

The Quality Assessment of the Services Offered to the Students of the College of Education at King Saud University using (SERVQUAL) Method

Dr. Abdurrahman Mohammad Alhabeeb
Education college, King Saud University, PO box 2458, Riyadh 11451, Saudi Arabia

Abstract

The goal of this study is Measuring the level of quality service offered to students at the college of education at King Saud University, specifically the gap between students' perceptions and expectations of the quality of the offered service. The descriptive analytical approach has been applied in the study using SERVQUAL method to collect data from 199 students of the college. Results of the study are: The students order of these dimensions through their answers is that the trust comes first in the scale of priorities.. While responsibility comes last in the scale of priorities. By calculating the difference between the average of expectations as well as perceptions for each aspect, it is found that trust has the highest gap where the expectations level of students has exceeded their perceptions by (1.90). On the other hand, responsibility has the lowest gap, where the level of students' expectations in terms of the responsibility has exceeded their perceptions by (1.01).

Introduction

The performance improvement of institutions including universities is vital in all countries worldwide. In addition, the ability of any society to manage its institutions and development programs should not only be limited to concentrating on the effectiveness and efficiency of the institution but also through concentrating on its fairness, innovation and the programs' suitability with the interacting users and its ability to meet the users' expectations.

The rapid change in the economic, social technology and demographics have acquired higher demands for the quality of services offered by different institutions.

Higher education, just like any official service, is nothing but a reflection of general social and economic contexts common in societies, and it is no stranger to major complications; where higher education institutions face adverse limitations and threats. The limitations and threats are created from variables and the formation of new international systems that depend on knowledge and accelerated development. The international systems also depend on Hi-Tech systems that lead to progress, excellence and creativity. The new systems unmistakably leaves the institutes with no other option but to begin implementing comprehensive development programs that guaranty educational institutions the elimination of limitations, threats and points of weaknesses.

As a general rule, the client (user) is the only one capable of judging the quality of the offered service. However, the criteria and indicators of the user judging process are not clear, moreover the aspects and dimensions of the user's ratings are vague. Therefore, a scale known as (Servqual) has risen by the end of eighties decade of the twentieth century by Parasuraman & Others 1988". The scale is an efficient tool designed by "Parasuraman, Zeithaml and Berry". The scale has played an important and vital role in the evaluation of the quality of different services. This scale is applied worldwide (Grapentine 1998). (Servqual) is considered a survey tool used in financial and business institutions in the commercial sector and other organizations and sectors including private sectors and non-profit organizations to assess the quality of their offered services.

In the essence of the growing interest and educational efforts that seek to solve the difficulty of determining the levels of customer satisfaction with the provided service, it is becoming a requirement to offer high class services since it is a major factor that contributes to the achievement of competitive features for the institutions, where the services are still seen as the base of strategic focus required by all organizations and institutions in our time which is known for globalization, knowledge blast and technology advancements (Kenova & Jonasson, 2006).

Research Problem

Saudi universities are recently witnessing a significantly quantified evolution. In a brief period of time, the number of universities have significantly increased from eight universities to twenty-five universities all of which have high capacity, and geographically spread around the kingdom.

Due to the significant increase in the number of universities in Saudi Arabia, Saudi Universities need to ensure that high quality services are offered to the users, where "the quality of education is considered essential in developing countries since universities prepare specialists and professionals who run major companies, public and private resources, and are responsible for the wellness, health and education of the new generation" (Oliviera

& Ferreira, 2009).

King Saud University is considered as one of the oldest and largest universities in the Kingdom. The College of Education is considered as one of the most experienced departments in Educational Sciences. The number of students applying to join the college of education and to enrol in the educational services is significantly increasing yearly, for example; 9,902 students have joined the college between 1430-1431 Hijri, making it the most popular college with the highest number of enrolled students in King Saud University (King Saud University Gate, 1434 Hijri). Therefore, as the number of students increased, the demand on services offered by the university increased. Special research teams were unable to find a method to measure and assess the quality of university services offered by King Saud University or the college of education using efficient science scales.

Measurement and analysis are considered as the starting point in assessing the quality of offered services in different institutions (Edvardsen & Others, 1994). Hence, rises the benefits of the application of management and scale models leading the institutions to determine the range of its ability and power to offer high quality services and discover issues that may not present at the required level (Farrell & Others, 1991).

To measure the quality of services, different tools and methods have been implemented and pursued. The most recently used method in this field is the method of gap between the user's perceptions and expectations for measuring the quality of service (SERVQUAL QUALITY GAPS), where Parasuraman and his colleagues (Parasuraman & Others, 1988) were able to develop a tool that depends of determining the gap between the reality of the level of quality of service and the expectation of the client (user) of this offered service. This method was adopted to achieve the goal of this study after developing Sercqual scale to fit the quality of educational services to answer the following major question: What is the level of quality service offered to the students at the college of education at King Saud University?

