

QATAR UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

THE ANTECEDENTS AND CONSEQUENCES OF STUDENT SATISFACTION

REDEFINED: A CASE OF QATAR UNIVERSITY

BY

HADI FAYEZ ABDELHADI ELMOGHAZY

A Thesis Submitted to
Faculty of the College of Business and
Economics
in Partial Fulfillment
of the Requirements
for the Degree of
Master of Science in Marketing

January 2018

© 2018 Hadi Fayez Abdelhadi Elmoghazy. All Rights Reserved.

COMMITTEE PAGE

The members of the Committee approve the Thesis of Hadi Fayez
Abdelhadi Elmoghazy defended on 11/01/2018.

Dr. Tamer Elsharnouby
Thesis/Dissertation Supervisor

Dr. Amro Maher
Committee Member

Dr. Rana Sobh
Committee Member

Professor Belaid Aouni
Committee Member

Dr. Ahmed Shaalan

Approved:

Khalid Al-Abdulqader, Dean, College of Business and Economics

ABSTRACT

ELMOGHAZY, HADI, F.A., Masters : January : 2018, Master of Science in Marketing

Title: The Antecedents and Consequences of Student Satisfaction Redefined: A Case of Qatar university

Supervisor of Thesis: Dr. Tamer Elsharnouby.

This study extends marketing in the higher education literature by conceptualizing what constitutes student satisfaction with university experience and examining the role of student satisfaction in enabling student feeling of belongingness and citizenship behavior. Furthermore, the study examines the moderating impact of student entitlement on the relationship between student satisfaction and its antecedents. A quantitative approach was adopted in this research to examine the relationships between the variables. Data was collected from 429 undergraduate students enrolled in Qatar University using an online survey. Multiple Regression Analysis and Hayes' PROCESS macro were deployed to explore the different relationships in the proposed model. The findings show that not all antecedents have equal effects on student satisfaction, whereas satisfaction was proven to be related to student belongingness and student citizenship behavior. An empirical evidence was found for the moderation effect of student entitlement between perceived university reputation and student satisfaction. Suggestions for future research and managerial implications are discussed.

DEDICATION

I dedicate this to my beloved wife and daughter; merci pour votre amour et votre patience...

ACKNOWLEDGMENTS

I would first like to thank my thesis supervisor Dr. Tamer Elsharnouby for his inspiration and guidance. His door was always open whenever I needed him or had any doubts about my research or writing. He made sure that my work rise to the best standards, and always steered me in the right direction whenever he thought I needed it.

I would also like to acknowledge Dr. Amro Maher for his continuous support as the internal examiner of this thesis, and I am gratefully indebted to him for his valuable comments on this thesis.

My sincere thanks also goes to Professor Belaid Aouni, Professor Marios Katsioloudes, Dr. Nabil Ghantous, Dr. Fatima Barrane, Mr. Bakri Soubra, Mrs. Sawsan El-Ghazal, Amal Alzaeem, Fahmida Naheen, Mohammed Al-obadi, Mohammed Maher, Nadine Baddoura, Radhi Khowar, Randa Sheik and Tarek Chriki, for their support and guidance throughout this whole process.

Last but not the least; I must express my profound gratitude to my family for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible without them. Thank you.

Author

Hadi Elmoghazy

TABLE OF CONTENTS

DEDICATION	iv
ACKNOWLEDGMENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
CHAPTER 1: INTRODUCTION	1
1.1 Overview	1
1.2 Research Importance.....	3
1.3 Research Questions	5
1.4 Research Context: The higher education sector in Qatar.....	7
1.5 Research Methodology	9
1.6 Thesis Structure	10
CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK	11
2.1 Introduction.....	11
2.2 Higher Education Institutes as Service Providers	11
2.3 Student Satisfaction	14
2.4 Antecedents of Student Satisfaction	27
2.4.1 Perceived university reputation.....	30
2.4.2 Perceived faculty competency.	32
2.4.3 Perceived advisor competency.....	34
2.4.4 Student entitlement.	36
2.5 Consequences of Student Satisfaction	38
2.5.1 Student belongingness.	40
2.5.2 Student citizenship behavior.	42
2.6 Theoretical Framework.....	45
2.7 Research Hypotheses Development.....	49
2.8 Conclusion	57
CHAPTER 3: RESEARCH METHODOLOGY	59
3.1 Introduction.....	59
3.2 Measurements for Testing Hypotheses	59
3.3 Data Collection Instrument	65
3.4 Data Collection and Sample.....	67
3.5 Data Analysis Methods	68
3.6 Conclusion	69

CHAPTER 4: DATA ANALYSIS AND FINDINGS	70
4.1 Introduction.....	70
4.2 Data Analysis Objectives	70
4.3 Sample characteristics.....	72
4.4 Exploratory Factor Analysis	75
4.5 Reliability.....	86
4.6 Normality Testing	87
4.7 Exploring the Relationships among Variables.....	90
4.7.1 Regression assumptions.	90
4.7.2 Regression model 1: student satisfaction on perceived university reputation, perceived faculty competency, perceived advisor competency, student entitlement	94
4.7.3 Regression model 2: student belongingness on student satisfaction.....	97
4.7.4 Regression model 3: student citizenship behavior on student satisfaction	97
4.7.5 Exploring the moderation effect of Student Entitlement	98
4.8 Hypothesis Testing Results.....	102
4.9 Conclusion	105
CHAPTER 5: RESEARCH CONCLUSIONS, RECOMMENDATIONS AND FUTURE RESEARCH.....	106
5.1 Introduction.....	106
5.2 Discussion and Conclusions	106
5.3 Managerial Implications	111
5.4 Research Limitations and Future Research.....	115
REFERENCES	117
APPENDIX.....	147
Appendix 1: Questionnaire (English – Arabic).....	147
Appendix 2: Descriptive Statistics, Skewness and Kurtosis of Variables Understudy.....	166
Appendix 3: Exploratory Factor Analysis Communalities	168
Appendix 4: Factor Correlation Matrix	169
Appendix 5: Normal Q-Q plots and histograms	170
Appendix 6: Normal P-P plots and the Scatterplots	175
Appendix 7: Moderation test models	178
Appendix 8: Managerial tool-kit.....	179

LIST OF TABLES

Table 1: Student Satisfaction Related Studies	18
Table 2: Questionnaire Mapping Table	60
Table 3: Analysis Objectives and Related Statistical Techniques	71
Table 4: KMO and Bartlett's Test	76
Table 5: Total Variance Explained	77
Table 6: Summary of Exploratory Factor Analysis Results	80
Table 7: Summary of Cronbach's Alpha Value.....	87
Table 8: Kolmogorov-Smirnov & Shapiro-Wilk's W Tests of Normality Distribution.	89
Table 9: Correlation Table	92
Table 10: Collinearity Statistics.....	93
Table 11: Multiple Regression Results for Model 1.....	95
Table 12: Multiple Regression Results for Model 2.....	97
Table 13: Multiple Regression Results for Model 3.....	98
Table 14: Summary of Moderation Models Results	99
Table 15: Conditional effect of predictor on outcome at values of the moderator	100
Table 16: Hypothesis Testing Summary Table.....	103

LIST OF FIGURES

Figure 1: Thesis Structure.....	10
Figure 2: Research Theoretical Framework.....	46
Figure 3: Gender Distribution of Sample under Study	72
Figure 4: Age Distribution of Sample under Study	73
Figure 5: Nationality Distribution of Sample under Study.....	74
Figure 6: Education Level Distribution of Sample under Study.....	75
Figure 7: Scree Plot of Eigenvalue	78
Figure 8: Model Fitting Diagram.....	96
Figure 9: Conditional effect of predictor on outcome at values of the moderator plot	102

CHAPTER 1: INTRODUCTION

1.1 Overview

Higher Education Institutes (HEIs), both public/state-owned universities and private universities are continuously being challenged nowadays through competition for students; challenges such as rising costs and greater responsibilities associated to HEIs (DeShields et al., 2005). In order to tackle upon those challenges, the need to implement marketing concepts in the context of higher education is highly encouraged (Hampton et al., 2009). While students are considered the primary customers for any HEI; students also perceive themselves as customers of the HEIs and believe that they have a sense of entitlement in their relationship with HEIs (Finney & Finney, 2010).

In accordance, this research shall treat students as customers of HEIs and will attempt to examine new aspects of the student's university experience. Looking at student satisfaction; which is arguably the best indicator for service quality (Barnett, 2011), and its antecedents and consequences will provide the researcher with the input needed to help formulate recommendations for managerial implications and future research. In the Gulf Cooperation Council (GCC) setting, huge investments have been dedicated to improve HEIs' service quality, and great interest has been devoted to evaluate factors that can improve students' satisfaction (Nasser, 2017). It is worth mentioning that there is a scarcity of studies conducted in the GCC region that look into the student university experience; hence, this research will contribute to the body of knowledge in the area of HE in the region.

To the best of the knowledge of the author, with the exception of the study conducted by Elsharnouby (2015), it seems that no other published study that has

empirically explored the antecedents and consequences of student satisfaction to HEIs in Qatar exists. Therefore, in respect to the academic implications, this empirical study contributes to the HE marketing research and attempts to fill part of the knowledge gap. Elsharnouby (2015) examined the influence of overall satisfaction with the university experience and the results suggested that perceived university reputation and perceived faculty competency are the key contributors in determining students' satisfaction. His findings also provided empirical support to the role student satisfaction plays in enabling student citizenship behavior. However, looking at the university experience and the wide range of factors that might affect it is no easy task, but it is essential to understand those factors that are of most importance to the students and how they relate to their satisfaction.

Therefore, this research is attempting to build on the conclusions achieved by Elsharnouby (2015) and further examine the different antecedents that may affect student satisfaction; in particular, looking at the concept of entitlement and the students' perceived quality of interaction with their academic advisor. These two antecedents have been highly understudied in the literature despite their great importance in the HE context. Moreover, this paper aims to address the idea of a student's sense of belongingness as a result of his/her level of satisfaction; this will further contribute to the examination of the consequences of student satisfaction aside students' citizenship behavior.

1.2 Research Importance

Research in HE has gained a lot of attention in the recent years, and with the commercialization of the HE sector and the applicability of marketing concepts in the HE domain, an extensive amount of research has been dedicated to studying the higher education process and the various components of the university experience. Since the higher education sector is highly dynamic, methodologies employed in previous studies may not adequately explain the phenomenon nowadays; similarly, new modern methodologies may also contradict the existing knowledge about the phenomenon and offer fresh insights. Moreover, studies in the higher education domain have produced many contradicting results over the years, and sometimes the way the problem and its associated concepts were approached, defined and measured were problematic.

This resulted in the existence of various research gaps and problems, where a number of studies done in the literature focus only on few dimensions of the university experience, or look into one or two variables and test the relationship of those variables with student satisfaction, rather than looking at it from a holistic point of view and providing a comprehensive model that can give insights into what precedes satisfaction and what results from achieving satisfaction.

Another research gap found in the existing literature is how scholars studied the antecedents of student satisfaction, where great attention have been given to the faculty's role and the quality of interaction between students and faculty and many other variables have been understudied. For instance, up until recently the university image has been overlooked when it comes to the importance of how current students perceive the image and the reputation of the HEI. Where most research in the last decades have mainly

focused on prospective students when studying the impact of university image on students and not paying much attention to current students of the HEI. Similarly, the role of academic advisors and students' sense of entitlement have been understudied and given less attention as well. With the existing literature having different conceptualization, definitions and results; especially when it comes to the magnitude and the direction of the relationships, this study aims at filling some of those gaps.

Therefore, a key contribution to this research is the introduction of two new constructs as antecedents of student satisfaction: student entitlement and the academic advisor role, in addition to perceived university reputation and perceived faculty competence. In higher education, student's active participation in the educational process have led some students to feelings of entitlement. Boyd and Helms (2005, p. 273) defined buyer's sense of entitlement as "the extent to which an individual expects special treatment and automatic compliance with his or her expectations." Although the entitlement construct has been extracted from the psychology literature; many researchers in the service and retail environment have attempted to examine consumer entitlement in the business domain. This is of particular importance, since consumer entitlement has been considered as a key component in influencing customers' expectations, which in turn influences satisfaction. The study will also treat the construct student entitlement as a moderator and will test whether it has an effect on the relationship between student satisfaction and its antecedents. On the other hand, the role of academic advising has been documented to be an integral part of the student educational process. According to King (1993), the role of academic advising is critical in helping students become involved within the academic and social systems on campus, which in turn contributes to

their growth and satisfaction.

Moreover, consequences of satisfaction have been heavily researched and discussed in the literature; especially when it comes to the relationship between satisfaction and loyalty. On the other hand, little attention has been given to student citizenship behavior or student sense of belongingness. Therefore the second contribution of this research is to further examine the relationship between student satisfaction and student citizenship behavior, and explore its relationship with student belongingness. Belongingness as a concept has been heavily interpreted and researched in the psychology literature. Many researchers attempted to borrow the concept and incorporate it in HE; which resulted in many interpretations of the concept. The most relevant interpretation was looking at it from the perspective similar to place attachment. For example, Chow et al. (2008) studied the phenomenon of place attachment and place identity for first-year students and have shown how it affects their behavior and in turn affects students' loyalty to the HEI. Student citizenship behavior as a concept have been developed based organization citizenship behavior and consumer citizenship behavior; where the employee or the customer feels the need to pay back the organization or the business for a satisfactory experience.

1.3 Research Questions

A satisfied student usually makes a better student, which translates to students being motivated to better participate in the educational process and predicts positive behavior (Lai et al., 2015). In order to understand student satisfaction it is important to

explore the antecedents of reaching satisfaction rather than only the outcomes; therefore, it is essential to understand the different relationships between the antecedents, student satisfaction and consequences. Thus, the purpose of this research is to examine the student satisfaction process and to better understand the antecedents of student satisfaction with the university experience.

By evaluating student satisfaction, the thesis sheds the light on the overall university experience to the student. The main challenge in this evaluation is identifying the suitable and relevant items that can help measure satisfaction. Once the predictors of student satisfaction are proposed and tested, it is imperative to study the consequences of student satisfaction and how these consequences can affect the overall experience. In this study, the researcher looked into two consequences, student belongingness and student citizenship behavior.

Thus, the main research questions of this study is to investigate the relationships between student satisfaction and its antecedents (perceived university reputation, perceived faculty competency, perceived advisor competency, and student entitlement); asking if there is a positive relationship between perceived university reputation and student satisfaction, a positive relationship between perceived faculty competency and student satisfaction, a positive relationship between perceived advisor competency and student satisfaction, and if there is a negative relationship between student entitlement and student satisfaction. Moreover, looking at the relationships between student satisfaction and its consequences (student belongingness and student citizenship behavior); while asking if there is a positive relationship between student satisfaction and both student belongingness and student citizenship behavior. Finally, this research

attempts to examine the moderation effect of student entitlement by questioning if student entitlement moderates the impact of the other three antecedents (perceived university reputation, perceived faculty competency, perceived advisor competency) on student satisfaction.

1.4 Research Context: The higher education sector in Qatar

The current study was conducted in the context of HE in Qatar. Qatar's educational system has been undergoing major transformation since the early 2000s; with an increased interest in improving teaching quality and learning outcomes covering all educational levels from kindergarten to the K-12 system and finally to HE.

Since the 1950s - after the discovery of oil - revenues started to reform how the people of Qatar lived in the state. Many social-welfare benefits were introduced; and since the early stages of forming a government till this day, education has been provided for free for nationals (Al-Misnad, 2007). Through the years interest in education has been encouraged and increased by the leadership in Qatar. Hence, the establishment of Qatar University (QU) in the 1970s and then the establishment of Qatar Foundation in the 1990s; which hosts a number of esteemed American and European HEIs such as, Carnegie Mellon University and Georgetown University (Stasz et al., 2007).

The HE sector in Qatar currently congregates fifteen public and private institutions. In 2016, a total of 28,668 students were enrolled in HEIs; where the majority (68%) were females and only (32%) male students, a usual phenomenon in the region since males tend to start applying for jobs directly after finishing their K-12

education. (Ministry of Development Planning and Statistics, 2016).

With the country's rapid economic growth and the increased interest in providing high quality education for its citizens, the 1970s witnessed the foundation of the first national college of education. The country's development paved the way for more expansions to the college, in order to be able to provide additional specialized areas and to satisfy the needs of the country and the population. In 1977, QU was officially founded with four colleges: Education; Humanities & Social Sciences; Sharia, Law & Islamic Studies; and Science. From there, the institution rapidly expanded to comprise today of nine colleges: Arts and Sciences; Business and Economics; Education; Engineering; Health Sciences; Law; Medicine; Pharmacy; and Sharia and Islamic Studies.

Over the years, QU made sure to offer a number of comprehensive programs to satisfy the workplace needs. With an increased interest in research, QU kept thoroughly pursuing the highest international accreditations. QU currently hosts a population of over 20,000 diverse students, and an alumni body of over 40,000. It also offers a group of over 2,000 faculty members, ranging from carefully selected international experts, to Qatar's own national talents (Qatar University, n.d.).

Despite the considerable research attention that was dedicated on the antecedents and consequences of student satisfaction, most of the existing research was carried out in western contexts and very few studies were done in the GCC context and particularly in Qatar. The GCC context has its own unique characteristics in terms of the distinctive socio-cultural setting and the fairly new HE sector. The current study was conducted in QU; hence, it contributes to the body of knowledge in the area of HE in the region and

answers the question of whether the models of student satisfaction developed in the western contexts can be generalized and applied to HEIs in the GCC, or if other factors must be considered in specific for the current context.

1.5 Research Methodology

The study aims to examine what antecedents influence student satisfaction and what consequences result from this satisfaction. A quantitative approach was considered the most appropriate approach to use according to Hayes (2008). A questionnaire was developed based on literature review from both services marketing and HE contexts. The findings of studies by Bansal et al., (2005), Greenberger et al., (2008), Chowning & Campbell (2009), Elsharnouby (2015), Parahoo et al., (2013), and Al-Asmi & Thumiki, (2014) provided the insights in developing the questionnaire for this study. A pilot study was conducted to ensure that the instructions and the scale items are clear and relevant to the instruments. An online questionnaire was administered and shared through a link to the assistant deans of student affairs from different colleges at a leading state-owned university in Qatar who were able to broadcast it to their students; in addition to sharing the link with a number of professors who asked their students to fill it as well.

The first step taken in data analysis was to export the collected data to SPSS. Descriptive analysis for the variables was then formulated. Afterwards, the exploratory factor analysis was conducted; in addition to testing the reliability and validity of the scales used. Then, a multiple regression analysis test was performed to examine the relationships between independent variables and their respective dependent variables.

Finally, moderation analysis was used to test the moderating relationships.

1.6 Thesis Structure

This study is composed of five chapters. Chapter one is an introduction to the research. It illustrates, in brief, an overview of the research, the research importance and research objectives. Chapter two presents a review of the literature discussing the antecedents and consequences of student satisfaction, depicting the theoretical framework and presenting the hypotheses development. Chapter three mainly presents the research methodology adopted in this research. Chapter four covers the data analysis procedures, starting by presenting the sample characteristics output followed by the inferential analysis, then the hypotheses testing results and findings. Chapter five provides the research conclusions, managerial implications, research limitations and finally suggestions for future research.

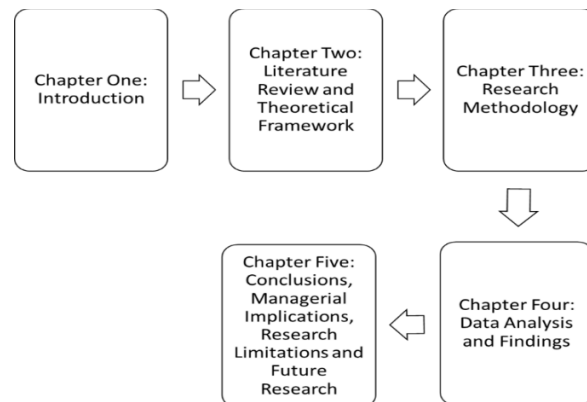


Figure 1. Thesis Structure

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter is divided into five sections. First, it explores the literature of HEIs as service providers. Second, it addresses the literature on student satisfaction with the university experience. Then, it discusses the antecedents of student satisfaction namely perceived university reputation, perceived faculty competency, perceived advisor competency and student entitlement. Moreover, the consequences of student satisfaction namely student belongingness and student citizenship behavior are reviewed. Finally, this chapter presents the proposed theoretical framework and hypotheses development.

2.2 Higher Education Institutes as Service Providers

The notion that HEIs are considered as service providers is still a notion under debate from many scholars and researchers. Services are intangible and hence are being treated as a process, where the quality of the service is hard to comprehend or measure. The increased interest in providing quality programs in HE and the substantial growth in the number of private and public HEIs; while at the same time, the decrease in government spending in HE, have resulted in the rise of private funding to finance HEIs. This phenomenon has increased the interest in generating more revenues and has shifted the focus to the marketization of the HE sector (Voss & Zomerdijk, 2007).

Khanna et al., (2014) have observed HE as an experiential service; where focus deviates from the benefits resulting from the delivery of the service; rather, on the experience of the student's interaction with the HEI. HE as a service is hardly treated like

any other service, which is due to the fact that the relationship between the service provider (HEI) and the customer (student) is intense and continuous. Voss & Zomerdijk (2007) viewed an experiential service as a journey that extends over time and consists of multiple facets and touchpoints that need to be designed prudently. The journey approach suggests that the customer experience has a life span that starts before the transaction and ends after the actual experience occurs, which indicates the importance of designing the customer experience to achieve customer satisfaction. Five design areas were identified that were predicted to affect the customer experience: the service provider's employees, the service delivery process, the physical environment, other customers and management support.

This in particular is adjacent to the HE context since the scope of the journey approach is much broader than traditional models; where the university experience is more complex than other service experiences. The literature identifies that university experience commonly involves two levels (core and supplementary). According to Clemes et al., (2008) the core level revolves around the learning experience and meeting the study obligations, whereas the supplementary level revolves around the overall university experience, such as social environment. Other scholars identified different supplementary aspects such as administrative services, staff, physical environment and advising support (Parahoo et al., 2013; DeShields et al., 2005; Thomas & Galambos, 2004). When designing the university experience it is crucial to pay great attention to the supplementary components since they can have a significant impact on the core components. However, determining which components of the university experience are important for students and the degree to which they influence different outcomes such as

student satisfaction are subjects of continuous examination.

There is also a continued debate in the HE literature over who the customer of HEIs is. Many scholars have an aversion to the idea of students being considered as customers. The rationale behind this aversion is based on the idea that if students were considered as customers, it deteriorates academic rigor (Bay & Daniel, 2001), it could lead to the absence of students' accountability (Clayson & Haley, 2005), it could cause grade inflation (Hassel & Lourey, 2005) and it might increase students' sense of entitlement (Edmundson, 1997). Conversely, if students were not considered as customers, it could lead to the absence of customer orientation which might have undesired consequences (Koris & Nokelainen, 2015).

However, Guilbault (2016) highlighted that HEIs as service providers could have more than one customer, where students, future employers, the government and other stakeholders could be considered customers. Additionally, Ostrom et al., (2011) have considered students to be the main customers of HE due to the magnitude of interaction with the HEIs since they were the main focus of the service provided. Moreover, Maguad (2007) explained that using the term customer covers any beneficiary of the output of services; and since students are the main beneficiaries of the HEI output (education), they are considered the main customers. This is parallel to Deming's (1986) statement that the primary customers of an organization are the end users of the service provided. It is also important to note that students themselves believe they are the main customers of the HEIs (Ng & Forbes, 2009; Bay & Daniel, 2001). On the contrary, this notion has been opposed by many academics who believe that there is a conflict of interest between providing a high quality education and providing high quality customer service

(Guilbault, 2010); nevertheless, there is a lack of empirical evidence that support this perspective (Koris & Nokelainen, 2015). As concluded by Koris & Nokelainen (2015), students believe they should be treated as customers when it comes to the classroom studies and ways of communication with the HEI; while, they did not view themselves as customers when it comes to academic rigor, grading and graduation.

In summary, it appears that the main reasons behind the belief that students shouldn't be viewed as customers is mostly related to the quality of education in the classrooms rather than other associated services or the supplementary level of the university experience. Yet, these criticisms seem to be based on an old fashioned perspective of marketing where those scholars believe that if a student is viewed as a customer, they are entitled to be given what they want and that they always have the upper hand in the relationship with the HEI (in reference to the customer is always right perspective). This study views HE as an experiential service where the emphasis is on the experience that the customer goes through while interacting with the organization. It is also evident that students view themselves as customers and HEIs perform many actions that indicate that they treat students as their main customers, so denying the fact that students are the main customers of any HEIs has many repercussions that might affect other factors in the student university experience and might have an impact student satisfaction.

2.3 Student Satisfaction

Recently, the topic of student satisfaction has been the highlight of many empirical studies in the HE literature. The growing interest in HE research has been

accelerated by the increase of competitiveness in student admissions and recruitment.

This resulted in the upsurge of studies assessing the student university experience.

Previous research have shown that the core of the student university experience lies in student satisfaction; where many studies highlighted the different factors that might affect student satisfaction ranging from academic programs to the different support services offered to students; in addition to, the consequences resulting from student satisfaction.

The literature on customer satisfaction have been extensive throughout the last few decades. Numerous definitions and conceptualizations have been developed for the phenomenon. In the services context, several scholars have explored the concept and viewed satisfaction as a judgment of a specific service encounter (e.g.: Cronin & Taylor, 1992). In the HE context, student satisfaction is predicted by the students' short-term attitude to the experience they had in the educational process (Elliott & Healy, 2001). Quality of the services plays an imperative role in determining satisfaction; as it has been reinforced by Barnett (2011) who indicated that student satisfaction is the only performance indicator of service quality for service providers of HE. Organizations in general usually focus on the quality of their services in order to attract and retain customers. Rowley (1997) has defined perceived quality as the consumer's judgement on an organization's overall excellence; supporting the notion by Parasuraman et al. (1991) that service quality is an overall evaluation parallel to attitude. The issue of quality in HEIs has been in the rising among other issues such as, admissions, student satisfaction, retention and loyalty (Purgailis & Zaksas, 2012). Due to the dynamic nature of the university experience and the difficulty in determining which aspects of the educational process are most relevant to the student, it is quite a complex process to measure student

satisfaction.

In the HE literature a common approach to measure student satisfaction is through evaluating the service quality aspects (Parahoo et al., 2013). By evaluating the service quality aspects, it would shed the light on the overall experience of the student and hence would give an indication on the level of satisfaction for the student. The main challenge in the evaluation is identifying the suitable and relevant items that can help measure satisfaction. The strategic importance of measuring satisfaction has attracted many researchers in various fields related to HE to explore the elements that relate to student satisfaction, resulting in a substantial number of studies with mixed results. Several methodological approaches have been dedicated to studying student satisfaction, which makes it difficult to pinpoint the most important constructs (whether antecedents or consequences) that relate to it and helps measuring student satisfaction. This discrepancy shows that the results reported for the ways student satisfaction was measured were heterogeneous. Therefore, the study of student satisfaction with their university experience appears to be disjointed due to the range of empirical findings resulting from different contextual approaches. Accordingly, there is still a need for further research in the topic and further conceptualization of constructs that measures and explains student satisfaction especially the ones that have been given little attention in the literature.

