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**How Do Students Evaluate Quality
of MBA Programs in Egypt?
The Role of Student's Experience as
a Mediator between Programs Per -
ceived Service Quality and Satisfac -
tion: A Comparative Study between
Public and Private University**

Abstract

In business education world, MBA programs have been playing an essential role for enhancing human resources knowledge and skills in most countries. Thus, examining the education perceived quality dimensions that have an effect on student satisfaction and loyalty to these programs in Egypt is an essential research question for this field. Since customer experience-based strategies provide a superior competitive advantage, the current research aims to study the role of students' experience as a mediator between MBA programs perceived quality dimensions and student satisfaction and loyalty. The educational service quality dimensions which used are advisory services, curriculum, teaching quality, facilities and tuition costs. The study compared between MBA programs offered by Alexandria University as a public university and program offered by Arab Academy for Science and Technology as a private university in Egypt. Data were collected using a survey method

using simple random sample of students from the two universities (the total valid responses are 403) SEM ver.23 were used to analyze research data. The results show that-students are satisfied with the quality of services provided by both universities. In AAST, curriculum, teaching quality, and facilities affect students' experience explaining 66.4% of the variance, but in Alexandria University, curriculum, teaching quality only affect student's experience explaining 53% of variance Using Bootstrapping technique, to test mediation effect, for AAST, results show that students' experience mediates the relationship between curriculum, teaching quality, facilities and student satisfaction. But for Alex. University, students' experience mediates the relationship between advising, teaching quality, tuition costs and student satisfaction.

Keywords: Students' experience, MBA Programs, Service Quality, Student Satisfaction, Student Loyalty, MBA

الملخص

وقد تم جمع البيانات باستخدام طريقة المسح باستخدام عينة عشوائية بسيطة من الطلاب من الجامعتين (٤٠٣ طالب). وتم تحليل البيانات باستخدام SEM . وقد أظهرت النتائج أن الطلاب راضون عن جودة الخدمات المقدمة من كلا الجامعتين .

كما أنه في الأكاديمية العربية تؤثر المناهج الدراسية، وجودة التدريس، والتسهيلات على خبرات الطلاب وتفسر ٦٦.٤٪ من التباين فيها . أما في جامعة الإسكندرية ، فتؤثر المناهج الدراسية ، وجودة التدريس على خبرات الطلاب وتفسر ٥٣٪ من التباين فيها وباستخدام أسلوب Bootstrapping

، لاختبار تأثير خبرات الطلاب كمتغير وسيط بين ابعاد جودة الخدمة وبين رضا الطلاب ، ففي الأكاديمية العربية ، تظهر النتائج أن خبرات الطلاب تتوسط العلاقة بين المناهج الدراسية ، وجودة التدريس ، والتسهيلات وبين رضا الطلاب. أما في جامعة الإسكندرية ، فتتوسط خبرات الطلاب بين النصح أو الارشاد الأكاديمي، وجودة التدريس، وتكاليف الدراسة وبين رضا الطلاب.

في مجال تعليم إدارة الأعمال، تلعب برامج ماجستير إدارة الأعمال دوراً أساسياً في تعزيز المعرفة والمهارات المتعلقة بالموارد البشرية في معظم البلدان. وبالتالي ، فإن دراسة أبعاد جودة التعليم المدركة التي تؤثر على رضا الطلاب وولاءهم لهذه البرامج في مصر هي مسألة بحثية أساسية في هذا المجال.

وحيث أن الاستراتيجيات القائمة على خبرات العملاء توفر ميزة تنافسية عالية ، فإن البحث الحالي يهدف إلى دراسة دور خبرات الطلاب كوسيط بين الجودة المدركة لبرامج الماجستير وبين رضا هؤلاء الطلاب وولاءهم. وتتمثل الأبعاد المدركة لجودة الخدمات التعليمية في النصح الأكاديمي، والمناهج الدراسية، وجودة التدريس، والتسهيلات وتكاليف الدراسة. وقام الباحث بعمل مقارنة بين برامج الماجستير في إدارة الأعمال التي تقدمها جامعة الإسكندرية كجامعة حكومية عامة ، وبين برامج الماجستير التي تقدمها الأكاديمية العربية للعلوم والتكنولوجيا كجامعة خاصة في مصر .

1. Introduction

Marketing strategies should be designed to attract students and create effective business learning environments. This is depending on the ability of administrators in these institutions to link academic success to concepts such as retention and recruitment (Helgesen and Nettet, 2007). The institutions can gain student satisfaction through delivery of excellent service values and this is an integral part in securing a sustainable competitive advantage in today's educational market (Huang, Binney et al. 2012; Susiloa, 2016; Mestrovic, 2017). A satisfied and loyal student will bring continuous advantages for the universities through positive word of mouth and also provide a better competitive position for them in dealing with other competitors (Ronnie, 2017).

Arokiasamy (2017) expresses that in today's world, to be able to create and retain a decent level of competitiveness, organizations and firms require to emphasize on quality as one of the most significant success factors in the industry. In addition, universities are focusing more on evaluating their students' perception of the quality of the service they deliver, the reason being education's classification as a marketable service, the rise in the number of full-fee payment students, increasing expectations by the students from the higher education institutions, the internationalized face of the higher education and finally, the fierce rivalry that is going on in the higher education industry at the moment.

According to Arokiasamy (2017) organizations' failure in realizing the cus-

tomers' expectations is one of the major reasons they underperform in their respective industry. In consequence, unless they manage to gain a correct understanding of the expectations and requirements of their customers, they are bound to fail. Only little researches have been conducted so far on the perception level of students with regard to service quality (Kimani, Kagira et al., 2011). On the other hand, the researches done in developing countries regarding the students' perception on service quality are generally focus on the students in private institutions and universities and not the ones in public universities. Also, there are literature available regarding researches on student perception on service quality (Mestrovic, 2017; Wen et al., 2018).

However, the majority of these researches are conducted on quality perception among students in developed countries like UK, Australia and the United States. As can be seen, there is a little literature on the same concept in developing countries (Athiyaman 1997, Oldfield and Baron, 2000; Joseph et al., 2005; Kao, 2007; Hasan, Ilias et al., 2009; Wen et al., 2018). Regardless of the quantity of the researches done, only limited literature is available regarding education and quality within Egyptian higher education institutions. The current research examines the effect of perceived service quality on student satisfaction. Also, students' experience as a mediator between perceived service quality and student satisfaction and loyalty with application on MBA students in a private University (Arab Academy for Science and Technology) and a public university (Alexandria University) to shed lights on the differences between

the two types of higher education institutions.

