Datta, 2012; Yeo & Li, 2012). Therefore, the question 'What does HEI service quality mean to students?' has emerged as a key consideration in the development of universities' offerings (Durvasula et al., 2011). Knowledge on this issue is not only demanded by policy-makers, firms, and students, but also by the broader community. Improvements to HE will help develop human capital and contribute to higher overall productivity and housing incomes. Applying a broader perspective, the user of the HEI product that is education is the whole economy, not just a single person (Grbac&Meler, 2009). Education will not just have an effect on an individual student, it will also have an effect on the overall society, meaning that improving the quality of HEI has twofold benefits. But the starting point in this process should be the individual. Therefore, the aim of this paper is to empirically investigate relationships between perceived service quality, customer-perceived value, and repurchase intention in an HE context from the undergraduate students' perspective. The main purpose of this study is to offer new insights on how to improve the educational quality of HE in order to retain students and influence their repurchase intention.

The model of Service quality holistic approach was first introduced in 2016, so to the best of the researcher knowledge, the study will be the first to investigate the impact of the new model on student behavioural intentions. Another research gap however exists in the combined effect of holistic approach of service quality, perceived value, and satisfaction on student's behavioural intention.

To contribute to this gap, more resilient holistic approach models must be adopted as originally conducted by Teeroovengadum et al., (2016), defining five primary dimensions of Higher Educational Service Quality from the

extensive literature review. These are: Administrative Quality; Physical Environment Quality; Core Educational Quality; Support Facilities Quality; and Transformative Quality. It is part of the purpose of the proposed study to contribute insight in this area by empirically testing the hierarchical model (HESQUAL) Framework adapted from Dlačić et al., (2013), This adds to and constitute the second research gap as presented by Fernandes et al (2013) and Dlačić et al., (2013) that future investigations must consider additional antecedents based on educational models to include international students, as well as to expand research to other countries and study destinations in order to validate the results.

III. CRITICAL LITERATURE REVIEW

The fundamental theories and assumptions of the study are discussed in this section to develop a conceptual framework.

A. *Trends in HE service quality*

One of the most important trends in HE is internationalisation (Altbach & Knight, 2007; de Rijke & Plucker, 2011). As a part of the internationalisation process, international accreditations serve as a substitute for a guarantee of quality. This means living up to a different set of standards that assure quality of content and learning outcomes. There are contrasting views on the influence of accepting accreditation standards on a school's strategy. On the one hand, these processes influence faculty shortage, increased competition, reductions in funding and, moreover, reduction in the flexibility of HEIs (Lightbody, 2010). On the other hand, some authors claim the exact opposite – that accreditation standards increase flexibility and that they have a positive impact on the strategic performance of schools (Hedrick, et al., 2010; Romero, 2008; Trapnell, 2007). In both cases, in terms of achieving quality and internationalisation, major challenges for HEIs are described through: programme design, continuous improvement, delivery, and partnership with the business community. Therefore, accreditation standards serve as a framework under which a constant level of quality is guaranteed for HEI students. The quality level is constantly under supervision and also constantly upgraded. Hence, quality is approached as a process that is implemented into HEIs.

An additional question that preoccupies practical and research agendas is the reliability and validity of students' quality assessments (Chatterjee, Ghosh, & Bandyopadhyay, 2009) and their usefulness in improving the effectiveness of teaching. However, Durvasula et al. (2011) stress the importance of students' expectations when it comes to service quality in HE.

In the context of HE, TQM practices have been analysed over the years (Ali et al., 2010; Mergen, Grant, & Widrick, 2000; Quinn, Lemay, Larsen, & Johnson, 2009; Sahney, Banwet, & Karunes, 2006; Srivastava et al., 2012). Industrial theories and methods of TQM were introduced a long time ago in HE (Owlia, 1996), adding dilemmas about the appropriateness and suitability of TQM in a higher-educational environment. Through TQM, managing quality in education, as in any other sector, should be focused on managing inputs, processes, and outputs (Li & Kaye, 1998), while developing consistent measures to establish organisation and control (Mergen et al., 2000).