In view of that, the current study describes a review of the literature that summarizes key elements (antecedents and consequences) related to student satisfaction in the HE context. These elements are presented in Table 1, where various studies that focus on student satisfaction in higher education are analyzed. It is possible by the analysis of table 1 to confirm that the elements found cover the whole university

experience. There are many ways to explain the facets of student satisfaction, and the above review has facilitated the presentation of such facets. As an example, elements related to the role of faculty, faculty competency (teaching quality), interaction with faculty and faculty's empathy have been found to be determinants of student satisfaction (Kim & Lundberg, 2016; Parahoo et al., 2016; Elsharnouby, 2015; Lai et al., 2015; Martirosyan, 2015; Das & Haque, 2013; Parahoo et al., 2013; Wilkins & Stephens Balakrishnan, 2013; Purgailis & Zaksa, 2012; Melo, Sena, Verde, & Arruda, 2008; Strauss & Terenzini, 2007; DeShields et al., 2005; Elliott & Shin, 2002; Kuh & Hu, 2001; Elliott & Healy, 2001; Astin, 2001; Belcheir, 1999; Alves, 1998; Bailey, Bauman, & Lata, 1998; Franklin & Shemwell, 1995; Franklin, 1994; Hampton, 1993; Chadwick & Ward, 1987; Bodur & Osdiken, 1981; Pascarella & Terenzini, 1976). In addition, elements that covered aspects related to academic advising and the interaction with academic advisors were also found to be determinants of student satisfaction (Lai et al., 2015; DeShields et al., 2005; Kara & DeShields, 2004; Elliott & Shin, 2002; Astin, 2001; Bailey, Bauman, & Lata, 1998; Bodur & Osdiken, 1981). Moreover, elements associated to university image and reputation were empirically proven to be determinants of student satisfaction (Ali et al., 2016; Parahoo et al., 2016; Elsharnouby, 2015; Sultan & Wong, 2014; Parahoo et al., 2013; Clemes et al., 2008; Nguyen & LeBlanc, 2001; Walther, 2000). Also, elements related to student interactions with other students were found to be determinants of student satisfaction (Parahoo et al., 2016; Elsharnouby, 2015; Hopland & Nyhus, 2015; Parahoo et al., 2013; Gruber et al., 2010; Astin, 2001). Other elements such as the quality and ease of access to facilities and IT services were found to also be determinants of student satisfaction (Ali et al., 2016; Parahoo et al., 2016; Martirosyan,

2015; Lai et al., 2015; Sultan & Wong, 2012; O’Driscol, 2012; Franklin & Shemwell, 1995). On the other hand, studies such as (Safaria, 2013; Walton et al., 2012; Freeman et al., 2007; Bailey, Bauman, & Lata, 1998) have found a relationship between sense of belongingness and student satisfaction. Nevertheless, more studies have identified more consequences to student satisfaction including student citizenship behavior, involvement, the attitude towards the HEIs, loyalty, word of mouth and intention to recommend (Elsharnouby, 2015; Rautopuro & Vaisanen, 2000; Walther, 2000; Danielson, 1998; Duque & Lado, 2010; Ali et al., 2016; Nguyen & LeBlanc, 2001; Das & Haque, 2013; Teo & Soutar, 2012; Ledden & Kalafatis, 2010; Sultan & Wong, 2014).

Table 1

Student Satisfaction Related Studies

Study	Elements found related to student satisfaction
Pascarella & Terenzini (1976)	Role of faculty
Bodur & Osdiken (1981)	Advising system General teaching quality
Aitken (1982)	Academic performance Course satisfaction

	Satisfaction with major
Chadwick & Ward (1987)	Market value of the degree
	Teaching quality
Hampton (1993)	Teaching quality
	Academic–social life
Franklin (1994)	Quality of courses and instruction
Wiese (1994)	Perception about receiving an education of quality
Franklin & Shemwell (1995)	Tangibles (quality of university facilities)
	Reliability (quality of teaching)
	HEI Responsiveness
	Assurance (projected confidence of administration, staff and faculty in providing a quality education experience)
	Empathy to students
Bailey, Bauman, & Lata (1998)	Campus community (sense of belong, safety)
	Relationship with teachers
	Advising
Alves (1998)	Market value of the degree
	Teachers

	Outside connections
	Means to support teaching
	Internal serviceableness
Browne et al. (1998)	Quality of the degree
	Variables related with the curricula
Danielson (1998)	Involvement
	Integration
	Effort quality
Belcheir (1999)	Teaching quality
Rautopuro & Vaisanen (2000)	Learning activities
	Social involvement
Walther (2000)	Global academic satisfaction (innovation, reputation, education that prepares for a career, satisfaction with academic development)
	Academic life
	Environment (involvement)
Elliott & Healy (2001)	Focus on student
	Academic environment

	Teaching affectivity
Astin (2001)	Institutional focus on diversity
	Positive attitude of the teachers with the institution educational program
	Interaction between teachers and students
	Interaction between students and students
	Student performance
	Vocational and professional advising
	Academic community
Nguyen & LeBlanc (2001)	University image
	University reputation
	Loyalty
Kuh & Hu (2001)	Student-faculty interaction
Elliott & Shin (2002)	Academic advising
	Course content
	Registration process
	Excellence of Instruction in major
	Opportunity to take desired classes

	Placement rate of major
Kara & DeShields (2004)	Advising staff Retention
DeShields et al. (2005)	Faculty Advising staff College experience
Freeman et al. (2007)	Sense of belongingness Academic motivation
Strauss & Terenzini (2007)	Role of faculty
Melo, Sena, Verde, & Arruda (2008)	Teaching service quality
Clemes et al. (2008)	Tuition fees (price) University image
Carter (2009)	Support service quality
Gibson (2010)	Classes/curriculum Advising support Skills developed by students

	Preparation for future
	Services/facilities
	Social integration
	Student centeredness/responsiveness
	Pre-enrollment factors
Duque & Lado (2010)	Attitude toward the higher education institution
Ledden & Kalafatis (2010)	Intention to recommend
Malik et al. (2010)	Total service quality
Gruber et al. (2010)	Atmosphere among students
Walton et al. (2012)	Sense of belongingness
Purgailis & Zaksa (2012)	Academic staff
	Study content
	Readiness for labor market and acquired skills
O'Driscoll (2012)	Facilities service quality
Teo & Soutar (2012)	Word-of-mouth

Sultan & Wong (2012)	Academic service quality
	Administrative service quality
	Facilities service quality
	Trust
Wilkins & Stephens	Quality of lecturers
Balakrishnan (2013)	Quality and availability of resources
	Technology
Das & Haque (2013)	Teaching service quality
	Attitude toward the higher education institution
Arif et al. (2013)	Campus life
Parahoo et al. (2013)	Perceived university reputation
	Perceived faculty competency
	Quality of interactions with administrative/IT staff
	Interactions with other students
Safaria (2013)	Sense of belongingness
Sultan & Wong (2014)	Trust
	University brand
	Behavioral intentions

Duque (2014)	Academic service quality
	Administrative service quality
Hopland & Nyhus (2015)	Classroom environment
	Exam results
Lai et al. (2015)	Teaching quality
	Academic advising
	IT
	Library facilities
Martirosyan (2015)	Professor quality
	Students support facilities
Elsharnouby (2015)	Perceived university reputation
	Perceived faculty competency
	Quality of interactions with administrative/IT staff
	Interactions with other students
	Student citizenship behavior
	Student participation behavior
Parahoo et al. (2016)	University reputation
	Physical facilities

	Faculty empathy
	Student–student interactions
Ali et al. (2016)	Loyalty
	Image/reputation
	Program issues
	Access to university facilities
Kim & Lundberg (2016)	faculty–student interaction quality

However, in some of those studies it was noticed that student satisfaction was measured using only one variable; although the literature confirms that measuring student satisfaction with only one variable would not reliably measure the construct. This proves that there is still a gap in examining student satisfaction with the university experience.

In an attempt to bridge this gap, the current study proposes the measurement of the construct student satisfaction to be guided by Herzberg’s two-factor theory; while adopting the conceptualization of student satisfaction as ‘a short-term attitude resulting from an evaluation of a student’s educational experience’ (Elliott & Healy, 2001, p. 2). Satisfaction is usually measured as a cognitive process in which customers compare their expectations about the organization with its actual performance (Ng & Forbes, 2009).

These expectations are mainly formed from interactions with different organizations that set a benchmark for what to expect in future interactions. In the case of HE, usually students are unable to have any benchmarks and therefore it is hard to set expectations or evaluate the organizations' performance fairly. Contrasting other services, university experience is more dynamic and continuously progressing, which makes it hard to evaluate the quality of the experience (Elsharnouby, 2015). Additionally, student satisfaction is indefinable to measure, where students have different preferences on what they value the most in the university experience (Ng & Forbes, 2009). Hence, a common approach to measuring student satisfaction is to identify the appropriate items of evaluating the service quality attributes (Gibson, 2010; Parahoo et al., 2013). The foundation behind such approach is that quality service aspects can result in forming a positive student experience which ultimately generate overall satisfaction. Thus, in order to fully capture student satisfaction it is important to measure the overall satisfaction with the university experience; looking at the satisfaction level by evaluating the difference between service performance as perceived by students and what the students expect (Parasuraman et al., 1986); in addition to measuring the service quality aspects through the antecedents of student satisfaction as described in the next section.

2.4 Antecedents of Student Satisfaction

The research on student satisfaction has been mostly dedicated on the premise of measuring service quality attributes; since it is commonly believed that the service quality attributes are able to capture the student's university experience, which in turn highlights what drives student satisfaction (Sultan & Wong, 2012). Analyzing the

university experience usually focuses not only on interactions in the classrooms or with faculty (core level), but also refers to interactions with associated services (supplementary level) such as administrative services and academic advising support (Deshields et al., 2005). The different interactions with the service play a key role in forming the students' perception of quality and hence affects how satisfied they are. (Parahoo et al., 2013). Gibson (2010) has analyzed different service quality attributes looking at both the core and supplementary levels of the university experience and was able to identify nine antecedents: Faculty and quality of teaching, classes and curriculum, advising support, skills developed by students, preparation for a future career, services and facilities, social integration, responsiveness to students and pre-enrollment factors (admission procedure).

Although considerable amount of research has been devoted to measure student satisfaction with their university experience, most of the existing literature has been done in western contexts, with limited studies done in the GCC region. However, Parahoo and Tamim (2012) empirically tested a model of student satisfaction that revealed that branding and interactions of students with administrative staff had a major effect on student satisfaction. In another study, Wilkins and Balakrishnan (2013) identified that quality of faculty, quality and availability of resources, and effective use of technology were found to be significant determinants of student satisfaction. Moreover, Parahoo et al. (2013) looked at factors such as university reputation, faculty academic competence, faculty communications, interactions among students, student interactions with admin and IT staff, and service quality of electronic communications. The findings indicated that the role of university reputation and the perceived faculty competency were the

significant antecedents influencing student satisfaction. Similarly, Elsharnouby (2015) has tested four antecedents adopted from Parahoo et al. (2013): perceived university reputation, perceived faculty competency, quality of interactions with administrative/IT staff, and interactions with other students; and the results yielded similar conclusions where perceived university reputation and perceived faculty competency were found to be essential determinants of student satisfaction.

In the light of those results, the current study attempts to test part of the model adopted by Parahoo et al. (2013) and Elsharnouby (2015), and focuses on relations with perceived university reputation and perceived faculty competency. In addition to that, the researcher has identified another factor from the literature that has been shown to be critical in impacting student satisfaction; which is the role of academic advising and the interaction between students and their advisors (Gibson, 2010; Deshields et al., 2005). Although the researcher considers these three factors to be critical in influencing the students' experience with their university, and ultimately impacting student satisfaction; anecdotal evidence suggests an increase in students' sense of entitlement in the GCC region.

With many stories told by professors about students demanding higher grades and favorable treatment because of time or effort spent rather than judging the quality of the submitted work and many more tales from this nature. Greenberger et al. (2008) had noted this rise of student entitlement in HE and discussed the need to better understand this construct. Boyd and Helms (2005) have developed a Consumer Entitlement scale and have recommended that entitlement should be examined in different contexts so that organizations can understand the concept better and its implications. One such context

where research is limited is regarding the impact of entitlement on student satisfaction in the HE context; and to this date questions still remain as to the effect of student entitlement in the university experience. In the retail context, customer entitlement is considered as one of the main factors that directly influence customers' expectations, which in turn influences satisfaction (Butori, 2010). This study proposes that student entitlement could act as an antecedent to student satisfaction and as a moderator between student satisfaction and the other three antecedents.

2.4.1 Perceived university reputation.

The literature shows an increased interest in the last two decades over the concepts of image and reputation especially in the services context. Several studies have emphasized the role of corporate image in attracting potential and present customers and enhancing customers' satisfaction and buying intentions (Palacio et al., 2002; Arpan et al., 2003; Sung & Yang, 2008; Andreassen & Lindestad, 1998). Likewise, studies have also shown that maintaining a desirable corporate reputation gives organizations a competitive advantage and increases satisfaction and loyalty (Fombrun & Shanley, 1990). Nguyen and LeBlanc (2001) highlighted that understanding the role of image and reputation would enable organizations to form better communication strategy and hence improve the organization's position. Evaluating what aspects influence perceived image and reputation of an organization has been challenging for scholars due to the dynamic nature of the construct and therefore it is difficult to conceptualize and challenging to measure.

Dichter (1985) conceptualized image as the overall impression of an organization

in the minds of others. While Kotler and Andreasen (1996) defined image as the sum of beliefs, attitudes, stereotypes, ideas, relevant behaviors or impressions that consumers hold for an organization. Although organizations attempt to convey a favorable image to their customers, it might be challenging because certain groups of the involved stakeholders could have different variations of the image of the organization since images are created as a result of their choices and social interactions (Barich & Kotler, 1991). Similarly, a university's image and reputation is not easy to conceptualize in a single image since different stakeholders form their own perception of different departments, colleges and professors (Arpan et al., 2003).

Until the early 2000s, research on university image has been scarce; however, recent years have shown an increased interest in studying the different aspects of university image and reputation. Several studies have empirically tested the relationship between the university image and the influence on college selection (Cubillo et al., 2006; Pampaloni, 2010), how the university image is perceived by audiences (Kazoleas et al., 2001), how universities market and promote their favorable image (Çetin, 2003), the impact of university image on student satisfaction (Alves & Raposo, 2010; Palacio et al., 2002), the impact on loyalty (Alves & Raposo, 2010; Nguyen & LeBlanc, 2001), and the impact on different behaviors (Sung & Yang, 2008). In the HE context, image and reputation are being comprehensively used as positioning instruments for prospective students attracting them to choose the potential HEI (Nguyen & LeBlanc, 2001); as well as a mean to keep current students satisfied (Parahoo et al., 2013) and retained in the HEI (Carter & Yeo, 2016). Alves and Raposo (2010) studied the university image construct and conceptualized it as the perception of services provided that is affected by tangible

and intangible communication and cognitive elements.

Perceived university reputation is looked at through the university image. In the HE literature, an image is the result of comparing and contrasting different attributes of the HEI (Nguyen & LeBlanc, 2001). Usually students develop their perceived image of a university through external and internal factors, where the external factors are comprised of their local community, family and friends interactions and the internal factors are mainly from their own interactions within the university (Clemes et al., 2008). According to Turner (1999), university image is measured through three attributes: study environment, practicality and conservativeness (as cited in Elsharnouby, 2015).

2.4.2 Perceived faculty competency.

HE scholars have established numerous concepts related to the student university experience, and interaction with faculty members is possibly the most commonly cited university element believed to improve student outcomes. Several empirical studies have investigated the role of faculty members and have positioned faculty as one of the most crucial elements in HEIs that have an impact on students (Kuh & Hu, 2001; Pascarella & Terenzini, 1976; Strauss & Terenzini, 2007; Kim & Sax, 2014). Moreover, various studies have focused on examining the interaction between students and faculty, and have found that positive outcomes from the interaction such as student development, satisfaction and stronger commitment to graduate occur (Kim & Sax, 2009, 2011; Kuh & Hu, 2001; Pascarella & Terenzini, 1976, 2005). Another line of studies has specified that the interaction between students and faculty could contribute to improving the students' grade point average (GPA) (Kim 2010; Kim & Sax 2009), aid cognitive skill development (Kim & Sax, 2011; Pascarella & Terenzini, 1976), inspire students' learning

(Lundberg & Schreiner 2004), and simulate psychosocial outcomes such as educational aspirations (Kim 2010; Kim & Sax 2009). In addition to that, Tinto (1987, 1993) proposed in his theory of student departure that interaction between students and faculty; whether it's formal interaction in class or informal interaction outside the classroom, has an important effect on students' persistence through their integration in the academic and social community in the HEI. In principle, enabling quality interactions between students and faculty members would result in greater involvement of the students in their university experience.

In services marketing, Bitner et al. (1994) have found that quality of the interaction between customers and the employees of the service provider usually has an effect on satisfaction, trust and commitment. Similarly, in the HE context the perception of the quality of the university experience is built on the quality of interactions between students and faculty or administrative staff who are directly in touch with the students. Hill et al. (2003) concluded that the quality of the interaction between students and faculty is a key factor in determining the students' perceptions of the HEI's service quality. Likewise, Voss et al. (2007) had a similar conclusion and recommended that faculty should be able to adjust their behaviors in congruence to the students' expectations in order to have a favorable influence on their perceived service quality which should ultimately impact their satisfaction.

According to Parahoo et al. (2013), students appeared to have certain expectations of the quality of interactions with faculty that might enhance or deplete their university experience. The study also conceptualized students' perception of the faculty's competence to be inclusive of faculty's experience, skills, availability, empathy and their

responsiveness to students in a timely matter. This supports the conclusion from the study conducted by Voss et al. (2007), where it was observed that students expect to get valuable encounters with their faculty that could enable them to succeed in their exams and eventually prepare them for the workforce.

2.4.3 Perceived advisor competency.

Over the years, studies have widely examined different organizational structures of academic advising models (e.g., Habley 2004), academic advising interventions (e.g., Earl 1988), and learning outcomes of academic advising (e.g., Bahr 2008; Jones-White et al. 2010). One of the earliest conceptualizations for academic advising; or advising as referred to in the literature, was by Grites (1979), where he defines advising as “a decision-making process during which students realize their maximum educational potential through communication and information exchanges with an advisor” (p.1). Another conceptualization came later from Kuhn (2008), which added a deeper explanation of the different roles assigned to advisors. Kuhn refers to advising as “situations in which an institutional representative gives insight or direction to a college student about an academic, social, or personal matter. The nature of this direction might be to inform, suggest, counsel, discipline, coach, mentor, or even teach” (p. 3).

The broader conceptualization by Kuhn (2008) has shed the light on two crucial aspects of the nature of the advisor’s role; firstly, that the advisor’s role is not strictly related to academics, where their role extends to giving insights on social and personal matters as well. Secondly, the variety of methods used in advising is clearly illustrated when he mentioned that the advising process includes activities like counseling,

coaching, mentoring and teaching; hence, the advising process is not limited to simply informing or discussing matters with students.

Another line of research was dedicated in studying the organizational structure of the advising models; where three main models have been identified in the literature: centralized, decentralized and shared (Habley, 2004). Assigned advisors in these models can vary from professional advisors to faculty advisors; professional advisors are hired as full-time professionals under student affairs where their main job is academic advising. On the other hand, faculty advisors are faculty members who are given an extra role outside of the classroom and are assigned a number of advisees per semester (King, 2008).

The centralized model, has all academic advisors located under one administrative unit in order to maximize coordination between the different colleges/departments and maximize resources. Whereas in the decentralized model, two scenarios exist; the first, faculty advisors are located in their respective colleges/departments with no centralized office; second, professional advisors are located in offices representing academic units in different colleges/departments. The shared model, combines both centralized and decentralized models, where faculty advisors and professional advisors are both assigned to either meet with students in the central unit or in the respective colleges/departments. Each of the models presented have their pros and cons, and there is no evidence in the literature that supports the superiority of any of these models over the other. According to Kuh et al. (2005), Habley et al. (2012) and Braxton et al. (2014), academic models must be structured effectively to serve the institutional structure and the students' needs; as long as there is consistency among the different student success initiatives, models of

delivery of advising are inferior to the quality of the advising practices.

King (1993) has summed up the role of advising as the only structured service on campus that guarantees students some sort of interaction with employees of the HEIs; as advisors have the responsibility to assist students to integrate in the university experience, which should result in the student's development and satisfaction. In the context of the current study, the model that is used is the decentralized one, where professional advisors are located in offices representing academic units in different colleges/departments across campus. In general, the idea of professional advisors is novel in the GCC region and there is a lack of empirical studies that examine the perceived quality of the advisors and their interactions with the students. Similar to the perceived faculty construct, it is expected that students would have certain expectations of the quality of interactions with advisors that might enhance or deplete the students' university experience. Especially since the decentralized model puts advisors on the frontline of interactions with students, where advisors play an imperative role in meeting the students' expectations. This should have a favorable influence on their perceived service quality and ultimately influence their satisfaction.

2.4.4 Student entitlement.

Student entitlement has received little focus from scholars and researchers in the HE literature. Student entitlement has been referred to in the literature as academic entitlement and sense of entitlement in HE, and all three terms have been used interchangeably. According to Chowning and Campbell (2009), academic entitlement has

been defined as the student held belief that they deserve high grades regardless of the effort put into their work. Academic entitlement has been also conceptualized into a variety of inappropriate behaviors in the class (Mellor, 2011). Finney and Finney (2010) have looked at the reflection of students who perceive themselves as consumers of the HEI different entitlement factors; such as, arguing with an instructor or complaining about a grade, and have found that those students who actually view themselves as consumers are more likely to argue and complain. Customers may feel entitled when they are paying tuition (Finney & Finney, 2010) or in the case of GCC when locals feel that the government and the public institutions owe them quality education; keeping in mind that public university education is free for nationals in countries like Qatar.

Students sometimes show their entitlement through requesting to speak to a supervisor or complaining to higher authority, if they feel that the staff is not competent enough to address their concerns. The same thing may happen if the student believes that he/she is receiving less than he/she expects as quality education from competent instructors. Boyd and Helms (2005, p. 274) conceptualized entitlement as “the extent to which an individual expects special treatment and automatic compliance with his or her expectations.” In addition, Morrow (1994) conceptualized student entitlement as “demanding acceptance into any higher education institution no matter what level of academic performance they had previously demonstrated”. He further explained that students who have a high sense of entitlement will probably be willing to blame the university or the instructor rather than themselves when they don’t perform well; as those students believe that success is their right regardless of the performance and once they don’t receive what they expect, they are dissatisfied. This shows that the psychological

approach to entitlement focuses on the expectations concerning rewards and compensation that are not necessarily based on actual performance, where students believe that they deserve certain privileges which usually leads to the students' belief that they deserve a special outcome irrelevant of their efforts (Finney & Finney, 2010). Students feelings of entitlement have been on the rise and many professors and academic staff can provide tales of students requesting higher grades or special treatment because of the time and effort they have put in instead of how they actually performed (Greenberger, et al., 2008). This rise entitlement in academic settings has resulted in the need for a greater understanding of its relationship with student satisfaction in higher education (Badry & Willoughby, 2015; Finney & Finney, 2010; Greenberger, et al., 2008).

2.5 Consequences of Student Satisfaction

The study of satisfaction is essential in HE in order for the HEIs to be able to inaugurate lasting relationships with their students. Those lasting relationships ultimately result in creating a competitive advantage through the consequences of satisfaction. Differently, dissatisfied students could be drivers of negative consequences for themselves and the HEI, such as low sense of belongingness (Walton et al., 2012), lower retention rate (Carter & Yeo, 2016), lack of citizenship behavior (Elsharnouby, 2015), and negative word of mouth (Teo & Soutar, 2012). It is important to note that the consequences of student satisfaction in HE are not necessarily corresponding to the consequences of satisfaction in other services, which is due to the dynamic nature of the HE service and the other unique characteristics that it possesses.

Studies in the services marketing literature have found that the main consequences could be summarized in loyalty, word of mouth, feedback and complaints, repurchase behavior and profit (Danaher & Rust, 1994; Dabholkar et al., 1996; Rust & Williams, 1994; Anderson & Fornell, 1994; Anton, 1996; Bitner, 1990). On the other hand, literature in HE have concluded somehow different results where consequences such as student citizenship behavior, sense of belongingness, involvement, the attitude towards the HEIs, loyalty, word of mouth and intention to recommend were mainly identified (Walton et al., 2012; Elsharnouby, 2015; Rautopuro & Vaisanen, 2000; Walther, 2000; Danielson, 1998; Duque & Lado, 2010; Ali et al., 2016; Nguyen & LeBlanc, 2001; Das & Haque, 2013; Teo & Soutar, 2012; Ledden & Kalafatis, 2010; Sultan & Wong, 2014).

In the context of the current study, the HEI under investigation being a state-owned university in a non-profit service industry, it is difficult to conclude that satisfaction would have the same consequences as other services. Therefore, it is in the scope of this study to analyze those consequences that are the most relevant to the current context from the HE literature. According to Tinto's (1987) academic and social integration model, it was suggested that successful adjustment to the university; such as developing a sense of belongingness, could result after forming satisfactory interactions within the university and dealing with academic and social aspects of the university experience. However, few studies have inspected in-depth the direct potential connotations between satisfaction and sense of belonging. On the other hand, based on the social exchange theory by Cropanzano et al. (1997), it is expected that students would engage in citizenship behavior as a way of rewarding the HEI for providing a satisfying

university experience. In this way, the current study investigates the effect of student satisfaction on sense of belongingness and student citizenship behavior.

2.5.1 Student belongingness.

The phenomenon of belongingness (also referred to as belonging) had plenty of explorations in the psychology and social psychology literature. Most studies have shown that the need to belong produces a powerful impact on cognitive processes, emotional patterns, behavioral responses, and well-being; on the other hand, the failure to satisfy the need for this sense of belongingness would have negative consequences (Baumeister & Leary 1995). The literature on student belongingness is scarce; although there are some corresponding definitions of belongingness in the literature that is more relevant to their corresponding discipline from which they originated. Social psychologists have looked at belongingness as the experience of that person's involvement in a way that the individual feels herself/himself to be an important part of that system (Anant, 1967). Psychologists Baumeister and Leary (1995) have defined belongingness as the need to be with others and the perception of being involved with them; which results in the creation of a sense of connectedness and feeling like a part of the community and raising one's esteem by feeling cared for by others. This conceptualization helped shed some light on the importance of belongingness as a construct; confirming that belongingness is measured as a basic human need (Maslow & Lowry, 1968), which is reliant on social connections and interactions.

In the HE literature, conceptual commonalities have been present between the

measures of belongingness, school membership and psychological sense of community (Goodenow, 1993; DeNeui, 2003). This is quite expected since similarities have also existed in the services literature between sense of belongingness, commitment to the organization and brand identification (Bansal et al., 2005; Lam et al., 2010). In order to avoid confusion with some of the related constructs, this study shall refer to belongingness to describe only contexts related to the university experience.

Studies which have tested the need to belong in the education context have mainly looked at satisfaction formed as a result of different interactions and interpersonal connections with the different agents of the education system (Goodenow, 1993). Looking specifically at the HE context, sense of belongingness has been conceptualized as perceptions of acceptance and inclusion in the campus environment (Bollen & Hoyle 1990; O'Brien et al. 2011). It was also found that sense of belongingness was related to social and academic adjustment (Hurtado et al., 2007) and student retention (Hausmann et al. 2007). There has been a growing attention to examine the sense of belongingness within the classroom through evaluation of satisfaction from the interaction between students and faculty (Freeman et al., 2007; Meeuwisse et al., 2010).

In the current study, student belongingness is conceptualized as part of the sociological construct for cohesion; it reflects the extent to which students feel they belong, are members of the university community, and are a part of that community (Bollen & Hoyle 1990). In this way, the current study draws on HE research that uses the term sense of belongingness to explicitly consider students' sense of connection with their university community as a result of contentment from students' academic and social interactions (Hausmann et al., 2007; Hurtado & Carter, 1997).

2.5.2 Student citizenship behavior.

Studies by organizational scholars have looked into the construct citizenship behavior and conceptualized it as “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the functioning of the organization” (Organ, 1988, p. 4). The idea of organizational citizenship behavior (OCB) revolves around the voluntarily behaviors executed by employees in order to assist other employees in their job tasks or help the workplace run more efficiently (Organ, 1990). These behaviors are considered extra-role activities beyond the employee’s job description; where employees acknowledge that it is not mandatory or obligated under their assigned role or contract (Organ, 1997). Hence, employees performing citizenship behavior are not expecting to be officially rewarded for their actions; nor will they be officially sanctioned if they do not endorse citizenship behavior (Organ, 1997).

