

Factors Affecting on Service Quality and Students' Satisfaction: A Case of Varendra University Bangladesh.

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Abstract: *This study has four goals, 1) collecting data from all leveled students to understand their experiences about VU's service quality and provide a feedback to the authority review team, 2) estimating the impacts of faculty performance, students' registration process, university resource facilities, training programs, student clubs' activities, etc., 3) discovering the reasons of students' dissatisfaction, 4) interrogating the interrelationships between overall students' satisfaction and the underlying 5 factors that ensure their perceived quality which have analyzed by SPSS version 20 to justify the validity of hypothesis. It has used primary data, collected from 100 respondents of 11 academic departments by a self-administered questionnaire with five-point Likert scale and secondary data from different webs, journals, newspapers, magazines, books, unpublished works, etc. Besides; correlations, multiple regressions, ANOVA, co-efficient of variance are used to justify the results. Moreover, it indicates that 64% respondents were satisfied with the present facilities provided by VU ($r^2=.642$, $f=3.003$, $sig= 0.000$). Besides, among the 5 factors, the training and career planning program (TCPP) had the greatest influence on it ($\beta=0.09$, $t=0.52$, $p=0.30$) followed by the academic performance (AP) ($\beta=0.07$, $t=0.55$, $p=0.49$), the student clubs' professional performance (SCPP) ($\beta=0.06$, $t=0.53$, $p=0.64$), the university resource facilities (URF) ($\beta=0.01$, $t=0.09$, $p=0.38$). Conversely, the registration process (RP) ($\beta=-.027$, $t=-.406$, $p=.685$) had a rare impact on it. However, due to resource and time constraints, this study lacks to trigger the extensive outcomes which are showing the ample scopes to advance the further studies.*

Key Words: - *Academic Performance, University Resource Facilities, Registration Process, Training Programs, Clubs' Professional Programs.*

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I. Introduction

Universities are compared to knowledge creation houses. To carry on these creations it is very imperative to provide the quality services to the learners at a convenient and state-of-the-art ways and by this way it is possible to impart students' perceived services and meet their desired expectations, (Opele et al., 2018; Douglas et al., 2006). According to the service-product bundle (SPB) model, the study has focused on VU students' satisfaction and the underlying factors to render valued services. The VU was established in 2012 with the recognition of the first private university at Rajshahi in Bangladesh, (VU's mission and vision, 2018). It has also indicated that VU's mission and vision are to focus on the delivery of quality education to fulfill this ambition, to confirm its commitment regarding the quality assurance and the continuous improvement; it is still striving to be the hallmark of excellence in quality education.

II. Review of Literature

A thorough review of the literature is important to clarify the research problem, existing gap, and develop preliminary model, (Kotler et al., 2012). Basically institutions of education are used to rendering pure services but some are used to providing the mix of goods and services which has referred to as the service package, (Napitupulu et al., 2018) also known as the service-product bundle, (Douglas et al., 2006) or simply we can say the service package mix, alternatively a mixture of goods and services, shortly SPB model. According to this model, two issues are very crucial; one is how it is being delivered which indicates the intangible services elements having lectures, tutorials, training courses, computer and internet services, etc., and another is what is being delivered which denotes the pure services having items purchased by the customers like text books, note books, lecture notes, items of free charge like cafeteria meals, class handouts, free food-events, online registration, academic advising, career planning, medical services, Wi-Fi service, talks by guest speakers, items owned by customers that are changed by scrutinizing like correcting an internship or research reports, typing a term paper, binding a typed project, items changed physically or geographically by customers themselves like

knowledge and skills development from lectures, becoming motivated after attending a speech, maturity growth from college experience, items that are needed to carry out themselves like losing weight, sports activities, using the campus bus to move, items of physical environment like class syllabus, chalk and white board pens, computers, multimedia projectors and printers, and according to Fitzsimmons & Fitzsimmons, “physical environment items (service escape) includes more things like facility layout, spaciousness, style and decoration, furnishings, equipment, service personnel uniforms, landscaping, parking, and ambient conditions, as for example, sights, lighting, sounds, weather, and fragrances that are integral to the service theme; the layout, interior design of lecture halls and computer labs, quality and comfort furnishing of student lounges and lecture halls, personnel uniforms, cooling/heating of lecture halls, professional appearance of buildings, grounds, and parking lots, are all parts of the physical environment items (service escape)” (2018).

