Effect of Service Quality on Student Satisfaction on SMEs: The case of Private Schools in Egypt

Ahmed A. Khalil
Mohamed A. Ragheb
Aiman A. Ragab
Ahmed Moussa Elsamadicy
Ashanegy@yahoo.com
raghebmm@aast.edu
aaragab@aast.edu
asamadicy@aast.edu

Technology & Maritime Transport

Focus of this research on assessing quality from a student’s perspective in private education. by examining the effect of Service quality dimensions on satisfaction of students enrolled into private languages schools in Egypt in SMEs schools, private education sector. SMEs business goals match larger organizations business goals. Among these goals are raising customer satisfaction, achieving high performance, providing quality service to increase their market share. The objectives of this research are first to identify the quality dimensions most vital to students in a developing country such as Egypt, and then to develop a framework consisting of these dimensions; and second, to investigate the extent of satisfaction of students enrolled into private languages schools in Egypt. This research will follow applied research approach. The methodology based on quantitative analysis by using a questionnaire tool for data collection. The results indicated that most of hypotheses were supported by model structural equation modelling analyses (SEM). The main conclusions drawn from this study are Service quality has partial significant positive effect on students satisfaction in private languages schools in Egypt in SMEs schools. Towards measuring the influence that each driver has on student satisfaction and its importance to the students, with school image being the most highly rated dimension. Followed by Tangibles then Assurance and Empathy respectively (in order of importance).

Keywords: Egypt, Service quality, SQ, Satisfaction, SMEs, SERVQUAL, SERVPERF, School, Private Languages Schools. Structural Equation Model, AMOS, SEM

1. Introduction

Education is necessary in terms of knowledge, career, and higher status in organizations and societies. Nowadays education has become a global industry where more and more people are choosing to have the best education to increase their competitive strength. Some students may choose to travel long distance to undertake education in countries like the United States, Australia, the United Kingdom, Canada, Japan, Singapore, etc. Students in Egypt go to the western countries to raise their English ability as well as to raise their competitive advantage in the market.

One of the major goals of private schools is student satisfaction. Satisfied student population is the main source of competitive advantage in education context and it comes with positive outcomes such as superior loyalty, a positive word of mouth (WOM) communication and a excellent student retention, (Arambewela and Hall, 2009). In creating continuous advantage in a highly competitive market especially in education market it is important to provide students a superior value. Besides providing unique educational services, however, private schools are trying to overcome challenges like differences in learning styles, new demands of students provided with greater choice of study destinations, updated educational programs and study environments.

The private education market has become attractive and concerned with market share, productivity, return on investment and the quality of services offered to customers. Therefore, service quality (SQ) is an important performance measure of excellent education, as well as a major strategic variable for private schools in providing quality service to increase private schools market share. The key objective of private schools is not only to attract but also to retain students through superior service delivery and to maintain student satisfaction and loyalty. (Wang & Tseng 2011).

Despite a large amount of research in SQ has been conducted in many sectors, the private schools sector is still look for gaining popularity. On the other hand, conducting the literature review revealed that the most of those studies mainly applied SQ tools to higher education. The lack of research measuring SQ in schools was, nonetheless, obvious. (Sweis et al, 2016).
Egypt, though considered among developing countries, is well-recognized in the MENA region for its low-quality education system. Egypt’s efforts investing in the educational sector has evidently need more effort. Therefore, this research aims to study the effect of SQ on student satisfaction enrolled in private languages schools in Egypt.

2. Research Aim and Objectives
The overall aim of this research is to advance an understanding of the effect of SQ on student satisfaction enrolled in private languages schools in SMEs sector.

The objectives of this research a two-fold objective.
- First, to identify the quality dimensions most important to schools’ students in a developing country such as Egypt. And then to develop a valid model consisting of these dimensions.
- Second, to investigate the extent of satisfaction of students enrolled into private languages schools in Egypt.

3. Conceptual Framework and Hypotheses
A conceptual framework encapsulated of this study is shown in Figure (1). The following sections discuss the relationship between SQ of School and student satisfaction.

