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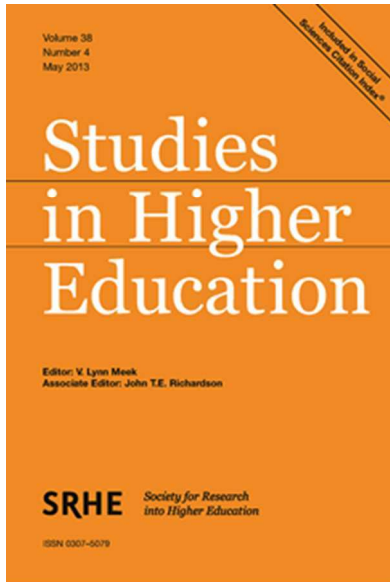
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Understanding student satisfaction and dissatisfaction - an interpretive study

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Understanding student satisfaction and dissatisfaction: An interpretive study in the UK Higher Education Context

This article represents a cross-sectional study of undergraduate students across two North West University Business Schools in the UK. A purposefully designed questionnaire was collected from 350 students. The student experience was described in the form of hand written narratives by first and final year students and had been identified by the respondents themselves as being satisfying or dissatisfying with the areas of teaching and learning and the supporting service environment. The study also assessed whether their experiences were likely to influence their loyalty behaviours with respect to remaining on their chosen course of study; recommending the university; and continuing at a higher level of study. The data was captured and analysed using the qualitative critical incident technique to capture the voice of the student and identified the critical determinants of quality within Higher Education, i.e. those areas that would influence loyalty behaviour, as being Access; Attentiveness; Availability; and Communication. A number of new determinants of quality have been identified out of the research by three independent judges, namely motivation, reward, social inclusion, usefulness, value for money and fellow student behaviour.

Keywords: Service Quality; Determinants; Critical Incident Technique; Students; Higher Education.

Introduction

Student satisfaction (and dissatisfaction) as reported annually in the National Student Satisfaction survey, is one of the many criteria that contribute to universities' league table positions in the United Kingdom (UK). The National Student Survey is a nationwide initiative, which since 2005, has surveyed all final year students studying in publicly funded Higher Education Institutions in England, Wales, Northern Ireland, and the majority of Higher Education Institutions in Scotland. According to the Unistats website¹, which is owned by the Higher Education Funding Council for England on behalf of all the Higher Education Funding Councils in the UK, the survey yielded a response rate of 62% for the Business Studies subject area in the 2010-11 academic session. The emphasis on what contributes to a satisfactory or dissatisfactory student experience is set within the context of the creation of a market for university services. Successive UK Governments have subjected Higher Education to severe scrutiny with regards to the cost and quality of their service provision. In particular the quality of the student experience has been positioned high on the national agenda for some time. However, from September 2012, Higher Education institutions are able to set fees for those opting to study in England, Wales and Northern Ireland, up to a maximum of £9,000 per student for each academic year of undergraduate study.

The two case study universities discussed in this article charge £9000 and £8000 for their Business courses. The rises and variation in costs across the country is keeping the issue of value for money very much at the forefront of any selection decision made by prospective students.

¹ <http://unistats.direct.gov.uk/downloadSpreadsheet.doc>

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2
3 The National Student Survey, originally piloted in 2004, has continued to seek the
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5 views of students on a number of aspects of teaching, assessment and on the level of support
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7 provided by universities. Results that are made publicly available via a number of websites,
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9 including the National Student Survey 2012 aim to ensure prospective students and other
10
11 stakeholders are given enough information to help choose a university. The National Student
12
13 Survey results is only one criterion that contributes to league tables for ranking universities
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15 and is reported in the national media (Dean 2011). However, the survey has clearly become
16
17 important in the decision making process for rankings.
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20 21 22 **Focus of Article**

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24 The use of league tables in the university selection process has forced student opinion and the
25
26 drivers of satisfaction and/or dissatisfaction for this particular Higher Education stakeholder
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28 to the top of universities' agenda. Dean (2011) reported that student satisfaction ratings have
29
30 been both continuously and increasingly poor and therefore potentially damaging in terms of
31
32 the recruitment and retention of staff and students. Conversely the UK Government's White
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34 Paper (Department for Business, Innovation and Skills, 2011) reported that most students
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36 were satisfied with their learning experience and the quality of teaching. Regardless of
37
38 whether satisfaction is high or low, it remains an issue that is often discussed by experienced
39
40 and less experienced practitioners.
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45 A conceptual model introduced by Douglas et al (2008) and its application within the
46
47 Higher Education environment highlighted the critical drivers of satisfaction and
48
49 dissatisfaction for Higher Education students using the critical incident technique. This
50
51 encouraged the retelling in narrative form of specific good and bad experiences by students.
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53 It was clear, from this research, that the written narratives provided a rich source of data to
54
55 help a University Faculty understand what drives satisfaction and dissatisfaction for their
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3 students and was compared with the traditional method of gathering student feedback using
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5 mean scores of perceptions or attitudes provided by students for specific areas of teaching
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7 and learning.
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10 The main aim of this article is to further explore the conceptual model of Higher
11
12 Education and the utilisation of critical incident technique for listening to the voice of the
13
14 student. This will be achieved by using critical incident technique to survey a larger sample
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16 of undergraduate business students from two universities, in order to identify those service
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18 quality determinants that drive satisfaction, dissatisfaction (or both) and lead to a change in
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20 loyalty intentions, such as recommending the university and continuing with their programme
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22 of study at their university. Examples of the rich data provided by student respondents are
23
24 included and will aid the understanding of what satisfies and dissatisfies students. It is
25
26 proposed that these narratives will help in the process of diagnosing strengths and
27
28 weaknesses in Higher Education Institution' service provision.
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34 **Literature Review**

35 *Higher Education in the UK*

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39 The UK is experiencing in the 21st Century what the United States of America (USA)
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41 experienced during the latter part of the 20th Century, that is, the introduction of fees
42
43 for students of Higher Education. In the USA fees have risen above and beyond the
44
45 rate of inflation during that time (Eckel and King 2004) with continuing rises in fees
46
47 and reductions in government support (Eckel 2008). According to federal
48
49 government statistics in the USA, tuition fees at public universities rose by 32% by
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51 the end of 2009 (Baker 2010). The emphasis is on increasing choice for students in
52
53 the belief that competition will lead to increased quality and efficiency.
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Quality in Education

In the 1990s the quality focus shifted to include service businesses as well as manufacturing (Bitner et al 1994) both within the USA and in the UK and in the Higher Education sector in the UK this focus took the form of quality assurance systems that placed an emphasis on the student experience (HEFCE, 2012). In any service organisation, the evidence of service quality is provided during the ‘moment of truth’ when the customer interacts with the organisation (Carlzon 1987) and this concept still holds today (Carlzon 2006; Fitzsimmons and Fitzsimmons 2004).