2. Research Problem and Questions

Higher education institutes need to maintain student satisfaction or setting up a differentiated image as a competitive advantage in competitive markets to be able to retain student's loyalty and achieve the required level of students' enrollment and preferences. One of the reasons of studying this issue is its effect on tendency of students for enrolling universities or selection of reliable educational institutes for getting professional degree or fulfilling researches (Alves and Raposo, 2009). However, few studies had been done in the Egyptian context and a debate is still found regarding which service quality dimensions should be considered when improving students' experience in higher education, satisfaction and loyalty. Thus, **this research attempts to answer the following research questions:**

1. What are the main perceived service quality's dimensions affecting students' experience and student satisfaction in higher education context?
2. What is the effect of perceived service quality on students' experience?
3. Is there a mediation role of students' experience between perceived service quality and student satisfaction and student loyalty?
4. Is there a difference in perceived service quality dimensions and student satisfaction between public and private universities?
5. Which perceived service quality dimensions affecting student satisfaction through students' experience between public and private universities?

3. Research Objectives

The current research aims to examine the effect of students' experience as a mediator between educational service quality dimensions and student satisfaction and loyalty. Accordingly, the research objectives are as follows:

1. Review service quality dimensions used in higher education context.
2. Evaluate the effect of service quality on students' experience.
3. Examining the mediation role of students' experience between perceived service quality and student satisfaction and student loyalty.
4. Examining the difference in perceived service quality dimensions and student satisfaction between public and private universities.

4. Literature Review

Based on literature Review in higher education context, there are many dimensions for perceived service quality in this field. For example, Leblanc and Nguyen (1997) examined the dimensions of service quality and their relative importance as perceived by business major students. This study developed a 38-item instrument based on seven dimensions, namely: (1) Personnel/faculty; (2) Contact personnel/administration; (3) Responsiveness; (4) Reputation; (5) Curriculum; (6) Physical evidence; and (7) Access to facilities.

Another study of Abdullah (2005) proposed the HEDPERF model, which is a scale to measure perceived service quality in higher education and was first applied on the Malaysian higher education sector using five dimensions, namely: (1) Academic aspects; (2) Non-academic aspects; (3) Program issues; (4) Reputation; and (5) Access.

Additionally, another scale called "The Performance-based Higher Edu-

cation” (PHed) was also developed, which involved a 67-item instrument for assessing the perceived service quality of Japanese universities (Sultan and Wong, 2013). This instrument included eight dimensions, namely: (1) Dependability; (2) Effectiveness; (3) Capability; (4) Efficiency; (5) Competencies; (6) Assurance; (7) Unusual situation management; and (8) Semester-syllabus (Sultan and Wong, 2013). All these aspects of perceived service quality could be studied in Egyptian higher education institutions.

In this research, student satisfaction has been examined as a dependent variable and five perceived service quality factors have considered as independent variables including student advising, curriculum, teaching quality, tuition costs and facilities. Student’s experience is a mediating variable between perceived service quality and satisfaction.

5. Past Studies

Based on perceived service quality dimensions and study variables, which used in this research, past studies could be displayed as follows:

5.1 Advising

Based on the findings of Hagen and Jordan (2008), the foundation of student retention is academic advisement in higher education. On the other hand, students can develop their mature educational and career goals when academic consultation provided effectively. Also, it can increase the satisfaction of students and their learning outcomes. Also, Peterson, Wagner et al. (2001) in their study state that positive perception of students about their institution is connected to effective academic advising and students are more satisfied when they received meaningful and effective

academic counseling. DeShields, Kara et al (2005) examine a research on importance of advisory services in US higher education system and find that the advising staff as a fundamental part of the US higher education system and can enable the students to continue their college or university in an effective way. Sumaedi, Bakti et al. (2012) depict that in higher education institutions the advisory services have an affirmative influence on perceived service quality. So, the overall perceived service quality will increase by any increase in perceived quality of education advising.

5.2 Curriculum

In educational institutions the curriculum has considered as academic program given to students. Also, the curriculum dimension in various articles is known as subject content, program issues, academic concerns and course content (Al-Tarawneh et al., 2016). Based on the findings of LeBlanc and Nguyen (1997), the appropriateness of course content and educational programs, the number of courses offered as well as the range to which the purposes of the educational programs are described to the students have related to curriculum. The curriculum also has been stated as one of the factors of perceived service quality by students. In addition, several articles have shown that there is an optimistic association among overall student perceived quality and curriculum (Athiyaman, 1997; Russell, 2005). In universities, courses are usually grouped under diverse classifications such as college primary courses, university-wide prescriptions, essential courses and electives in major. So, when universities provide numerous course offerings for their students and provide more options and choices for them it

can make students more satisfied with curriculum (Tessema and Ready, 2012). Also, Browne et al. (1998) declare that course quality and other curriculum-related issues connected with a university can affect overall student satisfaction.

5.3 Teaching Quality

Pors (2001) in his study states that using student" perceptions of the different dimensions of teaching space experience, the quality of teaching can be measured. On the other hand, Loudon (2000) reports that if instructors know about aspects and criteria which are directly connected to the professional development of a lecturer, it can increase the teaching quality of lecturers. In universities considering the quality of teaching staff is more important for the reason that, one of the main factors which have the main role in the largest positive effect on student satisfaction is teaching staff in universities. Consequently, professor by knowing more about students' experience can assist them to adapt their manners and approaches toward the needs of students. So, it can affect students perceived service quality and their satisfaction levels (Pozo-Munoz, Reboloso-Pacheco et al., 2000; Voss et al., 2010). In a study which has conducted by Devinder and Datta(2003) among 168 students shows that the most important issue based on the perceived service quality for students is the outcome of the lecture in class such as information and abilities gained, accessibility of class notes and reading material, attention and effectiveness of the lecture and tutor's feedback on evaluated work. Also, Hill et al. (2003) find that the important factors for students related to teaching quality is the quality of the instructor such as

lecture delivery, comment to students during the meeting and on projects, and the connection with students in the classroom.