Sohail and Shaikh (2004) acknowledge that, due to the increased competition between universities, higher quality in HE services has become one of the rare possessions for differentiation and for gaining competitive

advantage. HE is a typical high-contact service that, as such, is characterised by intangibility, perishability, heterogeneity, inseparability of service delivery and service consumption process, customer presence during service delivery, and lack of ownership (Irons, 1997). These characteristics underline the importance of people (faculty members and administrative staff at HEIs), processes (whose development and strengthening influence the standardisation and flexibility of the institution) and physical evidence, as three additional elements of the marketing mix in services (Babic'-Hodovic', 2010; Khalifa, 2018; khalifa 2015).

Service characteristics served as a basis for a large number of studies that explored the different aspects of HE and its quality assurance. The focus has been on service quality in terms of learning and teaching, and other attributes that influence HE processes (Barnes, 2007; Narasimhan, 1997), where most of the studies analyse students' quality evaluations (Barnes, 2007). This is also a consequence of the service characteristic that quality is assessed by service consumers and, in the case of HEIs, by students. In the research conducted by Barnes (2007), focus was put on international students and their expectations within business universities, with the implementation of SERVQUAL (Parasuraman, Zeithaml, & Berry, 1988). This research underlines the coherence and stability of five original dimensions of SERVQUAL measure in the HEI context, which will be analysed in more detail further on.

B. Higher Educational Service Quality Dimensions and the Need for a Holistic Approach

According to Ehlers (2009), the holistic understanding of educational quality takes as fact that quality enhancement of an educational organisation should be focused on "change more than on control. Fiddler (2002) points out that school improvement includes providing change as in learning conditions as in the related internal conditions. Learning conditions are associated with the internal educational environment of an educational organization comprising a wide range of resources. The resources vary from physical resources (libraries or computing facilities, etc.) to human support in the form of teachers, tutors, counsellors, and other advisers (Standards and Guidelines for Quality Assurance in the European Higher Education Area 2005).

Diversity of organizational resources is an essential characteristic of contemporary educational environment. A holistic understanding of the educational environment would help us be aware of complex relationships within modern educational organization. The management of the educational environment resources presumes that education managers, during their everyday interactions with the educational environment, coordinate and redistribute an arrangement of integrated educational environment resources: tangible, intangible and semi-tangible (Stukalina 2008).

The educational environment can also be considered as a community of people – the intellectual capital holders - united by collective objectives and joint interests. Understanding of the educational environment as a complex supersystem demands creating new standards of educational management practices in the context of higher school improvement. Education managers should ensure that their institution have sufficient and proper resources necessary for supporting sustainable learning process. These resources represent both the material and intellectual potential of an organization, the intellectual capital being the most valuable assets of an academic community.

C. Perceived educational service quality

One of the most-cited definitions of service quality is the one relating to the comparison that customers make between their expectations and perceptions of service experience (Parasuraman et al., 1988). There are several different ways to assess quality of HE services, such as: product-driven TQM, quality function deployment, six sigma, and ISO 9001 (Quinn et al., 2009). All these different approaches emphasise constant quality provision and improvement. According to Parasuraman et al. (1988), service quality is conceptualised as a five-dimensional concept (SERVQUAL) and includes the following dimensions: tangibles, reliability, responsiveness, assurance, and empathy. As an instrument, SERVQUAL (Parasuraman et al., 1988) consists of two sections (expectations of excellent service and actual performance of provided service), each containing 22 items. The level of service quality is represented by the gap between expected and perceived service

SERVQUAL ‘survived’ many modifications and extensions – as each service branch has its particular context and characteristics. For example, Yeo and Li (2012) extend SERVQUAL in HE and include customer orientation, course design and delivery, and support services. They outline the importance of both academic and non-academic personnel in providing services, a perspective that is used in this paper. However, they position the analysis from the perspective of the institution, not its customers. A problematic issue in services is that customers have the final word about quality. Customers evaluate an institution’s quality, not the providers.