Customer satisfaction is often influenced by the quality of interpersonal interaction between the customer and the staff member; the quality of which can be affected by the customer’s own (mis)behaviour (Bitner et al 1994), as well as by the servicescape itself (Brüggen et al 2011); The servicescape being the physical environment of the supporting services. Therefore, because of the heterogeneity of services and the extent of customer participation varies so too does the nature of the experience (Fitzsimmons and Fitzsimmons 2004). Carlzon (2006) in an interview about managing businesses proposed that within customer relationship management it was this emotional interaction between front line staff and their customers that is the most important issue in building loyalty. Huda and Akhtar (2010) discussed the concept of a ‘flawless performance’. Lost customers and negative word of mouth, Bitner et al (1994) found can result from not providing a flawless performance. However, they admitted that it was not always clear how to achieve defect-free performance. Within services, a defect manifests through, *inter alia*, poor customer satisfaction ratings (Biolos 2002). Biolos (2002) argued that whilst it was relatively easy to tabulate satisfaction responses, it was less easy to ‘get a feel’ for the highly variable standards that customers use and to have a full understanding of the actual cause of their

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3 dissatisfaction. Biolos (2002) recommended that services should use a more flexible
4 measurement system and that they should then relentlessly probe the root causes of
5 any dissatisfaction.
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9 10 11 ***Student Feedback and Student Satisfaction***

12 Herzberg et al (1967) introduced the concept of motivating and hygiene factors (the
13 two-factor theory) which they said influenced job satisfaction and performance. This
14 idea has been related to student satisfaction and dissatisfaction with 'satisfiers' being
15 labelled as motivators and 'dissatisfiers' labelled as 'hygiene factors' (DeShields et al
16 2005). Herzberg et al (1967) found that not all motivators (satisfiers) were the
17 obverse of the hygiene factors (dissatisfiers) that is, fixing the hygiene factors will not
18 necessarily lead to satisfaction, just to no dissatisfaction. Johnston (1995) also found
19 in a survey of bank customers on their satisfaction that service quality dimensions
20 could be satisfiers or dissatisfiers or both.
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35 ***Determinants of Quality in Higher Education***

36 There has been considerable research into identifying dimensions of service quality in
37 Higher Education, with various authors arriving at different lists of antecedents of
38 quality. For example, DeShields et al (2005) used 20 variables in their research into
39 what satisfies American undergraduate business students. LeBlanc and Nguyen (1997)
40 identified 7 dimensions, whereas, Zineldan et al (2011) identified five areas.
41 Athiyaman (1997) identified several areas that should be explored to assess the level
42 of satisfaction from students. The common variables were access and responsiveness.
43
44 However, there are few studies that made use of the Critical Incident Technique to
45 gauge what is important to students in Higher Education in the teaching and learning
46 and support services contexts. Moreover, the tendency in Higher Education seems to
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3 be to utilise quantitative measuring techniques to seek views from students on their
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5 satisfaction levels. Douglas et al (2008) used CIT to survey undergraduate students
6
7 on their experiences 'within and beyond the classroom'. They concluded that the
8
9 critical areas of quality from a student viewpoint were Responsiveness,
10
11 Communication and Access. They proposed that the neutral areas, i.e. those areas
12
13 that cause neither satisfaction nor dissatisfaction were reliability; flexibility; aesthetics;
14
15 comfort; competence; courtesy; credibility; integrity; understanding the customer;
16
17 security; commitment; functionality and virtual resources. Whilst functionality;
18
19 socialising; motivation and friendliness were satisfying factors but management; team
20
21 work; attitude; communication and tangibles were dissatisfiers. They developed a
22
23 conceptual model of student satisfaction with their higher education experience.
24
25 These differences in what constitutes service quality within Higher Education may be
26
27 due to cultural differences. However, it is not clear from the literature why there is
28
29 such variation.
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34 The UK National Student Survey questionnaire includes 23 statements that ask
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36 the respondents to agree or disagree on a 5-point Likert scale (Definitely Agree;
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38 Mostly Agree; Neither Agree or Disagree; Mostly Disagree; Definitely Disagree). An
39
40 example of one of the statements within the teaching section is 'Staff are good at
41
42 explaining things.' The areas covered were: Teaching; Assessment and Feedback;
43
44 Academic Support; Organisation and Management; Learning Resources; Personal
45
46 Development; Overall Satisfaction and Students' Union (Association or Guild). The
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48 National Student Survey questionnaire also has a free comment section which enables
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50 the respondents to describe a positive experience and a negative experience.
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Critical Incident Technique

Critical incident technique has been widely used in many service (and other) contexts to measure satisfaction and/or dissatisfaction and to explore their causes, for example services for airlines and restaurants (Bitner et al 1990); for banking (Johnston 1995) for hotels (Edvardsson and Strandvik, 2000); for Healthcare (Kemppainen, 2000) and for wine retailers (Lockshin and McDougall 1998). Very few changes had been made to the original technique made popular by Flanagan (1954) and critical incident technique is still regarded by scholars as both valid and reliable, providing that a number of conditions are met (Gremler 2004). These conditions include that there should be more than one judge to conduct the analysis.

Studies have shown that the qualitative nature of the data results in a 'richness' of information. Johnston (1995) described the 'richness' of this critical incident technique data as being those anecdotes that described a personal experience with the service in question in considerable detail. His research into service quality within banking yielded an anecdote (narrative) with a word length average of just over 30 words, although some had exceeded 100 words. He also found that there were more positive stories from the banks' customers than negative ones. Moreover, some of the negative stories had been derived from a remembered incident from over a decade previously. However, what was significant was that although responses may have been small, the customer loyalty intentions were important to the organisations in terms of retaining and capturing customers and therefore were regarded as significant.

CIT can clearly be used to investigate sources of satisfaction and/or dissatisfaction with service encounters (Gremler, 2004), although it is recognised that there are various constraints, such as remembered incidents which may have been misremembered (Johnston 1995), particularly given that the technique involves asking

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2
3 respondents to recall and describe a story about something they have experienced.
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5 However, it is regarded as a technique that provides a way in which an organisation
6
7 can identify how the service affects its various stakeholders, highlight good practice
8
9 and identify any failures. Given the wide use of satisfaction surveys in the education
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11 sector worldwide (Nair et al 2011) and their diagnostic use, it would seem reasonable
12
13 to suggest that a technique that will provide meaningful data for teaching staff should
14
15 be employed. Lockshin and McDougall (1988) found that organisations could
16
17 anticipate potential difficulties and inform their customers by using CIT to anticipate
18
19 and respond to customer needs. Edvardsson and Roos (2001) demonstrated that it
20
21 was a tool for managing services and according to Johnston (1995) identifying quality
22
23 determinants is essential to enable the service delivery to be improved. This is
24
25 essential in an era where there has been a rapid growth of institutions offering Higher
26
27 Education and where superior quality may give competitive advantage (Lizuka 2012).
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29 Finding out what quality means to the group of stakeholders paying for and receiving
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31 the service that is Higher Education can be achieved by critical incident technique.
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37 Critical incident technique facilitates this by providing a mechanism for an
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39 individual's perceptions to be expressed in their own words. Content analysis is then
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41 undertaken, usually by three independent judges, in order to classify the narratives
42
43 into relevant themes (variables). This qualitative procedure was compared with the
44
45 traditional quantitative survey method more commonly adopted within Higher
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47 Education institutions by Douglas et al (2009). They found that using critical incident
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49 technique complemented existing methods well, particularly when there was a desire
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51 by a university faculty to see a more rounded view of the student experience. In the
52
53 Higher Education context the student experience involves service encounters within
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55 the learning and teaching environs, as well as within its supporting environment.
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Methodology

Making sense of qualitative data is both difficult and time-consuming (Johnson and Christensen 2004). Within business and management research the question of positivism versus phenomenology is important in terms of what philosophy is at the heart of the research (Saunders et al 2009). The phenomenologist believes that the area of business and management is so complex that the researcher should understand the reality behind any given situation (Saunders et al 2009). In order to get a feel for a situation, an inductive approach is required to help build the theory and make sense of the data and the reasons behind behaviours. Data analysis can involve a number of techniques, including Interim Analysis, which involves the researcher alternating between data collection and analysis. Johnson and Christensen (2004) describe this as a discursive process, which occurs until the researcher understands enough about the topic. This can take place over an extended period of time and involve different data collection points. A deeper understanding of the subject matter can then be developed.