5.4 Tuition Costs and Financial Assistance

These days students have multiple choices for selecting a university in higher educations. One of the significant aspects which influence student satisfaction with a university is the accessibility of financial assistance such as scholarships and loans and tuition costs. This availability can encourage students to select a particular university among multiple choices (Webb et al., 1997). Also, the study of Gamage et al. (2008) support this comment. They conduct a research on perceived service quality among Thai and Japanese students and represent that tuition fees and financial assistance can affect overall satisfaction among students and this factor is seen as the second most important aspect which influence perceptions of non-academic aspect of students. The overall students" perceived service quality can be affected by the reasonable cost of education based on the findings of Ford et al. (1999). Furthermore, scholarship which is the provision of financial assistance in education has been considered as one of the most significant elements of perceived service quality of students. Also in some literatures the endeavors indicate that in terms of tuition costs the costs of courses offered by the university is considered as one of the most significant factors of the students" perceived service quality (Hill, 1995; Joseph et al., 2005).

5.5 Facilities

Facility dimension is associated with accessibility of physical facilities which

protect academic activities as well as non-academic activities. Based on various researches, this dimension is mentioned as tangibles, physical features, and physical issues. Besides, there are studies which modify these dimensions to several particular dimensions known as entertaining facilities, and computing facilities (Athiyaman, 1997; Ford et al., 1999; Sohail and Shaikh, 2004). Based on the research of Sohail and Shaikh (2004), the physical facilities of the higher education institutions contain the lighting of the lecture halls, campus building appearance, design of lecture halls, and cleanliness of the campus as well the easement of the classrooms and study rooms. Aldridge and Rowley (1998) represent that, Physical facilities such as library services, technology facilities, and lecture rooms have a significant effect on students' educational experience. Based on the result of two studies which are conducted by LeBlanc and Nguyen (1997) and Sohail and Shaik, (2004), overall students' perceived service quality can be affected by students' abilities through accessing to facilities offered by their higher education institutes. Accessibility to facilities includes comforting access to the computer facilities, parking facilities, and classroom facilities.

5.6 Students' experience

the current literature states that customer experience is a multidimensional construct focusing on a customer's cognitive, emotional, behavioral, sensorial, and social responses to a firm's offerings during the customer's entire purchase journey (Lemon and Verhoef, 2016). For a further understanding of the customer experience construct, which is relatively broad, it is useful to attempt to differentiate it from other

customer focused constructs. First, it is helpful to understand how customer experience is related to more focused constructs, such as customer satisfaction and service quality. Customer satisfaction could be one of the components of customer experience, focusing on the customer's cognitive evaluation of the experience. One could even argue that customer experience is broadening the concept of customer satisfaction, leading to a richer view. Service quality (and its constituent elements) would be considered an antecedent of customer experience, in line with earlier research (e.g., Mittal, Kumar, and Tsiros, 1999). Second, it could be argued that constructs in relationship marketing, such as trust and commitment, are also related to customer experience and may influence a customer's follow-on experiences. commitment, as a measure of a customer's connection with a company, would typically be a consequence of customer experience. Trust, as an overall assessment of a firm's reliability and benevolence, would primarily be considered a state variable that does not directly influence a customer's experience in a customer journey (e.g., Geyskens et al., 1998).

A good customer experience might, however, build trust. Still, one could argue that trust can influence experience because it reduces cognitive effort and attention paid to monitoring a relationship, as well as influencing the experience via a "halo effect". Third, prior research has suggested that customer experience—in particular, brand experience—is distinct from other brand-focused concepts such as brand involvement and brand attachment (Brakus et al., 2009; Wen et al., 2018). Fourth, customer experience is related

to the emerging construct of customer engagement. Customer engagement focuses on the extent to which the customer reaches out to and initiates contact with the firm, whether attitudinally or behaviorally.

The customer experience originates from a set of interactions between a customer and a product, a company, or part of its organization, which provoke a reaction. This experience is personal and implies the customer's involvement at different levels; rational, emotional, sensorial, physical, and spiritual. A second and related definition is that it is the internal and subjective response customers have to any direct or indirect contact with a company. Direct contact generally occurs in the course of purchase, use, and service and is usually initiated by the customer (Wen et al., 2018). Indirect contact most often involves unplanned encounters with representatives of a company's products, service or brands and takes the form of word-of-mouth recommendations or criticisms, advertising, news reports, reviews and so forth (Verhoef et al., 2009; Tan et al., 2016).

Therefore, it could be concluded that customer experience management is a strategy in a way to create value both to the customer and the organization. Customer experience management differs from customer relationship management by focusing on the current experience of the customer, rather than the recorded history of the customer. Marketing strategy research has shown that organizations with a revenue emphasis, focusing solely on customer satisfaction and customer loyalty, have the best performance. Mittal et al. (2005) found that efficient organizations with satisfied customers outperform other organ-

izations. These studies provide some indirect evidence that customer experience-based strategies might provide a superior competitive advantage. However, there might be some pitfalls, as providing a superior customer experience can be quite expensive (Verhoef et al., 2009).

In a university context, this can be seen as the students' perceptions of whether their courses and courses-related experience was of high quality and whether it also provided good value for money. HE administrators should focus on student perceptions of educational quality, so service quality in HE is assessed through the learner's perspective. Accordingly, the students' experience is a result of the experiencing the quality of the higher education service, which lead to student satisfaction if the quality of higher education service matches the student's expectations (Tan et al., 2016).

5.7 Student Satisfaction

Satisfaction is a pleased or disappointed feeling of somebody when compared to customer perception and impression toward his/her work or product result and his hopes. It means that consumer's satisfaction is achievement of his work as same as his hopes. Operational Definitions Usability defined the extent to which people believe that use of a technology is easy. Information quality Is relating to the quality, quantity, accuracy and form of information about the products and services offered on a website (Sahusilawane and Hiariey, 2016).

Customer satisfaction has several definitions according to the concept it is discussing such as experience or quality of service, and expectations (Ali and Amin, 2014). For example, satisfaction

is a state felt by a person who has experienced performance or an outcome that fulfills his or her expectation (Arif and Ilyas, 2013).

In the context of higher education, students are the primary customers. The concept of regarding students as customers of higher education service providers is not a new idea. Various researchers have suggested that students are primary customers and partners in the higher education sector as they consciously choose and buy services. According to Sapri et al. (2009), student satisfaction plays an important role in determining the accuracy and authenticity of the services being provided. This is further supported by Barnett (2011) who states that satisfaction of students is important as it is the only performance indicator of service quality for service providers of higher education. Moreover, student satisfaction is a short-term attitude which results from their experience with the education services received (Sultan and Wong, 2013).