![Conceptual Framework](image)

Based on several previous studies related to education sector and literature review analysis the study predicts that SQ has significant positive effect on private schools student satisfaction. Therefore, the following main hypothesis is developed

**H1**: SQ has significant positive effect on private schools student satisfaction.

To test this hypothesis, the following Sub-hypotheses are formulated:

- **H1.1**: Tangibles has significant positive effect on private schools student satisfaction.
- **H1.2**: Reliability has significant positive effect on private schools student satisfaction.
- **H1.3**: Responsiveness has significant positive effect on private schools student satisfaction.
- **H1.4**: Empathy has significant positive effect on private schools student satisfaction.
- **H1.5**: Assurance has significant positive effect on private schools student satisfaction.
- **H1.6**: School image has significant positive effect on private schools student satisfaction.

4. Literature Review
Literature of other authors were reviewed to build a theoretical foundation for the empirical research through a review of existing related literature.

4.1 Service Quality and Customer Satisfaction
The two constructs SQ and satisfaction have conceptual issues in the services literature concerning their sequential order. Researchers such as Cronin et al. (2000) consider quality as an antecedent to satisfaction, meanwhile other Researchers (e.g. Parasuraman et al., 1988), however, consider customer satisfaction as an antecedent to SQ. Moreover, Zeithaml et al., (2008), who point out that SQ and customer satisfaction, are different concepts, consider satisfaction as the broader concept with SQ being a component of satisfaction will
be taken as a framework. They suppose that customer satisfaction is influenced not only by SQ perceptions but also by personal and situational factors and price.

The discussion above shows the important of this study and it also shows the important of Relationship between Student satisfaction and SQ in education field especially in a sector that suffers from a lack of research and studies like the private schools sector, and also in the circumstances of a developing country such as Egypt, which has never been such a study before.

4.2 Relationship between Student Satisfaction and Service quality

Several empirical studies have used educational and non-educational services model to assess SQ in educational institutions like universities. Most of those researches regard students as customers of service in education others who have argued that perceived poor SQ will ultimately affect funding and viability in higher education sector through the reduction of institution popularity. The conducted researches show service gaps in different dimensions of SQ in their case studies. Indeed, SQ, as perceived by consumers, stems from a comparison of what they feel service providers should offer with their perceptions of the performance of service provided by service providers (Parasuraman et al., 1985).

Arambewela and Hall (2009) tried to examine the differences in student perceptions of the level of satisfaction related to educational and non-educational services which are the key factors of Student satisfaction. They tested a model of international postgraduate student satisfaction. Findings indicated that the importance of SQ factors related to both educational and non-educational services varies among nationality groups and, therefore, has a differential impact on satisfaction of student. In addition, they stated Practical implications that say Universities should develop a full strategic marketing plan that include the changed and updated needs of international postgraduate business students according to both of the educational and non-educational services.

Athiyaman (1997) claimed in his research that computing facilities, library services, emphasis on teaching students well, class sizes, availability of staff for student consultation, recreational facilities, student workload, level and difficulty of subject content are the main factors of Relationship between Student satisfaction and SQ in education field. Moreover, Roy and Elfen (2002) stated in their research that IT learning aids, presentation slide software, e-mail and discussion lists, word processing application, World Wide Web search engines, online library catalogues and Web page development are the key factors of Relationship between Student satisfaction and SQ in education field.

Jiewanto et al. (2012) addressed in their research that SERVQUAL will positively impact student satisfaction. In addition, Temizer and Turkyilmaz (2012) stated in their research that Student satisfaction could be evaluated from different aspects, such as brand image of the school, expectations, perceived quality, perceived value, overall satisfaction and loyalty degree of students. Negricea et al. (2013) argued in their research that the tangible elements of the university, the compliance with university's values that mirrors the relationship between the university and the students and the reliability are the key factors of Relationship between Student satisfaction and SQ in education field. However, the relative weight of each factor is not calculated and there is no consensus on them and none of them had discussed this relation in schools before.

5. Research Methodology and Design

In science, research is the diligent systematic enquiry into nature and society to gain new knowledge and validate and refine existing knowledge (Naidoo, 2011).