The approach for this research was to draw from both qualitative and quantitative data (Creswell, 2009, Cherryholmes, 1992). Guba & Lincoln, (1994) have identified the postpositivist paradigm as supporting both qualitative and quantitative research. The postpositivist paradigm they propose (ibid.) has an ontology that is one of critical realism, an epistemology that is one of modified objectivist and a methodology that is one of modified experimental and were applied for this research (p.110)

The use of a mix of quantitative and qualitative techniques in the collection and analysis of data had a number of data collection points. An investigation of the

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2
3 specific phenomenon in its natural setting was undertaken, that is, within the Higher
4 Education environs. Saunders and Lewis (2012) suggest that people are social actors
5 playing a part on the stage of social life and that people place their own interpretation
6 on the social roles they play. It is also recognized that a researcher's own values also
7 play a role in the definition of what is appropriate (Saunders and Lewis 2012).
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15 Both inductive and deductive reasoning were applied to this investigation.
16 Inductive to explore the phenomenon of student satisfaction across two Universities
17 and across two cohort years, first and final year students, and deductive theories,
18 which used three researchers, as judges, to code student responses against service
19 quality determinants developed by Parasuraman et al (1985) and Johnston (1995), in
20 order to base the research upon. The social world of the students was understood, as
21 recommended by Saunders and Lewis (2012) but through using Critical Incident
22 Technique it was intended to deepen this understanding further. The resultant
23 ontological approach was subjective, however the issue of bias was mitigated by the
24 use of more than one independent judge being involved in the content analysis
25 stage. This provided for investigator triangulation, a strategy using more than one
26 field researcher to collect and analyse the data relevant to a specific research object,
27 (Downward and Mearman 2002). Critical Incident Technique is a qualitative method
28 that facilitates an interpretive approach in the coding of the data. It is not as restricted
29 as the more traditional survey method, which would be limited by the number and
30 type of questions asked (Saunders et al 2009). Once data is themed and coded it is
31 quantified, which in turn facilitates quantitative analysis. To assess reliability,
32 different researchers were used to evaluate whether their observations were
33 similar. This process is associated with an inductive approach (Saunders et al
34 2009). In order to avoid the threat of subject bias, care was taken over the design of
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3 the questionnaire particularly that it gave an assurance of anonymity to respondents.
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5 As Downward and Mearman (2004) note, there are two main arguments put forward
6
7 to justify triangulation. The first, put in an early explicit form by Webb et al (1966), is
8
9 that triangulation increases the ‘persuasiveness’ of evidence. Many early studies,
10
11 however, tended to emphasise concerns to enhance the empirical reliability of
12
13 quantitative measures through triangulation (Campbell and Fiske 1959). Currently,
14
15 however, the emphasis is more general and shows concerns for enhancing the
16
17 ‘validity’ of insights, or for adding ‘completeness’ to accounts (Shih, 1998). Thus,
18
19 triangulation elaborates understanding (Jick 1979) or confirms the accuracy of data
20
21 (Denzin 1989). More explicitly, Danermark et al (2002, p. 153) note the uses of
22
23 quantitative analysis to ‘test’ the validity of qualitative insights, or to use qualitative
24
25 work as preparation for quantitative work, and to elucidate a phenomenon in as much
26
27 detail as possible
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33 **Methods**

34 The focus of this study was aimed at capturing the voice of the student in order to
35
36 identify what they deemed was critical to the quality of their student experience. This
37
38 involved asking individual students to focus on those service encounters that had been
39
40 particularly satisfying or dissatisfying from their point of view. The students also
41
42 indicated whether the experience might lead to a change in their future loyalty
43
44 behaviours and intentions. The objective was to explore how many events could be
45
46 themed within the existing determinants of service quality introduced by Johnston
47
48 (1995); Parasuraman et al (1995) and Douglas et al (2008). This exploration and
49
50 identification of variables took place via a process of iterative readings of the written
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52 narratives produced.
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3 Liamputtong (2009) provides guidance on coding qualitative data, which cited
4
5 Charmaz (2006) 'on vivo' codes that help to preserve the respondent's literal meaning
6
7 of their perceptions, for example, If the student mentioned 'access' then the coding
8
9 assigned would be 'QD1 for Access'.
10

11 *Data Collection*

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13 Given that the population of the United Kingdom is more heavily weighted towards
14
15 the English counties (Department for Business Innovation and Skills 2010) and that
16
17 there are several large, metropolitan areas within North West England region, a
18
19 convenience sample of the student population was taken from two universities within
20
21 Greater Manchester and Merseyside. They are referred to as HEI 1 and HEI 2 where
22
23 HEI is the Higher Education Institution. The sample used was a mix of first year and
24
25 final year students from both universities. Two universities were used to allow for
26
27 internal reliability checks between the organisations to monitor if there was any
28
29 excessive bias in the sample. The mix of first and final year student sampling was to
30
31 gauge if there were differences in perceptions according to how long they had been
32
33 students at their respective universities.
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38 *Design of CIT Questionnaire*

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40 The CIT questionnaire was purposefully designed to elicit a hand-written account
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42 from each student of an encounter within the university context. An earlier pilot
43
44 study had shown that this could take fifteen minutes to produce a rich amount of data
45
46 from the majority of respondents. The learning and teaching section of the
47
48 questionnaire asked for a narrative concerning formal timetabled sessions or personal
49
50 encounters with teaching staff; whilst the support services section invited narratives
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52 concerning, amongst other areas, the catering service offering, the library and
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54 interactions with office administrators. The survey instrument also provided an
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3 opportunity for respondents to indicate whether the experience might influence
4 loyalty behaviours in two areas, namely, (a) repurchasing intentions (intending to
5 study at a higher level), (b) recommending the institution to others. In total, the
6 questionnaire had space for four separate narratives (two satisfying and two
7 dissatisfying experiences).
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14 There were a number of prompting questions, namely (a) What occurred? (b)
15 How did it make you feel? Appendix 1 contains the full questionnaire. Where a
16 student had recorded a dissatisfying encounter, the questionnaire offered a prompt to
17 record what should have happened to turn the situation into a positive experience.
18
19 The questionnaire was distributed to over 350 students during taught sessions in order
20 that the data could be captured from the majority of full time students in their first or
21 final year of study. The dataset was then derived from the content analysis of the
22 written anecdotal statements. The statements were concerned with individual student
23 perceptions of their experience of university life. To address some of the concerns
24 within the extant literature about validity and reliability, three judges were used in the
25 content analysis and in the coding of this qualitative data.
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40 **Results**

41 Each narrative contained between 1 to 3 identifiable determinants of quality. The list
42 of education-specific determinants arising out of earlier research carried out by ----
43 (2009) has been further updated to include definitions and keywords. The six new
44 determinants of quality were identified from the narratives, namely (i) motivation,
45 which concerned the level of motivation inspired by university personnel; (ii) praise
46 or reward, where the student received unexpected praise for their performance,
47 including a high mark for assessed work or a prize for outstanding work; (iii) social
48 inclusion, was about meeting new people, usually fellow students; (iv) usefulness,
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3 which pertained to a number of factors, such as the subject matter stimulating the
4 level of interest, particularly where it was something that could be applied to a work
5 place situation. This determinant also applied to feedback on assessments; (v) value
6 for money and finally (vi) fellow student behaviour was identified as an issue and
7 concerned other students' behaviour impacting on the experience of an individual.

