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**EXTENDED  
ABSTRACT**

# The Relationship Between Service Quality and Student Satisfaction at UiTM Seremban 3

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## I. INTRODUCTION

This study investigates the relationship between service quality and student satisfaction toward facilities at UiTM Seremban 3. Service quality in this context refers to the effectiveness and efficiency of various campus facilities, including libraries, study spaces, laboratories, recreational areas, and housing services. These facilities play an essential role in supporting students' academic and social needs. Previous research consistently highlights that well-maintained, accessible, and user-friendly facilities contribute significantly to student satisfaction [1][2][3]. For example, [1] and [2] emphasized that the condition and availability of campus facilities directly affect students' perceptions of service quality and their satisfaction levels. Furthermore, [3] noted that service quality remains a key determinant of student satisfaction across Malaysian universities. Therefore, understanding the extent to which service quality influences student satisfaction is crucial for universities aiming to enhance their educational environment and improve the overall student experience.

## II. METHODS

This study employed a quantitative descriptive research design to explore the relationship between service quality and student satisfaction. The target population consisted of students from various academic programs at UiTM Seremban 3. A purposive sampling technique was used to select respondents who were familiar with the campus facilities and could provide meaningful insights, as recommended by similar studies [1][2][4]. Data collection was conducted through face-to-face surveys using structured questionnaires based on the widely recognized SERVQUAL model, which evaluates five key dimensions: tangibility, reliability, responsiveness, assurance, and empathy [2][3][5]. A total of 435 valid responses were gathered for analysis. The collected data were analyzed using descriptive statistics (mean and standard deviation) to summarize student responses regarding service quality, followed by Pearson correlation analysis to examine the relationship between service quality and student satisfaction, consistent with prior research methods in higher education service studies [1][4][6].

## III. RESULTS AND DISCUSSION

### A. Main factor of Service Quality and Students Satisfaction

The descriptive analysis showed that responsiveness recorded the highest mean score among all service quality dimensions, with a mean of 3.87 and a standard deviation (SD) of 1.24. This was followed by tangibility ( $M = 3.80$ ,  $SD = 1.22$ ), assurance ( $M = 3.77$ ,  $SD = 1.18$ ), reliability ( $M = 3.75$ ,  $SD = 1.27$ ), and empathy ( $M = 3.71$ ,  $SD = 1.26$ ). These findings indicate that responsiveness is perceived most positively by students, suggesting that prompt service and quick assistance play a key role in shaping positive perceptions of service quality at UiTM Seremban 3.

TABLE I  
DESCRIPTIVE ON MAIN FACTORS OF SERVICE QUALITY OF FACILITIES AT  
UiTM SEREMBAN 3

	N	Mean	Median	SD
Responsiveness	435	387	407	124
Tangibility	435	380	440	127
Assurance	435	377	433	118
Reliability	435	375	433	127
Empathy	435	371	433	126

### B. The Level of Service Satisfaction and Students Satisfaction

The mean score for service satisfaction was 3.75 with a standard deviation of 1.20, while student satisfaction recorded a mean of 3.77 and a standard deviation of 1.23. Both scores fall within the high satisfaction range (3.67 - 5.00), showing that students generally feel satisfied with the campus facilities and services offered by the university.

TABLE II  
DESCRIPTIVE ASSES THE LEVEL OF SERVICE SATISFACTION AND  
STUDENTS' SATISFACTION

Descriptive Statistics	Service Satisfaction	Customer Satisfaction
N	435	435
Missing Data	0	0
Mean	375	377
Median	433	433
Standard Deviation	120	123

### C. Relationship Between Service Quality and Students Satisfaction

The analysis revealed a very strong, positive, and statistically significant correlation between the two variables,  $r(432) = .987, p < 0.001$ .

TABLE III  
RELATIONSHIP BETWEEN SERVICE QUALITY AND SATISFACTION

Variable	r	df	p
Service Quality & Student Satisfaction	0.987	432	< 0.001

### IV. CONCLUSIONS

This study provides compelling evidence of a strong and positive relationship between service quality and student satisfaction toward campus facilities at UiTM Seremban 3. The findings clearly indicate that higher service quality, particularly in terms of responsiveness, is associated with greater levels of student satisfaction. Among the five dimensions of service quality assessed are tangibility, reliability, responsiveness, assurance, and empathy. Tangibility's responsiveness emerged as the most influential factor. This suggests that the ability of the university to deliver timely, helpful, and effective services is highly valued by students and plays a crucial role in shaping their perceptions of the university's overall service quality [1][2][4].

Furthermore, the study revealed consistently high mean scores for both service satisfaction and student satisfaction, indicating that UiTM Seremban 3 has effectively met students' expectations in many areas of service delivery [2][6]. However, despite these encouraging results, continuous efforts are essential to further enhance facility quality, particularly in dimensions such as empathy and reliability, which showed slightly lower scores compared to responsiveness and tangibility.

The results of this study are consistent with prior research in higher education service quality, reaffirming that well-maintained, accessible, and student-centered facilities contribute significantly to satisfaction and educational experiences [1][2][3][7]. From a managerial perspective, this highlights the need for universities to invest not only in physical infrastructure but also in service processes, staff training, and efficient feedback mechanisms to address student concerns promptly [5][6][8].

Moreover, the implications extend beyond immediate operational improvements. Universities that prioritize service quality improvements may experience long-term benefits, such as increased student loyalty, positive word-of-mouth recommendations, and enhanced institutional reputation factors that are critical in an increasingly competitive higher education landscape [2][4][8].

In conclusion, this study underscores the strategic importance of continuous improvement and proactive facility

management within higher education institutions. Future research could further explore the causal relationships between specific service quality initiatives and student satisfaction, potentially incorporating longitudinal or qualitative approaches for deeper insights [1][8]. By doing so, universities can ensure their facilities not only support academic success but also foster holistic student well-being and institutional excellence.

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