The Goals of the Study

The following are the goals of the study:

- Measuring the level of quality service offered to students at the college of education at King Saud University, specifically the gap between students' perceptions and expectations of the quality of the offered service.
- Classifying the fields of quality service based on student expectations, and suggesting the fields and elements of the service that need to be developed and improved.

The Importance of the Study

The importance of the study comes from the focused interest on the quality of higher education and studying the level of educational services for students whom thrive to reach academic excellence. Theoretically, this study is considered as one of the few studies that researches the quality standards offered by Saudi universities using the method of gap between the expected performance and the actual performance. This approach is considered new in the comprehensive quality management and assessment of services in many fields. From the application point of view, the results of this study may lead to discovering the actual quality of the offered services, and reconsidering some of the variables and elements of the services which are shown in the results. If there is a negative gap between the actual performance and the expected performance which was set by users of these services, the importance of the study can be determined through the following aspects:

- Introducing a subjective tool that allows the college of education at King Saud University to stand out on the level of quality services offered to students. Where studying and understanding the power of the gap present in the quality of service can help the service providers through giving them the chance to "thoroughly understand and determine the best expectations and perceptions of the public about the service, hence improving the service offered (Parasuraman & Others, 1988).
- Offering the admins of the college of education at King Saud University a view of the strength and weaknesses in the elements of the services offered to students.
- Using a new method to assess the overall quality of the services. The method helps improving the university's education system; the method uses gaps between expectations and perceptions (Servqual).

The method is superior for the following reasons:

The (Servqual) scale is characterized by its high levels of stability and experimental reliability which make it applicable to a wide range of services within the institutions,

- o The relative phrases of this scale and the five dimensions significantly contribute in satisfying the needs of the effective measurement of the quality of services and in the same time adhere to the designer's expectations of generally applying these evidences on all the services while achieving high level of stability and certainty statistically.
- o The main feature of the (Servqual) scale is the ability of measuring the quality of the service offered within the differences between the actual and expected performance. The gap that separates

between the actual and expected quality of service is considered a true indicator of the range of quality, effectiveness and the ability of the institution to offer the expected services (Parasuran & Others, 1988).

- The model, to high degree, focuses on the expectations and opinions of the clients in determining the quality of the offered services.

Questions of the Study

The purpose of the study is to determine the quality of services offered to students by the college of education at King Saud University through defining the gaps between the students' expectations and perceptions about the quality of services offered by the college, specifically focusing on answering the following questions:

- What are the gaps between the students' expectations and perceptions of the quality of the offered service in the college of education at King Saud University?
- What are the satisfactory fields and elements of the services offered by the college of education at King Saud University, and what are fields and elements of the offered services that require improvement?

Study Terminology

- Measurement:

Measurement is defined as the process of imputing or assigning numbers to a certain system in order to quantify and assess a feature or a certain variable (Aldousary, 2001).

The researcher defines the measurement as tool that allows the user to quantify what the educational institution owns from features and specification that allows the institution to function properly.

- Quality of Service:

Defined by (Al-Rasheed, 1995) as a translation of the needs and expectations of students on certain specifications that are basic to their education and training needs and generally applying the educational services and drafting the goal coinciding with the expectations of the students.

The researcher defines the quality of service as: The overall attributes and specifications that are related to the educational service and harmonizes with the needs and desires of the beneficiaries and shows the projected results in high quality.

- SERVQUAL Method and Tool:

SERVQUAL can be defined as "a tool that consists of five standards and twenty-two bits that measure the expectations of the clients about the actual and expected performances of the offered service, then assess the quality of the service by measuring and defining the gaps that separates the degrees of actual performance and expected performance of the quality of service (Parasuraman & Others 1988).

The researcher defines SERQUAL as a tool and an instrument to measure the difference between the clients' expectations of the service and the actual offered service. The model was designed from the assumption that the level of quality of a service offered to the client can be determined using the gap between the clients' expectations of the quality of service and the actual achieved quality service, and also through measuring the importance of each dimension available in the quality of service.

Limits of the Study

- Objective Limits:

Identification of the level of quality of service offered to the students of the college of education at King Saud University, and determining the gap between the students' expectations and perceptions of the quality of service offered using the Servqual scale.

- Spatial Limits:

The study was limited to the college of education at King Saud University in Riyadh, KSA.

- Time Limits:

The study was implemented during the first semester of the academic year 1435 Hijri.