There are many ways to explain the facets of student satisfaction. As an example, Kaldenberg et al., (1998) looked at factors such as coursework quality, non-curriculum events and other university-related factors as determinants of student satisfaction. Mestrovic (2017) divided factors influencing student satisfaction into institutional factors and personal factors. Institutional factors included quality of instruction, quality and promptness of the instructor's feedback as well as the clarity of his/her expectations, the teaching style of the instructor, the research emphasis of the institute and the size of classes. Personal factors that were found to be predictors of student satisfaction were age, gender, employment, temperament, pre-

ferred learning styles and students' average grade point. Therefore, in order to ensure students are satisfied, higher education service providers have to consider both institutional and personal factors (Chahal and Devi, 2013; Leonard, 2018).

5.8 Student Loyalty

In Marketing literature, it was found that there is a link among customer satisfaction and loyalty. Increased customer satisfaction leads to an increase in customer loyalty. A loyal customer is defined as a customer who would continue to purchase goods or service from the same company whenever possible, and who continues to maintain positive attitudes towards goods and services from the company (Zainuddin et al., 2011).

It was observed that customer loyalty stems from their future intentions toward an organization, whereby these future intentions are defined as the outcome of satisfaction process. They grouped the future intentions into two categories namely, economic behaviors and social behaviors. Such intention dispersed through word-of-mouth of the existing customers will be used as input for expectations by future customers. Therefore, customer loyalty consists of both behavioral and attitudinal dimensions Behavioral dimensions refer to customer's behavior of repeat purchases, indicating a preference for a brand or service over time. The attitudinal dimensions, on the other hand, refer to the customer's intention to repurchase and to provide positive words of mouth and recommendation regarding the products or service to friends and families whenever possible to do so (Mohamad, 2009).

In education institutions, learner's loyalty is defined as the learner's level of loyalty to the institution and loyalty to services being offered. The loyalty in the education institutes depends upon keeping the loyal students and earning new students. In education institutions, learner's interactive process with the institution brings a high level of loyalty to the education institute. Learner's loyalty depends on the student's level of satisfaction it is being inferred from a certain institution. There are three points of interest that end up in the loyalty in the education institutes. These are listed as the level of belonging to the institution, the quality of the education, and the will to reselect the same institution (Susiloa et al., 2016).

Student loyalty in higher education sector helps college administrators to establish appropriate programs that promote, establish, develop and maintain successful long-term relationships with both current and former students. A clearer understanding of the relationship between service quality, satisfaction and loyalty helps ensure the management to take better strategies to concentrate and improve performance. These can be achieved through a thorough understanding of the expectations of students and the importance placed by them on aspects found by the study such as teaching, administrative services, support services, hostel facilities, library and lab facilities and internationalization (Annamdevula and Bellamkonda, 2016).

Thus, it could be concluded that student loyalty is an important issue for the university to continue gaining its competitive advantage and achieve the required level of students' enrollment.

This means that the university should keep an eye on satisfying its students to be able to gain their loyalty. Therefore, the relationship between both; student's experience and student's satisfaction on one side and student loyalty on the other side should be carefully investigated in this research.

In this research, the focus on perceived quality of Master of Business Administration (MBA) as an example of postgraduate studies handled in both; private and public universities. The research will tackle the Arab Academy for Science and Technology AAST as a private university, as it is considered as a self-funding educational institution established in 1972. Also, the research will tackle Alexandria university as a well-known public university established in 1943. The MBA program was selected due to its importance in business as a professional degree. It was claimed that MBA is one of the top considered certificates in business nowadays.

6. Research Framework

The Research purpose is to explain the mediating role of student's experience between programs perceived quality variables and student satisfaction and Loyalty. Therefore, the current research framework could be expressed as shown in figure (1). The independent variables are the five dimensions of the Perceived Service Quality (advising, curriculum, teaching quality, tuition costs, and facilities). Also, the dependent variables are considered as student's satisfaction and students loyalty. Student's experience is a mediating variable.

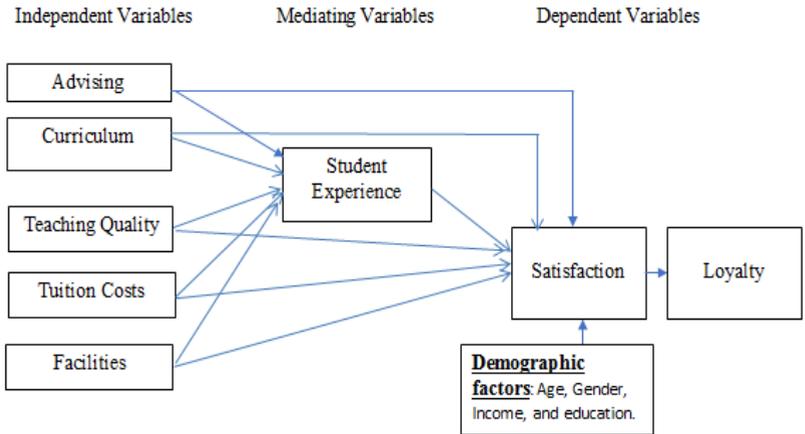


Figure (1): Research Framework

7. Research Hypotheses

According to the research framework, the research hypotheses are stated as follows:

- H1:** There is a significant effect of Perceived Service Quality on student’s Experience.
- H2:** There is a significant effect of student’s experience on student satisfaction.
- H3:** There is a significant effect of student satisfaction on Student loyalty.
- H4:** There is a significant effect of perceived service quality on student satisfaction.
- H5:** Students’ experience mediates the relationship between perceived service quality & student satisfaction.
- H6:** Demographics have positive effect on student satisfaction.

8. Population and Sample

The target population of the current study is defined as all students who are studying MBA in Alexandria Public and private universities. A probability random sample of MBA students who are studying in Alexandria university and AAST for both universities in Alexandria branches were used. The population of students in Alexandria University are 170,136 students in English and Arabic sections respectively (total 306 students) but in AAST, there are 322,1-26 students in English and Arabic sections respectively (total 448 students). According to Hair et al. (2016) the sample size could be calculated by multiplying number of questions in questionnaire by 5 to 10. The questionnaire has 57 items, then the total sample size if multiplied with 10 is 570.