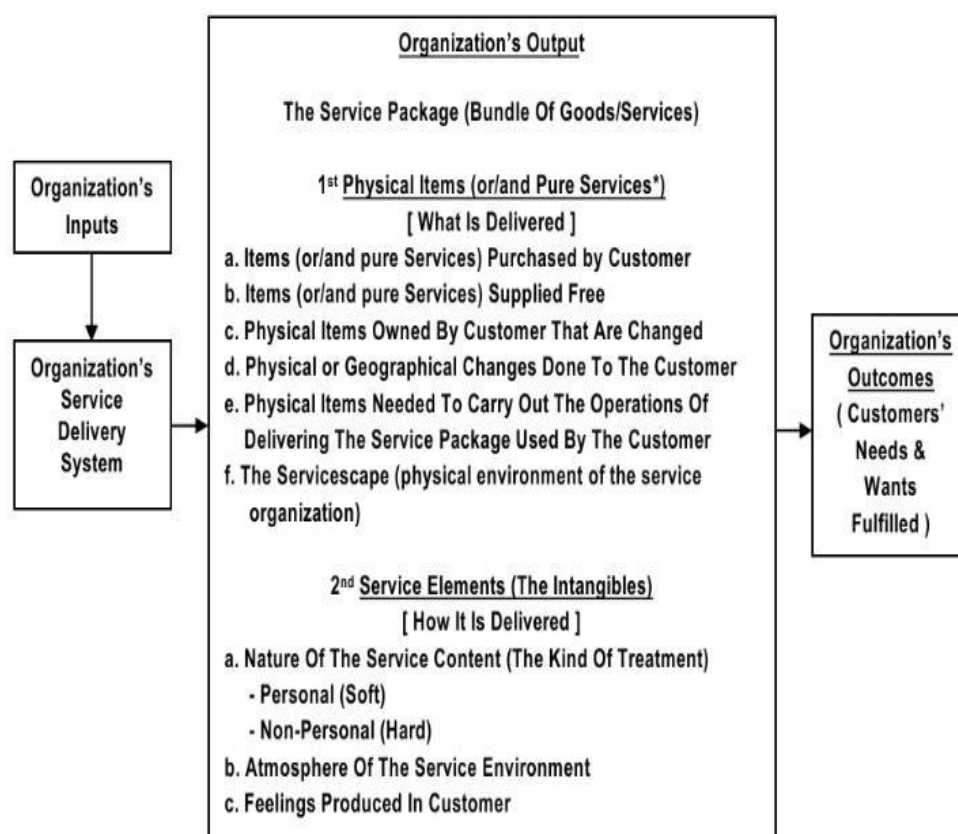


Figure1: The Service-Product Bundle (SPB) model.

The above model reflects the overall impacts of service quality and beneficiaries' satisfaction of the service rendering institutions, (Douglas et al., 2006). So, this study has also found a new window to expose its real outcomes using this model.

III. Research Methodology

III.I Sampling Size and Plan

Lack of time and resources, a sample size of 100 respondents has used. The study has spent some days for planning a sample size and collected data from students, faculties, and staffs of different academic departments. It takes time because respondents are not always in mood to talk and sometimes different types of complications have arisen so that the study has to wait to make a favorable scope. But at last the sampling plan has done appropriately and the study got the desired outcomes.

III.II Sampling Method and Source of Data

It has used random sampling as well as in-depth interviewing methods and is mainly based on primary data collected by a self-administrated questionnaire. The secondary sources include different webs, online published articles, blogs, books, journals, annual reports, and unpublished research works.

III.III Types of Tests and Statistical Software Applied

The study has used SPSS statistical software and Likert scale to analyze the relationship among different properties in the proposed model to identify the respondents' intentions towards service quality. Test includes correlation; multiple regression technique, ANOVA, and Co-efficient of variance.

IV. Framework of Providing Quality Services

The following conceptual model is uniquely drawn to examine the main factors namely academic performance, university resource facilities, registration process, training and career programs, student clubs' professional programs on VU's service quality and students' satisfaction.