8
9
10 The judges discussed their individual findings and an agreement was reached for 95%
11 of the themes. For the remaining themes a consensus was reached in terms of how to
12 allocate one or more determinants of quality to each statement.
13

14
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16 Of the 350 questionnaires distributed (52.1%) from HEI 1; (47.9%) from HEI
17 2 were fully or partially completed and legible, producing 915 narratives. In a similar
18 pattern to that of Johnston (1995), more students recorded descriptions of positive
19 experiences (483 positive narratives collected). A description of positive teaching and
20 learning experiences was provided (88%) of the respondents; (67.9%) of the
21 responses included a positive narrative relating to support services. The number of
22 dissatisfying encounters within teaching and learning recorded was (81.5%) and
23 (56.3%) reported a negative experience concerning support services. Table 1 below
24 shows the breakdown of numbers by year of study and university of study. Where '+'
25 is indicated this represents a positive variable; conversely '-' represents a negative
26 variable.
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45 Take in Table 1. Breakdown of the number and percentage of narratives by University
46 and by Year of Study.
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49 Although not all narratives could be described as providing 'rich' data, it was still
50 possible to theme even the more sparse descriptions according to the appropriate
51 quality determinant. The cut-off point in deciding what was a critical area was at a 5%
52 response rate in line with ----- (2008) and Johnston (1995); those achieving less than 5%
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3 responses were deemed to be 'neutral' variables of quality and judged to be not so
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5 critical to students. The neutral categories were found to be tangibles; care;
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7 cleanliness, comfort; commitment; competence; courtesy; flexibility; friendliness;
8
9 functionality; integrity; motivation; praise; reliability; responsiveness; security; and
10
11 other student behaviour. Based on the 5% cut off point, eight variables were
12
13 identified as being the primary determinants of quality within Higher Education.
14
15

16 *Satisfiers / Dissatisfiers in Higher Education*

17
18 The positive narratives described a range of experiences within the teaching and
19
20 learning environment and were categorised using the HE determinants of quality.
21
22 Table 2 below illustrates the frequencies of the narratives for each independent
23
24 variable and the higher percentage of responses show that the critical areas for
25
26 teaching and learning are: **Attentiveness**; **Communication** and **Usefulness**, whereas for
27
28 the support servicescape the critical areas are **Access**; **Attentiveness** and **Value for**
29
30 **Money**. The variables that are deemed critical have been highlighted in bold within
31
32 Table 2.
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36 Take in Table 2. Independent Variable Frequencies of Responses for Teaching,
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38 Learning and Assessment and for Support Services
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45 *Critical Determinants of Quality in Higher Education*

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47 The critical determinants of quality within Higher Education shown by these findings
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49 are:
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52 (a) *Access* - This is defined as the physical approachability of service location, the
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54 level of ease of finding way around the environment, the clarity of the route, ease of
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56 contact with university staff. The keywords provided for the theming of this
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3 determinant of quality were convenient hours of operation / location/ sign-posting,
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5 access to services / facilities / buildings/ rooms / tutors /virtual resources. This
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7 determinant of quality was more of an issue for the support services than for teaching
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9 and learning (see Figure 1) and varied by year and university. A breakdown of HEI 1
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11 results yielded a 40% response rate on the Access variable by final year students but
12
13 only a 10% response rate for first year students. Whilst a breakdown of HEI 2 results
14
15 produced a response rate of around 15% for first year students but above 20% for
16
17 final year students. Access appeared to be both a satisfier and a dissatisfier for
18
19 support services, but produced less than a 5% response for dissatisfaction within
20
21 teaching and learning. 'Access' provided *verbatim* in the example narrative below
22
23 was concerned with the student's access to library services (textbooks).
24
25
26

27
28 *"I had taken out library books over the summer to write my*
29 *dissertation, when term started again I couldn't renew them as the*
30 *library system said that my student status had expired. I had to go to*
31 *see my programme leader to get it sorted out which took about a week.*
32 *I felt angry as the school office was telling me I had to pay late fees*
33 *for books the library was telling me I couldn't return."*
34
35

36
37 A total of 47 narratives expressed dissatisfaction with this variable in the support
38
39 service context and also included access to computers, textbooks, and car parking
40
41 facilities. A small number of the responses (n = 18) contained positive experiences
42
43 within the teaching and learning context and 13 responses detailed dissatisfaction in
44
45 the teaching and learning servicescape. The impact on loyalty intentions appear to be
46
47 significant with (n = 13, 72%) of students confirming that the positive experience was
48
49 likely to lead to them recommending their university to others. For the negative
50
51 experiences, the impact was that less than half of the respondents in both universities
52
53 indicated that their experience would adversely affect their recommending their
54
55 university to others (n = 5, 38%).
56
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60

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3
4 Take in Figure 1. Access Variable by University and Year of Study (for Support
5 Services [SS] and Teaching & Learning [T&L]) as percentages.
6

7 (b) *Attentiveness* (helpfulness) - was defined as willingness of contact staff to provide
8 help or giving the impression of being interested in the student; providing support.
9

10 Some of the keywords used to help the judges in their content analysis were
11 helpfulness, interested, attentive to needs, and readiness to provide service. This
12 determinant of quality triggered a large response in both teaching and learning and
13 support service contexts, with 81 positive narratives describing a teaching and
14 learning experience, 34 negative narratives in the teaching and learning area, 74
15 positive support service narratives and 17 negative support service narratives. Figure
16 2 below refers.
17
18
19
20
21
22
23
24
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26

27 Take in Figure 2. Attentiveness Variable by University and Year of Study (for
28 Support Services [SS] and Teaching & Learning [T&L]) as percentages.
29

30 The majority of respondents in both universities indicated that they would recommend
31 the university (n = 65, 80%) and continue with their studies (n = 61, 75%) based on
32 their positive experiences in teaching and learning. However, only a small percentage
33 (n = 12, 35%) of respondents in both universities indicated that their negative
34 experience would adversely affect their intention to recommend the university.
35
36
37
38
39

40 Clearly, there is a level of tolerance with this quality determinant.
41
42
43
44

45 *“Succeeding in [Named] University, as I am another EU country’s*
46 *student. When I arrived in the UK my language skills were not good,*
47 *but with the help of lecturers I’m still studying in [named degree].”*
48

49 *“During this year first semester, I had an assignment to do in [named*
50 *subject]. I finished my assignment but I felt there was something*
51 *wrong with the structure, so I went to my lecturer and he helped*
52 *(directed) in finding where the problem was and I found it in the end.”*
53
54

55 *“Staff is always kind and helpful.”*
56
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3 *“Year 1 and 2 modules taught by (name supplied) and (name*
4 *supplied). Believe to be the most well thought out and structured*
5 *lectures with plenty of support and supervision available. One of the*
6 *1st modules to use Blackboard e-learners website.”*
7

8
9 *“I liked the way the tutors conducted their lectures with the help of*
10 *hand-outs and guidance. They are always, or most of the time*
11 *available for assistance.”*
12

13 *“During exam period / coursework hand in dates, not enough*
14 *resources in the form of computers / printers, queues for computers*
15 *were very long – led to further panic and frustration. Worried I*
16 *wouldn’t be able to hand work in on time because no access to*
17 *computer at home.”*
18

19
20 *“Not being able to get a text book when need [sic] as other students*
21 *haven’t returned them. Frustrating. Should have higher fines.”*
22