The concept of customer citizenship behavior (CCB) is an extension of OCB, where CCB is defined as the voluntary helping behavior the customer performs above the usual behavior they typically perform in an exchange for a product or service (Gilde et al., 2011). Scholars have looked at customers as “partial employees” and “part-time employees” of the organization (Bowen et al., 2000; Groth, 2005). In this sense, CCB is seen as “discretionary” and “pro-social” actions, which benefits both other customers and the organization (Bove et al., 2009; Yi & Gong, 2008). Groth (2005) has conceptualized CCB as “voluntary and discretionary behaviors that are not required for the successful production and/or delivery of the service but that, in the aggregate, help the service organization overall” (p.11). This conceptualization is in alignment with Gruen’s (1995),

where he defined CCB as “helpful, constructive gestures exhibited by customers that are valued or appreciated by the firm, but not related directly to enforceable or explicit requirements of the individual’s role” (p.461).

These behaviors or gestures constitute extra-role intentions of helping other customers, providing useful feedback to service providers, advocacy, affiliation and tolerance. The helping behavior is related to the willingness to assist other customers during service delivery (Bettencourt, 1997). Providing feedback is when customers voluntarily provide useful information to the organization or the employees with the intention of improving the service (Anaza & Zhao, 2013). Advocacy is concerned with recommending the service or the service provider to others (Groth, 2005). Affiliation is relating to expressing support and building rapport with the service firm (Anaza & Zhao, 2013). Finally, tolerance is when customers are willing to put up with or be patient with a service failure, and to accept the fact that it is beyond the employees’ control (Yi & Gong, 2013). Accordingly Groth et al. (2004) and Groth (2005) have concluded that CCB consists of four main dimensions: (a) recommendations; (b) providing feedback to the firm; (c) helping other customers; and (d) showing tolerance. These four dimensions have been commonly accepted by other scholars (Anaza, 2014; Bove et al., 2009; Yi & Gong, 2013; Elsharnouby, 2015).

The concept of student citizenship behavior (SCB) has been derived from OCB and CCB. Researchers in service literature are progressively looking at customers as partial employees in the organization (Bowen et al., 2000). In the same way, a contemporary approach has surpassed the conventional view of what constitutes a consumer of HE, and has looked at students as effective partners in their university

experience (Brookes, 2003). Whether students consider themselves partners or not, it should be noted that in order to achieve their educational outcomes, there must be some kind of engagement from the student's side (Hamm, 1989).

In HE, Myers (2012) found that three dimensions of SCB (helping, sportsmanship, and civic virtue) were used by students in their classroom work groups and were positively related to group member commitment to those work groups. (McCroskey et al., 2004) have investigated students' perception of the social climate in the classroom through the interaction with both faculty and fellow students; and how it relates to the use of SCB with in the classroom. Myers et al. (2016) have identified three dimensions of citizenship behavior (involvement, affiliation, and courtesy) that students designate in the courses they are enrolled in and investigated its relationship with class climate and classroom connectedness. Allison et al. (2001), have investigated the role of SCB in the university experience and have concluded that there is a positive relationship between SCB and students' academic success.

In this study, SCB is conceptualized as a multidimensional construct comprised of four dimensions: feedback, advocacy, helping behavior, and tolerance (Yi & Gong, 2013). Feedback includes information provided by customers in an attempt to improve the service on the long run (Groth et al., 2004). Similarly, in HE an example of feedback is when a student has a useful idea on how to improve the campus and informs faculty or the university employees about it (Elsharnouby, 2015). Advocacy on the other hand refers to recommending the organization to friends and family (Groth et al., 2004); in the context of HE, advocacy can be evident when a student recommends university services to other students (Elsharnouby, 2015). Helping behavior refers to the help provided from

customers to their fellow customers (Groth et al., 2004); similarly in the HE context, students can be seen assisting other students using a certain service on campus or teaching the student how to use a service correctly. Finally, tolerance refers to the willingness of customers to be patient when inconvenient circumstances occur (Groth et al., 2004); an example of tolerance in HE context is when a student is willing to be patient in case of delays (Elsharnouby, 2015).

2.6 Theoretical Framework

The developed theoretical framework for the current study has been adapted to illustrate the main antecedents and consequences of student satisfaction and the structural relationships between perceived university reputation, perceived faculty competency, perceived advisor competency, student entitlement, student satisfaction, student belongingness and student citizenship behavior. Based on the literature review, this current model suggests that student belongingness and student citizenship behavior are determined by student satisfaction, and that satisfaction is influenced by a number of antecedents. Thus, Figure 2 presents the research theoretical framework.

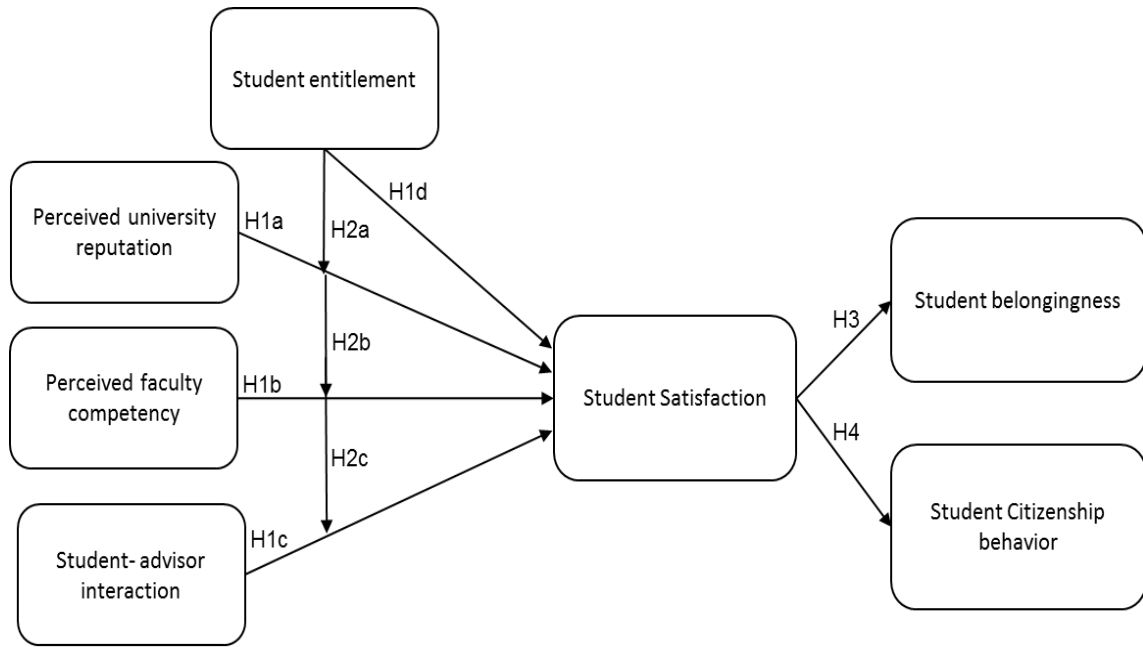


Figure 2: Research Theoretical Framework

The theoretical framework of this study was developed taking into consideration Herzberg's two-factor theory (Herzberg et al., 1967), Tinto's (1987) academic and social integration model, the social exchange theory by Cropanzano et al. (1997); as well as, a number of conceptual models developed and validated by other researchers (Yi & Gong, 2013; Parahoo et al., 2013; Elsharnouby, 2015). This theoretical framework encompasses two sides, the left side of the framework deals with the antecedents of student satisfaction; it consists of four independent variables and the student satisfaction construct as the dependent variable. The right side presents the consequences of student satisfaction. Moreover, the framework illustrates the potential moderation effect of student entitlement on the antecedents of student satisfaction.

Herzberg's two-factor theory (Herzberg et al., 1967) is one of the most cited theories in regards to motivation and satisfaction. According to the theory, there are two distinct sets of factors for satisfaction. The first set is the "satisfiers" which occurs when satisfaction is achieved. The second set is the "dissatisfiers" which results in dissatisfaction when it is underprovided. Satisfaction and dissatisfaction in this sense are not treated as opposites; meaning that the opposite of satisfaction is not dissatisfaction but rather no satisfaction. The satisfiers in this theory are mainly "intrinsic factors" that are essential to the service content and controlled by the student. On the other hand, the dissatisfiers are "extrinsic factors" that are not under the control of the student and usually affect dissatisfaction even if the satisfiers are fulfilled.

In applying Herzberg's theory to the current study, perceived university reputation, perceived faculty competency and perceived advisor competency are directly related to the interactions between students and the service provider in the university experience and can be considered as satisfiers. Conversely, student entitlement can be treated as a dissatisfier that can result in dissatisfaction and not necessarily satisfaction. Since the presence of a certain level of entitlement may lead to dissatisfaction, its absence or the lack of may not necessarily cause satisfaction.

In general, satisfaction is determined by the dissimilarity found between the service performance perception and expectation by the customers/students (Parasuraman et al., 1986). Even though there are numerous factors that impact students' perceptions of the service quality and ultimately their satisfaction or dissatisfaction, the current study argues that perceived university reputation, perceived faculty competency, perceived advisor competency and student entitlement are four of the most important variables that

may have a great impact on the student university experience and satisfaction.

Tinto's (1987) academic and social integration model suggests that successful adjustment to the university; such as developing a sense of belongingness, can result after forming satisfactory interactions within the university and dealing with academic and social aspects of the university experience. The theory also highlighted the variation between the students' expectations and the HEI's expectation, and looked into how this variation can diminish satisfaction and ultimately have a negative effect on the students' sense of belongingness. Empirical studies have extended the theory and supported the notion that the lack of quality interactions with different members of the HEI community can have an effect on satisfaction; which would result in various negative outcomes (such as college attrition or weakened sense of belongingness) (Tinto, 1987).

The current research looks at the level of belongingness achieved as a result of how students were integrated into the university experience; which is measured by the degree of their satisfaction with the quality of interactions within their university experience. In the HE setting, many studies were influenced by the Tinto model and have examined the degree of belongingness at the university level (Bollen & Hoyle, 1990; Hausmann et al., 2007; Hurtado et al., 2007). Hence, sense of belongingness is closely linked to student satisfaction; which is the result of the perceived quality of interactions and engagement between students and other members of the HEI in different settings.

The social exchange theory by Cropanzano et al. (1997) was one of the most cited theories explaining the link between satisfaction and citizenship behavior. The theory suggests that employees usually perform OCBs as a way to repay their organization for having a satisfying work environment. There is an emotional component of the theory

that resonates in the employees' feelings of satisfaction; which produces the desire to give back and create positive emotions towards the organization (Rhoades and Eisenberger, 2002). Similarly, in a HE context it is expected that students' satisfaction with their university experience may result in the creation of those positive emotions that should drive the students to perform SCBs.

2.7 Research Hypotheses Development

Reviewing the literature revealed expected relationships between the independent and dependent variables. Four main hypotheses were resulted as follows:

Several studies have emphasized the role of corporate image in attracting potential and present customers and enhancing customers' satisfaction and buying intentions (Palacio et al., 2002; Arpan et al., 2003; Sung & Yang, 2008; Andreassen & Lindestad, 1998). Likewise, studies have shown that maintaining a desirable corporate reputation gives organizations a competitive advantage and increases satisfaction and loyalty (Fombrun & Shanley, 1990). Moreover, various studies have revealed that corporate image has an impact on satisfaction and contributes in generating sales (Barich & Kotler, 1991; Dick & Basi, 1994; Gatewood et al., 1993; Raj, 1985). In the services literature, an image is thought out to be creating a halo effect on the satisfaction judgments of the consumers (Andreassen & Lindestad, 1998); which is highly reflected in HE as well. In result, the image or the reputation of a HEI is perceived as more important than the HEI actual services quality.

Although university image has been viewed as being as important as the HEI's

services provided; reputation building with HEIs is still considered one of the most challenging tasks administrators face (Brown & Mazzarol, 2009). This notion was in support of Ivy's (2001) explanation that students use university reputation as an essential determinant of service quality rather than the quality of education itself. In the same way Gibson (2010) has concluded that the university's reputation directly affects student satisfaction with their university experience. Similarly, other empirical evidence in HE recommend that the perceived university reputation has a direct effect on students' satisfaction (Alves & Raposo, 2010; Palacio et al., 2002; Clemes et al., 2008). Hence, the following hypothesis was formulated:

H1a: There is a positive relationship between perceived university reputation and student satisfaction.

Numerous studies have examined the relationship between the role of faculty and student satisfaction (e.g.: Mai, 2005; Mavondo et al., 2004; Wiers-Jensenn et al., 2002; Kim & Sax, 2011; Kuh & Hu, 2001; Pascarella & Terenzini, 2005; Kim & Lundberg, 2016; Parahoo et al., 2016; Pop et al., 2008). Some particular areas related to the role of faculty include quality of teaching, perceived competency, faculty expertise, faculty interactions with students and faculty empathy.

In the study conducted by Pop et al. (2008), the main conclusion was that faculty reputation was one of the main predictors of student satisfaction. Similarly, Wiers-Jensenn et al. (2002) concluded that the quality of teaching was also one of the main

contributors to student satisfaction. While Schertzer and Schertzer (2004) looked at student retention and concluded that student congruence with faculty is a major component of academic fit and eventually would have a positive impact on student satisfaction and retention. In addition, Elliott and Shin (2002) found that faculty care and support, plus expertise and out of class interactions were all contributors to student satisfaction. Umbach and Porter (2002) in their research emphasized the important role played by qualified faculty in influencing student satisfaction through quality interactions with students. Thomas and Galambos (2004) found similar results and concluded that faculty–student interactions were significantly influencing student satisfaction.

Other researchers have also looked at the faculty–student interaction quality as the main attribute to evaluating HE service quality (Kim & Lundberg, 2016) and satisfaction (Sher, 2009; Parahoo et al., 2013; Elsharnouby, 2015). That is, it has been proposed in theories and models where interactions between faculty and their students ease up to larger levels of academic engagement for students, which in turn leads them to satisfaction. Therefore, it is expected that students’ perceptions of the faculty competency will impact their satisfaction. Hence, the following hypothesis was formulated:

H1b: There is a positive relationship between perceived faculty competency and student satisfaction.

The main theme of research generated around the role of advising has been devoted to the relationship between academic advising, student success and student

satisfaction. For example, Kuh et al. (2006) have described academic advising as the most vital predictor of student satisfaction. Elliott and Shin (2002) have concluded that advisor knowledge, approachability, and availability are three of the thirteen most significant attributes that impact satisfaction within their college experience. Abelman and Molina (2000, 2001, 2002) have conducted a longitudinal study confirming the crucial role advisors play when intervening with at-risk of dropping out students, and showed a significant relationship between these interventions and positive outcomes. Moreover, Habley (1994) and O'Banion (2013) have concluded that advising; apart from classroom teaching, is a critical activity of most importance and is considered the only structured activity outside the classroom that can reach all students. Braxton et al. (2014) further examined the role of advisors and have concluded that advising does play a central role in student's satisfaction and supporting student's retention and success.

In order to further understand the relationship between academic advising and student satisfaction, it is essential to examine what quality advising is. In the literature, scholars have divided academic advising into two types; prescriptive advising and developmental advising (Smith and Allen, 2006). Prescriptive advising; from the name, involves the advisor giving information to the student and prescribing what the student should do, with very little engagement with the student. On the other hand, developmental advising is about educating the student and involving them in the decision-making process to encourage participation and develop growth (Smith & Allen, 2006). Although academic advising has not been a focal point in the HE literature; a robust amount of empirical evidence has been provided to showcase the importance of academic advising and student-advisor interaction to the enhancement of overall quality

of the university experience in general, and to student satisfaction in specific. According to conclusions from the empirical studies of (Kuh et al., 2006; Elliott & Shin, 2002; Abelman & Molina, 2000, 2001, 2002; Habley, 1994; O'Banion, 2013 ; Braxton et al., 2014) it is evident that perceived advisor competency is positively related to student satisfaction. Hence, the following hypothesis was formulated:

H1c: There is a positive relationship between perceived advisor competency and student satisfaction.

Although there is a scarcity of studies in the area of customer entitlement; several studies have inspected the role of entitlement in the workplace (e.g.: Beverland, et al., 2010; Harvey & Martinko, 2009). Harvey and Martinko (2009) determined that employees who show high levels of entitlement have higher expectation from their employers when it comes to rewards regardless of the level of performance; typically those employees also show lower levels of satisfaction. Fisk & Neville (2011) have concluded that individuals who showcase high levels of entitlement are more likely to expect special rewards and privileged treatment despite whether they deserve it or not, and once those expectations are not met dissatisfaction occurs (Fisk & Neville, 2011). Furthermore, Butori (2010) established that customer entitlement is an important aspect in the retail environment and directly effects customers' expectations, which ultimately influence satisfaction.

In HE, Morrow (1994) concluded that student entitlement could have a negative

effect on satisfaction, as students who have a high sense of entitlement will probably be willing to blame the university or faculty rather than themselves when they don't perform well; as those students believe that success is their right regardless of the performance and once they don't receive what they expect, they are dissatisfied. Based on that assumption, the following hypothesis was formulated:

H1d: There is a negative relationship between student entitlement and student satisfaction.

Another conclusion could be derived from Morrow (1994) is that the degree of sense of entitlement has a great effect not only on student satisfaction but also on the relationships between student satisfaction and other antecedents. For instance, a student with high level of entitlement will probably have more expectations from their interaction with the academic advisor; therefore, even if the interaction went as expected due to the unrealistic expectation of the student, it might cause dissatisfaction. Furthermore, the higher the expectations, the more likely it might affect other antecedents relationships with student satisfaction.

In the services literature, similar conclusions have been made by Kelley, et al. (1990) who claimed that when customers have a clear understanding of the service provider and their recurring tasks and outcomes, they should be more tolerant in evaluating the perceptions of the service quality and have realistic expectations of the interactions with the different agents of the service provider. Additionally, several

researchers (e.g., Boswell, 2012; Chowning & Campbell, 2009) in the psychology field have examined entitlement in academic settings. Boswell (2012) suggested that student entitlement may be linked to students' external locus of control, where students tend to blame external factors such as the professor or the university on their poor performance. In that sense, students use entitlement as a coping mechanism so that they may externalize the responsibility for such poor academic performance (Boswell, 2012). Chowning and Campbell (2009) suggested that students may also act uncivil due to their inability to adjust their expectations of HE with their expectation from other educational experiences, which in return may have indirect effects on student satisfaction or act as a buffer between student satisfaction and other factors affecting satisfaction.

Kelley, et al. (1990) noted that if customers have a clear understanding of the “organizational tasks and outcomes associated with the role of the partial employee, they are willing to put forth more effort on behalf of the service organization” (p. 321). Similarly, in HE a lack of understanding or a misunderstanding may lead students to have feelings of entitlement and be dissatisfied with the service endeavor. Those with high levels of entitlement may feel alienated from the education process and hold inflated expectations as to how things should happen and therefore may affect the other aspects of service quality and ultimately student satisfaction (Boyd & Helms, 2005).

Based on the above discussion, the following hypotheses were formulated:

H2a: Student entitlement moderates the impact of perceived university reputation on student satisfaction.

H2b: Student entitlement moderates the impact of perceived faculty competency on student satisfaction.

H2c: Student entitlement moderates the impact of perceived advisor competency on student satisfaction.

Several reasons to expect a positive relationship between satisfaction and belongingness were evident in the review of the literature. Different experiences with HEIs have been proven influential in improving students' satisfaction and sense of belonging, given the connections between students' satisfaction and sense of belonging that is apparent in HE (Tinto 1975, 1987, 1993). That is consistent with Jones et al., (2009) who have concluded that the degree of belongingness students have exerted was determined largely on how much they were satisfied from their experience. Additionally, Safaria (2013) stated that students' dissatisfaction was one of the major contributors in declining students' sense of belongingness to the university; and since students have been shown to acquire a sense of belongingness when they are satisfied (Freeman et al. 2007; Walton et al. 2012), the following hypothesis is proposed:

H3: There is a positive relationship between student satisfaction and student belongingness

Several studies have attempted to determine the predictors of OCBs, and most of

those studies concluded that there is an impact on OCB from job satisfaction (Dalal 2005; LePine et al. 2002; Organ and Ryan 1995). Another line of research focused on the emotional component of feeling satisfied and its impact on the willingness to participate in OCBs (Brief 1998; Brief & Roberson 1989). This line of research is consistent with extra-role behavior models proposing that employees' feeling of being satisfied can have a positive impact on exerting OCBs such as helping behavior (Miles et al. 2002; Spector & Fox 2002; Isen et al. 1976).

Furthermore, empirical evidence in the literature proposes that citizenship behavior is positively related to satisfaction (Bove et al., 2009; Burmann et al., 2009, Bettencourt, 1997). In addition, Groth (2005) has found that satisfied customers usually engage in citizenship behaviors; such as helping customers or providing recommendations and feedback. Moreover, Bettencourt (1997) and Anaza, (2014) have found that customer satisfaction is a significant antecedent of citizenship behavior. Therefore, the following hypothesis is proposed:

H4: There is a positive relationship between student satisfaction and student citizenship behavior.

2.8 Conclusion

The discussion in this chapter showed that student satisfaction has gained more attention in recent years. The growing competitiveness in HE has created a need for assessing the effectiveness of the antecedents of student satisfaction. It has been

documented in previous research that a number of factors affect student satisfaction with their university experience, due to the dynamic nature of the HE sector; it is hard to identify the most effective antecedents. It was also evident that students' perceptions of quality of services offered by HEIs vary, which in turn indicates the importance of constant measurement of student satisfaction in HE.

Available literature reveals that several student satisfaction conceptual models have been proposed and tested by scholars in different contexts with varying contradicting results. The focus of this study is to investigate those aforementioned factors that might affect student satisfaction and showcase the consequences of satisfaction represented in student belongingness and student citizenship behavior in an attempt to bridge the gap in the literature. Recommendations on various structured relationships between satisfaction, its antecedents and consequences were made as a result of various studies in the literature; in order to contribute in improving the operations and management of HEIs. This is crucial since students are the primary beneficiaries of HE, and their degree of satisfaction should be a concern of every HEI.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research methodology adopted in the study. It starts with the measurements for testing the hypotheses and data collection instrument. Followed by data collection and sample. Finally, data analysis methods are described.

3.2 Measurements for Testing Hypotheses

Previously validated, scales from other studies in services marketing and higher education domains were adapted to suit the empirical settings of this study. Some of the items were slightly reformulated in order to fit the current research context. The wording of the items was formulated in the final questionnaire in comparison to the original items; their sources and their relevant hypotheses were presented in the questionnaire-mapping table below.

Table 2

Questionnaire Mapping Table

Variable	Adapted items	Item	Source of Scale
Student Citizenship Behavior - Feedback	If I have a useful idea on how to improve my university, I let the employees/faculty know	FEED 1	
	When I receive good service from the university, I comment about it on Social Media	FEED 2	
	When I experience a problem, I complain about it	FEED 3	Yi and Gong (2013)
Student Citizenship Behavior - Advocacy	I say positive things about my university to others outside the university	ADV 1	
	I recommend my university to others who want to enroll in a university	ADV 2	
	I encourage other students to use the university services	ADV 3	Yi and Gong (2013)

Student Citizenship Behavior – Helping Behavior	I assist other students if they need my help (e.g., student wants to withdraw from a course and doesn't know how)	HB 1	Yi and Gong (2013)
	I help other students if they seem to have problems using a certain service on campus (e.g., student who can't find the	HB 2	
	I teach other students to use the university services/facilities correctly (e.g., teaching a student how to register for the gym)	HB 3	
	I like giving advice to other students (e.g., advising a student to go to his/her Academic Advisor for consultation)	HB 4	
Student Citizenship Behavior - Tolerance	If my experience with the university didn't go as expected, I would be willing to accept that If a university employees or	TOL 1	
	faculty makes a mistake, I would be willing to accept that	TOL 2	Yi and Gong (2013)
	If I have to wait longer than I	TOL 3	

Student Satisfaction	My university has met my needs	SAT 1	
	My university has helped me	SAT 2	Parahoo, et al.,
	My university has met my	SAT 3	(2013)
	Overall, I am satisfied with my	SAT 4	
Student	I feel "emotionally attached" to	BEL 1	
Belongingness	I feel like "part of the university		
	family"	BEL 2	
	I do not feel a strong sense of		Bansal, et al.,
	“belonging” to my university	BEL 3	(2005)
Perceived	My current university...is known		
University	for its excellent quality	PUR 1	
Reputation	My current university... is		
	known for its reputable	PUR 2	
	My current university... offers		Elsharnouby
	programs that suit my		(2015)
	educational needs	PUR 3	
Perceived Faculty	The faculty members...are		
Competency	highly competent in their		
	respective subject matter	PFC 1	
	The faculty members... deal		
	with students in a caring manner	PFC 2	
	The faculty members... respond		Elsharnouby
	promptly to students’ requests		(2015)
	for assistance	PFC 3	

	The faculty members... show a sincere interest in solving students' problems	PFC 4	
	The faculty members... show a positive attitude toward students	PFC 5	
	The faculty members... are available for consultation	PFC 6	
	The faculty members... communicate information clearly to students	PFC 7	
	The faculty members... provide students with feedback on assignments in an adequate time	PFC 8	
	The faculty members... provide students with detailed feedback on assignments	PFC 9	
Perceived Advisor	My academic advisor... is	SAIN 1	
Competency	My academic advisor... provides reliable information	SAIN 2	Parahoo, et al., (2013)
	My academic advisor... responds to communications in a timely	SAIN 3	
	My academic advisor... is	SAIN	
	My academic advisor... is	SAIN	

	My academic advisor... knows about the program and courses that I am studying	SAIN 6	
	My academic advisor... has a positive attitude to help	SAIN 7	Al-Asmi &
	My academic advisor... gives me sufficient time during my advising sessions	SAIN 8	Thumiki, (2014)
Student Entitlement	Professors must be entertaining to be good	ENT 1	
	My professors are obligated to help me prepare for exams	ENT 2	
	My professors should reconsider my grade if I am close to the grade I want	ENT 3	
	I should never receive a zero on an assignment that I turned in	ENT 4	
	My professors should curve my grade if I am close to the next letter grade	ENT 5	Chowning and Campbell (2009)
	A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans	ENT 6	Greenberger, et al., (2008)

A professor should be willing to
meet with me at a time that
works best for me, even if
inconvenient for the professor ENT 7
If I have attended most classes
for a course, I deserve at least a
grade of B ENT 8

3.3 Data Collection Instrument

The study attempts to examine the links between student satisfaction with both its antecedents and consequences. This is a question that attempts to confirm a number of hypotheses and therefore requires a structured method for data collection (such as a questionnaire with specific closed-ended questions). A quantitative approach is considered the most appropriate instrument to use, since it will provide the researcher with the tools to examine the relationship between the set of variables in question; plus, quantitative research designs are most commonly used in social sciences and HE research. On the other hand, a qualitative approach in the current setting would have been challenging due to the existing conservative culture, which might have impacted the sampling and the data collection process. In addition to that, qualitative approach is usually used in rather new situations or when the field's major concepts, hypotheses, issues and processes are unknown. Therefore, a questionnaire was developed based on literature review from both services marketing and HE contexts.

The questionnaire developed for this study was based on the literature review and a pilot study, where the questionnaire items were sourced from previously validated items taken from studies of Bansal et al., (2005), Greenberger et al., (2008), Chowning & Campbell (2009), Elsharnouby (2015), Parahoo et al., (2013), and Al-Asmi & Thumiki, (2014) to suit the empirical settings of this study. Some of the items were reformulated slightly from the ones that were used in the original studies to fit the current context. Overall, the items adopted in this study were able to capture the intended measurement of the study's constructs and the pilot study validated the choice of the scales.

The final questionnaire was structured with a five-point Likert scale ranging from strongly disagree (=1) to strongly agree (=5) in order to gather the data. The choice of using a five-point Likert scale is based on the adopted questionnaires from previous studies (that originally used 5-likert scale), it is usually a good reason to keep the original scale in order to be able to compare the results. The questionnaire was distributed in both Arabic and English. The questionnaire consisted of five sections including scale measurements (The scales had 48 items) and demographics. In addition to that, each section of the questionnaire clearly stated that the questions were aimed at their overall university experience and satisfaction; rather than focusing on a particular class or a specific faculty/staff. See appendix 1 for the final questionnaires administered to the students.