The Theoretical Framework

First: Educational Services

The Arab Higher Education is going through significant problems whereas its institutions face serious challenges and threats which made it important to pay attention to the services provided by these universities and its colleges as well as ensure the quality of education provided to their students in terms of preparing them with certain characteristics to make them able to experience the big amount of information as well as the ongoing processes of change and the massive technological advancement. As such, their role is not only based on knowledge and listening, but they go beyond to deal with this information and make use of it to serve the learning process, and this requires a significant transformation in educational institutions in order to provide an educational environment which gives students the freedom of expression, discussion as well as self-learning. It

is no secret to anyone interested that the measurement process is one of the main pillars for the development of the quality of services (Oakland, 1995), what can't be measured can't be developed, since it is not possible to determine the extent of development or decline in production efficiency and the level of service provided without the use of a tool or other measuring instruments, and in terms of services provided by universities it can be measured by several ways which are:

- The extent of a student's achievement.
- The extent of satisfaction of students as well as their parents.
- The level of University graduates.
- The Level of University professors.
- Administration proficiency.
- Optimal use of financial and human resources.
- The service of society.

Based on Sallis's view of educational services quality (Sallis, 1993), they are based on two key perspectives:

- Matching the outcome with the desired specifications.
- Meet the needs of the service user

Even through these two perspectives were developed to be used in industry, however, many educators believe that this can also be applied to the educational process.

Fundamental models to measure the services provided in educational institutions:

- Control of Service Quality: comes subsequent to the production process and in terms of the educational process, it comes by using internal and external tests and by writing reports and taking the opinion of parents.
- Quality Assurance: made before and during the educational process and it is difficult to apply this model in the educational process because achieving some educational goals does not depend on the educational institution alone, but often there are variables and conditions that can impact the educational process.
- Quality Management System: This system is based on the management and monitoring of employees of the institution.
- Total Quality Management: This model is considered an extension and development of quality assurance system and it seeks to ensure that each member of the organization is willing to satisfy the customer

Second: Servequal scale:

Scale definition:

Servequal scale: A tool and means to measure the difference between customer's expectations of the service and the service that is actually provided to them (Zeithaml, 1990).

Servequal scale has appeared in the surface: and it is a standard tool designed and regulated by researchers "Barassoraman and Sazamil and Perry," where it plays a pivotal role in evaluating the quality of various services, and applying them globally on a large scale (Grapentine 1998).

- Evaluating Criteria for Service Quality:

Servequal scale depends on five main general dimensions in order to evaluate the quality of service provided. These dimensions are: Tangibility, trust, responsibility, safety, empathy. The following is a detailed view of these criteria:

1. Tangibility: it is mainly linked to answer questions such as: to what extent is the infrastructure characterized by, physical facilities, tools and equipment, human resources, and the communication processes performed by the service provider based on tangible physical nature.
2. Reliability: linked to questions such as: can the customer trust and rely on the institution to provide required service? Is this institution providing them with the required service or not? And it reflects trust after this consistency in the quality of their performance from the client side. There is no doubt that trust is the most important dimensions of service quality from the client perspective
3. Responsibility: this criteria answers questions such as: Do workers in the institutions have the ability to lend a hand and help the customer, and the ability to provide the required services quickly and effectively? This dimension focuses on the measurement of both the institution and its staff's ability to respond and meet the needs of customers.
4. Security: answers questions such as: do workers in the institutions have sufficient knowledge and information? As well as qualifications and efficiency? This dimension focuses on skills, respect, and accuracy at work.
5. Empathy: This criterion answer questions like: does the service organization provide an appropriate

degree of personal care and attention to the customer? This dimension focuses on the ability of employees in the institution to discover the feelings of others (mainly clients) and handle them well.

- The translation of the original copy of Servqual Scale:

The Servqual service quality model consists of two main parts:

1. The part that identify the customer expectations of service quality (E).
2. The part that identify the current perceptions of the actual service (P) within specific service institutions.

Previous Research

The previous morals researches in the field of quality assessment and evaluation, supplied us with several practical applications of Servqual Scale in various fields, which insures a successful practicality of this scale, and its high levels of reliability and experimental validity. The research team was able to reach (16) studies that measured the service quality level in sectors other than educational, and (87) previous scientific studies in educational sector- in particular: Higher education institutions. (Refer to "Previous Scientific Studies" Extension). Four studies in total will be conducted in this research, due to the substantive and geographic proximity to the current study, which are as follows:

1. Norizan and Zain (2010), Quality of Service:
The gaps in the College of Business Administration, Qatar University, the study was conducted to identify the discrepancy between the students expectations and perceptions of the quality of services provided by the College of Business Administration in one of the public universities in a Gulf State, using Servqual Scale, after having it adapted and configured to become 22 terms. And the study sample consisted of 141 students, where Obelix and Pharamix Analysis was used. The Results showed that the College and College members do not provide high quality service according to the students.
2. Alalak (2009), measures and evaluate the students' satisfaction of the Private and the Public Faculties of Business Administration in Jordan (Asia Journal of Marketing) 3 (2): 33-51, 2009.
The study aimed to measure the level of students' satisfaction in Faculties of Business Administration in 3 public and 3 private universities, and the comparison between them. The study adopted the descriptive analytical method, and the sample included (665) participants, it used the questionnaire method, based on that of the famous Servqual, however, it differed much from it in terms of its access and elements.
The Comparison study showed the superiority of the academic services provision of all the private universities over that of the public universities.
3. Alzahrani, the measure of the educational service using Servqual, the expectations/perceptions scale, a field study applied on the Community College, Riyadh, King Saud University.
The study aimed to measure the quality level of the service provided by the Community College, from the viewpoint of its customers (Recruiting Agencies), and to identify the strength and weaknesses aspects. The study adopted the descriptive analytical method, and tested 3 main hypotheses, it also used the questionnaire method using a radically modified version of the famous Servqual Scale.
The study results showed the existence of negative gaps in all of the elements of the service quality provided, then these elements and dimensions were set in order, according to the development and improvement priorities.
4. Shukr Zadah and others, (2011), Servqual in the Malaysian Universities: International Students Perspective.
The study aimed to evaluate the quality of the academic service from the International students' perspective in some of the Malaysian Universities. The study used the Gap Analysis method that is based on the famous Servqual questionnaire, where its accesses and elements were changed to become (35) elements, and the study sample consisted of (522) Higher studies international students, and the results showed negative gaps between the students expectations and perceptions in all the quality elements of the questionnaire.

To sum up, the current study is different from the previously reviewed studies, in that it addressed the education College students, and it maintained the accesses and elements of the famous Servqual questionnaire, it is also considered the second study that was applied on the higher education institutions in Saudi Arabia, according to the knowledge and efforts of the researcher.

Statistical Methods Used

To analyze the data and to obtain the required results of the study, the researcher used the Pearson Correlation

Coefficient to find the content validity of the tool of the study. Cronbach's (alpha) coefficient is used to measure the stability of the tool, find the duplicates and the percentages to describe the preliminary data and the means to calculate the gaps in the quality of the service.

First: Consistency

- Content Validity:

The researcher calculated the correlation coefficient between each section and the dimensions it falls under as follows:

Table (1-1)
 Correlation coefficient between each section and the dimension it falls under

Statement	Empathy	Security	Responsibility	Trust	Tangibility
1. The college of education is equipped with modern devices, example: equipment, labs, new technology, etc...					0.703**
2. The college of education properly maintains the financial infrastructure.					0.736**
3. The employees and faculty members of the college of education present themselves in a way that adheres to the workplace (cleanliness, appropriate clothing, etc...					0.809**
4. The courses offered by the college are subjected to different modern topics and visual aid services including: Text books, printed material, etc...					0.661**
5. When the college make promises, it delivers on time.				0.754**	
6. When students find problems, the college shows interest and desire in solving the problems.				0.827**	
7. The college performs its duties and responsibility on time and tries to avoid errors.				0.711**	
8. The employees and faculty members promise to deliver services to students during a reasonable time limit			0.600**		
9. The employees and college members at the college of education are committed to offering the required services			0.784**		
10. The employees and faculty members show desire and willingness to assist students			0.874**		
11. The employees of the college of education are characterized by their preparedness to face problems and complications that face the students.			0.822**		
12. The employees and the faculty members' behaviors inspire the students to feel confident		0.786**			
13. Students of the college of education feel secure when dealing with the services.		0.659**			
14. Employees and faculty members of the college of education have well conducts manners when dealing with students		0.758**			
15. Employees and faculty members seem knowledgeable when answering the students' inquiries.		0.733**			
16. The college of education assigns relevant hours to communicate and respond with all the students with no exception.	0.815**				
17. There exist employees and faculty members that deal with the student needs private and confidentially.	0.869**				
18. The college of education focuses on offering the best services to its students.	0.796**				
19. The college of education understand the students' special needs.	0.833**				

** Marks the level of significance 0.01

Reviewing the values of correlation coefficients in the above table, we found that the correlation

coefficients are significant between phase and dimension it falls under, which confirms the content validity of the method of the study.

Second: Consistency:

The researcher calculated the consistency of the measuring tool using Cronbach's (alpha) coefficient and the result was 0.888 which corresponds to a high value of consistency and the stability of the tool.