Service quality in HE can be evaluated from the perspectives of different stakeholders (e.g. students, faculty staff members, and governments). However, authors such as Hill (1995) and Sander, Stevenson, King, and Coates (2000) regard students as primary customers of HE services; thus, assessing service quality from their perspective is important. In accordance with the general definition of service quality, O’Neill and Palmer (2004) define service quality in HE as the difference between what a student expects to receive and his/ her perceptions of actual delivery.

The researcher acknowledge the perspective that students’ knowledge can be regarded as an output of the HE service quality and, accordingly, the industry (i.e. employers) should also be involved in assessing education service quality. However, due to the scope of the paper, the present research focuses only on students, as primary customers of HE services. Thus, for the purpose of this study, perceived service quality of HEIs is defined as an attitude resulting from student perceptions of school performance, regarding the main SERVQUAL dimensions.

Customer-perceived value Customer-perceived value is usually defined as the customer’s overall assessment of the utility of a product (or service) based on perceptions of what is received and what is given (Zeithaml, 1988). More specifically, the concept represents the difference between received benefits and given costs (e.g. financial and psychological). Customerperceived value can be measured as a uni-dimensional concept, using just one statement (e.g. value for money) for evaluating overall value (Sweeney, Soutar, & Johnson, 1996), or as a multi-dimensional concept (Sweeney & Soutar, 2001). As the foundations for the latter approach, the literature usually considers the dimensions suggested by Sheth, Newman, and Gross (1991), namely functional value, emotional value, social value, conditional value, and epistemic value. When defining the concept of perceived value in an HE context, the trade-off approach is emphasised. The existing practices for teaching assessment, such as student feedback questionnaires and on site peer evaluation, are mostly limited to in-class teaching performances (Chen et al., 2012). For instance,

Ledden, Kalafatis, and Samouel (2007) suggest that the value perceived by a student is the overall evaluation made of the utility of the service based upon the perception of that which is received and that, given which could be achieved through all previously mentioned tools. The concept of customer-perceived value in this study is multifaceted, and it considers the functional aspects of HE experience, student emotions, and comparison with alternatives. Hence, a holistic approach to quality in a certain HEI is used.

Customer Satisfaction

Kotler and Keller (2006) view customer satisfaction as a person's feelings of pleasure or disappointment resulting from comparing product's perceived performance (or outcome) in relation to his or her expectation. In a related definition, Juran (1991) posit that customer satisfaction is the result achieved when service or product features respond to customers need and when the company meets or exceeds customer's expectation over the lifetime of a product or service. Customer satisfaction is described by Bolton and Drew (1991) as a judgment made on the basis of a specific service encounter. Oliver (1981) viewed satisfaction as an emotional reaction which influences attitude and is consumption specific. In a university context, Elliot and Shin (2002: 198) observed that student satisfaction was a "short-term attitude resulting from an evaluation of the student's educational experience or as a student's subjective evaluation of the various outcomes and experiences with education and campus life". Most definitions favor the notion of consumer satisfaction as a response to an evaluation process, however Giese and Cote (2000) observed that there is an overriding theme of consumer satisfaction as a summary concept (a fulfillment response (Oliver 1997); affective response (Halstead et al., 1994); overall evaluation (Fornell, 1992); psychological state (Howard and Sheth 1969). In this study, customer satisfaction is defined as the results achieved when service or product features respond to customers need.

Brown (1998) postulates that there is a connection between satisfaction and profitability and that customer satisfaction measurement should include an understanding of the gap between customer expectations and performance perceptions. Customer satisfaction theories reveal the existence of a significant relationship between service quality and customer satisfaction in higher education (Navarro et al., 2005). In connecting the two Shieh (2006) noted that customer satisfaction was the level of service quality performance that met user's expectation.