Before administering the questionnaire, it was pretested on a sample of twenty students enrolled at QU. The pretesting was carried out to examine readability, relevance to the context and ensure that the students understood the questions and

responded appropriately (Pallant, 2013). Feedback from this stage indicated that most of the questions were well understood and relevant to the current research context.

However, some modifications in the wording of the statements were implemented in order to ensure content validity (Chen and Chen, 2010). Further validity was confirmed through aligning the content of the questionnaire with the research objectives and context of the current study (Vuuren, 2012).

3.4 Data Collection and Sample

The current study was conducted in QU and an online questionnaire was shared through a link to the Assistant deans of student affairs from different colleges who were able to broadcast it to their students; in addition to sharing the link with a number of professors who asked their students to fill it as well. The questionnaire was reviewed through an ethics committee prior to the distribution to ensure that students are informed that their participation is voluntary and that their private information is secure and will not be shared with anyone.

The questionnaire featured a screening question indicating whether the student is enrolled in Qatar University or not. Out of the 676 questionnaires collected, 429 were complete and have passed the screening question confirming that they are enrolled at Qatar University at that time. The sample comprised 81.1% females and 18.9% males, which is a reasonable match to the university population. The majority of the sample were between 18 and 22 years old. In terms of the nationality 68.8% were Qataris and 31.2% were international students. As for the education level there was a good

representation from all undergraduate levels. The data was revised, coded and exported to The Statistical Package for Social Sciences (SPSS version 24) to prepare the data for further analysis.

The study population includes the students enrolled in QU at the time of the research which is 19,804 students according to Qatar University fact book 2016 – 2017 (2017). Hair et al., (2014) specifies, “as a general rule, the minimum of a sample is to have at least five times as many observations as the number of variables to be analyzed, and the more acceptable sample size would be 10:1 ratio with some researches proposing the best sample size to be 20:1”. In this study forty eight observed variables were analyzed; hence, the minimum sample size as proposed by Hair et al., (2014) would be 240 (5 multiplied by 48), acceptable 480 (10 multiplied by 48) and best 960 (20 multiplied by 48). In total 429 completed online self-administered questionnaires were collected through Qualtrics during the 2017 Fall semester.

A non-probability sample was considered appropriate for this study since the population is heterogeneous and achieving true random sample is difficult; in addition to limitations related to time, budget and accessibility of the online questionnaire.

3.5 Data Analysis Methods

The first step taken in data analysis was to export the collected data to SPSS. Descriptive analysis for the variables was then performed. Afterwards, the factor analysis was conducted; in addition to testing the reliability and validity of the scales used. Then, multiple regression analyses tests were performed to examine the

relationships between independent variables and their respective dependent variable. Finally, moderation analysis and multiple regression were used to test the moderating relationships.

3.6 Conclusion

The chapter discussed the research methodology; research context, data collection and sample, measurements for testing hypotheses; and finally, data analysis methods were presented to give a detailed explanation of the research methods deployed by the researcher. The next chapter will be discussing the data analysis and findings.

CHAPTER 4: DATA ANALYSIS AND FINDINGS

4.1 Introduction

The previous chapter provided an overview about the methodology adopted and the context of the study. This chapter addresses the assessment of measurements employed in the study, in addition to the statistical analysis undertaken for the data collected. First, the data analysis objectives are identified summarizing the statistical techniques used for the analysis. Secondly, the sample characteristics are presented. Afterwards, the results from the exploratory factor analysis and testing the reliability and validity are discussed. Then, regression models are presented and discussed. Subsequently, moderation in the model is analyzed; and finally, hypotheses testing and the study results are discussed.

4.2 Data Analysis Objectives

The objectives of the data analysis and related statistical techniques are illustrated in the following table:

Table 3

Analysis Objectives and Related Statistical Techniques

Analysis Objectives	Related Statistical Technique
1. Describing the sample characteristics	Descriptive analysis
2. Checking validity of variables	Exploratory Factor Analysis
3. Assessing the reliability of the scales	Reliability Test (Crombach's Alpha)
4. Assessing the normal distribution of the data	Normality tests and histograms
5. Exploring the relationships among the variables.	Multiple Regression
6. Exploring the moderation effect of student entitlement on the relationships between student satisfaction and its antecedents (Perceived faculty competency, perceived university reputation, perceived advisor competency)	Moderation testing – PROCESS Macro in SPSS

4.3 Sample characteristics

This section highlights some important characteristics of the sample's demographics, in order to validate that the sample used was a good representation of the targeted population. The analysis presented in this section will include statistics about the sample's gender, age, nationality and education level. The bar charts are included to graphically represent the sample description. In the questionnaire, there was a filtering question indicating whether the student was enrolled in QU or not, since the questionnaire was distributed online and it was possible that it reaches students who are not enrolled in QU. A sample of 429 respondents had completed the questionnaire and indicated that they were enrolled in QU at the time, and this sample was used for further analysis. Below is a summary of the sample characteristics:

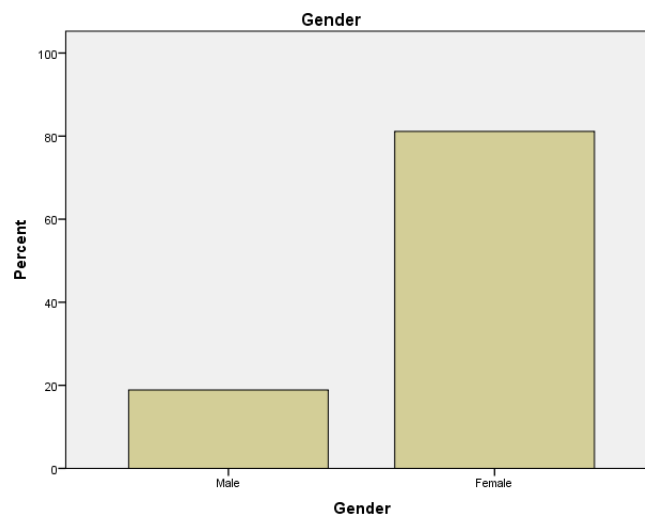


Figure 3. Gender Distribution of Sample under Study

Figure 3 above shows that the sample comprised of 81.12% females and 18.88% males, which is a reasonable match to the current university population. According to the Qatar University fact book 2016 – 2017 (2017), QU has a population of 19,804 students, where the percentage of females is 75% and males is 25%.

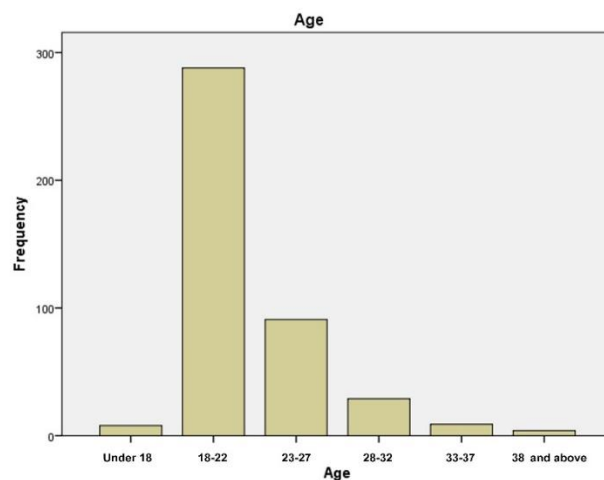


Figure 4. Age Distribution of Sample under Study

Figure 4 represents the age distribution, 1.9% was under 18, 67.1% was ranging from 18 to 22, 21.2% from 23 to 27, 6.8% fell in the category from 28 to 32, 2.1% from 33 to 37 and 0.9% was 38 and above. This distribution is in accordance to the normal age distribution in a HEI where most of the respondents were from the youth category.

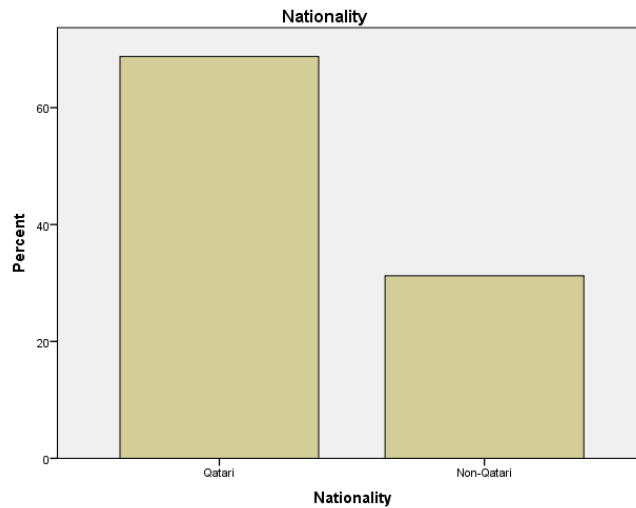


Figure 5. Nationality Distribution of Sample under Study

Figure 5 represents the nationality of the respondents, whether they were Qatari or international students. The bar chart shows that 68.8% were Qataris and 31.2% were international students. This distribution is in accordance to the nationality distribution in QU, where in total there is 63% Qatari students and 37% are international students (Qatar University fact book 2016 – 2017, 2017).

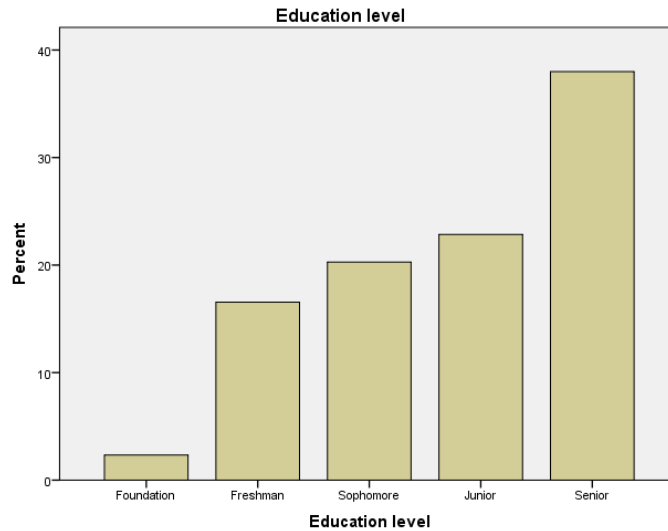


Figure 6. Education Level Distribution of Sample under Study

Figure 6 represents the education level of the respondents, 2.3% were in the foundation level, 16.6% were freshmen, 20.3% were sophomores, 22.8% were juniors and 38% were seniors (see appendix 2 for more details on descriptive statistics).

4.4 Exploratory Factor Analysis

In this section, Exploratory Factor Analysis (EFA) is performed and outcomes are discussed. The main purpose of factor analysis is to define the underlying structure between the variables in the analysis, where the researcher uses this multivariate technique to detect the variables that are correlated and then find ways to manage or group these variables with high correlations (Pallant, 2013). EFA in particular analyzes the data and delivers information about how many factors are extracted to best represent

the data (Hair et al., 2010). In EFA, all measured items are related to every factor by a factor loading estimate, which is constructed from statistical results rather than from theory. SPSS software is used since it creates an underlying pattern of the data that determines the factors (Hair et al., 2010).

Prior to performing EFA, the suitability of data for factor analysis was assessed. Table (4) shows the Kaiser- Meyer-Olkin measure of sampling adequacy (KMO) value was .906, exceeding the recommended value of .6 (Kaiser,1970, 1974) and Bartlett’s Test of Sphericity (Bartlett, 1954) reached statistical significance .000, supporting the factorability of the correlation matrix.

Table 4

KMO and Bartlett’s Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.906
Bartlett's Test of Sphericity	Approx. Chi-Square	7250.5
	Df	351
	Sig.	.000

All 48 items from the different scales were subjected to a series of exploratory factor analyses with extraction method (Maximum likelihood) and rotation method (Promax with Kaiser Normalization). The initial factors extracted with the 48 items were 9, but with some cross loading and negative values. In a sequence, items with factor loading less than 0.40, or factors that were cross loaded or had low communalities less than 0.30 were considered for elimination (Clemes et al., 2008) (see appendix 3) . The final analysis produced seven factors with 27 indicators, six of those factors had their eigenvalues exceeding 1 with the seventh factor having an eigenvalue of 0.79 and explaining 64.2% of the total variance.

Table 5

Total Variance Explained

Components	Eigen Value	% of Variance	Cumulative %
1	9.001	32.129	32.129
2	3.651	12.343	44.472
3	2.065	5.678	50.150
4	1.638	4.770	54.920
5	1.589	4.905	59.825
6	1.177	3.032	62.857
7	.798	1.381	64.238

According to Stevens (1986) the factors with eigenvalue less than 1 may result in analyses that have low communalities less than 0.7 and less than 30 variables or when the mean communality is less than 0.60 with sample size exceeding 250. Consecutively, since the analysis resulted in communalities less than 0.7, the eigenvalues-one criterion may not be accurate. Alternatively, a scree plot can be used to determine the point of inflexion on the curve, as shown in figure 7 below the arrow indicates the last point of inflexion on the curve. This curve is difficult to interpret because it begins to tail off after 4 factors, but there is another drop after seven factors before a stable plateau is reached. Therefore, retaining the seven factors is justifiable; especially, since the study has a large sample size (more than 300) (Field, 2005).

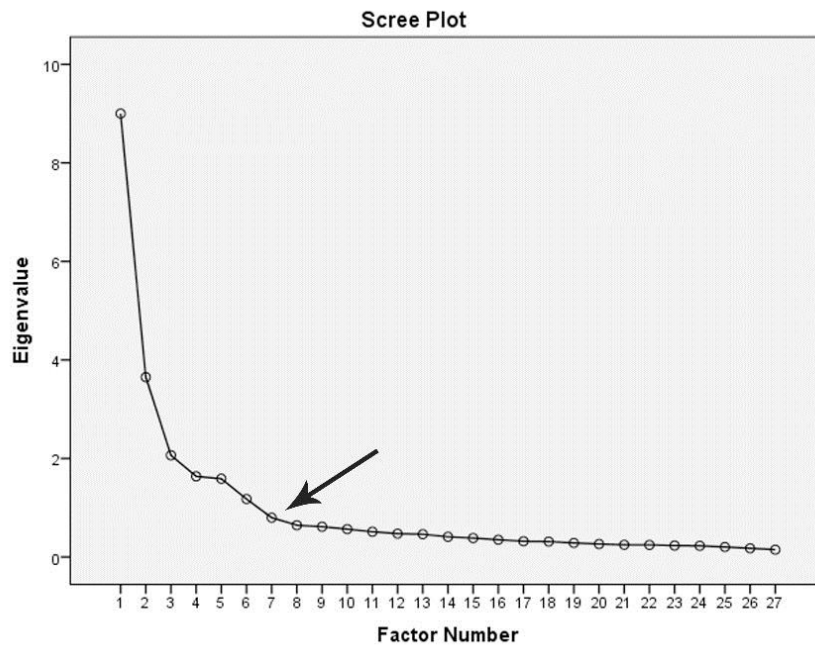


Figure 7. Scree Plot of Eigenvalue

The factors that emerged were as follows: factor 1; perceived university reputation and was made of 3 items, factor 2; perceived faculty competency and was made of 5 items, factor 3; perceived advisor competency and was made of 5 items, factor 4; student entitlement and was made of 3 variables, factor 5; student satisfaction and was made of 3 variables, factor 6; student belongingness and was made of 3 items, and factor 7; helping behavior and was made up of 3 items. It is important to note that only one dimension of the student citizenship behavior variable was loaded in the analysis; which contradicts the multidimensional nature of the construct in the literature. This might be credited to the fact that the citizenship behavior construct was developed in different domains such as the retailing domain rather than a HE setting. Moreover, the current context of the study could have also played a role on what dimensions was loaded, since similar loading had been reported by Elsharnouby (2015) where the student citizenship behavior construct yielded only two dimensions out of four. Therefore, the helping behavior dimension was loaded and has met the above-mentioned criteria and was therefore included in the subsequent analysis.

Table 6

Summary of Exploratory Factor Analysis Results

Pattern Matrix							
	Factors						
Items	PUR	PFC	SAIN	ENT	SAT	BEL	SCB
Perceived University Reputation (PUR)							
My current university...is known for its excellent quality academic programs	.902						
My current university... is known for its reputable academic programs	.824						
My current university... offers programs that suit my educational needs	.667						
Perceived Faculty Competency (PFC)							
The faculty members... show a positive attitude toward students		.887					

The faculty members...
show a sincere interest in
solving students'
problems .863

The faculty members...
respond promptly to
students' requests for
assistance .818

The faculty members...
deal with students in a
caring manner .692

The faculty members...
are available for
consultation .670

Perceived Advisor Competency (SAIN)

My academic advisor... is
helpful and supportive .902

My academic advisor...
provides reliable
information .885

My academic advisor... knows about the program and courses that I am studying	.810
My academic advisor... is friendly	.806
My academic advisor... gives me sufficient time during my advising sessions	.796
My academic advisor... responds to communications in a timely manner	.760
My academic advisor... is accessible	.741
Student Entitlement (ENT)	
My professors should curve my grade if I am close to the next letter grade	.816

My professors should reconsider my grade if I am close to the grade I want	.773
I should never receive a zero on an assignment that I turned in	.542
Student Satisfaction (SAT)	
My university has helped me fulfill my aspirations	.771
My university has met my needs	.722
My university has met my expectations	.437
Student Belongingness (BEL)	
I feel like "part of the university family"	.853
I feel "emotionally attached" to my university	.815

I do not feel a strong sense of “belonging” to my university	.468
Student Citizenship Behavior (SCB)	
I help other students if they seem to have problems using a certain service on campus (e.g., student who can’t find the printing services)	.904
I assist other students if they need my help (e.g., student wants to withdraw from a course and doesn’t know how)	.741
I teach other students to use the university services/facilities correctly (e.g., teaching a student how to register for the gym)	.644

Notes: Extraction method: maximum likelihood; rotation method: promax with Kaiser Normalization; loadings < 0.40 not shown.

Table (6) shows the summary of the EFA results which demonstrated how the items for the seven factors were grouped together. Originally, satisfaction had 4 items and it was dropped to 3, Perceived university reputation had no items dropped, while perceived faculty competency started with 9 and was decreased to 5, perceived advisor competency had 8 items and 1 item was dropped to end up with 7 items, and entitlement had 8 items originally and was reduced to 3. Moreover, belongingness had 3 items and no items were dropped; on the other hand, student citizenship behavior started as a multi-dimension construct consisting of four dimensions: helping behavior, tolerance, advocacy, and feedback; and after the EFA was performed it ended up with only one dimension (helping behavior) with 3 items. These extracted items were therefore included in the preceding analysis.

These results were generally consistent with the previous research supporting the validity of each scale to measure what it is supposed to measure. There is also evidence of convergent validity; which is the extent to which the indicators of a certain construct converge and share a high proportion of variance in common (Hair et al., 2010) (see appendix 4). This can be proven by considering the factor loadings and making sure there were no significant cross loadings for any of the constructs. As shown in table (6), the indicators of each specific construct converge clearly and therefore convergent validity is established.

4.5 Reliability

This section covers the estimates of reliability of the measurements. Reliability is defined as the degree to which measurements are free from random-error variance (Hayes, 2008). Random errors cause a decrease in the reliability of the measurements. In this study, the internal consistency reliability with Cronbach's alpha estimate is used.

The researcher performed the internal consistency reliability test which measures the degree to which the items in the questionnaire are measuring the same thing. The Cronbach's alpha estimate shows how highly the items in the questionnaire are interrelated. According to De Vellis (2012) it is recommended that Cronbach's alpha coefficient is above 0.7. The results show that all reliability coefficients were above the recommended 0.7. Table (7) presents a summary of the variables tested and their reliability. In conclusion, all scales showed a good internal consistency and therefore ready for further analysis.

Table 7

Summary of Cronbach's Alpha Value

Scale	Cronbach's	No. of
Perceived Faculty Competency	.898	5
Perceived University Reputation	.848	3
Perceived Advisor Competency	.933	7
Student Entitlement	.749	3
Student Satisfaction	.880	3
Student Belongingness	.722	3
Student Citizenship Behavior (Helping Behavior)	.796	3

4.6 Normality Testing

Data was inspected to test if the variables meet the normality assumptions. Normality tests are used to assess if a data set is following a normal distribution; it is important to test for normality to warrant further analysis since most of parametric tests require the assumption of normality to be met. This can be done through three different measures and tests; inspecting the skewness and kurtosis, conducting the Shapiro-Wilk's W test, and in case of larger samples the Kolmogorov-Smirnov test. In addition

to that, it is also recommended to observe the data distribution graphically through histograms or Q-Q plots.

Due to the large sample in the study (i.e. 429) and since the skewness and kurtosis values are too sensitive with large samples; Pallant (2013) confirms that skewness and kurtosis values should not create problems in the assumption of normality. Similarly, the Shapiro-Wilk's W test and the Kolmogorov-Smirnov test results showed a sig. value of .000 suggesting an expected violation of the assumption that the data is normally distributed. That is also acceptable and quite common in larger samples (Tabachnick and Fidell, 2007). Tabachnick and Fidell (2007) also recommend inspecting the shape of the distribution graphically. The histogram and the Normal Q-Q plot (observed value of scores against expected value of a normal distribution) are presented in appendix 5. The histogram of each variable points to an unreasonable normality in the shape; on the other hand, the normal Q-Q plot graphs show that most cases are not far from the normal line for all the variables.

Table 8

Kolmogorov-Smirnov and Shapiro-Wilk's W Tests of Normality Distribution

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Student Citizenship Behavior						
(Helping Behavior)	.159	429	.000	.873	429	.000
Student Satisfaction	.166	429	.000	.929	429	.000
Student Belongingness	.112	429	.000	.957	429	.000
Perceived University						
Reputation	.170	429	.000	.904	429	.000
Perceived Faculty Competency	.113	429	.000	.950	429	.000
Perceived advisor competency	.129	429	.000	.904	429	.000
Student Entitlement	.162	429	.000	.862	429	.000

Table 8 above shows that the test results for the Kolmogorov-Smirnov and Shapiro-Wilk's W Tests of Normality Distribution show significant values of .000 for all seven items, which suggests an expected violation of the assumption of normality since the sample is relatively large.

The overall results indicate that the data was not completely violating the normality distribution. Moreover, Hair et al. (2010, p.71) indicated that “if the sample size is less than 30 so significant departures from normality can have substantial impact on results. For sample size of 200 or more, however, these same effects may be negligible”. Therefore, the decision was made to use parametric tests for the inferential analysis.

4.7 Exploring the Relationships among Variables

In this section the researcher applied multiple regression to explore the relationships among variables and present the empirical findings of this research. Three regression models were estimated for this study. Regression model 1 showed a relationship between student satisfaction; and the independent variables perceived university reputation, perceived faculty competency, perceived advisor competency and student entitlement. Regression model 2 showed the relationship among the dependent variable, student belongingness and student satisfaction. Finally, Regression model 3 showed the relationship among the dependent variable, student citizenship behavior and student satisfaction. Moreover, a test of moderation for student entitlement on the relationship between student satisfaction and the independent variables in model is performed. Finally, testing the mediating effect of student belongingness in model 3 between student satisfaction and student citizenship behavior.

4.7.1 Regression assumptions.

In conducting data analysis, usually parametric tests adopt certain

characteristics about the data, which is also known as assumptions. Choosing to analyze the data using linear regression, it is important to make sure that the data analyzed is following those assumptions in order to actually be analyzed using linear regression. Violating these assumptions can result in a distortion of the conclusions of the research and the interpretation of the results.

Hence, in order to proceed with the multiple regression analysis, it is essential to check for the underlying assumptions first. Regarding multicollinearity, the correlation table (9) below shows that the independent variables in all three models have some relationship with their respective dependent variable; at the same time, the correlations between the independent variables in model 1 were lower than the suggested 0.7 (Pallant, 2013).

Table 9

Correlation Table

Correlations							
	SCB	SAT	BEL	PUR	PFC	SAIN	ENT
SCB	1	.307	.265	.341	.336	.339	.147
SAT	.307	1	.633	.652	.608	.314	.108
BEL	.265	.633	1	.408	.395	.193	.038
PUR	.341	.652	.408	1	.557	.253	.193
PFC	.336	.608	.395	.557	1	.373	.104
SAIN	.339	.314	.193	.253	.373	1	.110
ENT	.147	.108	.038	.193	.104	.110	1

It is also important to check the Tolerance and VIF values to test the multicollinearity assumption. Tolerance indicates how much of the variability of a specific independent is not explained by the other independent variables in the model and is calculated using the formula $1 - R^2$ for each variable. If this value is very small (less than .10) it indicates that the multiple correlation with other variables is high, suggesting the possibility of multicollinearity (Pallant, 2013). The other indicator is VIF (Variance Inflation Factor), which is

the inverse of the Tolerance value (1 divided by Tolerance). VIF values should be below 10 to avoid multicollinearity. Table (10) below presents the values of the tolerance and the VIF for regression model 1, showing that all tolerance values were above .10 and VIF was less than 10 for the seven variables, demonstrating the absence of multicollinearity among the independent variables; hence, the multicollinearity assumption was not violated.

Table 10

Collinearity Statistics

	Tolerance	VIF
Perceived University Reputation	.669	1.494
Perceived Faculty Competency	.632	1.583
Perceived advisor competency	.854	1.171
Student Entitlement	.958	1.044

Among checking the assumptions, it is important to demonstrate that the relationship is linear and no outliers that can distort the results exist (Berry & Feldman, 1985). Moreover, homoscedasticity and normality also need to be assessed (Tabachnick & Fidell, 1996). This could be done by inspecting the Normal Probability Plot (P-P) of the regression standardized residual and the

scatterplot. Normal P-P plots showed the points lying around the straight diagonal line from bottom left to top right. This would suggest that the relationship was linear and homoscedastic; and that there were no major deviations from normality (See appendix 6). The Scatterplots illustrate that the points were distributed in a rectangular shape and being concentrated along the zero point which indicates that there was no major violation for the assumption. The outliers of more than 3.3 or less than -3.3 were very few; which doesn't call for an action to be taken against those responses. (See appendix 6)

4.7.2 Regression model 1: student satisfaction on perceived university reputation, perceived faculty competency, perceived advisor competency, student entitlement

An overall assessment of the model, based on “p-value” from ANOVA is significant at $p < .05$, which means that the model reached statistical significance. The R square value indicates the percentage of total variation of student satisfaction explained by the independent variable. The R^2 value is .518 which means that the model explains 51.8 percent of the variance in student satisfaction. The next step would be to evaluate each of the four independent variables included in the model and measure their contributions to the prediction of student satisfaction.

Table 11

Multiple Regression Results for Model 1.

Hypothesis	R	R2	F	Sig.	t	β	Part	Inference
Model 1	.720	.518	113.956					
								Hypothesis
H1a				.000	11.012	.515	.371	accepted
								Hypothesis
H1b				.000	7.739	.370	.261	accepted
								Hypothesis
H1c				.031	2.168	.079	.073	accepted
								Hypothesis
H1d				.517	-.649	.024	.022	rejected

The largest beta coefficient is for perceived university reputation ($\beta = .515, p < .05$). This means that perceived university reputation makes the strongest unique contribution to explaining the dependent variable, when the variance explained by all variables in the model is controlled for. The beta value for perceived faculty competency is (.370) indicating less contribution to explaining student satisfaction. While perceived advisor competency and student entitlement are (.079) and (-.024) respectively; showing a very low contribution to explaining student satisfaction. Upon inspection of the above table, it

showed a statistically significant unique contribution for perceived university reputation ($\beta = .515$, $p = .000$), perceived faculty competency ($\beta = .370$, $p = .000$) and perceived advisor competency ($\beta = .079$, $p = .031$). On the contrary, the student entitlement variable showed sig. of value ($\beta = -.024$, $p = .517$) showing that there is no significant influence on student satisfaction.