23 (c) *Availability* - was defined as the amount of time that each member of a Faculty
24 team can give to the students. It also included the availability of service goods,
25 including the quantity and range of goods made available to students. This was not a
26 critical determinant of quality but nevertheless warrants some discussion as there was
27 a response rate of 6.8% in the support service environment section of the
28 questionnaire. The narratives indicated dissatisfaction in this area. Some examples of
29 the comments are given below. Figure 3 shows that this determinant of quality was
30 an issue for HE1 final year students, but not the first year students.
31
32
33
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40 Take in Figure 3. Availability Variable by University and Year of Study (for Support
41 Services [SS] and Teaching & Learning [T&L]) as percentages.
42
43
44

45 *“Parking situation. We pay £156 per year, and we are still not*
46 *guaranteed a parking space. Frustrated and annoyed with uni. Stop*
47 *people using it on a pay and go. Only sell enough permits for car*
48 *parking spaces and only allow these people in.”*
49

50
51 *“Poor computers – either system was down can’t log on. Printers not*
52 *working. Angry, could not get my work finished on time. Should*
53 *maintain computers at a level so they can be used when needed.”*
54

55 *“No proper food in the canteen as in halaal food. It made me feel*
56 *annoyed.”*
57
58
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1
2
3 *“Library- lack of resources, books. Not enough supervision on*
4 *students who maybe went for a social event. Don’t have long enough*
5 *opening hours. It made me come in the library less and use others.*
6 *Should make sure more books and computers are available to all and*
7 *ensure more silent study areas and longer hours.”*
8

9
10 (d) *Communication* - was defined as the ability of the university to communicate
11 with their students in a language they understand. This included clarity, completeness,
12 and accuracy, both the verbal and written form, and the ability of university
13 employees to listen to and understand the student. It included explaining the service
14 itself, the costs involved, the trade-offs between service and cost, assuring the student
15 that a problem will be handled. The keywords provided to judges to aid in their
16 decision-making were teaching methods, feedback on module / subject, cancelled
17 classes, work placement supervision, and module organisation. This variable
18 produced a large response from students, with 80 narratives including a description of
19 a satisfying encounter in the area of teaching and learning, and 135 narratives
20 describing a dissatisfactory teaching and learning encounter. The larger response
21 came from HEI 2 with 58 students recording a positive teaching and learning incident,
22 as opposed to just 22 from HEI 1. Adverse comments from each university were
23 similar (63 HEI 1: 72 HEI 2). Figure 4 below refers.

24
25 Take in Figure 4. Communication Variable by University and Year of Study (for
26 Support Services [SS] and Teaching & Learning [T&L]) as percentages.

27
28 There were far less narratives concerned (n = 3, .01% positive experiences; n = 6, .03%
29 for negative experiences) with support services in terms of communication. Some
30 examples of communication-themed narratives are provided below:

31
32 *“Teacher making jokes but in an appropriate time and keep on*
33 *teaching seriously.”*

34
35 *“Use of very simplistic terms within an otherwise complicated subject*
36 *in putting cases into everyday terms and in injecting enthusiasm.”*
37

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3 *“Not just reading, but involved different activities to help to learn and*
4 *focus more such as videos, group work.”*
5

6 *“Going through worked examples of past exam questions as a group”.*
7

8 *“The topic was boring, too easy, lecturer was in a bad mood and*
9 *stressed. Felt disappointed. The lecturer should have explained why*
10 *she was moody or apologised for being stressed.”*
11

12 *“I had bought a book for the class which wasn’t on the current year’s*
13 *reading list but was on a previous one. The tutor wasn’t happy that I*
14 *had bought this book as he was using it to photocopy lecture notes*
15 *and give us the exercises to complete. I felt upset as the book was*
16 *relevant to the course and I had spent money on it. The tutor could*
17 *have explained that he was using that book to plan classes out of and I*
18 *would have just used it for private study and not bought it to class.”*
19
20
21

22
23 (e) *Social Inclusion* - was defined as meeting new friends and feeling a sense of
24 belonging. This was identified by the students as a satisfier with a number of
25 responses concerned with the social aspect of university life. There were 10 positive
26 narratives in the area of teaching and learning and 23 in the support services area.
27 Examples of social inclusion are provided below:
28

29
30 *“Meeting colleagues outside uni.”*
31

32
33 *“Freshers Week.”*
34

35 *“On the first week all people I encountered were very friendly. I felt*
36 *more relaxed and helped me settle in better.”*
37

38
39 *“Too many introduction lectures in the first week. I felt distanced.*
40 *Couldn’t go out and make new friends as much.”*
41
42

43 (f) *Usefulness* - was defined as the subject matter stimulated the level of interest
44 from the student, the topic can be applied in the work-place, or in real life situations;
45 industry-based learning, computer programmes. It was also applied to feedback
46 received on assignment submissions and informed feedback on examinations.
47
48 Although the definition did not include how this would apply to the support services
49 environment, one respondent referred to usefulness in his narrative. This is provided
50 below. The keywords provided for judging were added-value, learning, meaningful
51
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3 and add to skills. Usefulness appears to be largely a satisfier with 41 descriptions
4
5 concerning a positive teaching and learning experience that was useful to the student.
6

7
8 *“When I received a piece of coursework back, I was given good*
9 *feedback which enabled me to improve in the future. It made me feel*
10 *good as I knew what I needed to do to improve my mark.”*

11
12 *“Learning to use a wide range of computer programs, especially excel*
13 *for accounting purposes. Felt competent using unfamiliar computer*
14 *programs.”*

15
16 *“Using Blackboard for help and guidance in modules.”*

17
18
19 *“The ‘jobs worth’ security staff who work in the library and don’t*
20 *seem to do anything useful. Either sack them or get rid of the card*
21 *swipe gates and make guards do something for their money.”*

22
23 (g) *Value for money* - was defined as the fees paid for a programme of study,
24 library fines, and printing costs. It also included goods sold as part of the service, for
25 example, cafeteria / bistro products. Keywords were Expensive, value, price, cost.
26
27 The concept of feeling they had received value for their money was mainly in the area
28
29 of support services, with 34 negative responses received for this area.
30
31
32

33
34 *“Paying stupid amounts of money for education. There should be*
35 *more help from the uni with finance.”*

36
37 *“I got a big library fine. They could have let me off with the fine.”*

38
39 *“Food services (lack of decent, cheap food).”*

40
41 *“Paying for printing – disappointing.”*

42
43
44 *“The food prices are lot more expensive in the Students Union than*
45 *in town.”*

46
47 (h) *Achievement* - was defined as when the student feels a sense of achievement,
48 usually regarding something they have learned, for example, encountering a new
49 software package, or developing presentation skills. A sense of achievement was
50 referred to in a positive light in 27 teaching and learning narratives.
51
52
53
54

55
56 *“In (subject named) tutorials were very involving and very helpful*
57 *towards passing the course. I felt confident in that subject.”*
58
59
60

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4 *“For our [name supplied] module we had to deliver a 30 min*
5 *presentation. This helped us to gain skills which will be useful later*
6 *in life. I felt I had really achieved something as I had never spoken*
7 *in front of people while presenting slides.”*
8
9

10
11 In summary, a number of rich narratives covering a wide range of determinants of
12 quality in Higher Education were collated and analysed. Figure 5 below shows each
13 determinant of quality in terms of the number of responses that were themed
14 according to the variable in question.

15
16
17
18
19 Take in Figure 5.

20
21 Every determinant is represented in the students’ feedback, but Communication and
22 Attentiveness were the variables that resulted in the most response (Communication
23 = 224 narratives; Attentiveness = 206 narratives). Figure 6 shows the determinants of
24 quality for Higher Education in order of frequency.