Research Approach: There are several ways of conducting a research in SQ topic. Different methodological approaches can be employed and depending on the nature of the research, researchers can choose one methodology as well as mixture of methodologies to use in their studies. Among the most popular methodological approaches, different forms such as experiment, case study, or survey can be chosen. There are arguments about dominance of qualitative and quantitative research types above each other. Each type of research has its advantages and disadvantages, so the research type is chosen according to the aim of research. The main aim of this study is to measure SQ in Education sector by collecting numerical data from respondents. Detailed literature review and previous studies quantitative methodology approach was found more appropriate than a qualitative one. Considering the limitations such as financial resources and time, the research was carried out by selecting a number of students of private language schools.

Research Design: Saunders et al. (2009) claimed that the most appropriate philosophical stance depends on the research objectives and questions. Based on this assertion, this study will follow the quantitative research because quantitative research is an inquiry approach useful for describing trends and explaining miscellaneous relationship between variables found in the literature.
Data Collection Method: In this study, a survey questionnaire was the instrument used to collect the data, a five Likert scale was used to seek information, a trained teamwork volunteers distributed the questionnaires in several private language schools in Alexandria to students at the conclusion of lectures.

Population and Sample: According to Egyptian official metadata capmas 2017, the total number of students at secondary and intermediate schools in Egypt is 5793177 (males are 2868302 and female are 2924875). Total number of students at secondary schools in Egypt is 1455472 (males are 673614 and female are 781858). Total number of students at intermediate schools in Egypt is 4337705 (males are 2194688 and female are 2143017). The study population of 40863 students in intermediate private language schools and 29748 students in secondary private language schools in Alexandria according to Egyptian official metadata capmas 2017.

Sampling error often is called precision level and is the range in which the real value of the population is estimated to be. The level of confidence depends on the Central Limit Theorem, which states that when a population is repeatedly sampled, the attribute average obtained by those samples is equal to the real population value. Finally, variability degree in the attributes being measured related to the distribution of attributes in the population. This study relied on the published tables which provide a sample size for a given set of criteria. The sample size for categorical variables was determined using Cochran’s (1977) formulas, which were calculated and supplied in a table based on different precision levels, levels of confidence levels, finally variability.

Sample Size: The sample size is influenced by a number of factors including the purpose of the study, population size, the risk of selecting an unsuitable sample, and the allowable sampling error. The size of the target population and the desired accuracy of the study control the sample size. The study target population consisted of a cluster sample of private language school students, secondary schools students ranged from 14 years of age until 18 years of age and intermediate schools students ranged from 10 years of age until 14 years of age, the target population is the students in 210 private language schools in Alexandria. In this study, a cluster sample equal 900 students was selected from the target population.

Unit of Analysis: The unit of analysis for this research is the school student because Students are the primary customers of education, and they are the main focus of this study.

Time Horizon: This research used cross-sectional data to test the association of SQ with Student satisfaction. Therefore, this study at a particular time will be cross-sectional. (Saunders et al. 2016).

Data collected were analysed using descriptive statistics while the hypothesised model was analysed using AMOS 24 software. At first, 900 questionnaires were distributed to private schools students from the target population. Of this lot, 869 questionnaires representing 96.55% were returned, and 149 questionnaires representing 16.55% were incomplete or ineligible or refusals and 31 were not reached. There were 721 acceptable responses, a response rate 80.11%, which is highly adequate for the nature of this study.

6. Structural Equation Modelling (SEM)

A wide range of phenomena can be represented by Latent variables in SEM can represent. For example, constructs about attributes of people (e.g., intelligence, neuroticism), higher-level units of analysis (e.g., groups, geographic regions), or measures, such as method effects (e.g., self-report, observational) can all be represented as latent variables in SEM. An observed variable used as an indirect measure of a construct is referred to as an indicator. The explicit distinction between factors and indicators in SEM allows one to test a wide variety of hypotheses about measurement. (Kline, 2011)

Not only SEM is highly flexible but it is also within the limits of identification; SEM allows great flexibility in how the equations are specified (Kline, 2011). To assess the overall fit of the structural models each path was tested in five stages.