Another unique result from the above table is the “part” correlation coefficients. These values when squared show the contribution of each variable towards the total R square, after removing any overlapping or shared variance. That shows how much R square would drop if a specific variable wasn’t included in the model. The perceived university reputation part score correlation coefficient was .37 (squared = .138), indicating 13.8% of the variance in student satisfaction. The perceived faculty competency part score correlation coefficient was .26 (squared = .068), indicating 6.8% of the variance. The perceived advisor competency part score correlation coefficient was .07 (squared = .005), indicating 0.5% of the variance. The student entitlement part score correlation coefficient was -.024 (squared = .0006), indicating 0.06% of the variance.

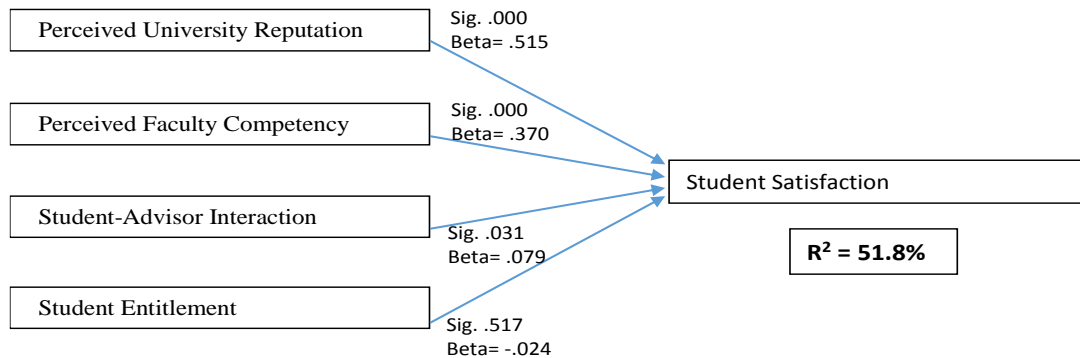


Figure 8. Model Fitting Diagram

4.7.3 Regression model 2: student belongingness on student satisfaction

An overall assessment of the model, based on “p-value” from ANOVA is significant at $p < .05$ where (Sig. =.000), which means that the model reached statistical significance. The R square value is .401 which means that student satisfaction explains 40.1 percent of the variance in student belongingness.

Table 12

Multiple Regression Results for Model 2.

Hypothesis	R	R ²	F	Sig.	t	β	Inference
Model 2	.633	.401	285.29				
H3				.000	16.89	.633	Hypothesis accepted

The beta coefficient for student satisfaction is ($\beta = .633, p < .05$); which shows a significant impact of student satisfaction on student belongingness.

4.7.4 Regression model 3: student citizenship behavior on student satisfaction

An overall assessment of the model, based on “p-value” from ANOVA is significant at $p < .05$ where (Sig. =.000), which means that the model reached statistical

significance. The R square value is .094 which means that student satisfaction explains only 9.4 percent of the variance in student citizenship behavior.

Table 13

Multiple Regression Results for Model 3.

Hypothesis	R	R ²	F	Sig.	t	β	Inference
Model 3	.30	.09	44.36				
H4				.000	6.66	.30	Hypothesis accepted

The beta coefficient for student satisfaction is ($\beta = .307, p < .05$); which shows a significant impact of student satisfaction on student citizenship behavior.

4.7.5 Exploring the moderation effect of Student Entitlement

A test of moderation was conducted for regression model 1 to get a more accurate picture of the relationship between the independent variables and the dependent variable by measuring the interaction effect between those variables and the moderator. Moderation occurs when the relationship between any two variables changes as a function of a third variable (Hayes, 2013). In this model the relationship between each of the three independent variables (perceived university reputation, perceived

faculty competency and perceived advisor competency) and student satisfaction are tested for moderation effect of student entitlement. Moderation is tested using a regression in which the outcome (student satisfaction) is predicted from a predictor (perceived university reputation, perceived faculty competency and perceived advisor competency), the moderator (student entitlement) and the interaction of these variables. The interaction of two variables is simply the scores on the two variables multiplied together. The first step that needs to be done is to have the predictors centered. This is a common practice of transforming the predictors using grand mean centering, where the variables are transformed into deviations around a fixed point (the grand mean) (Hayes, 2013). This can be done by taking each score and subtracting from it the mean of all scores (for that variable). The PROCESS macro (Hayes, 2013) in SPSS 24 was utilized to estimate the three moderation models (See appendix 7) and the summary of results are shown below:

Table 14

Summary of Moderation Models Results:

Hypothesis	R	R ²	F	Sig.	t	β	Inference
H2a	0.722	0.522	92.45	0.05	1.90	0.07	Hypothesis accepted
H2b	0.720	0.519	91.46	0.26	1.11	0.03	Hypothesis rejected
H2c	0.719	0.518	90.95	0.88	0.14	0.00	Hypothesis rejected

Upon the inspection of the significance level, only the first moderation model where student entitlement moderates the impact of perceived university reputation on student satisfaction has shown a strong tendency towards statistical significance ($\beta = .070$, $p = .057$). On the other hand, the interaction between perceived faculty competency and entitlement had a p-value equals ($\beta = .039$, $p = .266$); and the interaction between perceived advisor competency and entitlement had a p-value equals ($\beta = .004$, $p = .886$). Therefore, the results of the three models show that only the first model had a significant interaction effect, which requires further interpretation for the significant moderation effect, where it is necessary to examine the simple slopes as follows:

Table 15

Conditional effect of predictor on outcome at values of the moderator

Moderator	Effect	T	Sig.
-.851	.459	8.352	.000
.000	.519	11.128	.000
.838	.579	10.079	.000

The table above shows the results of three different regressions: the regression for perceived university reputation as a predictor of student satisfaction (1) when student entitlement is low (-.851); (2) at the mean value of student entitlement (mean value is zero because it was centered); and (3) when student entitlement is high (.838). So according to the table above we can conclude the following:

- 1) When student entitlement is low, there is a significant relationship between perceived university reputation and student satisfaction, ($\beta = .459$, $p < .05$), $t = 8.352$, $p = .000$
- 2) At the mean value of student entitlement, there is a significant relationship between perceived university reputation and student satisfaction, ($\beta = .519$, $p < .05$), $t = 11.128$, $p = .000$
- 3) When student entitlement is high, there is a significant relationship between perceived university reputation and student satisfaction, ($\beta = .579$, $p < .05$), $t = 10.079$, $p = .000$

These results suggest that the relationship between perceived university reputation and student satisfaction emerges in students with low, average or greater levels of entitlement. In order to further investigate the impact of perceived university reputation on student satisfaction under the influence of student entitlement, the below plot have been created:

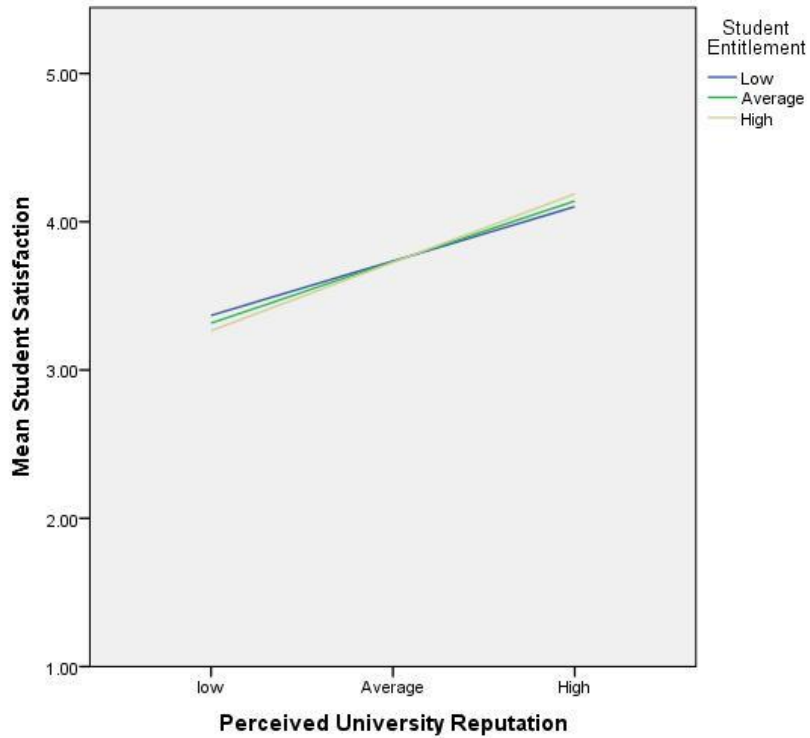


Figure 9. Conditional effect of predictor on outcome at values of the moderator plot

The above figure illustrates that when student entitlement is high, the impact of perceived university reputation on student satisfaction is stronger than its impact when student entitlement is low.

4.8 Hypothesis Testing Results

This section presents a summary for the hypothesis testing results. The results of multiple regression analysis revealed the decisions related to either accepting or rejecting the hypothesis.

Table 16

Hypothesis Testing Summary Table

Hypothesis	P-	β	Test Result
H1a: There is a positive relationship between perceived university reputation and student satisfaction.	.000	.515	Accept hypothesis
H1b: There is a positive relationship between perceived faculty competency and student satisfaction.	.000	.370	Accept hypothesis
H1c: There is a positive relationship between perceived advisor competency and student satisfaction.	.031	.079	Accept hypothesis
H1d: There is a negative relationship between student entitlement and student satisfaction.	.517	-.024	Reject hypothesis
H2a: Student entitlement moderates the impact of Perceived university reputation on student satisfaction.	.057	.070	Accept hypothesis
H2b: Student entitlement moderates the impact of Perceived faculty competency on student satisfaction.	.266	.039	Reject hypothesis
H2c: Student entitlement moderates the impact of perceived advisor competency on student satisfaction.	.886	.004	Reject hypothesis
H3: There is a positive relationship between student satisfaction and student belongingness.	.000	.633	Accept hypothesis
H4: There is a positive relationship between student satisfaction and student citizenship behavior.	.000	.307	Accept hypothesis

The analysis has revealed that all questionnaire scales were reliable since the dimensions of the constructs measured had Cronbach's Alpha coefficient exceeding 0.7. Moreover, the normality test showed that the data are approximately normally distributed hence; parametric tests were used in the analysis of the variables due to the large sample size.

Regarding the hypotheses, hypothesis 1a was investigating the relationship between perceived university reputation and student satisfaction. Results of the analysis revealed a strong positive ($\beta = .515$, $p < .05$) relationship between perceived university reputation and student satisfaction. Hypothesis 1b was investigating the relationship between perceived faculty competence and student satisfaction and the results revealed a moderate positive ($\beta = .370$, $p = .000$) relationship between perceived faculty competence and student satisfaction. Hypothesis 1c was investigating the relationship between perceived advisor competency and student satisfaction. Results of the analysis revealed a weak positive ($\beta = .079$, $p = .031$) relationship between perceived advisor competency and student satisfaction. Hypothesis 1d was investigating the relationship between student entitlement and student satisfaction. The results of the analysis revealed a non-significant relationship between student entitlement and student satisfaction.

The multiple regression model including the four independent variables (perceived university reputation, perceived faculty competence, perceived advisor competency and student entitlement), explained 51.8% of the variance in student satisfaction. It is worth mentioning that the main factor affecting student satisfaction

among the tested variables was perceived university reputation followed by perceived faculty competency then finally perceived advisor competency while student entitlement didn't have a significant impact on student satisfaction.

Furthermore, Hypothesis 2a, 2b and 2c investigated whether student entitlement moderated the relationship between student satisfaction and the other three antecedents. Results indicated that student entitlement had an effect only on the relationship between student satisfaction and perceived university reputation ($\beta = .070$, $p = .057$); while there was no effect on the relationship between satisfaction and both perceived faculty competency and perceived advisor competency.

Hypothesis 3 was investigating the relationship between student belongingness and student satisfaction. The results of the analysis revealed a strong positive ($\beta = .633$, $p < .05$) relationship between student belongingness and student satisfaction. Furthermore, hypothesis 4 was investigating the relationship between student citizenship behavior and student satisfaction. The results of the analysis revealed a moderate positive ($\beta = .307$, $p < .05$) relationship between student citizenship behavior and student satisfaction.

4.9 Conclusion

This chapter focused on the statistical analysis of the data collected from the sample, the chapter started with presenting the analysis objectives, followed by presenting the statistical tests undertaken and its interpretations and ended by presenting the hypotheses results and the main findings.

CHAPTER 5: RESEARCH CONCLUSIONS, RECOMMENDATIONS AND FUTURE RESEARCH

5.1 Introduction

This chapter addresses discussion and the study's main conclusions, recommendations and managerial implications. In addition to, the research limitations and future research.

5.2 Discussion and Conclusions

The current research attempted to assess the antecedents and consequences of student satisfaction with the university experience. The theoretical framework was adapted from different theories and conceptual models after a thorough review of the literature. The major purpose of this study was to further examine the antecedents of student satisfaction; especially looking into the effect of perceived advisor competency and student entitlement on student satisfaction; two constructs that were not given enough attention in the literature. In addition, to the testing the potential moderating effect student entitlement. The study also explored the relationship between student satisfaction and student belongingness; and student satisfaction and student citizenship behavior; showing how student satisfaction can positively impact both student belongingness and student citizenship behavior. The researcher deployed quantitative methods in this study. A non-probability sample was considered since the population is heterogeneous. A total of six hundred and seventy six questionnaires were collected online through the popular tool Qualtrics; out of those, four hundred and twenty nine

filled questionnaires were complete and passed the screening question confirming that they are enrolled in QU.

Results of the analysis from hypothesis 1a revealed a strong positive relationship between perceived university reputation and student satisfaction. This result is in accordance with what was presented in the literature by Elsharnouby (2015) and Clemes et al. (2008). Hypothesis 1b was investigating the relationship between perceived faculty competence and student satisfaction and the results revealed a moderate positive relationship between perceived faculty competence and student satisfaction. This result is in accordance with what was presented in the literature by Kim & Lundberg (2016). Hypothesis 1c was investigating the relationship between perceived advisor competency and student satisfaction. Results of the analysis revealed a weak positive relationship between perceived advisor competency and student satisfaction. This result is in accordance with what was presented in the literature by Kuh et al., 2006 and Braxton et al., 2014. Hypothesis 1d was investigating the relationship between student entitlement and student satisfaction. The results of the analysis revealed a non-significant relationship between student entitlement and student satisfaction. This result is in contradiction to what was expected from previous researchers, who argued that student entitlement can have a negative effect on student satisfaction (Morrow, 1994; Boyd & Helms, 2005). Hypothesis 2a, 2b and 2c investigated whether student entitlement moderated the relationship between student satisfaction and the other three antecedents. Results indicated that student entitlement had an effect only on the relationship between student satisfaction and perceived university reputation; while there was no effect on the relationship between satisfaction and both perceived faculty competency and perceived

advisor competency. These results were in contradiction to what was expected, where the literature suggested that student entitlement have indirect effects on student satisfaction and that students' sense of entitlement may cause students to feel alienated from the education process and hold inflated expectations as to how things should happen and therefore affect the other antecedents or moderate their relationship with students' satisfaction (Boyd & Helms, 2005).

Hypothesis 3 was investigating the relationship between student belongingness and student satisfaction. The results of the analysis revealed a strong positive relationship between student belongingness and student satisfaction. This result supports what was presented in the literature from Safaria (2013); Jones et al., (2009); Freeman et al. (2007) and Walton et al. (2012). Finally, hypothesis 4 was investigating the relationship between student citizenship behavior and student satisfaction. The results of the analysis revealed a moderate positive relationship between student citizenship behavior and student satisfaction. This result supports the conclusions from the studies done by Bove et al. (2009); Burmann et al. (2009); Groth (2005) and Anaza, (2014).

The analysis results showed that not all university service quality attributes have equal effects on student satisfaction; where perceived university reputation had the strongest effect on student satisfaction; perceived faculty competency showed moderate effect; and perceived advisor competency showed the weakest effect. On the other hand, student entitlement didn't show any significant effect on student satisfaction; which contradicts the results from the literature. The non-significant relationship can be attributed to Herzberg's two factor theory; where such result was expected since student entitlement can be treated as a dissatisfier, which means that it can cause dissatisfaction

but not necessarily affect satisfaction. Hence, the presence of a certain level of entitlement may lead to dissatisfaction, but its absence or the lack of may not necessarily lead to satisfaction.

Against the expectation, only one of the moderation models for student entitlement was significant (Entitlement moderating the relationship between student satisfaction and perceived university reputation). Such findings may have several possible explanations. The first attempt to explain these results goes in line with the fact that the only antecedent that didn't result from actual interaction with the HEI agents (perceived university reputation), but rather from students' perception and cognitive evaluation of the university's image, was moderated with the degree of sense of entitlement the student had. Where students with any degree of entitlement might have unrealistic expectations of the kind of attributes that can form the HEI reputation and that sense of entitlement dampens the positive relationship on the student's satisfaction, and would have a negative effect decreasing the level of satisfaction for the student. On the other hand, both perceived faculty competency and perceived advisor competency deals with direct interactions between students and both faculty and advisors. This could be a reasonable explanation on why there was no significant moderation effect on those two constructs; since the students' perceptions were guided by actual interactions that might have been influenced by a stronger direct effects and no interaction effects.

Another possible explanation was consistent with the logic that if students have lower expectations of their perception of the reputation of the HEI, it is easier to enhance their satisfaction than students who have high expectations and high sense of entitlement. It also may indicate that when student entitlement is high, the impact of

perceived university reputation on student satisfaction is stronger than its impact when student entitlement is low, which could mean that perceived reputation is more crucial for students with high entitlement.

The findings also support the notion that satisfaction is related to student belongingness. As students with higher satisfaction levels develop a higher sense of belongingness to the HEI, with increased feeling of attachment to the HEI. This result in particular is relevant to the culture of the current population, since the Qatari culture has a collectivist orientation (Sobh & Belk, 2011). In this case, sense of belongingness can be a more useful indicator than the heavily researched construct (student loyalty), since sense of belongingness represents a more direct effect on student satisfaction. However, future research can test the relationship between student satisfaction, student belongingness and student loyalty; where student belongingness can play a mediator role between the two constructs.

Moreover, the findings have supported the view that student satisfaction is significantly related to the student citizenship behavior. These results empirically support the similar findings of Elsharnouby (2015) and Clemes et al. (2008). As higher levels of satisfaction further motivate the students to practice citizenship behavior; and as the results showed, display helping behavior with other students.

In conclusion, since there is scarcity of research done in the area under study in the current context, particularly in Qatar. To the best of the knowledge of the researcher, aside the study conducted by Elsharnouby, (2015), it appears to have been no other published studies that has empirically explored the antecedents and consequences of student satisfaction to HEIs in Qatar. Therefore, in respect to the theoretical contribution

of the current research, this empirical study contributes to the HE marketing research and attempts to fill part of the knowledge gap. The findings of this study has academically contributed to the body of knowledge and have paved the way for more future research in the area.

5.3 Managerial Implications

The findings of the current study provide different HE stakeholders with insight on the student university experience and what may impact student satisfaction; and in the end help students showcase citizenship behavior and establish a sense of belongingness to the HEI. The results show HEI leadership that the most significant contributors to heighten student satisfaction are perceived university reputation and perceived faculty competency. Hence, it is crucial that great attention is given to how students; potential and current, view the HEI's image. The perceived image may be enhanced through a number of practices; first, creating marketing campaigns that feature the top-notch faculty members, while introducing their achievements to the public. Second, social media campaigns from different departments to be prepared in order to highlight the quality and the esteemed selection of world-class faculty that each department hosts. Finally, constant updates to the faculty members' profiles online on the HEI's official website; in addition to any social media links (such as: LinkedIn, Twitter, Academia.edu, Research gate). At this time and age and with all the technological advances, students tend to get information mostly online and from social media, where eWOM (electronic word of mouth) is a fundamental influencer on students' perception (Yang & Mutum, 2015). It is important that leadership in the

universities regularly ensure that the image of the university is maintained positive and if possible improved over time; in order to keep the existing students satisfied and attract prospective students. Maintaining and enhancing the reputation of the university in students' minds is a key contributor to sustain satisfaction; making the HEI perceived better than other HEIs.

Furthermore, the results have shown that student sense of entitlement can sometimes dampen the effect of a positive relationship between perceived reputation and satisfaction. Hence, the researcher recommends that marketing efforts to enhance the image and reputation of the HEI should not only focus on prospective students but also to pay attention to current students, as the results show that there is a significant relationship between perceived image and satisfaction with current students. In addition to that, further exploratory research is needed to examine students' current perceptions and level of entitlement in order to provide feedback to management on how they should position the image of the HEI. Moreover, Emphasis should be placed on enabling students understand their role in the educational process and to set the right expectations regarding the various types of interactions with the HEI agents from the beginning. Most universities offer orientations, foundation programs and first year programs in order to bridge the gap between high school education and HE, and to introduce students to the educational process of the specific HEI. These orientations and programs should highlight the nature of the production process of education, and set expectations to the responsibilities of all the players in the process (faculty, staff and students). The importance of role clarity among the different players of the process plays an imperative role in the reduction of entitlement. Hence, aside from HEI specific

events and programs, faculty and staff should be trained in setting expectations of the nature of the relationship between them and students, and clarifying the specific role and responsibilities allocated to each person. This way, students are appropriately trained to understand their responsibilities and will be able to maintain ownership of their roles; hence, maintain their entitlement at the lowest levels.

Another finding highlights an important aspect in the student university experience which is sometimes overlooked or neglected in the literature. The academic advisor role has been demonstrated as one of the essential antecedents to student satisfaction. Therefore, it is recommended that that leadership in the HEI pays attention to the quality of service provided by academic advisors. Also, when conducting marketing campaigns it is useful to highlight the role of academic advisor; in addition to continuous promotion of the service including messages on the importance of academic advising, how students can receive this service and where. Management can also ensure the quality of interactions between students and their advisors by making sure it always start with expectation setting; in order to make sure that there is a match between what the student expects from the interaction and how the interaction goes in reality. This way, students can be aware of what to expect, the exact role of the academic advisor and the expected outcomes of their interaction. Leadership with the help of consultants can assist in developing a universal procedure that can be used by all academic advisors to ensure that expectations are being set and that the quality of the interaction is up to the standards.

Additionally, the findings have shown that student satisfaction is a significant predictor for both student belongingness and student citizenship behavior, which

highlights the importance of both constructs in the university experience. Hence, it is highly recommended that HEI leadership embed both student belongingness and citizenship behavior into their HEI's mission and vision, and create institutional policies that supports this priority. It is also recommended to promote a culture of nurturing belonging that should be explicit through the HEI leadership in internal and external documentations such as the strategic plan and website. In addition to having arrangements in place to monitor student's behavior, particularly student's sense of belongingness and citizenship behavior, as they both mirror the students' level of satisfaction with the university experience; hence, will give the HEI the tools to identify dissatisfied students. To facilitate this action, HEI leadership can have systems in place to build partnerships between faculty/staff and students to assist in understanding their sense of belonging and their degree of exerting helping behavior, and have their impact on the students' university experience evaluated.

Moreover, to stimulate the need to belong, it is important to take advantage of virtual brand communities (such as communities on Twitter or Facebook). Virtual brand communities administrators should pay attention to the importance of generating a sense of community to make students feel that they belong to the HEI brand community online. Consequently, students with a high sense of belongingness may find in those virtual brand communities a place to express their personalities and feelings. Finally, HEIs and specifically student affairs sectors should recognize the importance of citizenship behavior and in particular helping behavior; and accordingly, they should develop event-marketing activities as a way to enhance SCB and promote the active participation of students in interactions with their fellow students. These events provide

the opportunity for students to engage with other students and offer a platform for sharing and engaging in helping behavior between students. (See appendix 8 for a more comprehensive managerial tool-kit)

5.4 Research Limitations and Future Research

As with any research endeavor, this thesis is limited in several aspects. First, there is a remarkable amount of debates over the definitions and measurements of the constructs in this study. Although previously established measures from other studies from the literature were adapted and verified, other measurement versions may produce different results. The second limitation sets in the simplicity of the proposed model, as it tests only four antecedents and only two consequences to student satisfaction, and doesn't account for any mediation analysis in the model. Although the findings of this study are reliable and validated, based on the above-mentioned limitations, caution is necessary when generalizing the findings.

Given that this study is limited to only one University in one country within the GCC, the findings of this study would need further validation by future researchers in other countries and regions. Especially, with the unique cultural and behavioral characteristics of the people in this region, it is hard to generalize the results to different contexts and countries. Future research should look into applying different measurements and scales in other HEIs within Qatar; and if possible, other HEIs in other countries to test if the results obtained from this study are consistent across different populations.

A recommended extension of this study would be a qualitative study to further look for insights concerning the antecedents of student satisfaction. Part of that qualitative study, can be dedicated to exploring the point of view of HEIs, and how they perceive student satisfaction, its antecedents and consequences, in an attempt to bridge the gap between the students' perspective and the HEIs perspective on what causes student's satisfaction.

Future research with students from other HEIs in Qatar could be done to further understand the interrelationship between student satisfaction and its antecedents and consequences. Especially since this study was conducted on a HEI in the public sector, it would be worthwhile to test the theoretical model on HEIs in the private sector. Finally, the regression results showed that the proposed antecedents accounted for only 51.8% of the variation in student satisfaction. This suggests further research could include more antecedents of student satisfaction and more consequences as well, and supplementary analysis can test the mediating roles in the model.

REFERENCES

- Abelman, R & Molina, A. (2000) Style over substance in interventions for at-risk students: the impact of intrusiveness. *NACADA Journal*, 20(2), 5-15.
- Abelman, R., & Molina, A. (2001). Style over substance revisited: A longitudinal analysis of intrusive intervention. *NACADA Journal*, 21(1-2), 32-39.
- Abelman, R., & Molina, A. (2002). Style over substance reconsidered: Intrusive intervention and at-risk students with learning disabilities. *NACADA Journal*, 22(2), 66-77.
- Al-Asmi, K., & Thumiki, V. R. R. (2014). Student satisfaction with advising systems in higher education: an empirical study in Muscat. *Learning and Teaching in Higher Education: Gulf Perspectives*, 11(1).
- Ali, F., Zhou, Y., Hussain, K., Nair, P. K., & Ragavan, N. A. (2016). Does higher education service quality effect student satisfaction, image and loyalty? *Quality Assurance in Education*, 24(1), 70–94.
- Allison, B. J., Voss, R. S., & Dryer, S. (2001). Student classroom and career success: The role of organizational citizenship behavior. *Journal of Education for Business*, 76, 282–288.
- Al-Misnad, S. (2007). *The development of Modern Education in the Gulf*. England: Biddles Ltd. Guidford & King's Lynn.
- Alves, H. (1998). *O Marketing das Instituições de Ensino Superior: O Caso da*

Universidade da Beira Interior. Master's dissertation, University of Beira Interior, Covilhã, Portugal.

- Alves, H. and Raposo, M. (2010). The influence of university image on students' behavior. *International Journal of Educational Management*, 24 (1), 73-85.
- Anant, S. (1967) Belongingness and mental health: Some research findings. *Acta Psychologica*, 26, 391–396.
- Anaza, N.A., 2014. Personality antecedents of customer citizenship behaviors in online shopping situations. *Psychol. Mark.* 31(4), 251–263.
- Anaza, N.A., Zhao,J., 2013. Encounter-based antecedents of e-customer citizenship behaviors. *J.Serv.Mark.*27(2),130–140.
- Anderson, E.W., & Fornell, C. (1994). A customer satisfaction research prospectus. In R.T. Rust & R.L. Oliver (Eds.). *Service quality* (pp. 241–268). Thousand Oaks, CA: Sage.
- Andreassen, T. W., & Lindestad, B. (1998). Customer loyalty and complex services: The impact of corporate image on quality, customer satisfaction and loyalty for customers with varying degrees of service expertise. *International Journal of Service Industry Management*, 9, 7–23.
- Anton, J. (1996), *Customer relationship management: making hard decisions with soft numbers*, Prentice-Hall, Upper Saddle River, NJ.
- Arpan, L., Raney, A. and Zivnuska, S. (2003), *A cognitive approach to understanding*

university image. *Corporate Communications*, 8(2), 97-113.