The researcher distributed 600 questionnaires randomly as a total number, 300 in Alexandria university and 300 in AA-ST. The actual number of collected questionnaires are 260 students from AAST and 235 from Alexandria university. Some of the responses were having missing values more than 30% of questions and others were invalid (Hair et al., 2016), so, they were excluded from the sample data. Thus, the final valid responses considered in the study were 203 for AAST (response rate 68%) and 200 for Alexandria university(response rate 66%), with a total number of 403.

9. Research Methodology

The comparative quantitative research methodology used to study the research hypotheses in Egyptian Higher Education (HE) to compare private and public universities in Egypt. Data was collected using a survey method starting with a pilot study to test validity and reliability of scales and then collecting data

from two samples, 40 questionnaires from each university MBA students (total sample 80 questionnaires). Table (1) shows the results of validity and reliability of data. All research variables are beyond cutoff values for KMO, AVE and Cronbach's Alpha. Study variables was measured as follows: Advising scale of (Cheung et al., 2017), curriculum (Al-Tarawneh et al.,2016), teaching quality (Vevere et al., 2011), financial assistance and tuition costs (Swank et al.,2014), facilities (Chui et al., 2016), student experience, students satisfaction and loyalty (Agnew et al.,-2016). These scales have been adopted based on the original articles (Let-cher and Neves, 2010; Nasser, Khoury et al., 2008; Gamage, Suwanbroma et al., 2008; Kwan and Ng, 1999; Sohail and Shaikh, 2004; Tsin-idou, Gerogiannis et al., 2010; Sahney, Banwet et al., 2004; Chien, 2007; He-lgesen and Nettet, 2007) plus a demographic part as shown in table (2).

Table (1): Validity and Reliability of Pilot Study

Variables	KMO	AVE	Cronbach's Alpha
Advising	0.752	58.314%	0.943
Curriculum	0.735	48.925%	0.912
Teaching Quality	0.756	68.485%	0.963
Tuition Cost	0.500	94.269%	0.937
Facilities	0.780	59.631%	0.931
student's Experience	0.612	73.195%	0.814
Student Satisfaction	0.747	82.350%	0.991
Student Loyalty	0.829	93.841%	0.977

Table (2): Demographic profile

		AAST	ALEX
Gender			
Male		106	128
Female		102	72
Age:			
20- less than30		20	16
30-less than40		88	77
40-lessthan50		76	83
more than 50		19	24
Marital Status			
single		14	11
Married		163	186
Divorced		22	3
Widowed		4	--
Monthly Income:			
Less than 3000	3000-less	5	16
than 6000		112	142
6000-less than10000	10000 or	68	37
more		18	5
Occupation:			
Public Sector		31	56
Private Sector		117	107
Free jobs (lawyer, physician.)		54	34
No work		1	2
Retired		--	1

10.Data Analysis and Hypotheses Testing

10.1Hypotheses Testinfor AAST

The researcher used SEM to test research model for both universities. For private university (AAST), SEM model fit indices are acceptable, described as minimum discrepancy (CMIN), goodness of fit index (GFI), comparative fit

index (CFI), incremental fit index (IFI), Tucker-Lewis index (TLI), and root mean square of approximation (RMSEA). It was found that CMIN/df = 1.165, GFI = 0.935, CFI = 0.983, AGFI = 0.895 and RMSEA = 0.029 as shown in table (3).

Table (3): Regression Weights (Standardized and Unstandardized Estimates) for AAST

	Unstandardized estimate	Standardized estimate	S.E.	C.R.	P-value
Exp ← Advising	.132	.081	.035	2.378	.165
Exp ← Curriculum	.177	.496	.039	4.534	.000
Exp ← Teaching Quality	.445	.534	.037	11.967	.000
Exp ← Tuition Costs	.096	.121	.033	1.892	.194
Exp ← facilities	.802	.630	.062	12.911	.000
Sat ← Advising	.132	.040	.022	3.451	.180
Sat ← Curriculum	.029	.030	.056	1.040	.324
Sat ← Tuition Costs	.063	.052	.044	1.428	.153
Sat ← Teaching Quality	.605	.738	.042	9.385	.017
Sat ← facilities	.515	.514	.042	10.767	.000
Sat ← Experience	.632	.630	.022	7.351	.025
Loy ← Satisfaction	.635	.624	.021	10.843	.000
Sat ← Income	.063	.053	.039	1.630	.103
Sat ← occupation	.065	.056	.034	1.905	.087
Sat ← Gender	.140	.063	.069	2.032	.042
Sat ← Age	-.067	-.110	.020	-3.361	.000

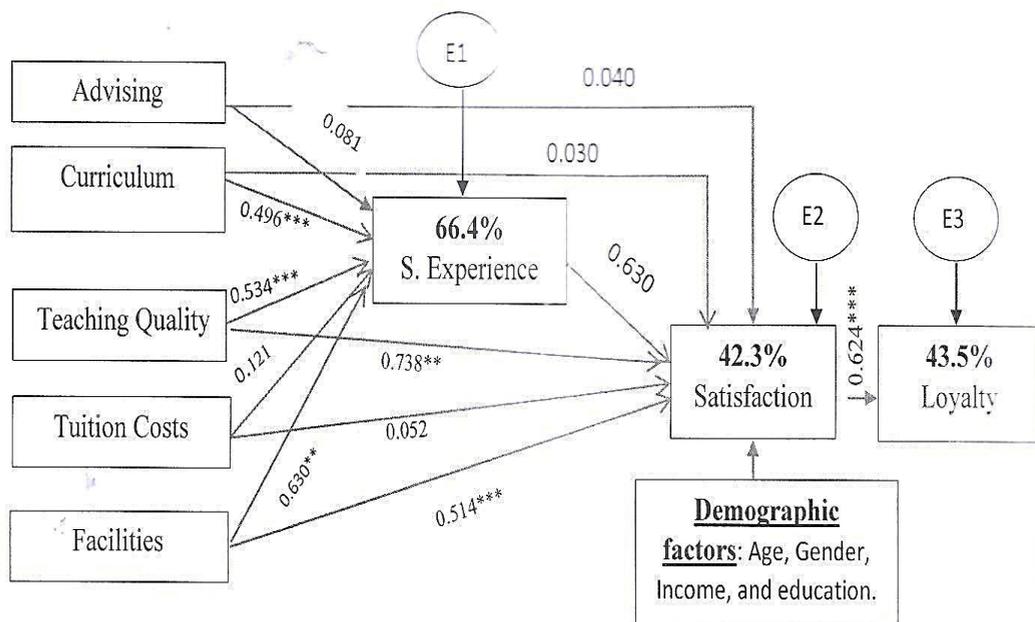


Figure (2): SEM of research model of AAST

10.2 Data analysis for Alexandria University

For public university (Alex. Univ.), SEM model fit indices are acceptable

also, since $CMIN/df = 1.145$, $GFI = 0.901$, $CFI = 0.961$, $AGFI = 0.872$ and $RMSEA = 0.041$ as shown in table (4).