First step, model specification, creating a hypothesized model which the researcher think it explains the relationships between multiple variables and Converting the model to multiple equations.

Second step, model identification, obtains a single, unique value for each parameter from the observed data in order to prepare for SEM procedure. (Hair et al., 2010)

Third step, estimat of model then estimating the value of the unknown parameters is the aim of this step, such as the standardized path coefficients. (kline, 2011).
Fourth step, testing model fit, evaluate model fitting concerns the extent to which the sample data support the theoretical model. When the parameter estimates are obtained for a specified model, the parameter must be determined how well the data fit the model. (Hair et al., 2010).

Fifth step, model modification, often a proposed model need modification, this involves adjusting the estimated model by freeing or setting parameters.

Figure 2: Provides the Structural Model - Final Analysis

The Structural Model Validity - Final Analysis

Table (1) provides a Structural Model (Final analysis)

<table>
<thead>
<tr>
<th>Measures of Fit</th>
<th>Shorthand</th>
<th>Recommended</th>
<th>Model Result</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normed Chi-square CMIN/DF (𝜒² /df )</td>
<td>(𝜒² /df )</td>
<td>≤ 2 or 3</td>
<td>2.765</td>
<td>accepted</td>
</tr>
<tr>
<td>Comparative Fit Index</td>
<td>CFI</td>
<td>≥ .95</td>
<td>0.955</td>
<td>accepted</td>
</tr>
<tr>
<td>goodness-of-fit index</td>
<td>GFI</td>
<td>≥ .95</td>
<td>0.951</td>
<td>accepted</td>
</tr>
<tr>
<td>Root Mean-Square Error of Approximation</td>
<td>RMSEA</td>
<td>&lt; .08</td>
<td>0.05</td>
<td>accepted</td>
</tr>
</tbody>
</table>

7. Model Analysis

After establishing reliability and confidence in the measurement model, SQ measurement model and student satisfaction measurement model was developed and tested to examine the direction of assumed relationship between seven latent variables (6 independent variables and 1 dependent variable) depicting the postulated hypotheses under analysis.

Figure (2) presents the estimated model with the respective path coefficients. The final structural model exhibited good model fit indicators (𝜒² = 575.19, DF = 208, 𝜒²/DF =2.765, GFI = 0.951, RMSEA = 0.05 and CFI = 0.955). SEM main advantage is to depict both the direct and indirect effects between the variables. which is clear through the best-fit model appears to indicate that Tangibles has a significant positive effect with student satisfaction (with path coefficient = 0.191), Reliability has a significant negative effect with student satisfaction (with path coefficient = 0.041), Responsiveness has a significant negative effect with student satisfaction (with path coefficient = 0.127), Assurance has a significant positive effect with student satisfaction (with path coefficient = 0.12), Empathy has a significant positive effect with student satisfaction (with path coefficient = 0.57) and school image has a significant positive effect with student satisfaction (with path coefficient = 0.116) and school image has a significant positive effect with student satisfaction (with path coefficient = 0.05). These conclude that SQ has a significant partial effect with student satisfaction. See Table (2)

<table>
<thead>
<tr>
<th>Table 2 Standardized Total Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>satisfaction</td>
</tr>
<tr>
<td>satisfaction</td>
</tr>
</tbody>
</table>

Estimated structural model corroborated the main hypotheses as SQ dimensions explained 65.6 per cent of student satisfaction variance (R² = 0.67).

Direction of the hypothesized paths show that four hypothesized paths were supported by the result a while
two hypothesized were not supported by the result, the highest path loading was scored by hypothesis six which is “school image has a significant positive effect with student satisfaction”.

8. Research Results

Education is a pure service and requires person-to-person interaction. The findings of the current study show that SQ has significant partial positive effect on student satisfaction, in advance to understand the effect of SQ on student satisfaction in details as the following:

H1: Service Quality has Significant Positive Effect on Student Satisfaction
The results indicate that SQ has significant partial positive effect on student satisfaction, Prior studies by Nell and Cant (2015), Hefer and Cant (2014), Alnaser and Almsafir (2014), Kundi et al. (2014), Jiewantoa et al. (2012) have also supported this claim.