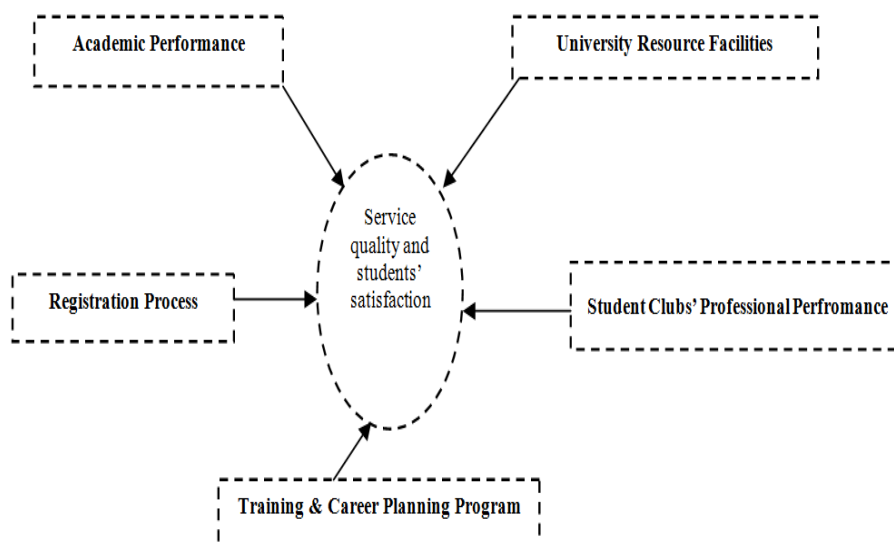


Figure-2: Proposed Research Model.

IV.I Critical Elements of Providing Quality Services

IV.I.I Academic Performance (AP)

Simply the level of students' satisfaction depends on how professionally the faculties and other staffs are assisting and taking care of. Besides, faculties need to be concerned in maintaining the class hours, lectures, providing the contemporary topics of assignments, quizzes, exams, etc., which will be consistent to be fit to contemporary job arenas, (Akareem & Hossain, 2012). So, this study believes that AP leads to student satisfaction at VU.

H₁: AP has an influence on SQSS.

IV.I.II University Resources Facilities (USF)

Students' satisfaction greatly depends on well-equipped computer labs and technical supports, well-furnished class rooms, offices, library, sitting spaces, Wi-Fi, buses to move, etc., (Hasan, 2019; Al-Rafai et al., 2016). Currently VU has 200 computers in labs with 30 laser printers, high-speed internet connections, 30 multimedia projectors, and other necessary facilities, etc., (Asaduzzaman et al., 2013).

H₂: URF influences the SQSS.

IV.I.III Registration Process (RP)

A proficient and comprehensible on-line registration system can assure optimum level of students' satisfaction, (Ashraf et al., 2009). The program offices at VU look after the students' registration process and also have other responsibilities including student affairs, academic activities of concerned departments, preparing academic files, and support other students' activities, etc.

H₃: RP has a strong positive effect on SQSS.

IV.I.IV Training and Career Planning Program (TCPP)

Plainly, TCPP plays a vital role to build students' characters, personal and working-life skills, (Tsedzah, 2015). In VU, TCPPs are supervised jointly by the VU Career Club and Research Centre and organize various valued activities like job fairs, C.V. writing workshops, training of choosing career pathways, etc.

H₄: TCPP influences the SQSS.

IV.I.V Student Clubs' Professional Performance (SCPP)

The students who partake in club activities, network with faculty members and other students are prone to have a higher level of satisfaction than those who do not have, (Seng & Ling, 2013). There are nine professional student clubs at VU which are very renowned to organize professional extracurricular activities for students, social awareness activities, support the newcomer students, and teach them how to better handle the academic stresses. So, it is obvious that the clubs play a significant role to make sure the SQSS.

H₅: SCPP has a direct impact on SQSS.

IV.I.VI Service Quality and Students' Satisfaction (SQSS)

Basically service quality implies to the degree of excellence of the service packages and satisfaction depends on customers' perceived realizations. So, according to Kotler et al., the term "perceived service quality" in this study is defined as the student's perception whether the outputs can meet or exceed the expectations or not (2012). Based on their customer satisfaction theory, SQSS will be defined in this study as the student's positive or negative feelings comparing to the students' perceived and actual performance of underlying 5 factors.

V. Results and Discussions

V.I Demographic Analysis:

(Table 1) shows that among the 100 respondents, 65 were male and 35 were female. It also found that 34 students were from the 3rd year, 24 from the 4th year, 21 from the 2nd year, 16 from the 1st year and 5 from the Master level having maximum percentage from Business Administration (21%) then from CSE (16%), and from Law (12%). Among the associated queries of 5 factors, the queries of AP had the most impacts on SQSS (Table 2) with the average mean score of 3.95, and subsequently the SCPP (Table 6) having an average mean score of 3.24, the RP (Table 3) with the scores of 3.18, the URF (Table 4) with the scores of 3.06, and finally the TCPP (Table 5) having the average mean scores of 3.04. Besides, from table 7 to 11, it had found that almost all the 5 factors and their underlying attributes had positive correlations with SQSS. Also, from the Table 12, it is obvious that, around 64% respondents were satisfied with the present facilities provided by VU ($r^2=.642$, $f=3.003$, $sig= 0.000$).