Table (4): Regression Weights (Standardized and Unstandardized Estimates) for Alex. Univ.

	Unstand- ardized es- timate	Standardized estimate	S.E.	C.R.	P-value
Exp ← Advising	.241	.092	.071	1.316	.206
Exp ← Curriculum	.128	.010	.045	5.231	.000
Exp ← Teaching Quality	.548	.624	.028	10.856	.000
Exp ← Tuition Costs	.040	.013	.028	1.032	.162
Exp ← facilities	.082	.048	.042	1.530	.106
Sat ← Advising	.532	.538	.062	6.451	.041
Sat ← Curriculum	.029	.074	.086	1.040	.215
Sat ← Tuition Costs	.658	.757	.084	6.428	.035
Sat ← Teaching Quality	.605	.820	.062	7.911	.026
Sat ← facilities	.058	.038	.025	2.610	.208
Sat ← Experience	.732	.724	.034	8.761	.013
Loy ← Satisfaction	.635	.529	.021	10.843	.000
at ← Income	.074	.065	.042	1.230	.103
Sat ← occupation	.071	.046	.034	1.830	.195
Sat ← Gender	.052	.039	.036	1.157	.198
Sat ← Age	-.067	-.251	.031	-4.321	.000

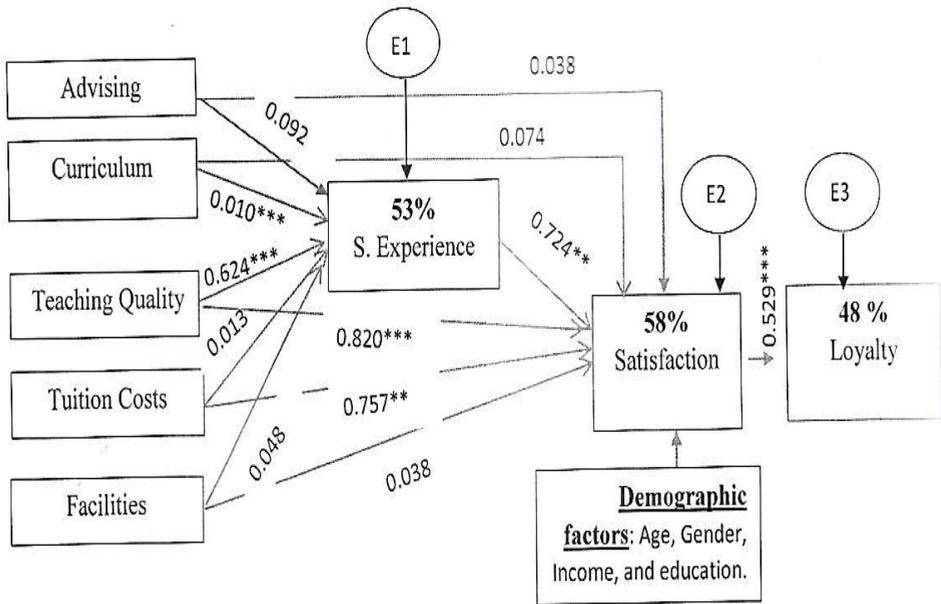


Figure (3): SEM of research model of Alex. university

H1: There is a significant effect of Perceived Service Quality on Student’s Experience.

SEM for AAST shows that there is a significant effect of curriculum, teaching quality, and facilities on students’ experience explaining 66.4% of the variance in Students’ experience. advising has no effect on students’ experience. For Alexandria University, SEM shows that there is a significant positive effect of curriculum, teaching quality on student’s experience explaining 53% of variance in it, but tuition fees and facili-

ties aren’t affect it. That means that H1 is partially supported.

H2: There is a significant effect of Student’s Experience on Student Satisfaction.

In AAST, the analysis shows that there is a significant effect of student’s experience on student satisfaction as the regression coefficient is 0.630 and p-value is 0.025. In Alex. University, the analysis shows that there is a significant effect of students’ experience on student satisfaction as the regression coef-

ficient is 0.724 and p-value is 0.013. Therefore, the hypothesis is supported.

H3: There is a significant effect of student satisfaction on Student loyalty.

In AAST, the model shows there is a significant positive effect of student satisfaction on loyalty as the regression coefficient is 0.624 and p-value is 0.000. In Alex. University, model shows there is a significant positive effect also, the regression coefficient is 0.529 and p-value is 0.000. Therefore, the hypothesis is supported.

H4: There is a Significant effect of Perceived Service Quality on Student Satisfaction.

In AAST, model shows that there is a significant positive effect of teaching quality, and facilities on student satisfaction as P-values are 0.017, 0.000 respectively. Moreover, In Alex. University, the model shows that there is a significant positive effect of advising, teaching quality and tuition costs on student satisfaction as P-values are 0.041, 0.026, 0.035 respectively. Therefore, the hypothesis is partially supported.

H5: Student's experience mediates the relationship between Perceived Service Quality and Student Satisfaction.

There are a lot of studies used Bootstrapping technique to test mediation effect (Mac-Kinnon, Lockwood, and Williams 2004; Preacher and Hayes 2008), table (2) shows Bootstrap estimates. The results refer to that students' experience is not a mediator between all dimensions of perceived quality and student satisfaction. Also, the indirect effect for this relation is not significant at 95% when P value ranges between 0

and 0.05 but mediator effect is existed with some variables.