Service Quality and Customer Satisfaction

The debate on the relationship between service quality and satisfaction has been spurred by academicians including; Spreng and Singh (1993) who established that the higher the level of service quality the higher the level of customer satisfaction, Stafford et al., (1998) deduced that service quality and customer satisfaction are distinct but related, while Shekarchizadeh et al., (2011) posit that customer satisfaction is antecedent to service quality. Satisfaction is generally associated with one particular transaction at a particular time and has been described by Spreng et al., (1996) as an emotional reaction to a product or service experience. Service quality on the other hand is more congruent with a long term attitude. Overall, satisfaction is more experimental, transitory and transaction-specific, while service quality is believed to be more enduring.

Athiayman (1997) posits that even though the study of the relationships between perceived quality and satisfaction is relatively new within the university scope, it must not be forgotten that the purpose of services

whether public or private, is user satisfaction. In addition, Navarro et al., (2005) notes that most studies in higher education designate the student as the element in the best position to evaluate the teaching received through a measurement of the levels of satisfaction. The student plays the customer role because they are both the receiver and subsequent users of the training given by the university. In support, Shekarchizadeh et al., (2011) added that in educational institution, the student is the consumer, whose satisfaction the institution must seek to maximize.

Customer-perceived value

Customer-perceived value is usually defined as the customer's overall assessment of the utility of a product (or service) based on perceptions of what is received and what is given (Zeithaml, 1988). More specifically, the concept represents the difference between received benefits and given costs (e.g. financial and psychological). Customer perceived value can be measured as a uni-dimensional concept, using just one statement (e.g. value for money) for evaluating overall value (Sweeney et al., 1996), or as a multi-dimensional concept (Sweeney and Soutar, 2001). As the foundations for the latter approach, the literature usually considers the dimensions suggested by Sheth et al., (1991), namely functional value, emotional value, social value, conditional value, and epistemic value. When defining the concept of perceived value in an HE context, the trade-off approach is emphasised. The existing practices for teaching assessment, such as student feedback questionnaires and on site peer evaluation, are mostly limited to in-class teaching performances (Chen et al., 2012). For instance, Ledden et al., (2007) suggest that the value perceived by a student is the overall evaluation made of the utility of the service based upon the perception of that which is received and that, given which could be achieved through all previously mentioned tools. The concept of customer-perceived value in this study is multifaceted, and it considers the functional aspects of HE experience, student emotions, and comparison with alternatives. Hence, a holistic approach to quality in a certain HEI is used.

D. Behavioral intention

According to Oliver (1997), loyalty is a deeply held commitment to re-buy or re-patronise a preferred product or service consistently in the future, despite situational influences and marketing efforts having the potential to cause switching behaviour. Furthermore, Bloemer and de Ruyter (1998) suggest that commitment is a necessary condition for repurchase to occur.

The conceptualisation of repurchase intention has evolved over the years, and it is regarded as one of the consumer behaviour outcome variables resulting from high value and satisfaction and resulting in loyalty. The literature review indicates that initial research emphasised only the behavioural dimension loyalty – the repurchase dimension (Caruana, 2002). Over the years, attitudinal and cognitive dimensions were incorporated as well (Bowen & Chen, 2001; Caruana, 2002). Behavioural loyalty is considered as being consistent, repetitious purchase behaviour, while attitudinal loyalty reflects an emotional and psychological attachment (Bowen & Chen, 2001). Cognitive loyalty is a higherorder dimension and involves the customer's conscious decision-making process in the evaluation of alternative brands before a purchase is effected (Caruana, 2002).

In an HE context, student repurchase intention also contains an attitudinal and behavioural dimension and refers to the time both during and after the student's period of study (Henning-Thurau, Lager, & Hansen, 2001). Rojas-Mendez, Vasquez-Parraga, Kara, and Cerda-Urrutia (2009) indicate that student repurchase intention can be viewed

as a competitive advantage, because keeping the existing students is more cost effective than attracting new ones. What is more, it is assumed that loyal students continue to support the institution after they have completed their formal education by positive word of mouth (recommendations), by offering jobs to new graduates, and by returning to the institution to update their knowledge. Therefore, focusing on customers as sources of value for an HEI is needed.