25
26
27
28
29 Take in Figure 6. Determinants of Service Quality in Higher Education for Business
30 School Students in order and count of frequency.

31 32 33 **Discussion and Recommendations**

34
35 The main aim of this research was to test the validity of the conceptual model of
36 student satisfaction with their university experience developed by Douglas et al
37 (2008). This aim has been achieved by utilising the qualitative research method
38 known as Critical Incident Technique on a larger scale, involving more student
39 respondents over two universities, rather than one. This study has shown that the
40 critical areas of quality, i.e. those that will both satisfy students and dissatisfy students
41 were as follows:

42 43 ***Teaching and Learning Quality Determinants:***

- 44 • Access;
- 45 • Attentiveness;

- Communication;
- Availability was critical only for Final Year students in both universities and for First Year students only in one university (HEI 1).

Within an earlier study Douglas et al (2008) Communication was also a critical area for students in the context of teaching, learning and assessment. Therefore the findings here validate earlier findings with regards to Communication.

Support Services Quality Determinants:

- Access;
- Attentiveness (Final Year only). It was a Satisfier, but not a Dissatisfier for First Year students).
- Availability;
- Communication (First Year students only for both institutions; Final Year students only for HEI 2). It was a dissatisfier but not a satisfier for Final Year students of HEI 1.

Within the earlier study by Douglas et al (2008) Access was also a critical area. The Responsiveness variable resulted in a relatively small number of responses from this study with less than 2% in each context. This differs from the earlier findings of Douglas et al (2008) who proposed that this was a critical area for their study University. It is not clear why this should vary, although that study was smaller than this current study and involved only one institution. The neutral variables in this study were Tangibles, Care, Cleanliness, Comfort, Commitment, Competence, Courtesy, Flexibility, Friendliness, Functionality, Integrity, Motivation, Praise, Reliability, Responsiveness, Security, and Fellow Student Behaviour (refer to Table 2 for the percentage scores); thus agreeing to a large extent with the findings of previous studies.

1
2
3 The area that created the most dissatisfaction in this study was
4
5 Communication. However, its impact on the students' loyalty intentions was
6
7 relatively small, with only 28% for HE 1 and 26% for HEI 2 indicating that they
8
9 would be adversely influenced in their recommendation of the university. It is
10
11 nevertheless clearly an area that both universities should focus their attentions on.
12
13 Moreover, in order to reach the standard of flawless performance, it is recommended
14
15 that an analysis by Higher Education Institutions of their satisfiers would assist in
16
17 identifying how the service gets it right for their primary customers.
18
19

20
21 A number of responses provided a suggestion about what should have
22
23 happened to make their experience a more positive one. In the area of teaching and
24
25 learning this was 75% of responses and for support services this was 52% of
26
27 responses. This will be the subject of future work as it included some useful
28
29 suggestions that could be used for training purposes and for the setting of standards of
30
31 service.
32
33

34
35 There was some overlap between some of the determinants of quality, for
36
37 instance, social inclusion and friendliness. However, most of the narratives make
38
39 interesting reading and do indeed contain rich data that is a lot more meaningful than
40
41 mean scores for perceptions or attitudes, which on their own tell an individual staff
42
43 member very little about their professional practice and how they might improve.
44
45 This could be a much more effective mechanism for measuring and improving service
46
47 quality in an educational setting.
48
49

50
51 It is recognised that this article has focused on one type of student to gather
52
53 perspectives of university life, that is, the business undergraduate. It would be
54
55 interesting to also seek the views of a broader sample of undergraduate and post-
56
57 graduate students as well as other stakeholders to assess whether communication,
58
59
60

1
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3 access and attentiveness are critical to quality for them. This research could also be
4
5 extended to students of other disciplines outwith the business subject area.
6

7
8 The implications for universities and their staffing groups are that the above
9
10 critical areas are where the focus needs to be made, as they are both satisfiers and
11
12 dissatisfiers, which will impact on loyalty behaviours, including word of mouth.

13
14 Word of mouth will strongly influence final year students in what they say via the
15
16 National Student Survey which can adversely impact league table positions.
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Table 1: Breakdown of the number and percentage of narratives by University and year of study.

		Teaching and Learning (+) (n = 273)	Teaching and Learning (-) (n = 252)	Support Services (+) (n = 213)	Support Services (-) (n = 177)
	Number plus % of the total number of respondents (i.e. out of 309)				
HEI 1	First Year	48 (5.2%)	38 (4.1%)	35 (3.8%)	20 (2.1%)
	Final Year	91 (9.9%)	100 (10.9%)	76 (8.3%)	63 (6.8%)
	Total	139	138	111	83
HEI 2					
	First Year	73 (7.9%)	62 (6.7%)	59 (6.4%)	48 (5.2%)
	Final Year	61 (6.6%)	52 (5.6%)	40 (4.3%)	43 (4.7%)
	Total	134	114	99	91

Table 2: Independent Variable Frequencies of Responses for Teaching, Learning and Assessment and for Support Services

Variables	TLA Satisfiers	TLA Dissatisfiers	SS Satisfiers	SS Dissatisfiers
Access	5.8%	4.2%	15.5%	15.2%
Tangibles	Nil	Nil	0.3%	0.6%
Attentiveness	26.2%	11%	23.9%	5.5%
Availability	1.3%	3.9%	3.6%	6.8%
Care	0.3%	0.3%	1%	0.3%
Cleanliness	0.3%	Nil	1%	0.6%
Comfort	0.3%	0.6%	Nil	Nil
Commitment	0.3%	Nil	0.3%	Nil
Communication	25.9%	43.7%	1%	1.9%
Competence	1%	1.3%	1.6%	3.6%
Courtesy	0.3%	0.6%	Nil	Nil
Flexibility	0.6%	1.9%	0.3%	1.3%
Friendliness	2.3%	0.6%	2.3%	1.6%
Functionality	2.6%	0.3%	3.6%	4.2%
Integrity	0.6%	Nil	Nil	0.3%
Motivation	2.3%	1.3%	0.6%	Nil
Praise	2.6%	Nil	0.6%	0.6%
Reliability	0.6%	2.3%	Nil	0.6%
Responsiveness	0.3%	1.3%	0.6%	0.3%
Security	0.3%	Nil	0.3%	Nil
Social Inclusion	3.2%	Nil	7.4%	1.9%
Usefulness	13.3%	2.3%	2.9%	0.3%
Value for Money	0.3%	1%	1%	11%
Achievement	8.7%	1.9%	0.3%	0.3%
Other Students	0.3%	2.3%	0.3%	0.3%

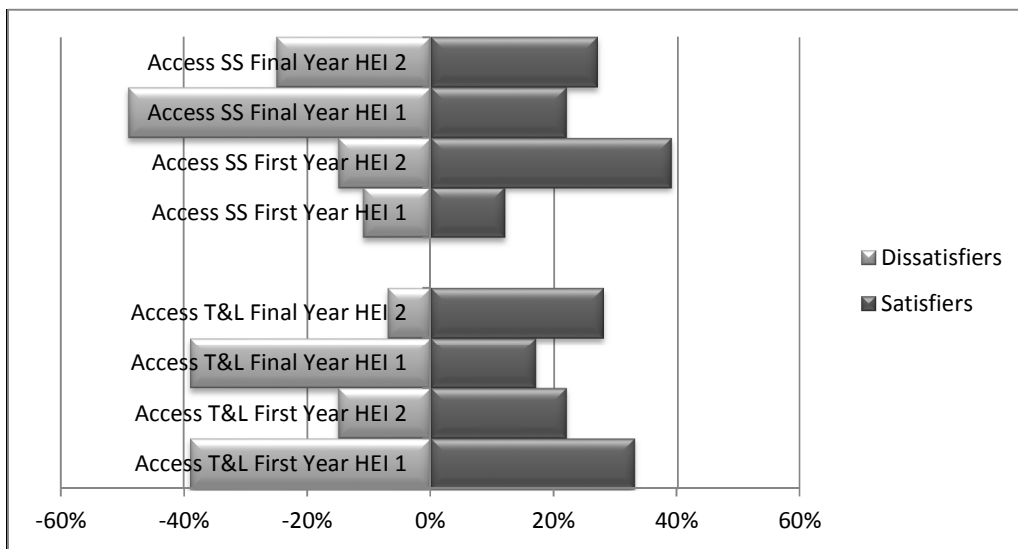


Figure 1: Access Variable by University and Year of Study (for Support Services [SS] and Teaching & Learning [T&L]) as percentages.