In AAST, as shown in table (5) when Bootstrap estimate is 0.032, this refer to that students' experience mediates the relationship between curriculum and student satisfaction. Also, the indirect effect ranges between 0.05 and 0.113 and not zero. It could be concluded that the indirect effect is differs significantly from 0 to 0.05. Analysis also refers to that students' experience mediates the relationship between teaching quality and student satisfaction with bootstrap estimate 0.021. Also, students' experience mediates the relationship between facilities and student satisfaction with bootstrap estimate 0.015. The indirect effect ranges between 0.002 and 0.41 and not zero. It could be concluded that the indirect effect is differs significantly from 0 to 0.05 for P with 95% confidence level. Consequently, the results for AAST refer to that students' experience mediates the relationship between curriculum, teaching quality, facilities and student satisfaction, but advising and tuition costs are not.

In Alex. University, as shown in table (5) when Bootstrap estimate is 0.025, this refer to that students' experience mediates the relationship between advising and student satisfaction. Also, the indirect effect ranges between 0.02 and 0.325 and not zero. It could be concluded that the indirect effect differs significantly from 0 to 0.02. Also, students' experience mediates the relationship between teaching quality and student satisfaction. The indirect effect ranges between 0.003 and 0.214 and not zero. It could be concluded that the indirect effect is differs significantly from 0 to 0.03. Analysis also refers to that students' experience mediates the

relationship between tuition costs and student satisfaction with bootstrap estimate 0.011. Also, the indirect effect ranges between 0.002 and 0.30 and not zero. It could be concluded that the indirect effect is differs significantly from 0 to 0.002 for P with 95% confidence

level. Overall, the results for Alex. University refer to that students' experience mediates the relationship only between advising, teaching quality, tuition costs and student satisfaction. Therefore, the hypothesis is partially supported.

Table (5): Bootstrapping results for mediator relations

Indirect effect	Mediator	confidence level 95%		Bootstrap estimates		
		Max level	Min level	P	SE	B
AAST						
Curriculum Satisfaction →	Student's experience	0.113	0.005	0.02	0.024	0.032
Teaching quality Satisfaction →	Student's experience	0.104	0.004	0.017	0.002	0.021
Facilities → Satisfaction	Student's experience	0.410	0.002	0.016	0.009	0.015
Alex. Univ.						
Advising → Satisfaction	Student's experience	0.325	0.005	0.02	0.021	0.031
Teaching quality Satisfaction →	Student's experience	0.214	0.003	0.03	0.017	0.025
Tuition Costs → Satisfaction	Student's experience	0.304	0.002	0.015	0.003	0.011

H6: Demographics have positive effect on student satisfaction.

In AAST, model shows that there is a significant positive effect of gender and negative effect of age on student satisfaction. Moreover, In Alex. University, the model shows that there is only a significant negative effect of age on student satisfaction. Therefore, the hypothesis is partially supported.

11. Discussion and Conclusion

Based on the objectives of research, the aim of this study is to investigate the relationship of the factors of perceived service quality (advising, curriculum, teaching quality, tuition costs and facilities) with student satisfaction. Also, to examine the mediating role of student's experience between perceived quality variables and student satisfaction and Loyalty. Based on the findings of mean analysis, almost the majority of students are satisfied with service quality (AAST mean score= 3.64 and Alex. Univ. = 3.58). Also, the majority of students are loyal to their universities (AAST mean score= 3.86 and Alex. Univ. = 3.80).

When testing the effect of perceived service quality on student satisfaction, there is a significant positive effect of teaching quality and facilities on student satisfaction in AAST but in Alex. University advising, teaching quality and tuition costs affect student satisfaction. So, the findings of this research provide partial support for previous researches (e.g., Gamage, Suwanabroma et al., 2008; Tessema and Ready, 2012; Farahmandian et al., 2013; Letcher and Neves, 2010; Helgesen and Nettet, 2007) that express similar findings which factors of teaching quality and facilities have significant effect on student satisfaction.

On the other hand, the results indicate that tuition costs do not have impact on student satisfaction in AAST which contradicts with the result of Arambewela and Hall (2009) that indicate this factor has impact on student satisfaction, but the effect is found in Alex. Univ. Therefore, based on the study outcomes, increasing the quality of these factors can result in increasing in the levels of student satisfaction. So, to increase the satisfaction of students, it is important for managers of higher educations in both types of universities to increase the quality of services being offered to their students. So, this study will particularly be useful for the universities by emphasizing the major elements that affect satisfaction level among students.

When testing the effect of student satisfaction on student loyalty, the model shows that there is a significant positive effect in AAST and Alex. University explaining 43.5%,48% respectively. This result means that there are another dimensions of service quality could affect loyalty of students. This result supported by many researches (Amjad et al.,2011; Jagwinder and Saini,2016; Susiloa,2016).

When testing the effect of perceived service quality on students' experience, the results show that curriculum, teaching quality and facilities affect students' experience in AAST, whereas, curriculum, teaching quality affect students' experience in Alexandria University. That means curriculum, which represented in availability of information that shows the requirements of study, also provides students with a general plan for each subject, includes various exercises and examples and presents chances for the student to interact with the content, is a critical service quality di-

mension in both universities to affect students' experience. Also, teaching quality is effective variable in both. In addition, in AAST, facilities affect students' experience, because it means more flexibility in programs, available timely feedback about student progress, enough teacher-to-student interaction, appropriate technical assistance, has up-to-date equipment and keeping accurate records is effective points for students' experience.

When testing student's experience as a mediator between Perceived service quality and satisfaction, it is found that in AAST, students' experience mediates the relationship between curriculum, teaching quality, facilities and student satisfaction. This result may be interpreted as a private university in Egypt, there is a flexibility in decision making more than governmental universities. That can help in setting a competitive curriculum, hiring a professional staff for full or part time, buying up to date technologies and systems. All that help AAST to affect satisfaction through students' experience as a mediator.

On the other hand, Alex. University, the results refer to that students' experience mediates the relationship between advising, teaching quality, tuition costs and student satisfaction. This result may be interpreted as a public university in Egypt, there is many rules and constrains that make this type of universities less flexibility and limited resources. But Alex. University affects MBA student satisfaction through academic advising, teaching quality and tuition costs less than private university.

In general, the results of the present research will assist managers of these universities programs to be able to find

out weak and strong points of their universities in providing quality services to their students and apply improvements wherever it is necessary in order to increase the students' experience and student satisfaction. Also, higher education institutions will be able to effectively allocate their resources once they are able to prioritize the major elements that help them evaluate their student perception of service quality.