In this study, the concept of customer loyalty is operationalized through repurchase intention. However, it encompasses both the behavioural and attitudinal dimension. Thus, it is defined as students' favourable attitude and behaviour towards the faculty, implying that they will recommend the faculty to others and that they intend to continue their education at the same faculty in the future.

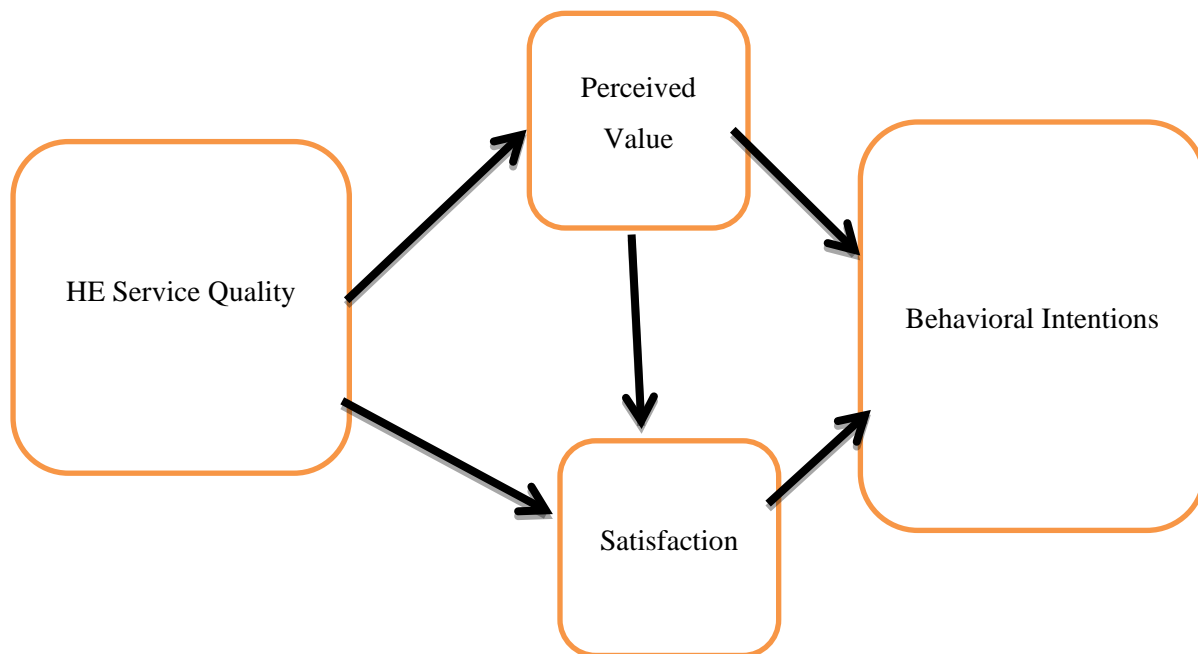


Figure 1.0: Conceptual Framework of the Study

IV. SIGNIFICANCE OF THE STUDY

The proposed study is of significance in terms of both academics and practice. Its relevance in simple terms is that it will contribute to the knowledge base on the management of holistic approach service quality, adding value and student satisfaction level, and how they can be used to boost the word of mouth, loyalty, and recommendation for educational organizations. Considering the conceptual framework of the study, it will serve as a strong theoretical model for the management of service quality and benefit. Key gaps have been identified and contributing to these gaps will prove very insightful and beneficial to academia.

The contribution of the study to Educational service industries around the globe cannot be ignored. It seeks to serve as a model for practitioners that will help them to make certain critical decisions involving holistic approach service quality and adding educational value, towards the overall behavioural intentions of their educational

institutions. The empirical results and outcomes of this study will be beneficial not only to educational organizations in the UAE corporate environment, but educational organizations around the world in this age of globalization.

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