Table 1:-Demographic characteristics of the respondents.

Departments	Frequency	Gender	Frequency
BA	21	Male	65
CSE	16	Female	35
EEE	6	Total	100
Pharmacy	8	Level of students	
Applied Statistics	4	1st year	16
English	9	2nd year	21
Law	12	3rd year	34
Economics	8	4th year	24
Sociology	7	Mater level	5
Journalism	4	Total	100
Political Science	5		
Total	100		

Source: - Author's field survey 2018.

V.II Descriptive Analysis of the Respondents:

Table 2:- Descriptive statistics of academic performance

Attributes	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. deviation
Teachers are taking Classes timely	3%	4%	16%	54%	23%	3.90	.905
Teachers are following updated course contents	7%	22%	59%	12%	7%	3.76	.754
Teachers are sincere to solve student's problem	1%	3%	15%	42%	39%	3.94	.930
Teaching capability of teachers are well	4%	19%	58%	19%	4%	3.92	.734
Teacher's have the capacity to solve the immediate problems	1%	3%	15%	42%	39%	4.15	.857
Students' queries are dealt with efficiently	1%	3%	28%	42%	26%	3.89	.863
Teachers are friendly in the classroom	1%	3%	19%	47%	30%	4.02	.841
Teachers are treating students fairly	3%	1%	20%	48%	28%	3.97	.893
Teachers are skilled for conducting internship, thesis or research projects	1%	6%	28%	36%	29%	3.86	.943
Class duration is long	2%	4%	15%	38%	41%	4.12	.946
Average mean score						3.95	

Source: - Author's field survey 2018.

Table 3:- Descriptive statistics of registration process

Attributes	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. deviation	
Registration is timely and error free	4%	13%	35%	39%	9%	3.36	.959	
University keeps students' records accurately	1%	6%	37%	35%	21%	3.69	.907	
Staffs are friendly	19%	18%	26%	26%	11%	2.92	1.285	
Staffs has knowledge of university rules and responsibility	14%	23%	25%	18%	20%	3.07	1.335	
Staffs are willing to give students individual attention	21%	21%	19%	29%	10%	2.86	1.318	
Average mean score							3.18	

Source: - Author's field survey 2018.

Table 4:- Descriptive statistics of university resource facilities

Attributes	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. deviation	
Lighting in class room is nice	8%	24%	33%	25%	10%	3.05	1.104	
Appearance of building and ground is nice	15%	24%	34%	20%	7%	2.80	1.137	
Location of campus is favorable for most of the students	18%	19%	29%	26%	8%	2.87	1.220	
Overall cleanliness of class room and study room are fine	2%	29%	38%	25%	6%	3.04	.931	
Availability of parking facilities	18%	13%	35%	30%	4%	2.89	1.145	
Number of computers are good enough in lab	5%	22%	41%	29%	3%	3.03	.915	
Access to the internet	7%	14%	39%	31%	9%	3.21	1.028	
Facilities are available for complains	7%	10%	39%	31%	13%	3.33	1.055	
The students are not being disturbed on age, sex, religious affiliation, disability or ethnic background	4%	5%	46%	36%	9%	3.41	.877	
The tuition fee is reasonable for students	15%	14%	34%	25%	12%	3.05	1.218	
Study rooms are available for students	16%	17%	31%	25%	11%	2.98	1.231	
Library has sufficient amount of books	10%	22%	26%	27%	15%	3.15	1.218	
University has enough security	4%	26%	30%	24%	16%	3.22	1.124	
University administration has student based interest	3%	25%	36%	23%	13%	3.18	1.048	
Appearance of office staffs is good	8%	27%	34%	26%	5%	2.93	1.027	
Canteen facilities are good	31%	15%	19%	22%	13%	2.71	1.438	
Average mean score							3.06	

Source: - Author's field survey 2018.