Astin, A. (2001). *What matters in college? Four critical years revisited*. San Francisco: Jossey-Bass.

Badry, F., & Willoughby, J. (2015). *Higher education revolutions in the Gulf: Globalization and institutional viability* (Vol. 24). Routledge.

Bahr, P. R. (2008). Cooling out in the community college: What is the effect of academic advising on students' chances of success? *Research in Higher Education*, 49(8), 704–732.

Bailey, B. L., Bauman, C., & Lata, K. A. (1998). Student retention and satisfaction: The evolution of a predictive model. ERIC Document Reproduction Service No. ED, 424797.

Bansal, H. S., Taylor, S. F., & St. James, Y. (2005). “Migrating” to new service providers: Toward a unifying framework of consumers' switching behaviors. *Journal of the Academy of Marketing Science*, 33(1), 96-115.

Barich, H., Kotler, P. (1991), A framework for marketing image management. *Sloan Management Review*, 32 (4), 20–33

Barnett, R. (2011). The marketised university: defending the indefensible, Molesworth, M., Scullion, R. and Nixon, E. (Eds), *The Marketisation of Higher Education and the Student as Consumer*, Routledge, Oxon, pp. 39-52.

Bartlett, M.S. (1954) A note on the multiplying factors for various Chi square

- approximations. *Journal of the Royal Statistical Society*, 16, 296-298.
- Baumeister, R.; Leary, M. (1995) The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117, 497-529.
- Bay, D., & Daniel, H. (2001). The student is not the customer – An alternative perspective. *Journal of Marketing for Higher Education*, 11(1), 1-19.
- Belcheir, M. (1999). Satisfaction with college as viewed by BSU and other four year college students. Research Report, ERIC Document No. 443341.
- Berry, W. D., & Feldman, S. (1985). Multiple regression in practice. Sage University Paper Series on Quantitative Applications in the Social Sciences, series no. 07-050). Newbury Park, CA: Sage.
- Bettencourt, L.A., 1997. Customer voluntary performance: customer as partner in service delivery. *J.Retail*. 73(3), 383-406.
- Beverland, M.B., Napoli, J. and Farrelly, F. (2010), Can all brands innovate in the same way? A typology of brand position and innovation effort. *Journal of Product Innovation Management*, 27(1), 33-48.
- Bitner, M. J., Booms, B. H., & Mohr, L. A. (1994). Critical service encounters: The employee's viewpoint. *Journal of Marketing*, 58, 95-106.
- Bitner, M. J. (1990). Evaluating service encounters: The effects of physical surroundings and employee responses. *Journal of Marketing*, 54, 69-82.

- Bodur, M., & Osdiken, B. (1981). Dimensions of satisfaction with educational services. In K. Hunt & R. Day (Eds.), *Conceptual and empirical contributions to consumer satisfaction and complaining behavior* (pp. 75–81). Bloomington: Indiana University.
- Bollen, K. A., & Hoyle, R. H. (1990). Perceived cohesion: A conceptual and empirical examination. *Social Forces*, *69*(2), 479–504.
- Bove, L. L., Pervanb, S. J., Sharon, E., Shiu, B.E., 2009. Service worker role in encouraging customer organizational citizenship behaviors. *J. Bus. Res.* *62* (7), 698–705.
- Bowen, D.E., Schneider, B., Kim, S.S., (2000). Shaping service cultures through strategic human resource management. *Handb. Serv. Mark. Manag.*, 439–454.
- Boyd III, H. C., & Helms, J. E. (2005). Consumer entitlement theory and measurement. *Psychology & Marketing*, *22*(3), 271-286.
- Braxton, J. M., Doyle, W. R., Hartley III, H. V., Hirschy, A. S., Jones, W. A., & McClendon, M. K. (2014). *Rethinking college student retention*. San Francisco, CA: Jossey-Bass.
- Brief, A. P. (1998). *Attitudes in and around organizations*. Thousand Oaks, CA: Sage.
- Brief, A. P., & Roberson, L. (1989). Job attitude organization: An exploratory study. *Journal of Applied Social Psychology*, *19*, 717-727.

- Brookes, M. (2003), Higher education: marketing in a quasi-commercial service industry. *International Journal of Non-Profit and Voluntary Sector Marketing*, 8(2), 134-142.
- Brown, R. M., & Mazzarol, T. W. (2009). The importance of institutional image to student satisfaction and loyalty within higher education. *Journal of Higher Education*, 58(1), 81–95.
- Burmann, C., Jost-Benz, M., & Riley, N. (2009). Towards an identity-based brand equity model. *Journal of Business Research*, 62, 390–397.
- Butori, R. (2010). Proposition for an improved version of the consumer entitlement inventory. *Psychology & Marketing*, 27(3), 285-298.
- Carter, S. & Yeo, A.C.M. (2010). My place or yours? Perception of, and selection choice criteria for, higher education institutions: the case of UK and Malaysian students. *International Journal of Economics and Business Research*, 1(2), 165-190.
- Çetin, R. (2003). Planning and implementing institutional image and promoting academic programs in higher education. *Journal of Marketing for Higher Education*, 13, 57-75.
- Chadwick, K. & Ward, J. (1987). Determinants of consumer satisfaction with education: implications for college and university administrators. *College and University*, 62(3), 236-246.
- Chen, C-F. & Chen, F-S. (2010). Experience quality, perceived value, satisfaction and

- behavioral intentions for heritage tourists. *Tourism Management*, 31, 29-35.
- Chow, K. & Healey, M. (2008) Place attachment and place identity: First-year undergraduates making the transition from home to university. *Journal of Environmental Psychology*, 28(4), 362–372.
- Chowning, K. & Campbell, N. J. (2009) Development and validation of a measure of academic entitlement: Individual differences in students' externalized responsibility and entitlement expectations. *Journal of Educational Psychology*, 101, 982–997.
- Clayson, D. E., & Haley, D. A. (2005). Marketing models in education: Students as customers, products, or partners. *Marketing Education Review*, 15(1), 1–10.
- Clemes, M., Gan, C., & Kao, T. (2008). University student satisfaction: An empirical analysis. *Journal of Marketing for Higher Education*, 17(2), 292–325.
- Cohen, J. (1988), *Statistical power analysis for the behavioral sciences*, Lawrence Erlbaum, Hillside, NJ.
- Cronin, J.J. and Taylor, S.A. (1992), Measuring service quality: re-examination and extension. *Journal of Marketing*, 56(3), 55-68.
- Cropanzano, R., Howes, J. C, Grandey, A. A., & Toth, P. (1997). The relationship of organizational politics and support to work behaviors, attitudes, and stress. *Journal of Organizational Behavior*, 18, 159-180.
- Cubillo, J. M., Sánchez, J., & Cerviño, J. (2006). International students' decision-making

- process. *International Journal of Educational Management*, 20, 101-115.
- Dabholkar, P. (1996). Consumer evaluations of new technology-based self-service options: An investigation of alternative models of service quality. *International Journal of Research in Marketing*, 13(1), 29–51.
- Dalal, R. S. (2005). A meta-analysis of the relationship organizational citizenship behavior and counterproductive behavior. *Journal of Applied Psychology*, 90, 1241-1255.
- Danaher, P.J. and Rust, R.T. (1994). Indirect marketing benefits from service quality'. Working paper, Owen Graduate School of Management, Vanderbilt University, Nashville, TN.
- Danielson, C. (1998). Is satisfying college students the same as decreasing their dissatisfaction? ERIC document No. 422812. Paper presented at the AIR 1998 Annual Forum Paper, Minneapolis, MN.
- Dolinsky, A. (1994).
- Das, D., & Haque, H. J. (2013). Faculty services towards student satisfaction in tertiary education: Bangladesh perspective. *Knowledge Horizons – Economics*, 5(4), 220–230.
- De Vellis, R. F. (2012). Scale development: theory and applications (3rd edition). Thousand Oaks, California: Sage.
- Deming, W. E. (1986). Out of the crisis. Cambridge, MA: MIT Press.
- DeNeui, D. L. (2003). An investigation of first-year college students' psychological sense of community on campus. *College Student Journal*, 37(2), 224–234.

- DeShields, O. W., Kara, A., & Kaynak, E. (2005). Determinants of business student satisfaction and retention in higher education: Applying Herzberg's two-factor theory. *International Journal of Educational Management, 19*(2), 128–139.
- Dichter, E. (1985). What's in an image. *The Journal of Consumer Marketing, 2*(1), 75–79.
- Dick, A., & Basy, K. (1994). Customer loyalty: Toward an integrated conceptual framework. *Journal of the Academy of Marketing Science, 22*, 99–113.
- Duque, L. C., & Lado, N. (2010). Cross-cultural comparisons of consumer satisfaction ratings: A perspective from Albert Hirschman's theory. *International Marketing Review, 27*(6), 676–693.
- Earl, W. (1988). Intrusive advising of freshman in academic difficulty. *NACADA Journal, 8*, 27–33.
- Edmundson, M. (1997). As lite entertainment for bored college students. (Cover story). *Harper's Magazine, 295*(1768), 39. Education. (n.d.). In Merriam-Webster.com. Retrieved from <http://www.merriam-webster.com/dictionary/education>
- Elliott, K. M., & Shin, D. (2002). Student satisfaction: An alternative approach to assessing this important concept. *Journal of Higher Education Policy and Management, 24*(2), 197–209.

- Elliott, K.M. and Healy, M.A. (2001). Key factors influencing student satisfaction related to recruitment and retention. *Journal of Marketing for Higher Education*, 10(4), 1–11.
- Elsharnouby, T. H. (2015). Student co-creation behavior in higher education: the role of satisfaction with the university experience. *Journal of Marketing for Higher Education*, 25(2), 238–262.
- Field, A. (2005). *Discovering statistics using SPSS* (2nd ed). London: Sage Publication.
- Finney, T. G. & Finney, R. Z. (2010). Are students their universities' customers? An exploratory study. *Education + Training*, 52(4), 276–291.
- Fisk, G. M., & Neville, L. B. (2011). Effects of customer entitlement on service workers' physical and psychological well-being: A study of waitstaff employees. *Journal of Occupational Health Psychology*, 16(4), 1-15.
- Fombrun, C., & Shanley, M. (1990). What's in a name? Reputation building and corporate strategy. *Academy of Management Journal*, 3, 233–258.
- Franklin, K. (1994). Multivariate correlation analysis of a student satisfaction survey. ERIC document No. 388695.
- Franklin, K., & Shemwell, D. (1995). Disconfirmation theory: An approach to student

satisfaction assessment in higher education. ERIC document No. 388199. Paper presented at the Annual Meeting of the Mid-South Educational Research Association Conference, Biloxi.

Freeman, T. M., Anderman, L. H., & Jensen, J. M. (2007). Sense of belongingness in college freshmen at the classroom and campus levels. *Journal of Experimental Education, 75*, 203-220.

Gatewood, R.D., Gowan, M.A. and Lautenshlager, G.J. (1993). Corporate image recruitment image, and initial job choice decisions. *Academy of Management Journal, 36*(2), 414-427.

Gibson, A. (2010). Measuring business student satisfaction: A review and summary of the major predictors. *Journal of Higher Education Policy and Management, 32*(3), 251–259.

Gilde, C., Pace, S., Pervan, S. J., & Strong, C. (2011). Examining the boundary conditions of customer citizenship behaviour: A focus on consumption ritual. *Journal of Strategic Marketing, 19*, 619–631.

Goodenow, C. (1993). The psychological sense of school membership among adolescents: Scale development and educational correlates. *Psychology in the Schools, 30*(1), 79–90.

- Greenberger, E., Lessard, J., Chen, C., & Farruggia, S. P. (2008). Self-entitled college students: Contributions of personality, parenting, and motivational factors. *Journal of Youth Adolescence*, 37(10), 1193-1204.
- Grites, T. J. (1979). Academic advising: Getting es through the eighties (AAHE-ERIC Higher Education Research Report No. 7). Washington, DC: American Association of Higher Education.
- Groth, M. (2005). Customers as good soldiers: Examining citizenship behaviors in internet service deliveries. *Journal of Management*, 31(1), 7–27.
- Groth, M., Mertens, D. P., & Murphy, R. O. (2004). Customers as good soldiers: Extending organizational citizenship behavior research to the customer domain. In D. L. Turnipseed (Ed.), *Handbook of organizational citizenship behavior* (pp. 411–430). Hauppauge, NY: Nova Science Publishers.
- Gruber, T., Stefan, F., Voss, R. and Gläser-Zikuda, M. (2010). Examining student satisfaction with higher education services: using a new measurement tool. *International Journal of Public Sector Management*, 23(2), 105-112.
- Gruen, T. W. (1995). The outcome set of relationship marketing in consumer markets. *International Business Review*, 4, 447–469.
- Guilbault, M. (2010). Customer mind-set: Investigating a measure of market orientation using higher education as the context. DBA dissertation, Anderson University. ProQuest. Retrieved from [http:// search.proquest.com/docview/756932699](http://search.proquest.com/docview/756932699)

Habley, W. R. (1994). Key concepts in academic advising. In Summer Institute on Academic Advising Session Guide. Manhattan, KS: National Academic Advising Association.

Habley, W. R. (2004). The status of academic advising: Findings from the ACT sixth national survey. National Academic Advising Association Monograph Series Number 10. Manhattan: National Academic Advising Association.

Habley, W. R., Bloom, J. L., & Robbins, S. (2012). Increasing persistence: research-based strategies for college student success. San Francisco, CA: Jossey-Bass.

Hair, J. F., Black, W. C., Babin, B. J. & Anderson, R. E. (2014). Multivariate data analysis (7th edition). Boston: Pearson Education.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). Multivariate data analysis. Englewood Cliffs, NJ: Prentice Hall.

Hamm, C. M. (1989). Philosophical issues in education. Philadelphia, PA: The Falmer Press.

Hampton, G. M. (1993). Gap analysis of college student satisfaction as a measure of professional service quality. *Journal of Professional Services Marketing*, 9(1), 115–128.

- Hampton, G. M.; Wolf, M.; Albinsson, P. A. & McQuitty, S. (2009). *Academy of Educational Leadership Journal*, 13(1), 87-102.
- Harvey, P. & Martinko, M. J. (2009). An empirical examination of the role of attributions in psychological entitlement and its outcomes. *Journal of Organizational Behavior*, 30, 459-476.
- Hassel, H., & Lourey, L. (2005). The Dea(r)th of Student Responsibility. *College Teaching*, 53(1), 2–13.
- Hausmann, L. R., Schofield, J. W., & Woods, R. L. (2007). Sense of belonging as a predictor of intentions to persist among African American and White first-year college students. *Research in Higher Education*, 48(7), 803–839.
- Hayes, A. F. (2013). Introduction to mediation, moderation, and conditional process analysis: A regression-based approach. New York, NY: The Guilford Press
- Hayes, B. E. (2008). Measuring customer satisfaction and loyalty. Survey design, use, and statistical analysis methods (3rd edition). Wisconsin: ASQ Quality press.
- Herzberg, F., Mausner, B. and Snyderman, B.B. (1967), *The Motivation to Work*, 2nd ed., Wiley, New York, NY.
- Hill, Y., Lomas, L., & MacGregor, J. (2003). Students' perceptions of quality in higher education. *Quality Assurance in Education*, 11(1), 15–20.
- Hopland, A. O., & Nyhus, O. H. (2015). Does student satisfaction with school facilities affect exam results? An empirical investigation. *Facilities*, 33(13/14), 760–774.

- Hurtado, S., & Carter, D. F. (1997). Effects of college transition and perceptions of the campus racial climate on Latino college students' sense of belonging. *Sociology of Education, 70*(4), 324–345.
- Hurtado, S., Chang, J. C., Sa´enz, V. B., Espinosa, L. L., Cabrera, N. L., & Cerna, O. S. (2007). Predicting transition and adjustment to college: Minority biomedical and behavioral science students' first year of college. *Research in Higher Education, 48*(7), 841–887.
- Isen, A. M., Clark, M., & Schwartz, M. F. (1976). Duration of the effect of good mood on helping: "Footprints on the sands of time". *Journal of Personality and Social Psychology, 34*, 385- 393
- Ivy, J. (2001). Higher education institution image: A correspondence analysis approach. *International Journal of Educational Management, 15*, 276–282.
- Jones, T., Taylor, S.F. & Bansal, H.S. (2009). Targets of commitment in service provider-consumer relationships: a prototyping study. *Qualitative Market Research: An International Journal, 12*(1), 36-48.
- Jones-White, D. R., Radcliffe, P. M., Huesman, R. L, Jr, & Kellogg, J. P. (2010). Redefining student success: Applying different multinomial regression techniques for the study of student graduation across institutions of higher education.

Research in Higher Education, 51(2), 154–174.

Kaiser, H. (1970). A second generation Little Jiffy. *Psychometrika*, 35, 401–15.

Kaiser, H. (1974). An index of factorial simplicity. *Psychometrika*, 39, 31–6.

Kara, A., & DeShields, O. W. (2004). Business student satisfaction, intentions and retention in higher education: An empirical investigation. *Marketing Educator Quarterly*, 3(1), 1-25.

Kazoleas, D., Kim, Y., & Moffit, M. A. (2001). Institutional image: A case study. *Corporate Communication: An International Journal*, 6, 205–216.

Kelley, S. W., Donnelly, J. H., & Skinner, S. J. (1990). Customer participation in service production and delivery. *Journal of Retailing*, 66, 315–335.

Khanna, M., Jacob, I., & Yadav, N. (2014). Identifying and analyzing touchpoints for building a higher education brand. *Journal of Marketing for Higher Education*, 24(1), 122-143.

Kim, Y. K. (2010). Racially different patterns of student–faculty interaction in college: A focus on levels, effects, and causal directions. *Journal of the Professoriate*, 3(2), 161–189.

Kim, Y. K., & Sax, L. J. (2009). Student-faculty interaction in research universities: Differences by student gender, race, social class, and first-generation status. *Research in Higher Education*, 50(5), 437–459.

- Kim, Y. K., & Sax, L. J. (2011). Are the effects of student-faculty interaction dependent on major? An examination using multi-level modeling. *Research in Higher Education, 52*(6), 589–615.
- Kim, Y. K., & Sax, L. J. (2014). The effects of student-faculty interaction on academic self-concept: Does academic major matter? *Research in Higher Education, 55*(8), 780–809.
- Kim, Y. K.; Lundberg, C. A. (2016) A structural model of the relationship between student-faculty interaction and cognitive skills development among college students. *Research in Higher Education, 57*(3), 288–309.
- King, M. C. (1993). Academic advising, retention, and transfer. *New Directions for Community Colleges, 82*, 21–31.
- King, M. C. (2008). Organization of academic advising services. In V. N. Gordon, W. R. Habley, T. J. Grites, & Associates, *Academic advising: a comprehensive handbook*. San Francisco, CA: Jossey-Bass.
- Koris, R., & Nokelainen, P. (2015). The student-customer orientation questionnaire (SCOQ). Application of customer metaphor to higher education. *International Journal of Educational Management, 29*(10), 115–138.
- Kotler, P., & Andreasen, A. R. (1996). *Positioning the organization: Strategic marketing for nonprofit organization*. Toronto: Prentice-Hall.
- Kramer, C. Y. (1956). Extension of multiple range test to group means with TUnequal

Numbers of Replications. *Biometrics*, 12, 307-310.

Kuh, G. D., & Hu, S. (2001). The effects of student-faculty interaction in the 1990s. *The Review of Higher Education*, 24(3), 309-332.

Kuh, G. D., Kinzie, J. L., Buckley, J. A., Bridges, B. K., & Hayek, J. C. (2006). What matters to student success: A review of the literature (Vol. 8). Washington, DC: National Postsecondary Education Cooperative.

Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2005). Student success in college: Creating conditions that matter. San Francisco: Jossey- Bass. Retrieved from <http://www.loc.gov/catdir/toc/ecip054/2004027912.html>

Kuhn, T. L. (2008). Historical foundations of academic advising. In V. N. Gordon, W. R. Habley, T. J. Grites, & Associates, *Academic advising : a comprehensive handbook*. San Francisco, CA: Jossey-Bass.

Lai M.M., Lau S.H., Mohamad Yusof N.A. & Chew K.W. (2015). Assessing antecedents and consequences of student satisfaction in higher education: evidence from Malaysia. *Journal of Marketing for Higher Education*, 25(1), 45-69.

Lam, S. K., Ahearne, M., Hu, Y., & Schillewaert, N. (2010). Resistance to brand switching when a radically new brand is introduced: A social identity theory perspective. *Journal of Marketing*, 74, 128–146.

Ledden, L., & Kalafatis, S. P. (2010). The impact of time on perceptions of educational

value. *International Journal of Public Sector Management*, 23(2), 141–157.

LePine, J. A., Erez, A., & Johnson, D. E. (2002). The nature and dimensionality of organizational citizenship behavior: A critical review and meta-analysis. *Journal of Applied Psychology*, 87, 52-65.

Lundberg, C. A., & Schreiner, L. A. (2004). Quality and frequency of faculty-student interaction as predictors of learning: An analysis by student race/ethnicity. *Journal of College Student Development*, 45(5), 549–565.

Maguad, B. A. (2007). Identifying the needs of customers in higher education. *Education*, 12(3), 332–343.

Mai, L. (2005). A comparative study between UK and US: The student satisfaction in higher education and its influential factors. *Journal of Marketing Management*, 21, 859–878.

Martirosyan, N. (2015). An examination of factors contributing to student satisfaction in Armenian higher education. *International Journal of Educational Management*, 29(2), 177–191.

Maslow, A. H., & Lowry, R. (1968). *Toward a psychology of being*. New York: Van Nostrand Reinhold.

Mavondo, F.T., Tsarenko, Y., & Gabbott, M. (2004). International and local student satisfaction: Resources and capabilities perspective. *Journal of Marketing for*

Higher Education, 14(1), 41–60.

McCroskey, J. C., Valencic, K. M., & Richmond, V. P. (2004). Toward a general model of instructional communication. *Communication Quarterly*, 52, 197–210.

Meeuwisse, M., Severiens, S. E., & Born, M. P. (2010). Learning environment, interaction, sense of belonging and study success in ethnically diverse student groups. *Research in Higher Education*, 51(6), 528–545.

Mellor, J. K. (2011). Academic entitlement and incivility: Differences in faculty and students' perceptions (Doctoral dissertation). Retrieved from http://arizona.openrepository.com/arizona/bitstream/10150/145417/1/azu_etd_11544_sip1_m.pdf

Melo, G. H., Sena, A., Verde, A., & Arruda, D. (2008). The impact of emotions generated from environmental stimulators in the student satisfaction of a private university (Doctoral dissertation, Dissertação de Mestrado). Universidade de Fortaleza, Fortaleza, CE.

Melodi Guilbault (2016). Students as customers in higher education: reframing the debate. *Journal of Marketing for Higher Education*, 26(2), 132-142.

Miles, D. E., Borman, W. E., Spector, P. E., & Fox, S. (2002). Building an integrative model of extra role work behaviors: A comparison of counterproductive work behavior with organizational citizenship behavior. *International Journal of Selection and Assessment*, 10, 51-5.

- Ministry of Development Planning and Statistics. (2016). Retrieved from http://www.mdps.gov.qa/en/statistics/Statistical%20Releases/Social/Education/2016/Education_Chapter_4_2016_AE.pdf.
- Morrow, W. (1994) Entitlement and achievement in education. *Studies in Philosophy and Education, 13*, 33–47.
- Myers, S. A. (2012). Students' perception of classroom group work as a function of group member selection. *Communication Teacher, 26*, 50–64.
- Myers, S. A., Goldman, Z. W., Atkinson, J., Ball, H., Carton, S. T., Tindage, M. F., & Anderson, A. O. (2016). Student civility in the college classroom: Exploring student use and effects of classroom citizenship behavior. *Communication Education, 65*(1), 64-82.
- Nasser, R. (2017). Qatar's educational reform past and future: challenges in teacher development. *Open Review of Educational Research, 4*(1), 1-19.
- Ng, I. L., & Forbes, J. (2009). Education as service: The understanding of university experience through the service logic. *Journal of Marketing for Higher Education, 19*(1), 38–64.
- Nguyen, N., & LeBlanc, G. (2001). Image and reputation of higher education institutions in students' retention decisions. *International Journal of Educational Management, 15*, 303–311.

- O'Banion, T. (2013). *Academic advising: The key to student success*. Rowman & Littlefield Publishers & American Association of Colleges.
- O'Brien, L. T., Mars, D. E., & Eccleston, C. (2011). System-justifying ideologies and academic outcomes among first-year Latino college students. *Cultural Diversity and Ethnic Minority Psychology, 17*(4), 406.
- O'Driscoll, F. (2012). What matters most: an exploratory multivariate study of satisfaction among first year hotel/hospitality management students. *Quality Assurance in Education, 20*(3), 1-21.
- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington, MA: Lexington Books.
- Organ, D. W. (1990). The subtle significance of job satisfaction. *Clinical Laboratory Management Review, 4*, 94-98.
- Organ, D. W. (1997). Organizational citizenship behavior: It's construct clean-up time. *Human Performance, 10*, 85-97.
- Organ, D. W., & Ryan, K. (1995). A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior. *Personnel Psychology, 48*, 775-802.

- Ostrom, A. L., Bitner, M. J., & Burkhard, K. A. (2011). Leveraging service blueprinting to rethink higher education: When students become ‘valued customers,’ everybody wins. Center for American Progress. Retrieved from <https://www.americanprogress.org/issues/labor/report/2011/10/31/10512/leveraging-service-blueprinting-to-rethink-higher-education/>
- Palacio, A. B., Meneses, G. D., & Perez, P. J. P. (2002). The configuration of the university image and its relationship with the satisfaction of students. *Journal of Educational Administration, 40*, 486–505.
- Pallant, J. (2013). SPSS survival manual. A step by step guide to data analysis using IBM SPSS (5th edition). McGraw Hill, London.
- Pampaloni, A. M. (2010). The influence of organizational image on college selection: What students seek in institutions of higher education. *Journal of Marketing for Higher Education, 20*, 19-48.
- Parahoo, S. K., & Tamim, R. M. (2012). Determinants of student satisfaction in higher education: an empirical study in Dubai. *International Journal of Services, Economics and Management, 4*(4), 282-297.
- Parahoo, S. K., Santally, M. I., Rajabalee, Y., & Harvey, H. L. (2016). Designing a predictive model of student satisfaction in online learning. *Journal of Marketing for Higher Education, 26*(1), 1-19.
- Parahoo, S.; Harvey, H. & Tamim, R. (2013) Factors influencing student satisfaction in

universities in the Gulf region: Does gender of students matter? *Journal of Marketing for Higher Education*, 23(2), 135–154.

Parasuraman, A. (1986). Customer-orientated organizational culture: a key to successful services marketing, in M. Venkatesan, D. M. Schmalensee, C. Marshall (Eds). *Creativity in services marketing: what's new, what works, what's developing*. Chicago: American Marketing Association, p. 73–77.

Parasuraman, A., Berry, L. L., & Zeithaml, V. A. (1991). Refinement and reassessment of the SERVQUAL scale. *Journal of Retailing*, 67(4), 420.

Pascarella, E. T. & Terenzini, P. T. (1976). Informal interaction with faculty and freshman ratings of academic and nonacademic experience of college. *Journal of Educational Research*, 70(1), 35–41.

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research (Vol. 2)*. San Francisco, CA: Jossey-Bass.

Pop, M.D., Băcilă, M.F., Moisescu, O.I. & Țirca, A.M. (2008). The impact of educational experience on students' satisfaction in the Romanian higher education system. *International Journal of Business Research*, 8(3), 188-194.

Purgailis, M., & Zaksas, K. (2012). The impact of perceived service quality on student loyalty in higher education institutions. *Journal of Business Management*, 4(6), 138-152.

Qatar University (n.d.). About. Retrieved from <http://www.qu.edu.qa/about>.

Qatar University fact book 2016 - 2017. (2017) Qatar University. Qatar, Doha. Strategy and Development Office.