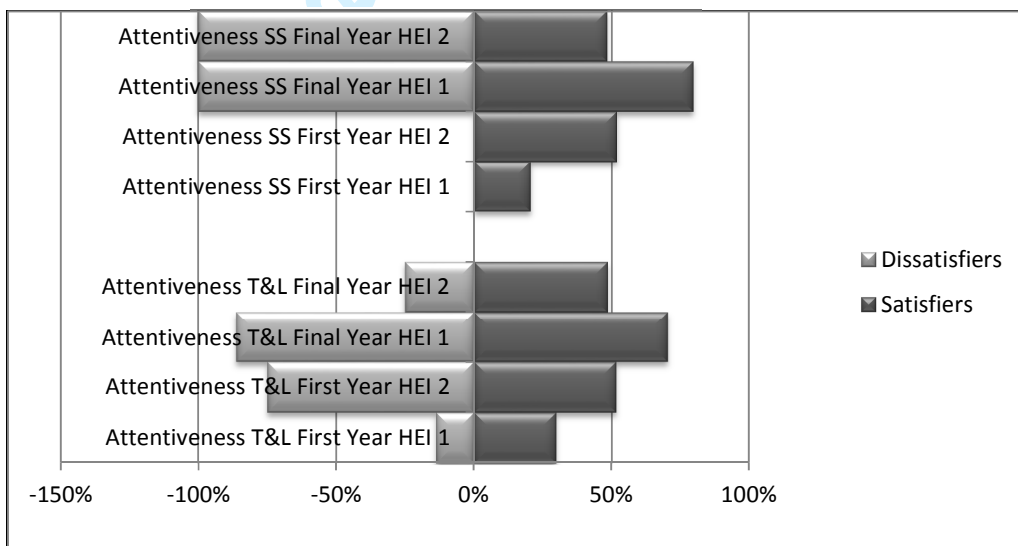


Figure 2: Attentiveness Variable by University and Year of Study (for Support Services [SS] and Teaching & Learning [T&L]) as percentages

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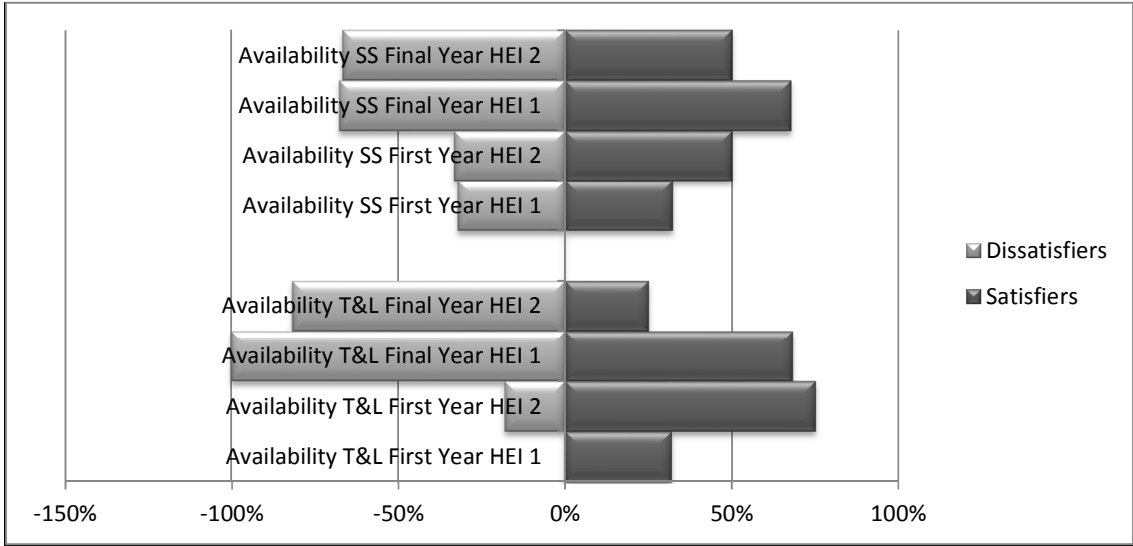


Figure 3: Availability Variable by University and Year of Study (for Support Services [SS] and Teaching & Learning [T&L]) as percentages.

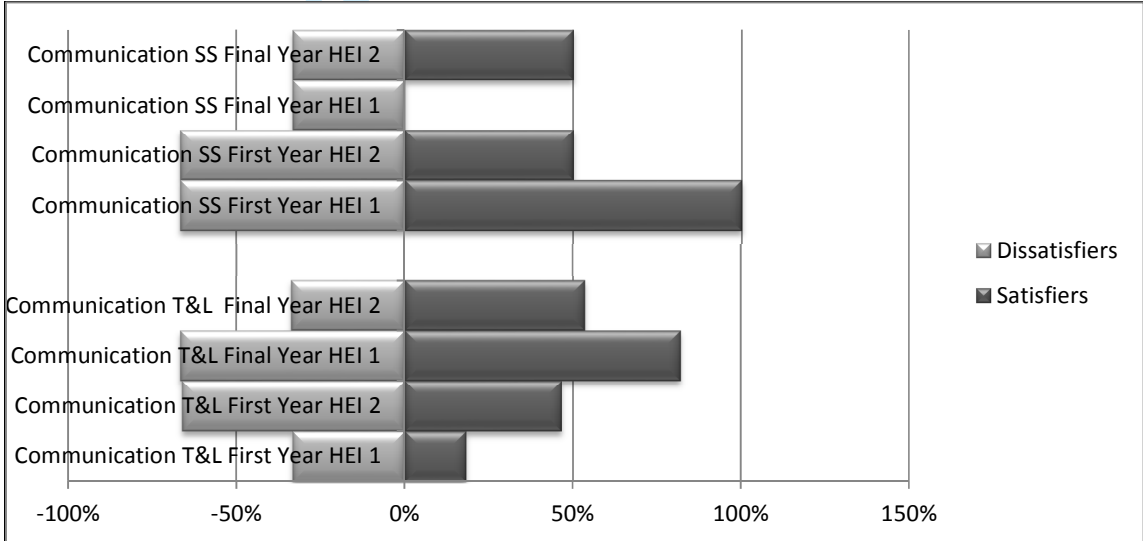


Figure 4: Communication Variable by University and Year of Study (for Support Services [SS] and Teaching & Learning [T&L]) as percentages.