Table 5:- Descriptive statistics of training and career planning program

Attributes	Strongly Disagree.	Disagree.	Neutral.	Agree.	Strongly agree.	Mean.	Std. Deviation.	
Every Students need to attend training programs	6%	27%	43%	23%	1%	2.86	.876	
Enough training programs related to jobs are offered every year by VU.	8%	22%	46%	22%	2%	2.88	.913	
VU helps students to get attractive jobs for Graduates (Final year)	3%	15%	33%	37%	12%	3.40	.985	
Average mean							3.04	

Source: - Author's field survey 2018.

Table 6:- Descriptive statistics of student clubs' professional program

Attributes	Strongly Disagree.	Disagree.	Neutral.	Agree.	Strongly agree.	Mean.	Std. deviation	
Students clubs are doing their best to strengthen student interaction in each department	6%	18%	44%	25%	7%	3.09	.975	
Student clubs get enough support to fulfill their goals		14%	53%	26%	7%	3.26	.787	
Students clubs are moderating the relationship between professors and students	2%	13%	41%	32%	12%	3.39	.931	
Average mean							3.24	

Source: - Author's field survey 2018.

Table 7:- Correlations (AP & SQSS)

	AP1	AP2	AP3	AP4	AP5	AP6	AP7	AP8	AP9	AP10	SQSS
AP1	1	.409**	.569**	.292**	.137	.180	.189	.246*	.149	-.033	.391**
AP2	.409**	1	.397**	.367**	.291**	.285**	.151	.034	.208*	-.115	-.008
AP3	.569**	.397**	1	.422**	.265**	.268**	.208*	.326**	.105	-.210*	.319**
AP4	.292**	.367**	.422**	1	.404**	.576**	.297**	.104	.086	-.030	.313**
AP5	.137	.291**	.265**	.404**	1	.391**	.346**	-.152	.064	-.047	.132
AP6	.180	.285**	.268**	.576**	.391**	1	.254*	.074	.179	-.070	.291**
AP7	.189	.151	.208*	.297**	.346**	.254*	1	.028	.093	.149	.016
AP8	.246*	.034	.326**	.104	-.152	.074	.028	1	.379**	.256*	.190
AP9	.149	.208*	.105	.086	.064	.179	.093	.379**	1	.280**	.111
AP10	-.033	-.115	-.210*	-.030	-.047	-.070	.149	.256*	.280**	1	.054
SQSS	.391**	-.008	.319**	.313**	.132	.291**	.016	.190	.111	.054	1

Source: - Author's field survey 2018.

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 8:- Correlations (RP & SQSS)

	RP1	RP2	RP3	RP4	RP5	SQSS
RP1	1	.385**	.294**	.177	.224*	.334**
RP2	.385**	1	.308**	.435**	.335**	.080
RP3	.294**	.308**	1	.421**	.679**	.039
RP4	.177	.435**	.421**	1	.666**	-.098
RP5	.224*	.335**	.679**	.666**	1	-.009
SQSS	.334**	.080	.039	-.098	-.009	1

Source: - Author's field survey 2018.

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 9:- Correlations (URF & SQSS)

	URF1	URF2	URF3	URF4	URF5	URF6	URF7	URF8	URF9	URF10	URF11	URF12	URF13	URF14	URF15	URF16	SQSS
URF1	1	.499**	.552**	.499**	.132	.188	.142	.064	.229*	.216*	.127	.160	.235*	.149	.297**	.143	.260**
URF2	.499**	1	.469**	.389**	.433**	.423**	.443**	.325**	.245*	.358**	.358**	.306**	.351**	.268**	.437**	.477**	.084
URF3	.552**	.469**	1	.414**	.453**	.203*	.240*	.057	.249*	.365**	.160	.217*	.257**	.208*	.210*	.214*	.256*
URF4	.499**	.389**	.414**	1	.374**	.307**	.287**	.017	.042	.301**	.283**	.244*	.184	.189	.246*	.273**	.347**
URF5	.132	.433**	.453**	.374**	1	.524**	.432**	.156	.216*	.511**	.400**	.353**	.145	.269**	.277**	.367**	.155
URF6	.188	.423**	.203*	.307**	.524**	1	.476**	.188	.085	.407**	.476**	.286**	.229*	.279**	.206*	.460**	.022
URF7	.142	.443**	.240*	.287**	.432**	.476**	1	.401**	.318**	.516**	.427**	.322**	.292**	.227*	.397**	.459**	.007
URF8	.064	.325**	.057	.017	.156	.188	.401**	1	.507**	.341**	.145	.142	.228*	.293**	.208*	.257**	-.236*
URF9	.229*	.245*	.249**	.042	.216*	.085	.318**	.507**	1	.406**	.307**	.273**	.256*	.238*	.279**	.271**	.032
URF10	.216*	.358**	.365**	.301**	.511**	.407**	.516**	.406**	.406**	1	.614**	.581**	.339**	.302**	.358**	.372**	.123
URF11	.127	.358**	.160	.283**	.400**	.476**	.427**	.307**	.307**	.614**	1	.669**	.405**	.457**	.494**	.511**	.015