Table (1-2)

Coefficient of Consistency If Statements Were Emitted

Dimension	Statement	Coefficient of Consistency If Statement Was Emitted
Tangibility	1. The college of education is equipped with modern devices, example: equipment, labs, new technology, etc...	0.887
	2. The college of education properly maintains the financial infrastructure.	0.884
	3. The employees and faculty members of the college of education present themselves in a way that adheres to the workplace (cleanliness, appropriate clothing, etc...)	0.883
	4. The courses offered by the college are subjected to different modern topics and visual aid services including: Text books, printed material, etc...	0.883
Trust	5. When the college make promises, it delivers on time.	0.887
	6. When students find problems, the college shows interest and desire in solving the problems.	0.882
	7. The college performs its duties and responsibility on time and tries to avoid errors.	0.883
Responsibility	8. The employees and faculty members promise to deliver services to students during a reasonable time limit.	0.883
	9. The employees and faculty members at the college of education are committed to offering the required services.	0.886
	10. The employees and faculty members show desire and willingness to assist students.	0.884
	11. The employees of the college of education are characterized by their preparedness to face problems and complications that face the students.	0.886
Security	12. The employees and the faculty members' behaviors inspire the students to feel confident	0.877
	13. Students of the college of education feel secure when dealing with the services.	0.883
	14. Employees and faculty members of the college of education have well conducts manners when dealing with students.	0.881
	15. Employees and faculty members seem knowledgeable when answering the students' inquiries.	0.879
Empathy	16. The college of education assign relevant hours to communicate and respond with all the students with no exception.	0.878
	17. There exist employees and faculty members that deal with the student needs private and confidentially.	0.878
	18. The college of education focuses on offering the best services to its students.	0.879
	19. The college of education understands the students' special needs.	0.880

As shown above, the statements are adequate and do not have a negative impact on the overall scale, where emitting any statement can decrease the overall value of the consistency coefficient (0.888).

