

**T.C.  
ISTANBUL GEDİK UNIVERSITY  
INSTITUTE OF GRADUATE STUDIES**



**THE IMPACT OF PERCEIVED CONSULTANCY FIRM  
SERVICE QUALITY ON SATISFACTION WITH HIGHER  
EDUCATION SERVICES**

**MASTER'S THESIS**

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**Business Management Department**

**Business Administration Master in English Program**

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**T.C.**  
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I, Mohammad Tamim Aryaee, a candidate for the degree of master thesis at Istanbul Gedik university, hereby declare that this thesis, entitled "The Impact of Percieved Consultancy Firm Service Quality on Satisfaction with Higher Education Services " is the result of my original research work, unless otherwise indicated. All sources of information used, whether quoted directly or paraphrased, have been appropriately cited and referenced. (05.01.2024)

Mohammad Tamim ARYAEE



## PREFACE

Greetings, to all those who seek knowledge. In this era of opportunities and blurred borders the desire to study abroad has captured our hearts. As students from Turkey we truly understand the appeal of growth, academic exploration and embracing cultures.

Our aspirations have not gone unnoticed by the world as more and more students like us are being drawn to education. However, amidst this journey, we also face challenges that require navigation. One such challenge is the role played by consultancy services which aim to guide us through the intricacies of studying while preparing us for cultural shifts.

The quality of these services plays a role in shaping our university experiences and influencing our satisfaction levels. With this research endeavor, we embark on a quest to unravel how the quality of consultancy services connects with our satisfaction in education. By gaining insights into this relationship we hope to shed light on the factors that contribute to our success and contentment as students.

As students ourselves this study holds particular relevance for us. Let's delve into the ties between consultancy services and our satisfaction in education as we embark on a journey, towards achievement and enriching cross cultural experiences. We wish you a reading experience.

January 2024

Mohammad Tamim ARYAEE

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## ABBREVIATIONS

<b>AE</b>	: Academic Expectations
<b>AG</b>	: Academic Growth
<b>AU</b>	: Australia
<b>CC</b>	: Cultural Challenge
<b>CD</b>	: Cultural Differences
<b>CE</b>	: Client Experience
<b>CHE</b>	: Council of Higher Education
<b>CS</b>	: Consultancy Services
<b>CSS</b>	: Comprehensive Support Services
<b>ESQ</b>	: Education Service Quality
<b>GUS</b>	: General University Satisfaction
<b>HE</b>	: Higher Education
<b>IAE</b>	: Impact on Academic Experience
<b>IIE</b>	: Institute of International Education
<b>IS</b>	: International Students
<b>ISR</b>	: International Student Retention
<b>ODR</b>	: Open Door Report
<b>PG</b>	: Personal Growth
<b>RSQ</b>	: Students' Perceptions of Service Quality
<b>SA</b>	: Study Abroad
<b>SME</b>	: Service Quality and General Satisfaction with the Universities
<b>UE</b>	: University Experience
<b>US</b>	: United States

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## **THE IMPACT OF PERCEIVED CONSULTANCY FIRM SERVICE QUALITY ON SATISFACTION WITH HIGHER EDUCATION SERVICES**

### **ABSTRACT**

This research paper aims to investigate the impact of education consultancy services quality on satisfaction with higher education services, specifically focusing on the experiences of international students in Turkey. The research problem highlights the challenges that international students face in navigating the complex higher education system of their host country, particularly related to the quality of education consultancy services available to them. This study seeks to identify the factors that influence perceived consultancy service quality they receive from independent firms and its impact on students' satisfaction with higher education services. An online survey employed to 255 international higher education students. The data analysis techniques encompassed factor, correlation, and regression analyses. Results showed that the Reliability, Assurance, and Empathy dimensions of the consultancy firm service quality significantly influenced the satisfaction of students from their universities, while the Tangibility and Responsiveness aspects of the service did not significantly influence satisfaction. The findings of this study will contribute with regard to providing insights for improving the quality of education consultancy services provided by independent firms in order to attract more international students.