Raj, S. P. (1985). Striking a balance between brand 'popularity' and brand loyalty. *Journal of Marketing*, 49, 53–59.

Rautopuro, J., & Vaisanen, P. (2000). 'Keep the customer satisfied' a longitudinal study of students' emotions, experiences and achievements at the University of Joensuu, Paper presented at the European Conference on Educational Research, Edinburgh.

Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87, 698-714

Rowley, J. (1997). Beyond service quality dimensions in higher education and towards a service contract. *Quality Assurance in Education*, 5(1), 7–14.

Rust, R. T. and Oliver, R. L. (1994). Service quality: insights and managerial implications from the frontier. In T. Roland Rust and Richards L. Oliver (Eds). *Service quality: New directions in theory and practice*. Thousand Oaks, CA: Sage. Pg 1-19

Safaria, T. (2013). University belongingness scale: Measurement and construct verification in Indonesian language. *International Journal of Evaluation and Research in Education (IJERE)*, 2(1), 9-15.

Salkind, N. J. (2011). *Statistics for people who (they think) hate statistics* (4th edition). Sage publications, California.

- Schertzer, C.B. & Schertzer, S.M.B. (2004). Student satisfaction and retention: A conceptual Model. *Journal of Marketing for Higher Education*, 14(1), 79–91.
- Sher, A. (2009). Assessing the relationship of student-instructor and student-student interaction to student learning and satisfaction in Web-based online learning environment. *Journal of Interactive Online Learning*, 8(2).
- Smith, C. & Allen, J. (2006) Essential functions of academic advising: What students want and get. *NACADA Journal*, 26(1), 56–66.
- Sobh R. & Belk R., (2011) Domains of privacy and hospitality in Arab Gulf homes. *Journal of Islamic Marketing*, 2(2), 125- 137.
- Spector, P. E., & Fox, S. (2002). An emotion-centered model of voluntary work behavior: Some parallels between counterproductive work behavior and organizational citizenship behavior. *Human Resource Management Review*, 12, 269-292.
- Stasz, C., Eide, E., & Martorell, P. (2007). Post-secondary education in Qatar, employer demand, student choice, and options for policy. Santa Monica, CA: RAND.
- Stephen Wilkins, Melodena Stephens Balakrishnan, (2013). Assessing student satisfaction in transnational higher education. *International Journal of Educational Management*, 27(2), 143-156.
- Stevens, J. (1986). Applied multivariate statistics for the social sciences. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Strauss, L. C.; Terenzini, P. T. (2007) The effects of students' in-and out-of-class

experiences on their analytical and group skills: A study of engineering education. *Research in Higher Education*, 48(8), 967–992.

Sultan, P., & Wong, H. (2012). Service quality in a higher education context: An integrated model. *AsiaPacific Journal of Marketing and Logistics*, 24(5), 755–784.

Sultan, P., & Yin Wong, H. (2014). An integrated-process model of service quality, institutional brand and behavioural intentions: The case of a University. *Managing Service Quality*, 24(5), 487-521.

Sung, M., & Yang, S. U. (2008). Toward the model of university image: The influence of brand personality, external prestige, and reputation. *Journal of Public Relations Research*, 20(4), 357-376.

Tabachnick, B. G., & Fidell, L. S. (2007). Using multivariate statistics. Boston, MA: Pearson Education.

Tabachnick, B. G., Fidell, L. S. (1996). Using Multivariate Statistics (3rd ed.). New York: Harper Collins College Publishers

Teo, R., & Soutar, G. N. (2012). Word of mouth antecedents in an educational context: A Singaporean study. *International Journal of Educational Management*, 26(7), 678–695.

- Thomas, E.H. and Galambos, N. (2004). What satisfies students? Mining student-opinion data with regression and decision tree analysis. *Research in Higher Education*, 45(3), 251-269.
- Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research*, 45(1), 89–125.
- Tinto, V. (1987). Leaving college: Rethinking the causes and cures of student attrition. Chicago: The University of Chicago Press.
- Tinto, V. (1993). Leaving college: Rethinking the causes and cures of student attrition (2nd ed.). Chicago: The University of Chicago Press. 808 Res High Educ (2014) 55:780–809 123
- Tukey, J. W. (1953), The Problem of Multiple Comparisons, unpublished manuscript, Princeton University.
- Turner, J. (1999). University preference: A conjoint analysis (Master's thesis). Edith Cowan University.
- Umbach, P.D. & Porter, D.R. (2002). How do academic departments impact student satisfaction? Understanding the contextual effects of departments. *Research in Higher Education*, 43(2), 209-234.
- Voss, C., & Zomerdijk, L. (2007). Innovation in experiential services – An empirical view. In DTI (Ed.), *Innovation in services* (pp. 3–4). London: DTI. Retrieved February 25, 2014 from

http://pure.au.dk/portal/files/45289415/Bilag_14_Innovation_in_Experiential_Services_Karl_Kalcher_.pdf

Voss, R., Gruber, T., & Szmigin, I. (2007). Service quality in higher education: The role of student expectations. *Journal of Business Research*, 60(9), 949–959.

Vuuren, T. V, Lombard, R. And Tonder, V. (2012). Customer satisfaction, trust and commitment as predictor of customer loyalty within an optometric practice environment. *Southern African Business Review*, 16(3), 81-96.

Walther, E. (2000). “The relationships between student satisfaction and student retention in higher education”, dissertation at University of North Carolina, Greensboro, NC.

Walton, G. M., Cohen, G. L., Cwir, D., & Spencer, S. J. (2012). Mere belonging: The power of social connections. *Journal of Personality and Social Psychology*, 102, 513–532.

Wiers-Jenssen, J., Stensaker, B., Groggaard, J. B. (2002). Student satisfaction: towards an empirical deconstruction of the concept. *Quality of Higher Education*, 8(2), 183-195.

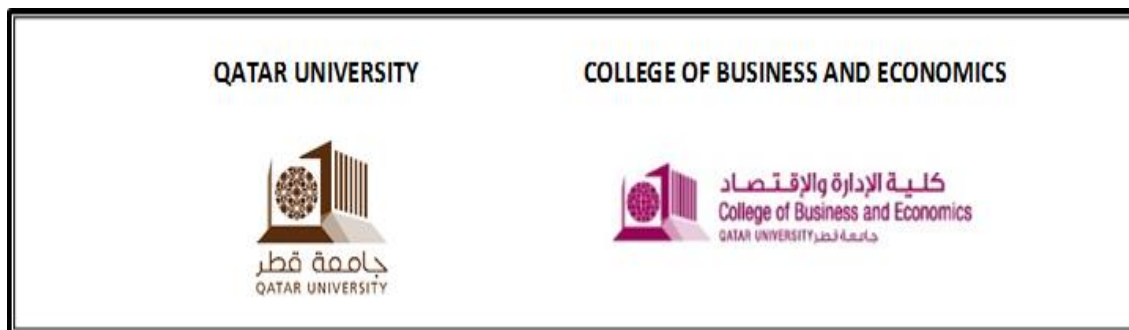
Yang, H. P. S., & Mutum, D. S. (2015). Electronic word-of-mouth for university selection. *Journal of General Management*, 40(4).

Yi, Y. and Gong, T. (2008). If employees ‘go the extra mile’ do customers reciprocate with similar behavior? *Psychology and Marketing*, 25(10), 961-986.

Yi, Y., Gong, T., Lee, H. (2013). The impact of other customers on customer citizenship behavior. *Psychol. Mark.* 30(4), 341–356.

APPENDIX

Appendix 1: Questionnaire (English – Arabic)



Dear Student,

I invite you to participate in this academic research about student satisfaction with their university experience.

It would take about 10 minutes to complete this questionnaire. Participation in this questionnaire is voluntary and you may withdraw at any time by simply closing the webpage on your browser.

We assure you that all responses will be treated with the utmost confidentiality, and your personal information will NOT be mentioned in any way at the outcomes of this research.

If you have any further questions on this questionnaire, or would like to have access to the results of this study, please contact Mr. Hadi Elmoghazy via email at h.elmoghazy@qu.edu.qa, or contact the dissertation supervisor, Dr. Tamer Elsharnouby, via email at telsharnouby@qu.edu.qa.

If you agree to participate, click here to start.

SCREENING QUESTION: Are you currently enrolled in Qatar University?

Q.1 Based on your overall university experience and your interaction with the university employees and faculty in a non-academic setting (outside the classroom), please identify to what extent you agree or disagree with each of the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. If I have a useful idea on how to improve my university, I let the employees/faculty know	1	2	3	4	5
2. When I receive good service from the university, I comment about it on Social Media	1	2	3	4	5
3. When I experience a problem, I complain about it	1	2	3	4	5
4. I say positive things about my university to	1	2	3	4	5

others outside the university □					
5. I recommend my university to others who want to enroll in a university	1	2	3	4	5
6. I encourage other students to use the university services (e.g., Student Learning Support Center for tutoring)	1	2	3	4	5
7. I assist other students if they need my help (e.g., student wants to withdraw from a course and doesn't know how)	1	2	3	4	5
8. I help other students if they seem to have problems using a certain service on	1	2	3	4	5

campus (e.g., student who can't find the printing services)					
9. I teach other students to use the university services/facilities correctly (e.g., teaching a student how to register for the gym)	1	2	3	4	5
10. I like giving advice to other students (e.g., advising a student to go to his/her Academic Advisor for consultation)	1	2	3	4	5
11. If my experience with the university didn't go as expected, I would be willing to accept that	1	2	3	4	5
12. If a university employees or faculty	1	2	3	4	5

<p>makes a mistake, I would be willing to accept that</p>					
<p>13. If I have to wait longer than I expected to get a university service, I would be willing to be patient</p>	1	2	3	4	5

Q.2 Based on your overall experience with your current university, please identify to what extent you agree or disagree with each of the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<p>1. My university has met my needs</p>	1	2	3	4	5
<p>2. My university has helped me fulfill my aspirations</p>	1	2	3	4	5

3. My university has met my expectations	1	2	3	4	5
4. Overall, I am satisfied with my university	1	2	3	4	5
5. I feel "emotionally attached" to my university	1	2	3	4	5
6. I feel like "part of the university family"	1	2	3	4	5
7. I do not feel a strong sense of "belonging" to my university	1	2	3	4	5

Q.3 Based on your experience with your current university, please identify to what extent you agree or disagree with each of the following statements.

My current university...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. ...is known for its excellent quality academic programs	1	2	3	4	5

2. ...is known for its reputable academic programs	1	2	3	4	5
3. ...offers programs that suit my educational needs	1	2	3	4	5
The faculty members...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. ...are highly competent in their respective subject matter	1	2	3	4	5
2. ...deal with students in a caring manner	1	2	3	4	5
3. ...respond promptly to students' requests for assistance	1	2	3	4	5
4. ...show a sincere interest in solving students' problems	1	2	3	4	5

5. ...show a positive attitude toward students	1	2	3	4	5
6. ...are available for consultation	1	2	3	4	5
7. ...communicate information clearly to students	1	2	3	4	5
8. ...provide students with feedback on assignments in an adequate time	1	2	3	4	5
9. ...provide students with detailed feedback on assignments	1	2	3	4	5
My academic advisor...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. ...is accessible	1	2	3	4	5
2. ...provides reliable information	1	2	3	4	5

3. ...responds to communications in a timely manner	1	2	3	4	5
4. ...is helpful and supportive	1	2	3	4	5
5. ...is friendly	1	2	3	4	5
6. ...knows about the program and courses that I am studying	1	2	3	4	5
7. ...has a positive attitude to help	1	2	3	4	5
8. ...gives me sufficient time during my advising sessions	1	2	3	4	5
Interaction with faculty	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Professors must be entertaining to be good	1	2	3	4	5

2. My professors are obligated to help me prepare for exams	1	2	3	4	5
3. My professors should reconsider my grade if I am close to the grade I want	1	2	3	4	5
4. I should never receive a zero on an assignment that I turned in	1	2	3	4	5
5. My professors should curve my grade if I am close to the next letter grade	1	2	3	4	5
6. A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans	1	2	3	4	5
7. A professor should be willing to meet with	1	2	3	4	5

me at a time that works best for me, even if inconvenient for the professor					
8. If I have attended most classes for a course, I deserve at least a grade of B	1	2	3	4	5

Q.4 Please, provide us with the following information:

1. Your gender	<input type="radio"/> Male	<input type="radio"/> Female
2. Your age		
3. Nationality	<input type="radio"/> Qatari	<input type="radio"/> Non-Qatari
4. Education level	<input type="radio"/> Level 1: Foundation	<input type="radio"/> Level 2: Freshman
	<input type="radio"/> Level 3: Sophomore	<input type="radio"/> Level 4: Junior
	<input type="radio"/> Level 5: Senior	

جامعة قطر



كلية الإدارة والاقتصاد



عزيزي الطالب،

أدعوك للمشاركة في هذه الدراسة الأكاديمية من خلال ملء استبيان إلكتروني. يهدف البحث لدراسة رضا الطالب عن تجربته الجامعية.

من المتوقع ألا يأخذ الاستبيان أكثر من 10 دقائق. مشاركتك تطوعية ويمكنك الانسحاب في أي وقت من خلال إغلاق متصفح الانترنت الخاص بك.

نود أن نؤكد أن جميع الردود ستعامل بمنتهى السرية، ولن يتم ذكر أي معلومات شخصية خاصة بك في أي شكل من الأشكال من ضمن نتائج هذا البحث.

إذا كان لديك أي سؤال، أو ترغب في الحصول على نتائج البحث يرجى التواصل مع السيد / هادي المغازي عن طريق البريد الإلكتروني: h.elmoghazi@qu.edu.qa أو التواصل مع مشرف البحث الدكتور / تامر الشرنوبي عن طريق البريد الإلكتروني: telsharnouby@qu.edu.qa.

في حال الموافقة على المشاركة في هذه الدراسة البحثية، يرجى الضغط على الرابط أدناه.

السؤال الإجباري:

هل أنت مقيد في جامعة قطر؟

السؤال الأول: استناداً إلى تجربتك بشكل عام مع جامعتك وتفاعلك مع الموظفين وأعضاء هيئة التدريس خارج

الصف، يرجى تحديد إلى أي مدى توافق أو لا توافق مع كل من العبارات التالية:

موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة	
5	4	3	2	1	1. إذا كان لدي فكرة مفيدة عن كيفية تطوير جامعتي، سأخبر أعضاء هيئة التدريس/موظفي الجامعة عنها
5	4	3	2	1	2. عندما أتلقى خدمة جيدة من قبل الجامعة، أبدى إعجابي وأعلق عليها في وسائل التواصل الاجتماعي
5	4	3	2	1	3. عندما أواجه مشكلة، أعبر عن عدم رضائي
5	4	3	2	1	4. أتكلم بإيجابية عن جامعتي للأشخاص خارج الجامعة
5	4	3	2	1	5. أنصح من يود الالتحاق بالجامعة أن يلتحق بجامعتي
5	4	3	2	1	6. أشجع الطلبة الآخرين على استخدام الخدمات الجامعية

					المتوفرة (مركز دعم تعلم الطلاب)
5	4	3	2	1	7. أقدم العون للطلبة الآخرين إذا كانوا بحاجة لمساعدتي (مثال: مساعدة طالب في حذف مقرر)
5	4	3	2	1	8. أساعد الطلبة الآخرين إذا أبدوا أنهم يواجهون مشاكل في استخدام خدمات الجامعة (مثال: مساعدة طالب في استخدام خدمة الطباعة)
5	4	3	2	1	9. أعلم الطلبة الآخرين على استخدام الخدمات والمرافق الجامعية بالطريقة الصحيحة (مثال: مساعدة طالب في التسجيل بالنادي الرياضي)
5	4	3	2	1	10. أحب إسداء النصائح للطلبة الآخرين (مثال: نصح طالب بالذهاب لزيارة مرشده الأكاديمي)

5	4	3	2	1	11. إن لم تسير تجربتي مع الجامعة كما توقعت، سأكون على استعداد لتقبل ذلك
5	4	3	2	1	12. إذا ارتكب عضو من هيئة التدريس / موظف بالجامعة خطأ، سأكون على استعداد لتقبل ذلك
5	4	3	2	1	13. إن كنت مضطراً أن أنتظر لفترة أطول مما أرغب للحصول على خدمة جامعية، سأكون على استعداد للتخلي بالصبر

السؤال الثاني: بناءً على تجربتك الشاملة مع جامعتك الحالية، يرجى تحديد إلى أي مدى توافّق أو لا توافّق مع كل من العبارات التالية:

موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة	
5	4	3	2	1	1. قامت الجامعة بتلبية احتياجاتي الأكاديمية
5	4	3	2	1	2. ساعدتني الجامعة في تحقيق طموحاتي

5	4	3	2	1	3. أجد في جامعتي ما توقعت
5	4	3	2	1	4. بصفة عامة، أنا راضٍ عن الجامعة
5	4	3	2	1	5. أشعر بأنني "متعلق" بالجامعة
5	4	3	2	1	6. أشعر بأنني "جزء من أسرة الجامعة"
5	4	3	2	1	7. ليس لدي شعوراً قوياً "بالانتماء" للجامعة

السؤال الثالث: بالإشارة إلى تجربتك مع جامعتك الحالية، يرجى تحديد إلى أي مدى توافق أو لا توافق مع كل من العبارات التالية:

موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة	جامعتي الحالية...
5	4	3	2	1	4. ...تشتهر ببرامجها الأكاديمية المتميزة
5	4	3	2	1	5. ...تشتهر ببرامجها الأكاديمية ذات السمعة الطيبة
5	4	3	2	1	6. ...تقدم برامج تتناسب مع احتياجاتي التعليمية
موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة	أعضاء هيئة التدريس بالجامعة...

5	4	3	2	1	10. ... على درجة عالية من الكفاءة في مجالاتهم
5	4	3	2	1	11. ... يتعاملوا مع الطلبة برعاية واهتمام
5	4	3	2	1	12. ... يستجيبوا بسرعة لطلابهم عند طلب المساعدة
5	4	3	2	1	13. ... يظهروا اهتماماً صادقاً في حل مشاكل الطلبة
5	4	3	2	1	14. ... يظهروا موقفاً إيجابياً تجاه الطلبة
5	4	3	2	1	15. ... متوفرون للاستشارة
5	4	3	2	1	16. ... يقوموا بتوصيل المعلومات بشكل واضح للطلاب
5	4	3	2	1	17. ... يقوموا بتزويد الطلبة بالتعليقات على الواجبات في الوقت المناسب
5	4	3	2	1	18. ... يقوموا بتزويد الطلبة بتعليقات مفصلة عن الواجبات التي تم تسليمها
موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة	مرشدي الأكاديمي...
5	4	3	2	1	9. ... سهل الوصول إليه
5	4	3	2	1	10. ... يوفر لي معلومات موثوق بها

5	4	3	2	1	11. ... يستجيب لمراسلاتي في الوقت المناسب
5	4	3	2	1	12. ... يساعدني ويدعمني
5	4	3	2	1	13. ... ودود في التعامل
5	4	3	2	1	14. ... لديه المعلومات الكافية عن البرنامج والمقررات التي أدرسها
5	4	3	2	1	15. ... لديه الرغبة في مساعدتي
5	4	3	2	1	16. ... يعطيني وقتاً كافياً في جلسات الإرشاد
موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة	التعامل مع أعضاء هيئة التدريس
5	4	3	2	1	9. الأساتذة يجب أن يكونوا مسليين ليكونوا جيدين
5	4	3	2	1	10. أساتذتي ملزمين بمساعدتي في التحضير للامتحانات
5	4	3	2	1	11. يجب على أساتذتي أن يعيدوا النظر في درجتي في حال كنت قريب من الدرجة التي أريدها
5	4	3	2	1	12. يجب ألا أحصل على درجة صفر لأي واجب فمت بتسليمه

5	4	3	2	1	13. ينبغي على أساتذتي رفع درجتي في حال كنت قريب من الدرجة الأعلى
5	4	3	2	1	14. على أستاذي أن يسمح لي بتسليم واجبي متأخراً طالما موعد التسليم يتعارض مع خطط العطلة الخاصة بي
5	4	3	2	1	15. ينبغي أن يكون الأستاذ على استعداد لمقابلتي في الوقت الذي يناسبني، حتى وإن كان هذا الوقت لا يناسب الأستاذ
5	4	3	2	1	16. إذا كنت قد حضرت معظم الحصص الدراسية لمقرر، فاستحق على الأقل درجة "ب" (80%)

السؤال الرابع: يرجى تزويدنا بالمعلومات التالية:

ما هو جنس	<input type="radio"/> ذكر	<input type="radio"/> أنثى
تاريخ الميلاد	يوم/شهر/سنة	
الجنسية	<input type="radio"/> قطري	<input type="radio"/> غير قطري
مستوى التعليم	<input type="radio"/> تأسيسي	<input type="radio"/> السنة الأولى
	<input type="radio"/> السنة الثانية	<input type="radio"/> السنة الثالثة
	<input type="radio"/> السنة الرابعة	

Appendix 2: Descriptive Statistics, Skewness and Kurtosis of Variables Understudy

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
FEED_1	429	1	5	3.42	1.088	-.427	-.498
FEED_2	429	1	5	3.53	1.133	-.547	-.374
FEED_3	429	1	5	3.41	1.080	-.520	-.391
ADV_1	429	1	5	4.07	1.045	-1.161	.888
ADV_2	429	1	5	4.08	1.081	-1.256	1.030
ADV_3	429	1	5	4.19	.944	-1.134	.944
HB_1	429	1	5	4.38	.793	-1.432	2.372
HB_2	429	1	5	4.42	.807	-1.683	3.393
HB_3	429	1	5	3.95	1.013	-.801	.131
HB_4	429	1	5	4.35	.820	-1.441	2.372
TOL_1	429	1	5	3.49	1.093	-.583	-.361
TOL_2	429	1	5	2.90	1.119	.063	-.796
TOL_3	429	1	5	3.25	1.096	-.363	-.596
SAT_1	429	1	5	3.87	.959	-1.042	1.105
SAT_2	429	1	5	3.68	1.000	-.703	.191
SAT_3	429	1	5	3.67	1.064	-.747	.050
SAT_4	429	1	5	3.96	1.028	-1.117	.919
BEL_1	429	1	5	3.54	1.257	-.539	-.746
BEL_2	429	1	5	3.57	1.195	-.566	-.577
BEL_3	429	1	5	3.28	1.286	-.231	-1.040

PUR_1	429	1	5	4.03	.915	-1.043	1.059
PUR_2	429	1	5	3.98	.923	-1.140	1.506
PUR_3	429	1	5	4.02	.891	-1.001	1.066
PFC_1	429	1	5	3.81	1.033	-.851	.343
PFC_2	429	1	5	3.72	.959	-.704	.415
PFC_3	429	1	5	3.82	.963	-.650	.004
PFC_4	429	1	5	3.73	1.015	-.733	.242
PFC_5	429	1	5	3.86	.916	-.843	.761
PFC_6	429	1	5	3.88	.913	-.761	.410
PFC_7	429	1	5	3.69	.954	-.756	.440
PFC_8	429	1	5	3.67	.951	-.583	.087
PFC_9	429	1	5	3.60	1.036	-.571	-.276
SAIN_1	429	1	5	3.90	1.141	-1.092	.523
SAIN_2	429	1	5	3.87	1.114	-.916	.267
SAIN_3	429	1	5	3.85	1.091	-.912	.353
SAIN_4	429	1	5	3.96	1.068	-1.123	.925
SAIN_5	429	1	5	4.10	1.029	-1.253	1.302
SAIN_6	429	1	5	4.00	1.074	-1.068	.632
SAIN_7	429	1	5	4.11	.982	-1.238	1.533
SAIN_8	429	1	5	4.09	1.037	-1.274	1.293
ENT_1	429	1	5	3.59	1.133	-.447	-.653
ENT_2	429	1	5	3.82	.994	-.787	.253
ENT_3	429	1	5	4.04	1.042	-1.027	.480
ENT_4	429	1	5	4.18	1.071	-1.314	1.044

ENT_5	429	1	5	4.27	1.016	-1.478	1.705
ENT_6	429	1	5	3.15	1.366	-.088	-1.202
ENT_7	429	1	5	2.35	1.228	.748	-.369
ENT_8	429	1	5	3.31	1.331	-.270	-1.095

Appendix 3: Exploratory Factor Analysis Communalities

Communalities		
	Initial	Extraction
HB_1	.499	.569
HB_2	.577	.795
HB_3	.421	.459
SAT_1	.642	.698
SAT_2	.682	.780
PUR_1	.630	.754
PUR_2	.607	.680
PUR_3	.568	.593
PFC_2	.631	.656
PFC_3	.643	.683
PFC_4	.639	.687
PFC_5	.679	.746
PFC_6	.503	.518
SAIN_1	.591	.557

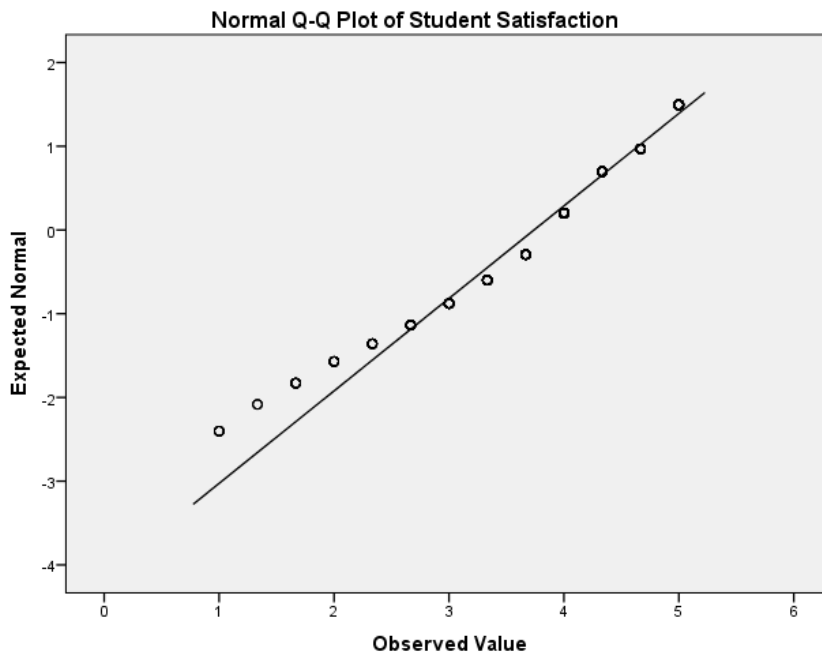
SAIN_2	.745	.778
SAIN_3	.640	.615
SAIN_4	.786	.821
SAIN_5	.646	.625
SAIN_6	.637	.650
SAIT_8	.688	.693
ENT_3	.479	.621
ENT_5	.479	.662
BEL_1	.648	.734
BEL_2	.657	.774
BEL_3	.182	.165
ENT_4	.293	.315
SAT_3	.692	.716
Extraction Method: Maximum Likelihood.		