H1.1: Tangibles has significant positive effect on student satisfaction.
The results indicate that Tangibles has significant positive effect on student satisfaction, (with path coefficient = 0.191), This finding was supported by previous literature (Akhlaghi et al, 2012; Jiewanto et al, 2012; Munthiu et al, 2014), However, some study conducted by Shanmuga and Jeyakumaran (2015), Al-Alak and Alnaser (2012) does not support this finding.

H1.2: Reliability has Significant Positive Effect on Student Satisfaction
The results indicate that Reliability has significant negative effect on student satisfaction, (with path coefficient = 0.041). Regarding the direction this was supported in previous studies Akhlaghi et al, 2012; Jiewanto et al, 2012; Munthiu et al, 2014, However, some study conducted by Shanmuga and Jeyakumaran (2015) does not support this finding.

H1.3: Responsiveness has Significant Positive Effect on Student Satisfaction
The results indicate that Responsiveness has significant negative effect on student satisfaction, (with path coefficient = 0.127). Regarding the direction this was supported in previous studies by Akhlaghi et al, 2012; Jiewanto et al, 2012; Munthiu et al, 2014, However, some study conducted by Palli and Mamilla (2012), Shanmuga and Jeyakumaran (2015) does not support this finding.

H1.4: Empathy has Significant Positive Effect on Student Satisfaction
The results indicate that Empathy has significant positive effect on student satisfaction, (with path coefficient = 0.12), this was supported in previous studies by Akhlaghi et al, 2012; Jiewanto et al, 2012; Munthiu et al, 2014, However, some study conducted by Shanmuga and Jeyakumaran (2015) does not support this finding.

H1.5: Assurance has Significant Positive Effect on Student Satisfaction
The results indicate that Assurance has significant positive effect on student satisfaction, (with path coefficient = 0.116), this was supported in previous studies by Akhlaghi et al, 2012; Jiewanto et al, 2012; Munthiu et al, 2014, Al-Alak and Alnaser (2012).

H1.6: School image has Significant Positive Effect on Student Satisfaction
The results indicate that School image has significant positive effect on student satisfaction, (with path coefficient = 0.57), this was supported in previous studies by Arambewela, Hall 2009, Wang & Tseng 2011, Topal 2014, Azoury et al 2014, However, some study conducted by Hefer and Cant (2014), Alnaser and Almsafir (2014), Kundi et al. (2014), Jiewantoa et al. (2012) does not support this finding.

A summary of results is shown in Table 3

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Supported / Not Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1: SQ has significant positive effect on student satisfaction.</td>
<td>Partially Supported</td>
</tr>
<tr>
<td>H1.1: Tangibles has significant positive effect on student satisfaction</td>
<td>Supported</td>
</tr>
<tr>
<td>H1.2: Reliability has significant positive effect on student satisfaction</td>
<td>Not Supported</td>
</tr>
<tr>
<td>H1.3: Responsiveness has significant positive effect on student satisfaction</td>
<td>Not Supported</td>
</tr>
<tr>
<td>H1.4: Empathy has significant positive effect on student satisfaction</td>
<td>Supported</td>
</tr>
<tr>
<td>H1.5: Assurance has significant positive effect on student satisfaction</td>
<td>Supported</td>
</tr>
<tr>
<td>H1.6: School image has significant positive effect on student satisfaction</td>
<td>Supported</td>
</tr>
</tbody>
</table>

9. Results Discussions

Towards measuring the influence that each driver has on student satisfaction and its importance to the students, with school image being the most highly rated dimension. Followed by Tangibles then Assurance and Empathy
respectively (in order of importance). All the mentioned dimensions had a positive effect on student satisfaction, meanwhile Reliability and Responsiveness had a negative effect on student satisfaction. School image dimension effect alone more than the sum of all other dimensions effects, the school image dimension was followed by Tangibles dimensions in the second order. In the third order Assurance and Empathy both had almost the same effect on student satisfaction, Responsiveness had almost the same effect on student satisfaction as Assurance and Empathy neglecting the direction of effect, whilst Reliability was the least important dimension.