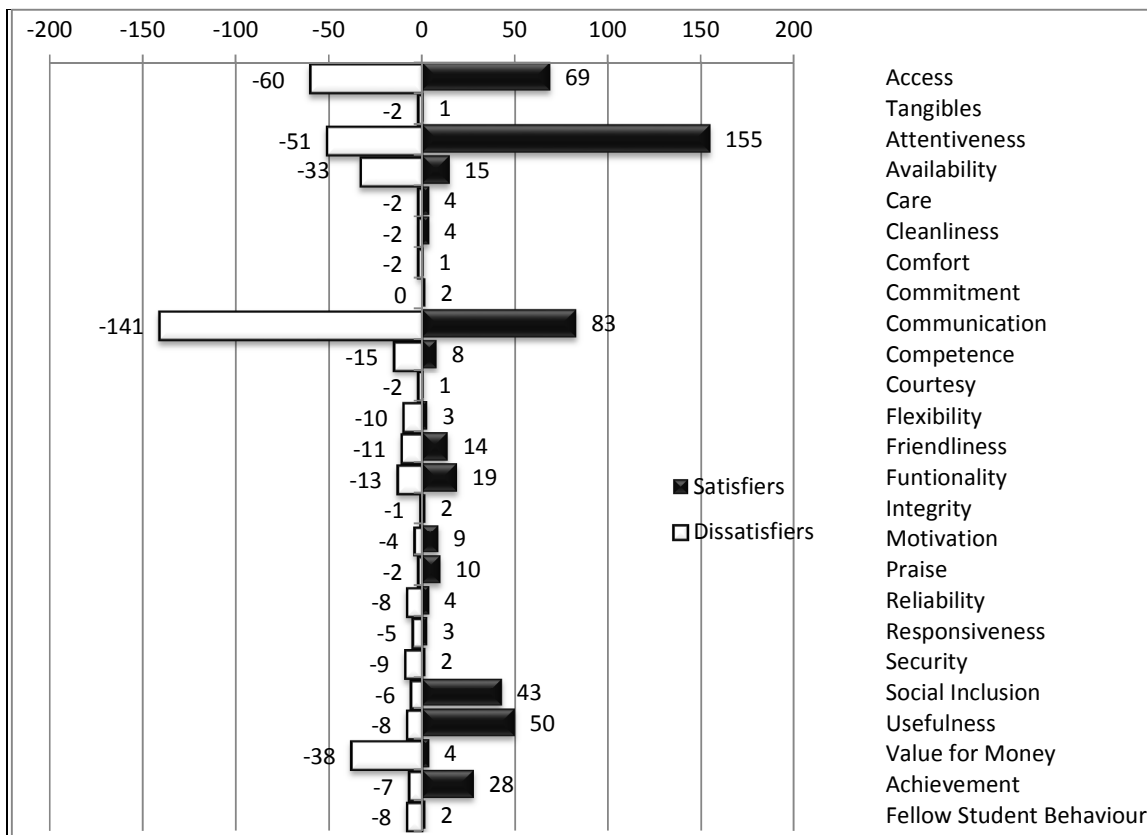


Figure 5: Counts of the sources of student satisfaction and dissatisfaction in Higher Education

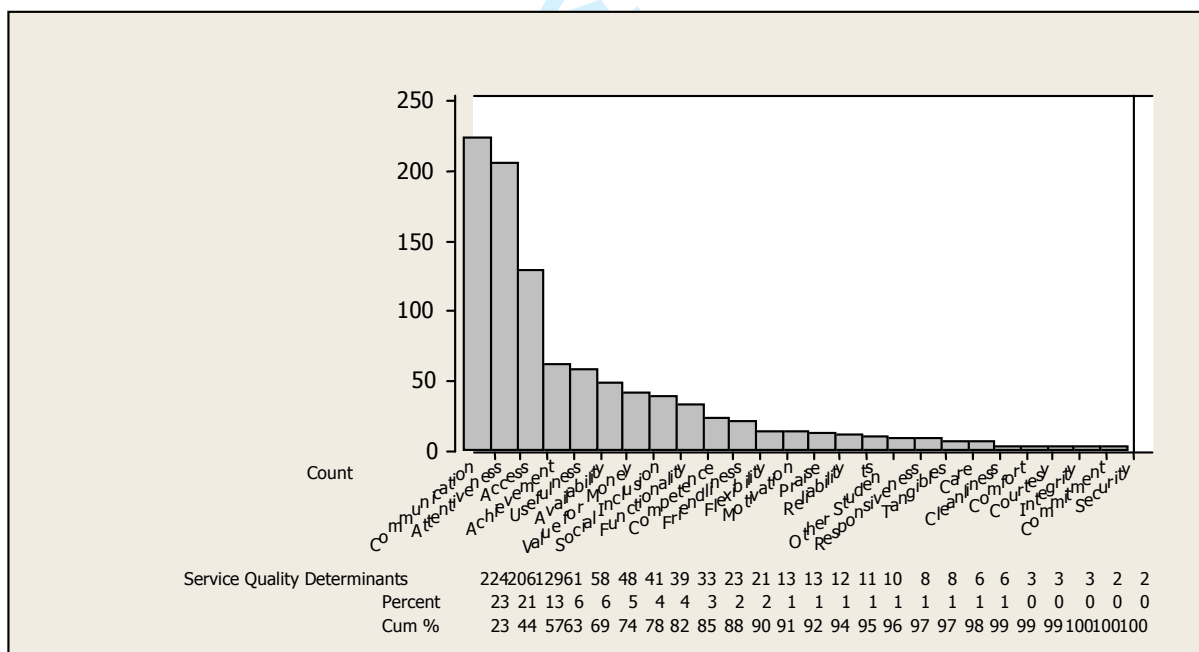


Figure 6. Service Quality Determinants in Higher Education for Business School Students in order and count of frequency.

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Appendix 1

STUDENT EXPERIENCE QUESTIONNAIRE**SECTION 1: ABOUT YOU (PLEASE TICK THE RELEVANT CIRCLE)**

- | | |
|------------------------------|--|
| <input type="radio"/> Male | <input type="radio"/> UK Student |
| <input type="radio"/> Female | <input type="radio"/> International EU Student |
| | <input type="radio"/> International Non-EU Student |

SECTION 2: TEACHING, LEARNING AND ASSESSMENT EXPERIENCES

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5 **1. Please describe a positive Teaching, Learning and Assessment Experience**
6 **that you have at this university.**

7
8 (a) What occurred?
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15 (b) How did it make you feel?
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19
20 (c) Would this positive experience influence any of the following:

21 (i) You recommending the University

22 (ii) You enrolling for further study at this University

23 (iii) You staying on the course.
24
25
26
27

28
29 **2. Please describe a negative Teaching, Learning and Assessment Experience**
30 **that you have at this university.**

31 (a) What occurred?
32
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39 (b) How did it make you feel?
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44 (c) Would this positive experience influence any of the following:

45 (i) You recommending the University

46 (ii) You enrolling for further study at this University

47 (iii) You staying on the course.
48

49 (d) What could have happened to improve the situation?
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SECTION 3: SUPPORT SERVICES EXPERIENCES

3. Please describe a **positive** Support Services Experience that you have at this university.

(a) What occurred?

(b) How did it make you feel?

(c) Would this positive experience influence any of the following:

(iv) You recommending the University

(v) You enrolling for further study at this University

(vi) You staying on the course.

4. Please describe a **negative** Support Services Experience that you have at this university.

(a) What occurred?

(b) How did it make you feel?

(c) Would this positive experience influence any of the following:

(iv) You recommending the University

(v) You enrolling for further study at this University

(vi) You staying on the course.

(d) What could have happened to improve the situation?

Total Number of Words = 9004