**Keywords:** *Education consultancy firms, Service quality, SERVQUAL, Student Satisfaction, Higher Education Institutions.*

# ALGILANAN DANIŞMANLIK FİRMASI HİZMET KALİTESİNİN YÜKSEKÖĞRETİM HİZMETLERİNDEN MEMNUNİYET ÜZERİNDEKİ ETKİSİ

## ÖZET

Bu araştırma makalesi, özellikle Türkiye'deki uluslararası öğrencilerin deneyimlerine odaklanarak, eğitim danışmanlığı hizmetlerinin kalitesinin yükseköğretim hizmetlerinden memnuniyet üzerindeki etkisini araştırmayı amaçlamaktadır. Araştırma problemi, uluslararası öğrencilerin, ev sahibi ülkelerinin karmaşık yükseköğretim sisteminde, özellikle de kendilerine sunulan eğitim danışmanlığı hizmetlerinin kalitesiyle ilgili olarak, yüzleşirken karşılaştıkları zorlukları vurgulamaktadır. Bu çalışma, bağımsız firmalardan aldıkları danışmanlık hizmeti kalitesini algılayan faktörleri ve bunun öğrencilerin yükseköğretim hizmetlerinden memnuniyeti üzerindeki etkisini belirlemeyi amaçlamaktadır. 255 uluslararası yükseköğretim öğrencisine uygulanan çevrimiçi bir anket. Veri analizi teknikleri faktör, korelasyon ve regresyon analizlerini içeriyordu. Sonuçlar, danışmanlık firması hizmet kalitesinin Güvenilirlik, Güvence ve Empati boyutlarının öğrencilerin üniversitelerinden memnuniyetini önemli ölçüde etkilediğini, hizmetin Somutluk ve Duyarlılık boyutlarının ise memnuniyeti önemli ölçüde etkilemediğini gösterdi. Bu çalışmanın bulguları, daha fazla uluslararası öğrenci çekmek amacıyla bağımsız firmalar tarafından sunulan eğitim danışmanlığı hizmetlerinin kalitesinin artırılmasına yönelik içgörü sağlanması açısından katkı sağlayacaktır.

**Anahtar Kelimeler:** *Eğitim danışmanlık firmaları, Hizmet kalitesi, SERVQUAL, Öğrenci Memnuniyeti, Yükseköğretim Kurumları.*

## 1. INTRODUCTION

Deciding to pursue an education is a choice that students must carefully consider. It involves dedicating an amount of time, effort and financial resources. Opting to study in a country exposes students to cultures, languages and educational systems. This experience presents opportunities, for gaining knowledge improving skills and expanding networks. However studying abroad also comes with its share of challenges. Many international students encounter difficulties during their journey such as adjusting culturally overcoming language barriers dealing with social isolation and managing financial pressures (Murray, 2019). Fortunately educational consulting services play a role, in supporting students by helping them tackle these challenges effectively and ensuring their academic and social success.

Although studying abroad offers advantages many international students encounter challenges when navigating the higher education system of their host country. One prominent difficulty they face is related to the adequacy of education consultancy services to them. It is common for these services to be ill equipped in assisting students with their cultural adjustments. Consequently international students often express dissatisfaction, with the level of support provided which can ultimately impact their satisfaction with the university they attend. In order to understand how these aspects affect the satisfaction of learners in the field of education, it is imperative to investigate the factors that influence the opinions of individuals of the quality of consulting services. It is vital to look into this study question in order to properly understand the influence on the education industry. An increasing number of students from diverse backgrounds are actively applying to institutions all across the world as higher education becomes more international. Therefore, in order to draw in and keep students, universities must comprehend the factors that affect their students' fulfillment with their services. This information not only helps universities become more well-known, but it also helps create employees who can adapt to their surroundings and succeed.

To better understand the objectives of this study this section provides clarity, on the inquiries that drive the research process:

- What challenges face international students in particular while choosing a study destination?