As the aforementioned dimensions were items measured using the SERVPERF instrument. However, the results show that there can be improvement the knowledge and courtesy of employees and their ability to raise trust and confidence, also indicate that private school need to provides its students caring and individualised attention. The inference from the aforementioned is that students were satisfied with Physical facilities, equipment, and appearance of teachers.

SQ was significantly influenced by five factors, namely, School image, Tangibles, Assurance, Empathy and Responsiveness. Reliability is not a significant predictor of SQ. In addition, School image had the strongest influence on SQ.

10. Practical Implications
This study provides insights for school administrators and Stakeholders. The six dimensions clarify how students form their quality perceptions toward the private schools. The study provides a useful tool for regular monitoring of SQ in order to identify strengths and areas of improvement in the private schools’ education setting. The evaluation of SQ at schools through the measurement of students’ satisfaction has significant implications for strategic planning. The proposed measurement scale can be used by other private schools to adapt the scale to their own needs to track their progress and to measure internal SQ for continuous service improvement. This study shows that the private schools should understand how the different proposed dimensions influence internal SQ, which would enable the schools to effectively and efficiently design the service-delivery process, thus ultimately providing better service to students. It is the responsibility of management to provide the necessary resources to meet the SQ standards of internal customers regarding school services and infrastructure. School management can thus use this SQ measurement scale to evaluate the extent of SQ they provide to their customers (students) and to spot those dimensions and items of SQ where their schools require improvement. It would seem that the concept of customer-driven SQ is a meaningful one for policy makers who wish to develop measures of the quality of education in the private school’s sector.

The evaluation of SQ at schools through the measurement of students’ satisfaction has significant implications to
1. Help private schools to understand how the different proposed dimensions influence internal SQ.
2. Enable private schools to effectively and efficiently design the service-delivery process, thus ultimately providing better service to the external customers (students).
3. Help school management to provide the necessary resources to meet the SQ standards of internal customers (students) regarding school services and infrastructure.
4. Private schools can use the proposed measurement scale to adapt the scale to their own needs to track their progress and to measure internal SQ for continuous service improvement.
5. School management can thus use this SQ measurement scale to evaluate the extent of SQ they provide to their customers (students) and to spot those dimensions and items of SQ where their schools require improvement.
7. Improve organizational competitiveness.
8. It would seem that the concept of customer-driven SQ is a meaningful one for policy makers who wish to develop measures of the quality of education in the private school’s sector in Egypt.

11. Research Recommendations
With the increasingly high cost of education, students are looked upon as customers rather than students. Therefore, they are entitled to judge their schools’ performance. In fact, no one except them has experienced the schools’ services first hand. Accordingly, private schools have to increase effort to get better quality of their education especially in such a competitive era, and private schools should pay close attention to what the students have to say.

It is recommended that some steps must be taken to close all the negative gaps where the perceived ratings for some SQ dimension falls short of the importance rating for that SQ dimension. The following recommendations are made to promote each of the six quality-service dimensions of this study:

1. Help private schools to understand how the different proposed dimensions influence internal SQ.
2. Enable private schools to effectively and efficiently design the service-delivery process, thus ultimately providing better service to the external customers (students).
3. Help school management to provide the necessary resources to meet the SQ standards of internal customers (students) regarding school services and infrastructure.
4. Private schools can use the proposed measurement scale to adapt the scale to their own needs to track their progress and to measure internal SQ for continuous service improvement.
5. School management can thus use this SQ measurement scale to evaluate the extent of SQ they provide to their customers (students) and to spot those dimensions and items of SQ where their schools require improvement.
7. Improve organizational competitiveness.
8. It would seem that the concept of customer-driven SQ is a meaningful one for policy makers who wish to develop measures of the quality of education in the private school’s sector in Egypt.
Reliability: Stressing to school teachers the need to start and end their lectures according to schedule. In addition, it is important that school teachers have consultation times and are available for student consultation during those times. Important events such as examinations, tests, tutorials, and assignments, must be clearly communicated through schedules, which are strictly adhered to. School teachers and administrators, should be selected based on a set of criteria pertaining to ‘being able to do the job effectively and efficiently.’ In addition, staff must be trained in their respective fields thereby, equipping them to be able to provide the service in the correct manner. The school and its staff should visibly be seen to make genuine efforts to resolve student problems as effectively and efficiently as possible. The use of technology and staff training programs could be other possibilities in reducing problems. Also creating a sense of accountability amongst staff to keep to what has been promised to students whether explicit or implicit.