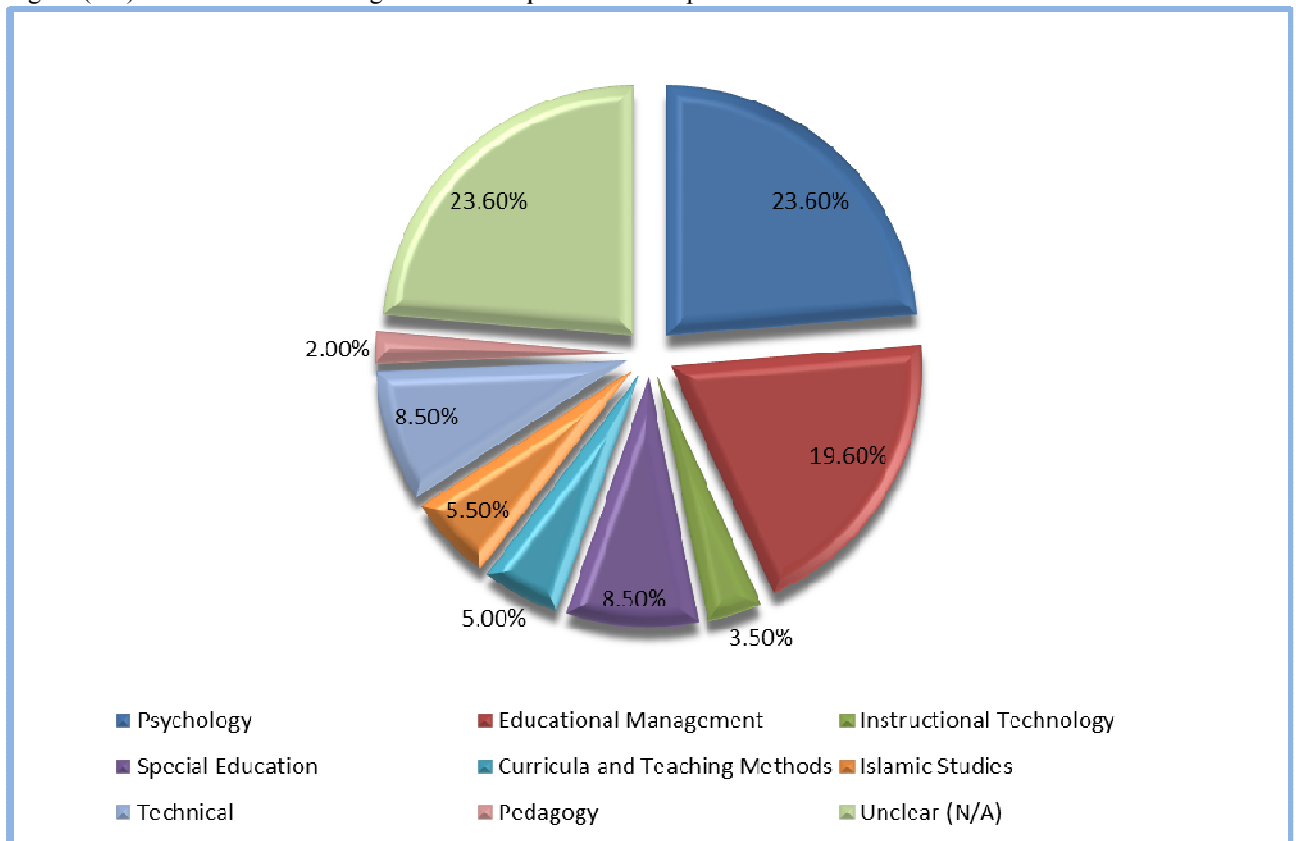
• **Descriptive Analysis**

To describe the preliminary data, the researcher calculated the frequency and the percentages as follows:

Table (1-3)
 Sampling Distribution According to Specialization

Specialization	Frequency	Percentage
Psychology	47	23.6%
Educational Management	39	19.6%
Instructional Technology	7	3.5%
Special Education	17	8.5%
Curricula and Teaching Methods	10	5.0%
Islamic Studies	11	5.5%
Technical	17	8.5%
Pedagogy	4	2.0%
Unclear (N/A)	47	23.6%
Total	199	100.0%

Figure (1-1) Distribution Percentages of the Sample Based on Specialization



• Measurement of service quality gap as a whole:

The researcher calculated all the special perceptions and expectations statements, and after that he found out the difference between them, and the difference between perceptions and expectations was first calculated in order to calculate the gap, and the results were as follows:

(Table 1-6)

Total gap between the perceptions and expectations

	Expectations average	Perceptions average	The gap
Total measure	6.31	4.78	-1.53

And to propose important aspects in the fields and elements, the researcher suggests to the education college to improve its services according to the priority of the dimensions and elements. The following are the elements displayed in importance order:

- Trust
- Empathy
- Tangibility
- Safety
- Responsibility

The students order for these dimensions through their answers was compatible with the results of the previous studies which indicated that for students the trust comes first in the scale of priorities for improvement.. While students' order differed in the less important dimensions from the previous studies results. While the previous results show that tangibility comes last in the scale of priorities, This study results show that responsibility is the least aspect that needs development.

- Gap Calculation for each aspect:

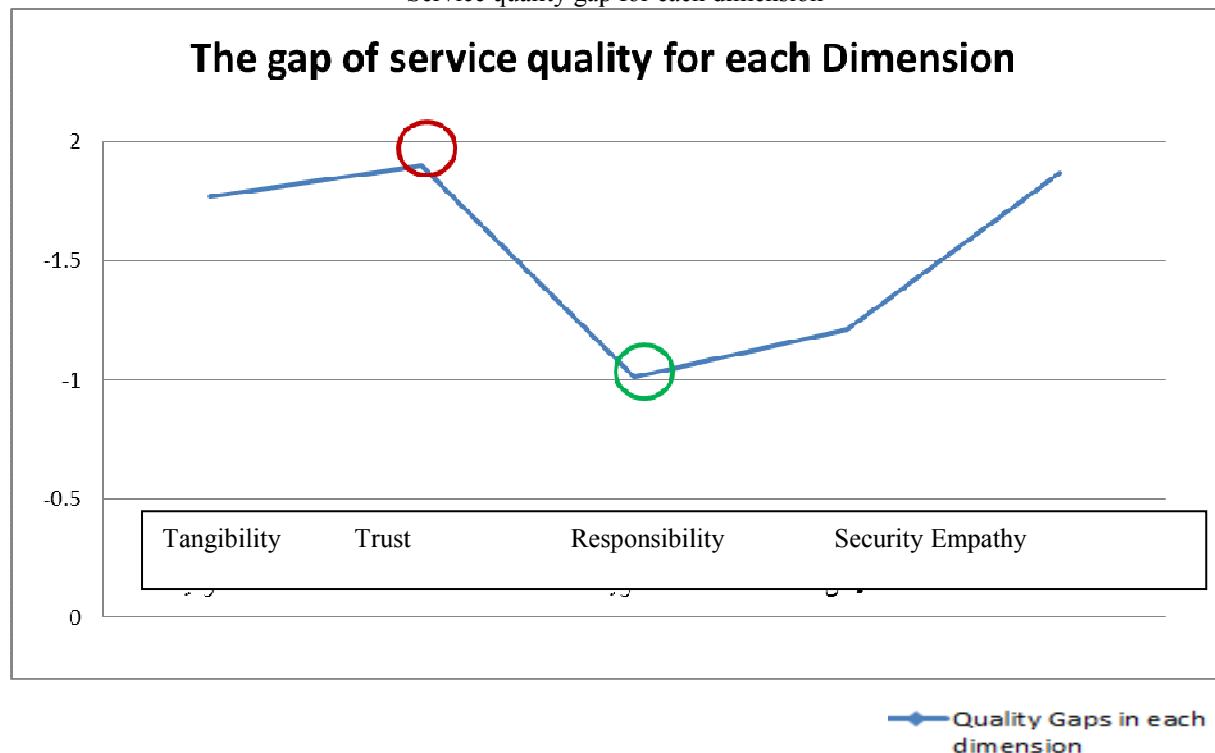
The researcher calculated the gap in the service quality provided to students of the College of Education based on each of the five dimensions provided above, by calculating the difference between the average of expectations as well as perceptions for each aspect, and the results as follows:

(Table 1-5)

The gap between perceptions and expectations for each axis:

Axis	expectations	perceptions	The gap
Tangibility	6.55	4.79	-1.77
Trust	6.48	4.58	-1.90
Responsibility	5.84	4.82	-1.01
Safety	6.26	5.05	-1.21
Empathy	6.45	4.58	-1.87

Figure (1-3)
 Service quality gap for each dimension



Based on the table and the figure above, it is clear that the second aspect had the highest gap where the expectations level of students has exceeded their perceptions by (1.90)

On the other hand, the researcher found that the third axis has the lowest gap, where the level of students' expectations in terms of the responsibility aspect has exceeded their perceptions by (1.01)

- The calculation of the service quality gap provided to education college students in King Saud University :
 The researcher calculated the service quality gap by finding the difference between the average of both perceptions and as expectations based on certain statements, and the results are as follows:

(Table 1-4)

The gap between perceptions and expectations for each statement

The statement	Expectations	Perceptions	The Gap
1. The college of education must have modern devices and equipment such as: equipment, labs, and modern technology	6.66	4.66	-2.00
2. The physical infrastructure must always be well maintained in the college of education.	6.68	4.56	-2.11
3. The College members must present themselves appropriately based on their nature of work, with regards to cleanliness, and wearing appropriate clothing as well as decent appearance	6.40	5.46	-0.94
4. The Materials provided in the College of education such as textbooks, printed materials, etc, must be visually attractive and must have modern content	6.48	4.47	-2.1
5. When the College of Education promises to do something at a specific time, it must keep its promises	6.47	4.59	-1.88
6. When students face a certain problem, the College of Education must give them attention as well as a sincere desire to solve their problems	6.47	4.50	-1.97
7. The college of education carry out the tasks and responsibilities entrusted to it effectively and keep on doing them without making mistakes	6.55	4.62	-1.93
8. The College of Education staff must provide services to students at specified time frames, and they must be able to do them on a consistent basis	6.18	4.70	-1.47
9. The Employees and members of the College of Education are characterized by commitment, and permanent presence while providing the required services	5.95	4.79	-1.16
10. The workers and members of the College of Education are known to always have a good desire and willingness to extend a helping hand to students	5.71	4.92	-0.79
11. The Workers in the college of education have consistent desire and readiness to face the problems and concerns which students may face.	5.50	4.85	-0.65
12. The Workers' behaviour must inspire the students to have confidence in them	6,24	4.93	-1.31
13. The Students in the College of Education feel safe in their different interaction with it	5.78	4.79	-1.00
14. The College of Education staff must possess high morals in their interaction with students.	6.52	5.36	-1.16
15. The college of Education staff must have good knowledge in order to answer students' questions	6.52	5.14	-1.38
16. The College of education must devote specific working hours suitable for communication and interaction with all the students without exception	6.43	4.61	-1.82
17. The College of Education must have staff that can help students individually and personally	6.28	4.47	-1.81
18. The College of Education must be based on certain foundations to provide the best services to students	6.51	4.66	-1.85
19. The college of education must understand students' needs.	6.59	4.58	-2.01

Figure (1-2)
 The gap of service quality for each statement



Based on the table and figure above; the second, the fourth, and the nineteenth statements have the highest gaps, where the level of students' expectations regarding the infrastructure of the college exceeded level of perceptions with (2.11).

Also the levels of students' expectations regarding the materials provided by the college such as textbooks and printed material, exceeded their perceptions with (2.01).

And levels of students' expectations regarding the college's understanding of students' needs had exceeded their perceptions with (2.01).

On the other hand, statement number (11) has the lowest gap, where students' expectations regarding the college staff being ready to face challenges and concerns of students has exceeded their perceptions with (0.65).