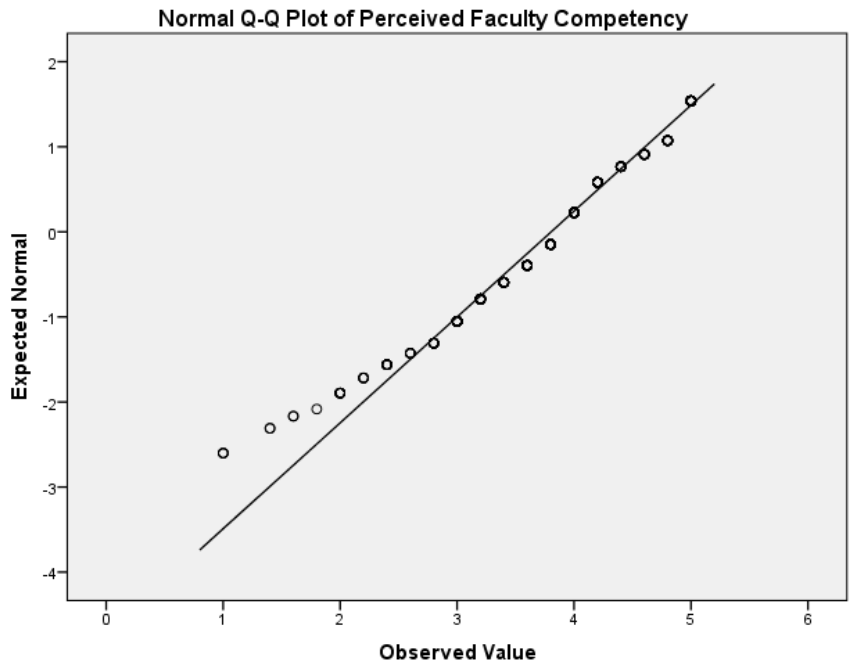
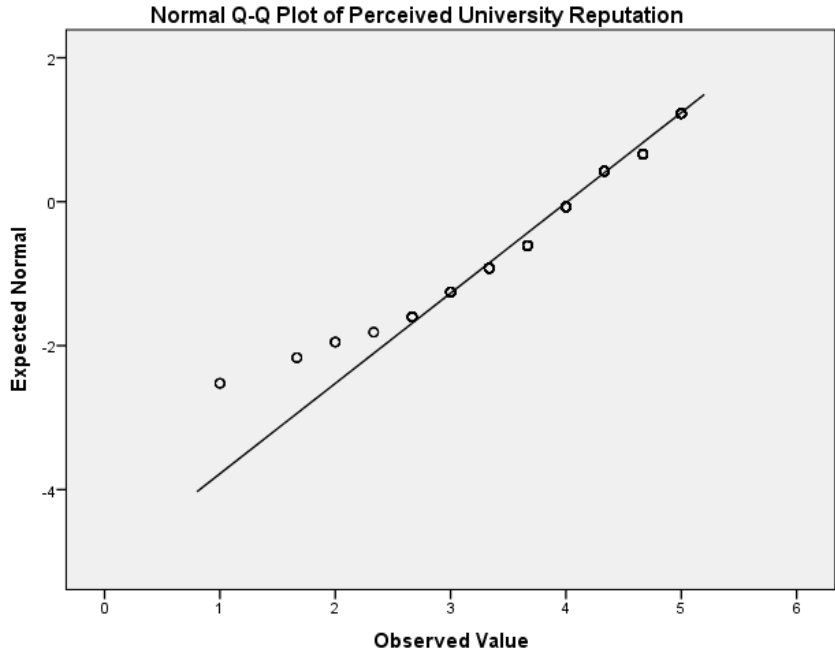
Appendix 4: Factor Correlation Matrix

Factor Correlation Matrix							
Factor	1	2	3	4	5	6	7
1	1.000	.393	.250	.265	.386	.125	.336
2	.393	1.000	.485	.596	.388	.129	.613
3	.250	.485	1.000	.538	.323	.056	.672
4	.265	.596	.538	1.000	.367	.189	.676

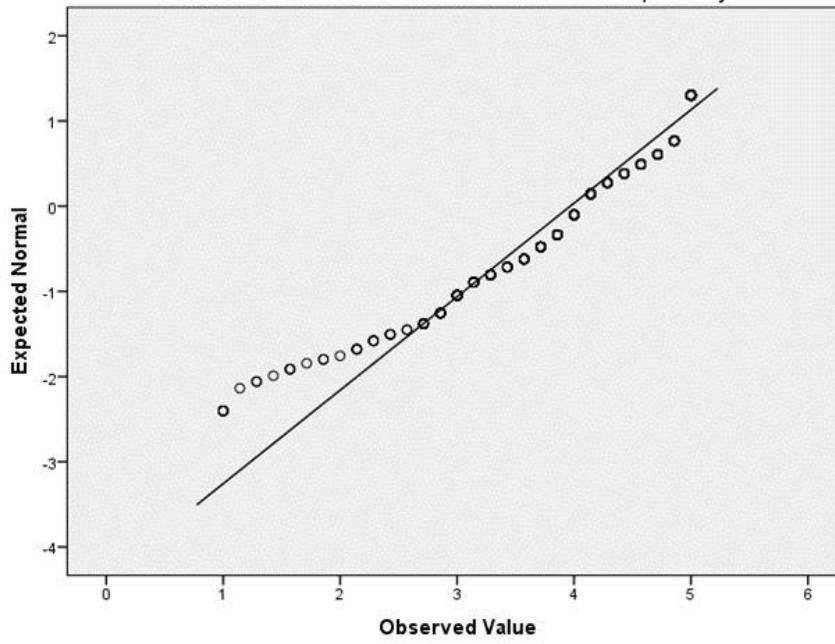
5	.386	.388	.323	.367	1.000	.182	.338
6	.125	.129	.056	.189	.182	1.000	.088
7	.336	.613	.672	.676	.338	.088	1.000
Extraction Method: Maximum Likelihood.							
Rotation Method: Promax with Kaiser Normalization.							

Appendix 5: Normal Q-Q plots and histograms

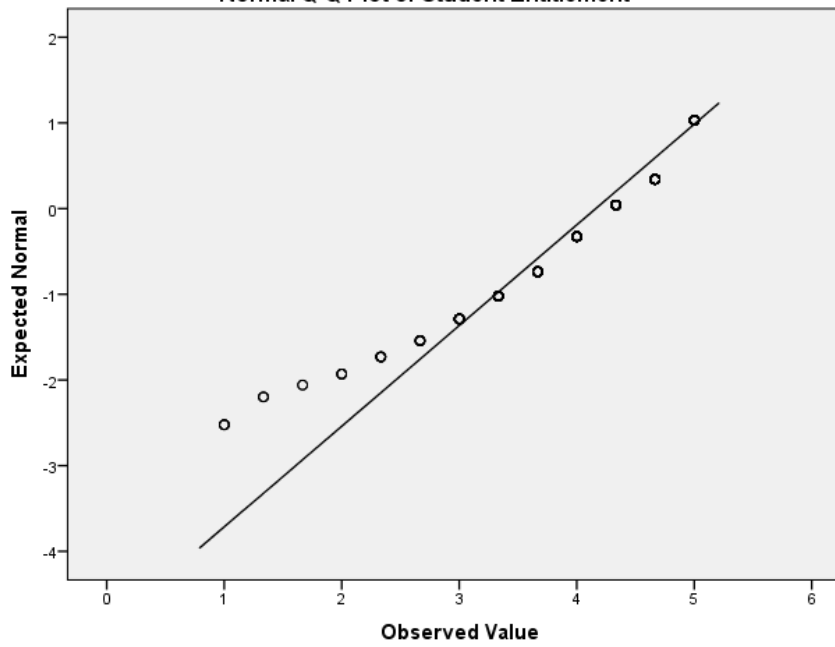


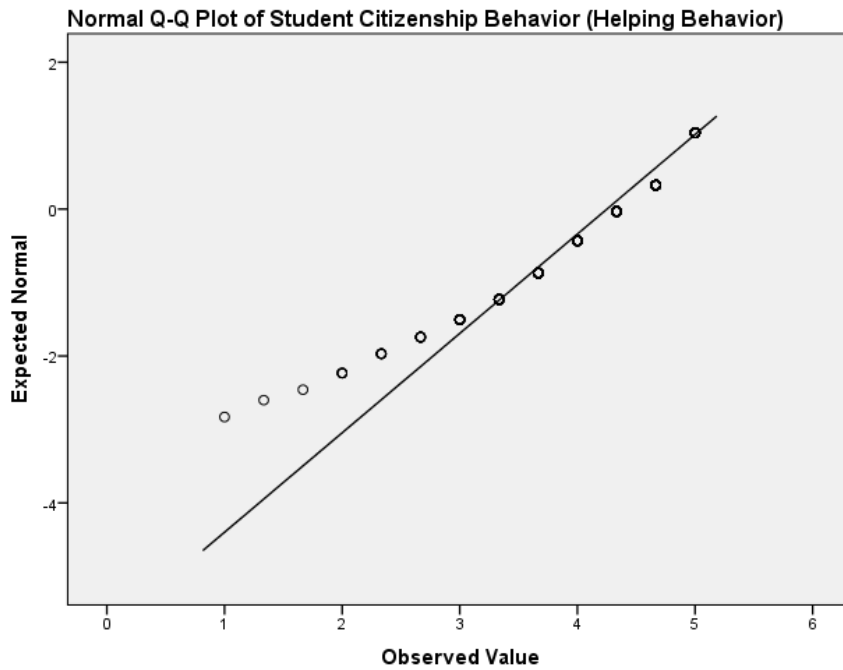
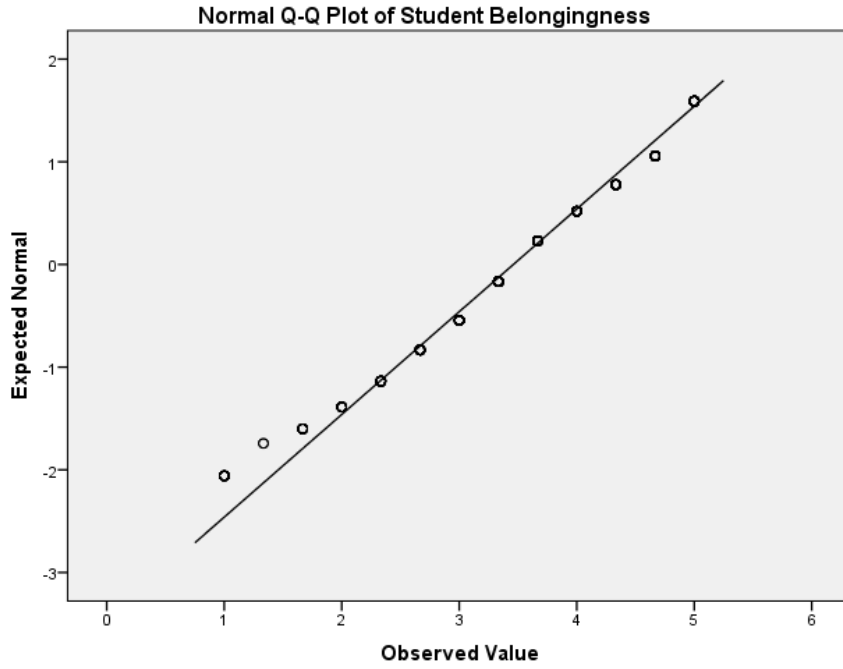


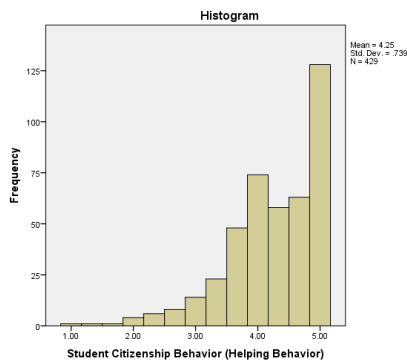
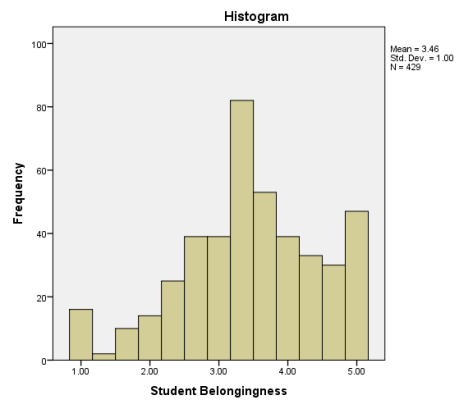
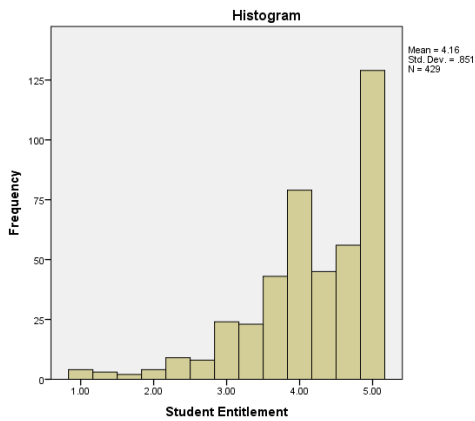
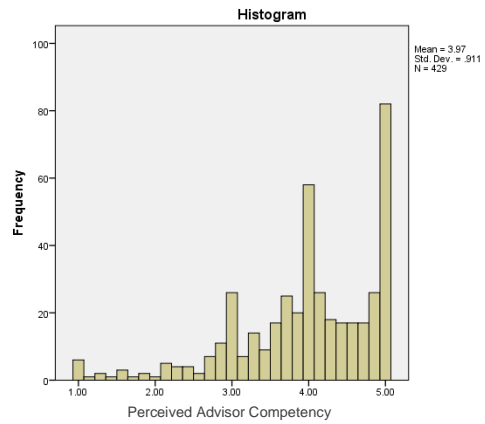
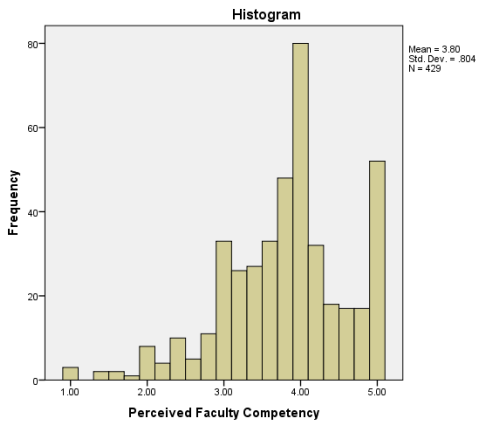
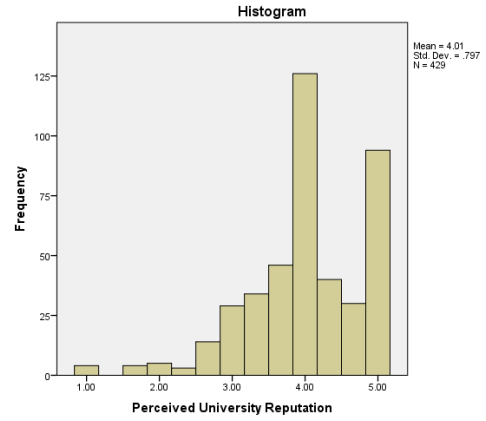
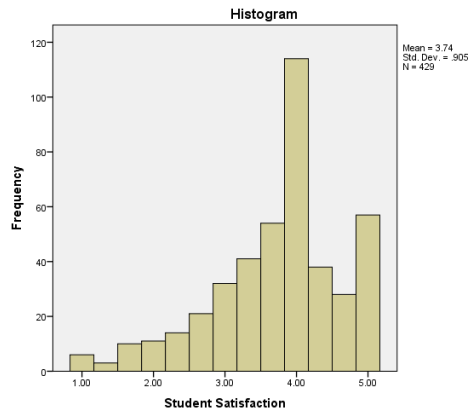
Normal Q-Q Plot of Perceived Advisor Competency



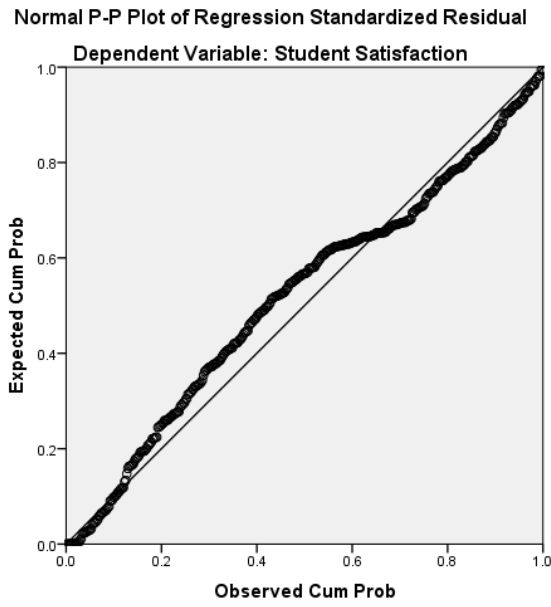
Normal Q-Q Plot of Student Entitlement



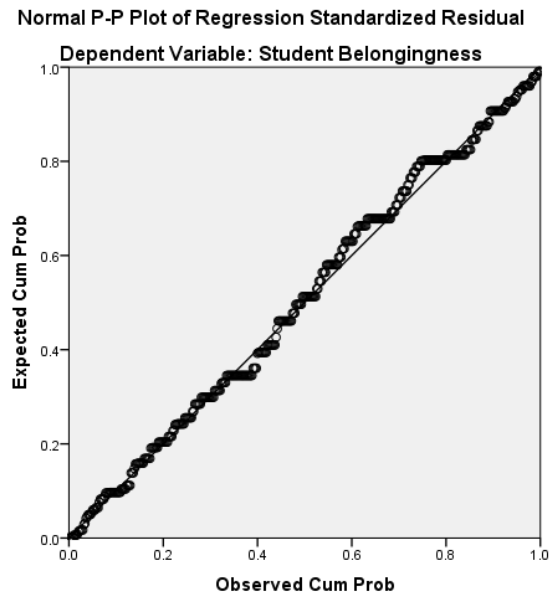




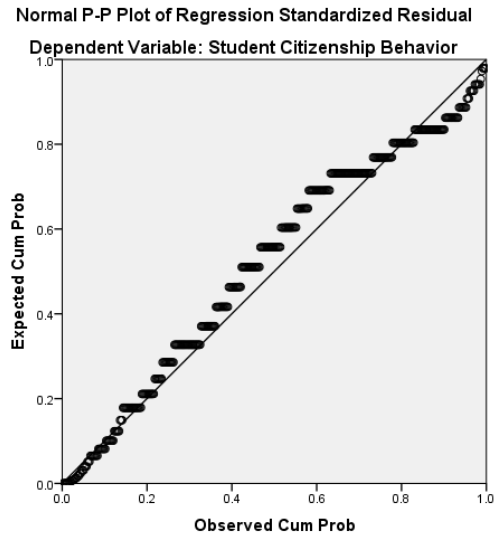
Appendix 6: Normal P-P plots and the Scatterplots



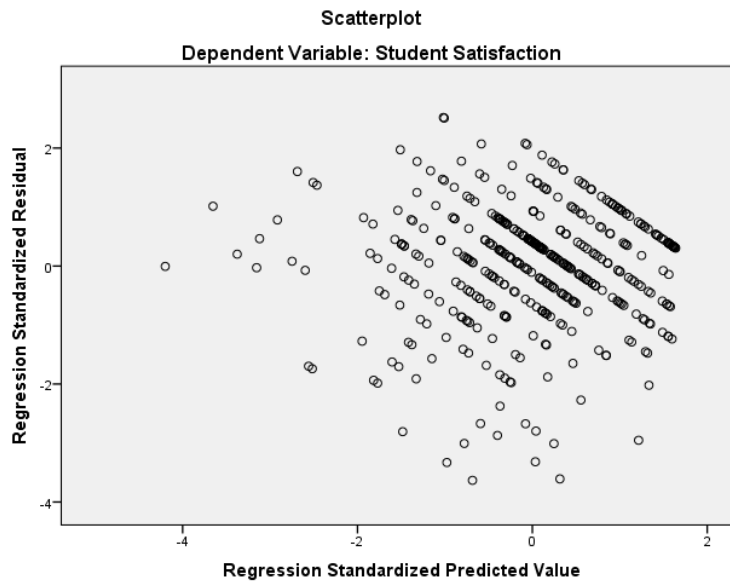
Normal P-P Plot of the Dependent Variable – Model 1



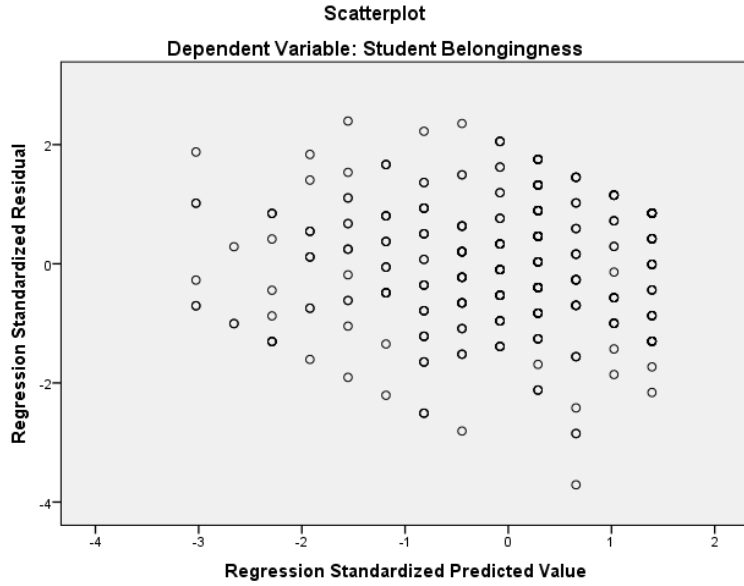
Normal P-P Plot of the Dependent Variable – Model 2



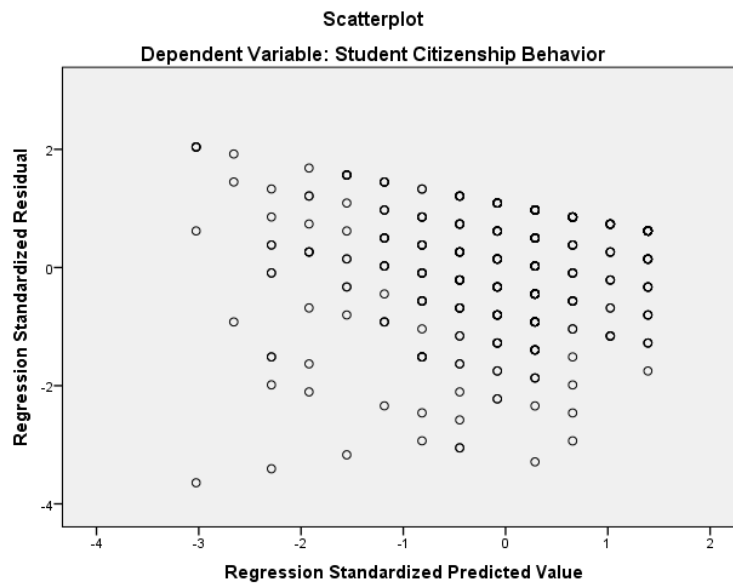
Normal P-P Plot of the Dependent Variable – Model 3



Scatter Plot of the Dependent Variable – Model 1



Scatter Plot of the Dependent Variable – Model 2



Scatter Plot of the Dependent Variable – Model 3

Appendix 7: Moderation test models

Moderation test Model A: Outcome (Student Satisfaction), (Perceived University Reputation), the Moderator (Student Entitlement) and controlling for (Perceived Faculty Competency & Perceived Advisor Competency)

Variable	Beta	T	Sig.
Constant	1.934	9.513	.000
Student Entitlement	-0.005	-0.135	.892
Perceived University Reputation	0.519	11.128	.000
Student Entitlement x Perceived	0.070	1.901	.057
Perceived Faculty Competency	0.384	7.963	.000
Perceived Advisor Competency	0.084	2.325	.020

Moderation test Model B: Outcome (Student Satisfaction), (Perceived Faculty Competency) and the Moderator (Student Entitlement) and controlling for (Perceived University Reputation & Perceived Advisor Competency)

Variable	Beta	T	Sig.
Constant	1.304	5.473	0.000
Student Entitlement	-0.018	-0.494	0.621
Perceived Faculty Competency	0.371	7.767	0.000
Student Entitlement x Perceived	0.039	1.111	0.266
Faculty Competency			

Perceived University Reputation	0.083	2.275	0.011
Perceived Advisor Competency	0.524	11.045	0.430

Moderation test Model C: Outcome (Student Satisfaction), (Perceived advisor competency) and the Moderator (Student Entitlement) and controlling for (Perceived University Reputation & Perceived Faculty Competency)

Variable	Beta	T	Sig.
Constant	0.258	1.356	0.175
Student Entitlement	-0.023	-0.626	0.531
Perceived advisor competency	0.078	2.154	0.031
Student Entitlement x Perceived advisor competency	0.004	0.143	0.886
Perceived University Reputation	0.516	10.956	0.000
Perceived Faculty Competency	0.370	7.688	0.000

Appendix 8: Managerial tool-kit

Strategy/Action	Importance (H, M, L)	Benefit
Attention to be dedicated to university image and the perception of the HEI	H	The current study showed that perceived university reputation is the highest indicator of satisfaction;

reputation among current students		hence, the attention given to the university reputation will lead to a heightened satisfaction
Create marketing campaigns featuring the top-notch faculty members focusing on their achievements	H	Improve the perception of faculty in the HEI; in addition to the image of HEI
Create social media campaigns for different departments to highlight the quality and the esteemed selection of world-class faculty that each department hosts	H	Improve image of different department and the faculty's image, build competition between departments encouraging them to publicize their achievements and hence continuously build a strong image for the different departments and the HEI as a whole
Assign administration staff in each department to be responsible for constant updates to the faculty members' profiles online on the HEI's official website; in addition to any social media links	M	Maintaining a strong image for faculty
Marketing efforts to be done to regularly ensure that the image of the university is	H	Keep the existing students satisfied by maintaining and enhancing the reputation of the university in students' minds, as it is a key contributor to sustain

maintained positive and if possible improved over time (e.g.: Ranking improvement, research achievements, marketing campaigns)		satisfaction; and making the HEI perceived better than other HEIs
Marketing efforts to enhance the image and reputation of the HEI should not only focus on prospective students but also to pay attention to current students	H	Keep the existing students satisfied
Conduct research to examine students' current perceptions and level of entitlement	M	Provide feedback to higher management on how they should position the image of the HEI and provide insights on the level of entitlement and the magnitude of the phenomenon to be able to formulate strategies to overcome it
Establish first year programs to newly admitted students to establish the right expectations	H	Establishing role clarity to students and setting the right expectations from the start on how the relationship between students and other agents of the HEI can be
Train faculty and academic advisors on the importance of setting expectations between them and the students from the	H	Establishing role clarity to students and setting the right expectations from the start on how the relationship between students and other agents of the HEI can be

early stages of their interactions with each other		
Special attention to be given to the quality of service provided by academic advisors	H	Ensuring that perceived advisor competency is high and quality interactions between students and advisors are performed
Conducting marketing campaigns to highlight the role of academic advisor	M	Informing students on the role of academic advising, the existence of the service, where and how to get advised and why is it important to meet their academic advisor
Hire consultants specializing in student affairs and academic advising to develop a universal procedure that can be used by all academic advisors	M	Ensure that the quality of the interaction between students and advisors is up to the standards
Embed the idea of student belongingness and citizenship behavior into the HEI's mission and vision, and create institutional policies that supports this priority	H	HEIs' mission and vision is usually focused on retention, where there are many factors affecting retention that are out of the HEI control (such as: culture, health issues, personal circumstances, work obligations). On the other hand, student belongingness and citizenship are driven from students' satisfaction and can be influenced by the management of the HEI; hence embedding their

		importance in the mission and vision will shed the light on their importance and will drive everyone in the institution to work towards achieving a sense of belongingness and citizenship behavior from students
Promote a culture of nurturing belonging that can be explicit through the HEI leadership in internal and external documentations such as the strategic plan and website	H	Drive everyone in the institution to work towards achieving a sense of belongingness and citizenship behavior from students
Develop systems to build partnerships between faculty/staff and students to assist them in understanding their sense of belonging and their degree of exerting helping behavior, and have their impact on the students' university experience evaluated	H	Having these systems in place to monitor student's behavior, particularly student's sense of belongingness and citizenship behavior, as they both mirror the students' level of satisfaction with the university experience; will give the HEI the tools to identify dissatisfied students
Build and maintain virtual brand communities (such as communities on Twitter or Facebook)	M	Virtual brand communities administrators can use their platforms to generate a sense of community to make students feel that they belong to the HEI brand community online

<p>Provide event-marketing activities as a way to enhance student citizenship behavior and promote the active participation of students in interactions with their fellow students</p>	<p>H</p>	<p>These events provide the opportunity for students to engage with other students and offer a platform for sharing and engaging in helping behavior between students.</p>
--	----------	--