

Abstract

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An Investigation of the Relationship between University Staff' Perceptions of Organizational Climate for Service and Students' Perceptions of Service Quality of Higher Education

The present study aimed at investigating the relationship between university staff' members perceptions of organizational climate for service dimensions, as independent variables, and students' perceptions of service quality of higher education, as a dependent variable. Arab Academy for Science and Technology (AASTMT) has a different colleges but the study was conducted especially in college of Management and Technology as an empirical case study. Apart from that, college of management and technology is divided into five dissimilar departments namely, marketing and international business, finance and accounting, management information system, e-commerce and hotel and tourism. Therefore, the study investigated the significant differences in service climate dimensions and higher education service quality among the different departments in college of management and technology. The researchers depended on stratified random sampling technique among departments of the college for both the university staff and students. The service climate was measured using four dimensions namely, global service climate, customer orientation, managerial practices and customer feedback. On the other hand, higher education service quality was measured using five dimensions of SERVQUAL scale namely, tangibility, reliability, responsiveness, assurance and empathy. Additionally, the statistical analysis for the current study was performed by using the statistical software SPSS, version 15 (Statistical Package for Social Science). The results based on data from 58 staff members and 558 students in a variety departments of college of management and technology. The results of the study indicated that the research hypotheses, which measured the positive relationship between each of service climate dimensions and students overall perceptions of service quality of higher education dimensions were significantly supported. In addition, there were significant differences in service climate and its following dimensions namely, global service climate and managerial practices except customer orientation and customer feedback dimensions. There were also significant differences in students' perceptions of service quality of higher education and its following dimensions reliability, responsiveness and empathy. As a result, the research hypotheses, which measured the significant differences in service climate and service quality of higher education, were significantly supported.