For the most important elements that need to be developed and improved, researcher has prepared the following list of priority development and improvement in the overall services:

- The physical infrastructure must always be well maintained in the college of education.
- Materials provided in the college of education such as textbooks, printed materials, etc., must be visually attractive and must have modern content
- College of education must understand students' needs.
- The college of education must have modern devices and equipment such as: equipment, factories, and modern technology
- When students face a certain problem, the college of education must give them attention as well as a sincere desire to solve their problems
- The college of education must lead tasks and responsibilities entrusted to it effectively and keep on doing them without making mistakes
- When the college of education promises to do something at a specified time, they must keep their promises
- College of Education must be based on certain foundations to provide the best services to students
- College of education must devote specific working hours suitable for communication and interaction with all the students without exception
- College of Education must have staff that can help students individually and personally
- College of Education staff must provide services to students at specified time frames, and they must be able to do them on a consistent basis.
- College of Education staff must have the required knowledge in order to answer students' questions
- Workers' behaviour must inspire students to have confidence in them
- Employees and members of the College of Education are characterized by commitment, and permanent presence while providing the required services
- The College of Education staff must possess high morals in their interaction with students.
- Students in the college of education must feel safe in their different interaction with it
- College members must present themselves appropriately based on their work status at work, with

- regards to cleanliness, and wearing decent clothing as well as decent appearance
- workers and members of the College of Education are known to always have a good desire and willingness to extend a helping hand to students
 - Workers in the College of education have consistent desire and readiness to face the problems and concerns which students may face.

Recommendations

- The results have shown that the college of education does not offer its students the academic service the students expect and hope for, where all the elements and axes displayed gaps between the students' expectations and perceptions.
- The highest performance gap in the dimensions was reliability, followed respectively by empathy, tangibility, assurance and responsiveness. This means that the college must set additional efforts into closing the gaps in every dimension based on priority sequence.
- The performed measurement might be considered the baseline to compare other measurements within the college to determine the development and improvement made.
- The focus on the quality service scale through the students' expectations and perceptions can aid in improving the quality performance, enhancing the students' achievements and success.

This Study recommends developing the scale and ensuring its suitability with all the faculties and specializations at King Saud University. Furthermore, conducting more measurements on different faculties to compare results and to attain a full image of the quality of services offered to the students at the university.

Acknowledgment:3

The authors extend their appreciation to the College Of Education Research Canter, Deanship of Scientific Research, King Saud University for funding this research work.

Arabic References

- Aldousary, Ibrahim Mubarak (1422 H), *A Reference Frame for the Educational Correction*, Riyadh: Arab Bureau of Education for the Gulf States.
- AL Rasheed, Mohamed (1995), *The Comprehensive Quality in Education: The Teacher Magazine*, King Saud University.
- Norizan, Qasem, Zein (2010), *Service Quality: The Gaps in the Business Administration College*, Qatar University.
- Alallak, (2009), *The Measurement and Evaluation of the level of the Students' satisfaction in Business Administration Colleges in Private and Public Universities of Jordan: Asia Magazine for Marketing*.
- Alzahrani, Atieh, Mustafa, (2009). *Measurement of education quality via expectations/ perceptions scale "Servqual" An Empirical Study on the application of the Community College in Ryadh, King Saud University, (2011). Servqual in Malaysia Universities. International Students Perspective.*

English References

1. Oliviera, O.J., & Ferreira, E.C. (2009). Adaptation and application of the SERVQUAL scale in higher education. In: *POMS 20th Annual Conference Orlando*, Florida, U.S.A., 1-4 May, 2009.
2. Edvardsen, B., Tomasson, B., & Øvretveit, J. (1994). *Quality of Service: Making It Really Work*. New York, NY: McGraw-Hill.
3. Farrell, C., Barrus, A., Operman, G., & DeGeorge, G. (1991). *Quality imperative. Business Week*, 25 October, 132-137.
4. Grapentine, T. (1998). The history and future of service quality assessment: Connecting customer needs and expectations to business processes. *Marketing Research*, 10 (4), 5-20.
5. Parasuraman, A., Zeithaml, V.A., & Berry, L.L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 64 (1), 12-40.
6. Kenova, V., & Jonasson, P. (2006). *Quality online banking services. Ph.D. dissertation*, Jonkoping University-Sweden.
7. Wisniewski, M. (2001). *Using SERVQUAL to assess customer satisfaction with public sector services. Managing Service Quality*, 11 (6), 380-388.
8. <http://ksu.edu.sa/sites/KSUArabic/KSUPD/PublishingImages/sta2.jpg>
9. Zeithaml A. et al, "Delivering Quality Service" *Balancing Customer Perceptions and Expectations*, New York: The Free Press, 1990