12. Study Recommendations

The current study will be useful for managers of MBA programs in private and public universities in Egypt as follows:

1. In AAST and private universities, MBA managers must consider teaching quality and facilities because they have a positive effect on student satisfaction.
2. In Alex. University and public universities, MBA managers must consider academic advising, teaching quality and tuition costs because affect student satisfaction.
3. In public and private universities, MBA managers must concern with student satisfaction, by focusing on previous dimensions, because it affects student loyalty, explaining 43.5%, 48% of variance respectively.
4. In AAST and private universities, MBA managers must consider curriculum, teaching quality and facilities because they affect students' experience. Also, students' experience mediates the relationship between these variables (curriculum, teaching quality, facilities) and student satisfaction.
5. In Alex. University and public universities, MBA managers must concern, curriculum, teaching quality because they affect students' experience in Alexandria University. Also, the

results refer to that students' experience mediates the relationship between advising, teaching quality, tuition costs and student satisfaction. So, the program managers have to focus on advising, teaching quality and keeping low tuition costs to affect students' experience and then affecting student satisfaction and loyalty.

13. Research Limitations

This study has some limitations:

1. The results of this research are limited to one public and one private university in Alexandria.
2. Sample size of this research is just 200 and 203 students of both types which consider a small sample. Therefore, in order to attain more concluding data, further studies may focus on larger sample size and selecting more than one public and private university.
3. This research investigates only five dimensions of perceived service quality among students.

14. Suggested Future Studies

1. Future researches can study another dimension in Egypt, for example, Leblanc and Nguyen (1997) used Personnel/faculty, Contact personnel/administration, Responsiveness, Reputa-

tion, Curriculum, Physical evidence and Access to facilities. Also, Abdullah (2005) proposed the HEdPERF model, which is a scale to measure perceived service quality in higher education using five dimensions: Academic aspects, Non-academic aspects, Program issues, Reputation and Access. Additionally, another scale called "The Performance-based Higher Education" (PHED) was also developed, this scale included eight dimensions: Dependability, Effectiveness, Capability, Efficiency, Competencies, Assurance, Unusual situation management and Semester-syllabus (Sultan and Wong, 2013). All these dimensions could be studied in Egyptian higher education institutions.

2. Future researches can also study perceived service quality of academic programs in higher education in Egypt, either for Bachelor or MSC or PHD degrees.
3. Researchers can also study the effect of perceived service quality on word of mouth (WOM) or Viral marketing.
4. Researchers can also study the effect of perceived service quality on brand equity of the universities either public or private.

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Appendix Research Questionnaire

Dear Participants

Initially, I would like to thank you for your participation in this survey which deals with your personal opinion regarding the MBA Programs of Arab Academy for Science and Technology and Alexandria University. Data will be handled with complete privacy for the sake of this research only, so you are welcome to leave your email if you are interested to know the research results. Please don't omit any of these questions:

Statements	Scale				
Perceived Service Quality	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5
Advising					
1. Academic Advising helps me learn how to look for information about subjects and field of study.					
2. When I face difficulties, Academic Advising tells me alternatives and best choices.					
3. Academic Advising helps me understand my study options and graduation requirements.					
4. Academic Advising helps me connect to the professors and teaching staff in my field of study					
5. Academic Advising focuses on providing information about the career aspect of my field of study (e.g., career paths and internships).					
6. Academic Advising tells me details about subjects and field of study.					
7. Academic Advising focuses on connecting me to resources in the university.					
Curriculum					
8. The curriculum includes references and an index of the subjects.					
9. The curriculum includes in the beginning of each lesson a list of objectives to be achieved.					
10. The curriculum has no spelling mistakes.					
11. The includes curriculum information that shows the requirements of its study.					

Statements	Scale				
Perceived Service Quality	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12. The curriculum provides the students with a general plan in studying each subject.					
13. The content reflects the educational objectives to be achieved.					
14. The content includes various exercises and examples for each subject.					
15. The content of the curriculum is suitable to the level of students.					
16. The content develops the individual learning skill.					
17. The curriculum offers tools that allow synchronized interaction between students.					
Teaching Quality					
18. The instructors have good manners					
19. The instructors have the ability to control and discipline the audience					
20. The instructors oppose different theories					
21. The instructors ask students about their goals and learning interests					
22. The instructors introduce topics appropriately					
23. The instructors encourage students to focus on their interests and goals					
24. The instructors provide with appropriate practical examples					
25. The instructors inspire students for further reading					
26. The instructors offer students to share their ideas and knowledge					
27. The instructors explain students why they were right or wrong					

Statements	Scale				
Perceived Service Quality	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
28. The instructors open new learning opportunities					
Tuition Costs					
29. Tuition fees are appropriate for service provided					
30. Prerequisite courses fees are appropriate for service provided					
Facilities					
31. University responds quickly to student needs					
32. University provide timely feedback about student progress					
33. Items of Interest Quality of the online program is good enough					
34. Class size allows for enough teacher-to-student interaction					
35. Appropriate technical assistance is readily available					
36. University has up-to-date equipment					
37. University provides services as promised					
38. University keeps accurate records					
39. University informs students exactly when services will be performed					
40. University gives prompt service to students					
41. The library resources and services are good enough for my needs					
Students Experience					
42. The university has helped me present myself with confidence					
43. My communications skills have im-					

Statements	Scale				
Perceived Service Quality	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
proved					
44. I feel confident in tackling unfamiliar problems					
45. The operating hours of the university are convenient and sufficient					
46. The university provides you proper information					
47. The university policy is clear					
48. The physical layout of equipment and furnishings in the university is comfortable					
49. The ambient conditions such as temperature, ventilation, noise and odor of the university are good					
50. The university staff are social and friendly					
Students Satisfaction					
51. Overall, I am satisfied with the quality of the courses					
52. Overall, I am satisfied with the quality of instructors					
53. I would recommend the university for other students.					
Students Loyalty					
54. I recommend my university to people who seek my advice					
55. I encourage friends and relatives to come to my university					
56. I consider my university as my first choice					
57. I intend to continue learning in my university					

Personal Data:**-Age:**

- 20 - less than30 30 - less than40
 40 – less than50 more than 50

- Gender:

- Male
- Female

- Marital Status

- single Married
 Divorced Widowed

- Monthly Income:

- Less than 3000 3000-less than 6000
 6000-less than10000 10000 or more

- Occupation:

- Public Sector Private Sector Free jobs (lawyer, physician.)
 Not working Retired

-University

- Alexandria University
 Arab Academy for Science& Technology

