

# Abstract

## Performance-Based Service Quality Model in Postgraduate Education

**Purpose** – This paper aims to promote and analytically verify an advanced assessment design to evaluate service quality especially in postgraduate higher education. **Design/methodology/approach** – This research adopts a quantitative approach through a survey method. A structured questionnaire was designed as a means for collecting data. Data was collected from 182 postgraduate students in an Egyptian higher education university. Data was examined by Exploratory Factor Analysis to pinpoint the main irregularities explained by the extracted factors. Then, Confirmatory Factor Analysis was carried out to filter the ratios and empirically test the assessment efficiency of the developed model. **Findings** – The final model consists of 33 items loaded into eight dimensions for measuring performance-based service quality of the postgraduate higher education. The results are satisfactory in terms of unidimensionality, trustworthiness and validity tests. **Research limitations/implications** – Although the empirical results are significant, a comparative study can identify relative strengths and weaknesses of this model. **Practical implications** – For improving postgraduate higher education institutions' quality this paper highlights some dimensions and attributes that they should consider. **Originality/value** – The literature proposes that there is an opportunity to handle service quality from the point of postgraduate students covering different contexts to further build a more comprehensive structure specifically for postgraduate higher education service quality. This paper deals with this research gap with analytical confirmation within the context of postgraduate programs in an Egyptian university. **Keywords** – Egypt, Postgraduate Studies, Service Quality Paper type – Research paper