Empathy: It is recommended that the schools engage in dialogue with their students in order to understand their needs. Teachers need to create schedules for students, so that students are able to approach their teachers to consult on important issues on a one-on-one basis. The schools need to be able to create chances for students to obtain personal attention on issues that they seek help, guidance and advice on.

Assurance: School teachers make their students feel confidence. Thus school teachers should be well qualified and trained so that they are able to, through the provision of lectures, curriculum advice, and the like instill confidence in students. Helping students to feel secure in schools, the schools should pay attention to security-related issues, Security guards, security fencing and controlled access. Courtesy amongst teachers needs to be encouraged through training and policy. For example, it can be made compulsory for contact staff to enrol for courses in marketing, customer care and service. Policies and codes of conduct could be designed to accentuate on courtesy as being an important cornerstone of the school’s vision and mission.

Responsiveness: Staff who is in contact positions. They need to be educated and trained on the fact that students are one of the important “customers” of the private school and like any customer, need to be treated in a way that aims to be, within reason, compatible with their needs. A culture of willingness to help needs to be nurtured and instilled amongst staff. Emphasis has to be placed on rendering the service in a prompt, effective and efficient way.

Tangibles: The schools need to invest in the miscellaneous types of equipment necessary for school students to obtain a quality education. It is also recommended that schools need to raise efficiency of physical facilities. Accordingly transport facilities, catering facilities and entertainment facilities should be enhanced.

School image: The schools need to invest in advertising in all branches such as media, road signs, social media such as Facebook, the school must have a dynamic websites interact with students. The school should be a good role model for students in charitable activities for the benefit of the community. It is very important to open the library to all the residents of the neighbourhood, not only to the students of the school. It is also possible to take advantage of the computer labs in the work of free or reduced courses for the residents of the neighbourhood in different programs. It is very useful for the students to receive the old graduates from the school and explain their success story to the students in the morning line, seminars and honoring ceremonies.

12. Research Limitations and Future Research

Research findings cannot be generalized to other settings, so the research does not consider: The limitations of the study have been mainly in the areas of the sample, the constructs used, time and cost limitations.

Sample: The study was based on a selected sample from Alexandria. Hence, the findings are limited to the 900 participants and should not be generalized beyond this context. In other words this research does not consider (1) public university, public educational institutes and public schools. (2) Foreign students. (3) Primary students. (4) Other regions located in Egypt. (5) Other sectors of the non-student community. (6) Other field except for educational field. Nevertheless, the findings could have relevance to Egyptian private schools.

Construct Measurements: Despite there being various models to measure SQ as alluded to in the literature review chapter, this study used an adapted SERVPERF model. The use of this model, however, was justified in the literature review and research methodology chapters.

Time and Cost Constraints: The study was limited in terms of the time and budget and consequently only private schools in Alexandria city were included in the survey.
Accessibility: Some schools management were not interested to provide data about school services quality. They think it is wrong to ask student to evaluate their school.

Directions for Future Research: It is recommended that similar studies be conducted with other Egyptian private schools. Using larger more representative samples in more cities in Egypt to determine whether the results of this study corroborate.

A more effective scale needs to be developed to measure SQ at Egyptian private schools by initially starting with focus group and in-depth interviews to understand the most relevant issues in Egyptian private education context. Thereafter, these issues could be incorporated together with the combined issues from different SQ models to determine the most applicable and suitable factors in measuring SQ at Egyptian private education institutions.

13. References