- What are the key service features that are considered most important by international students when evaluating the quality of education consultancy services?
- How does the perceived quality of education consultancy services impact the overall satisfaction of international students with their universities?
- What actions can consultancies do to raise the standard of services provided to students from abroad?
- How does the perceived level of quality, in consulting services within the higher education sector impact student's satisfaction, with universities and what broader consequences can be drawn from this connection?
- How can consultancies leverage the satisfaction of international students with their services to enhance their reputation and contribute to the development of a globally competitive workforce by means of helping students to find their study destination?

The study is expected to bring about practical and theoretical advancements, which hold great importance in terms of their impact:

- **Contribution to the practice:** This study addresses a significant issue in the field of higher education, specifically the quality of education consulting services available to students from other countries. The study contributes to the present body of knowledge in the subject by identifying the variables that influence the perceived level of service and comprehending its consequences for the satisfaction of students. Moreover, consultancy firms can improve their reputation by offering high quality educational consultancy services to students. A positive reputation will make contribution for attracting and keeping students from, around the World.
- **Contribution to the theory:** The study addresses how the quality of education consultancy services available to international students may have an impact of their satisfaction with the higher education programmes they enrolled. According to our literature review this research question is studied for the first time. Therefore, the results have the potential to make a contribution to the literature.

## **2. LITERATURE REVIEW**

The rising trend of students opting to study overseas has led to the rise of consulting firms that provide services, such, as aiding in the application process, securing visas finding accommodation and adapting to different cultural customs. It is important to acknowledge that these consulting companies vary significantly in the quality of their services. While some firms offer assistance others may lack the resources to adequately cater to students needs.

Extensive research has shown that international students face challenges when transitioning into education in foreign countries. These challenges include adjusting to cultures overcoming language barriers and adapting academically (Ward, 2016). Therefore the quality of support provided by consulting firms plays a role in facilitating a successful transition for international students seeking higher education abroad.

Student fulfillment has been the subject of much investigation in the realm of education. The Disconfirmation Theory is one well-known concept that has attracted attention (Oliver, 1980). This idea holds that student happiness is directly related to how well their actual performance compares to their expectations. Students feel satisfied when they believe their performance is on par with or better than what they had anticipated. However, they experience dissatisfaction if their performance does not live up to their expectations. Applications of the Disconfirmation Theory have been made to environments to study and comprehend satisfaction dynamics. (e.g., Cheng & Tam 1997; Rust & Oliver 1994).

In 1985, Parasuraman, Zeithaml, and Berry created the SERVQUAL model, a framework that highlights how crucial it is to comprehend how customers view and anticipate high-quality service. In order to evaluate the quality of a service, this model identifies five crucial dimensions: tangibles, certainty, responsiveness, empathy, and dependability. Owing to its efficaciousness in assessing and enhancing service quality, the SERVQUAL model has been extensively implemented within the educational domain. Its use is priceless for assessing and improving the caliber of

services offered in environments. (Brady & Cronin, 2001; Zeithaml, Parasuraman, & Malhotra, 2002).

## **2.1 Perceived Consultancy Service Quality**

Perceived quality of consultancy services refers to how customers evaluate the service provided by an education consultancy. It plays a role, in the education sector as it greatly affects international students satisfaction with their chosen universities. The quality of consultancy services has been proven to be a factor in determining students overall satisfaction with their academic experiences. Consequently, it's critical to understand the variables that affect clients' perceptions of the caliber of consulting services.. How it impacts their satisfaction, with education offerings(Paraskevas and Arendell 2007).

Service quality has been extensively researched in the literature and the SERVQUAL model has emerged as an used framework, for assessing it. This approach was developed in 1985 by Parasuraman, Zeithaml, and Berry and has been used in a number of industries, including education. Five categories are used by SERVQUAL to evaluate service quality: tangibles, assurance, responsiveness, empathy, and dependability. The ability of the education consultancy to consistently deliver advice and information is referred to as reliability. The core of responsiveness is their promptness in providing assistance. Assurance centers around fostering confidence and trust, in students. Empathy involves understanding students needs and concerns. Lastly tangibles encompass the aspects of the education consultancy like office appearance and equipment used.