	URFI2	URFI3	URFI4	URFI5	URFI6	SQSS
URFI2	.160					
URFI3	.235*	.306**				
URFI4	.149	.268**	.351**			
URFI5	.297**	.437**	.210*	.217*		
URFI6	.143	.477**	.214*	.246*	.244*	
SQSS	.260**	.084	.256*	.347**	.155	.353**
					.022	.286**
					.007	.322**
					-.236*	.142
					.032	.273**
					.123	.581**
					.015	.669**
					.084	1
					.050	.529**
					.088	.438**
					-.047	.574**
					-.006	.441**
					1	.084

Source: - Author's field survey 2018.

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

Table 10:- Correlations (URF & SQSS)

	TCPP1	TCPP2	TCPP3	SQSS
TCPP1	1	.622**	.475**	.360**
TCPP2	.622**	1	.548**	.245*
TCPP3	.475**	.548**	1	.000
SQSS	.360**	.245*	.000	1

Source: - Author's field survey 2018.

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

Table 11:- Correlations (STPP & SQSS)

	SCPP1	SCPP2	SCPP3	SQSS
SCPP1	1	.285**	.272**	.042
SCPP2	.285**	1	.398**	.280**
SCPP3	.272**	.398**	1	.276**
SQSS	.042	.280**	.276**	1

Source: - Author's field survey 2018.

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

Table 12:- Regression

Model	R	R Square	Model Summary	
			Adjusted R Square	Std. Error of the Estimate
1	.801 ^a	.642	.428	.724

Source: - Author's field survey 2018.

a. Predictors: (Constant), all the underlying 5 factors and their associate attributes.

Table 13:- ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	58.248	37	1.574	3.003	.000 ^b
Residual	32.502	62	.524		
Total	90.750	99			

Source: - Author's field survey 2018.

a. Dependent Variable: I am satisfied of being a student of Varendra University

b. Predictors: (Constant), all the underlying 5 factors and their associate attributes.

Table 14:- Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	-1.284	.993			-1.293	.201
Academic Performance	0.07	0.13	0.07		0.55	0.49
Registration Process	-0.01	0.12	-0.03		-0.19	0.51
University Resource Facilities	0.01	0.12	-0.001		0.09	0.38
Training and Career Planning Program	0.09	0.15	0.08		0.52	0.30
Student Clubs' Professional Performance	0.06	0.13	0.06		0.53	0.64

Source: - Author's field survey 2018.

a. Dependent Variable: I am satisfied of being a student of VU.

VI. Conclusions and Recommendations

VI.I Conclusions

The rudimental purpose of this study is to reveal the strengths and weaknesses of VU by SPB model. Results pointed out that there are ample options to improve the students' satisfaction and services quality at Varendra University Bangladesh. Results also indicated that the student clubs' professional programs can play a more satisfactory role to achieve service goals and students' satisfaction, as well as making students academically sound, helping to build their characters and ethical behaviors, equipping them with their desired professions with state-of-the-art skills, supporting to be conscious about civic responsibilities, and preparing them for the leading positions of the society. This study got that academic studies solely will not be able to achieve all of these attributes rather a good numbers of quality events and trainings are to be organized by students' clubs to trigger up their working experience.

VI.II Recommendations

It is possible to increase the service quality and overall students' satisfaction of the educational institutions by adopting the service-bundle package model, (Douglas et al., 2006). Academic performance attributes can play a contributory role to make sure the overall service quality and students' satisfaction. So, VU should focus more attention on these and try to retain the skilled faculties. Also registration processing should be student friendly and convenient, university resource facilities must be contemporary, and student clubs' professional programs must be meaningful with acquiring the practical professional skills. Regarding future research, it is recommended that a study similar to the current one be conducted directed by professors, graduate students, senior students, alumni, and potential employers. Another study could be done that considers the impact to increase the service quality and students' performance and those something our current study did not address.

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