Several investigations have been conducted to determine the variables influencing students' perceptions of the caliber of educational consulting services. Chen and Chang (2013) conducted a study that specifically looked at how students' perceptions of service quality affect how satisfied they are with consulting services. According to the study's findings, students' assessments of service quality are greatly influenced by factors included in the SERVQUAL model, such as assurance, dependability, and empathy. Hwang et al. (2017) investigated the effects of student loyalty in the education sector through a study project. According to their research, student loyalty to consulting firms was predicted by the SERVQUAL model's features of certainty, empathy, and responsiveness. Thus, taken as a whole, these

research advance our knowledge of the mechanisms influencing how students perceive and are satisfied with consulting services in an educational context.

Several frameworks have been employed, apart, from the SERVQUAL model to assess the quality of services offered in education. Yavari and Dolatabadi (2017) introduced the education service quality (ESQ) model as an example of such a framework. Specifically tailored for the education sector this model comprehensively addresses factors, like the learning environment, educational processes and outcomes. Importantly it has demonstrated levels of validity and reliability in its application.

The relationship between students' opinions of consultation services and their level of satisfaction with the services they receive is highlighted by current research. The recognized SERVQUAL model is a method used in the education sector to assess the quality of services. It has been established that a number of elements of this model, including tangibles, assurance, responsiveness, empathy, and reliability, affect how customers view their services. In addition to the SERVQUAL model, other frameworks for evaluating service quality in education have been employed, such as the ESQ model. It is noteworthy that the perception of service quality might be influenced by the cultural background of the consultant and the host country. As a result, these components should be taken into account in a detailed examination of the variables affecting service quality. Emphasize the connections between various elements when providing educational consulting.

## **2.2 Theoretical Frameworks in Service Quality Research**

The foundational ideas of service quality theories provide strong conceptual frameworks that are necessary for the comprehensive comprehension, assessment, and ongoing improvement of the caliber of services provided to discriminating clients. The SERVQUAL model, first presented by Parasuraman, Zeithaml, and Berry in 1988, is a cornerstone of this vast theoretical landscape, offering priceless insights into the complexities of service quality assessment. The value of the SERVQUAL model is found in its identification of five critical characteristics that work together to shape customers' complex views of service quality: tangibles, empathy, responsiveness, assurance, and reliability. This approach, praised for its

thoroughness, provides an organized framework that makes it easier to evaluate and improve service quality metrics in a variety of businesses.

It is clear from following the historical development of these theories that the conventional service industries were the setting in which these frameworks first appeared. The application of these theories to consulting firms, particularly those traversing the changing terrain of higher education services, deserves careful examination, though, as the landscape of service provision continues to change. By offering a service quality model that emphasizes the fundamental significance of comprehending the service process and actively incorporating consumers in the service delivery continuum, Grönroos (1984) considerably enhances this debate. This viewpoint becomes even more pertinent when service quality theories are applied to the unique environment of consulting firms that are committed to helping students navigate the complicated world of higher education.

Since its introduction by Parasuraman et al. (1988), the SERVQUAL model has gained considerable traction as a prominent framework in the broad field of service quality research. This model, which has its roots in the idea that service quality is the observable discrepancy between what customers expect and the actual service they receive, has greatly influenced the direction of later research projects. In order to complement this framework, Parasuraman and Zeithaml (1985) present a conceptual model of service quality that underscores the importance of comprehending customer expectations as well as the critical role that these expectations play in influencing overall perceptions of service quality.

This extensive theoretical framework provides a rich tapestry for exploring the subtle aspects of service quality. It is elaborately woven with threads from the SERVQUAL model, Grönroos' service quality model, and the foundational insights offered by Parasuraman and Zeithaml. This combination of theories does more than just shed light on the complexities of assessing and improving service quality metrics in a variety of industries; it offers a sophisticated lens through which the particular difficulties faced by consulting firms in the higher education sector can be comprehended and effectively approached. The resulting synthesis not only advances our understanding of the complex interactions that exist between client expectations, perceptions, and service quality, but it also proves to be a useful tool for navigating the always changing field of higher education consulting services.

### **2.3 Customer Expectations and Perceptions**

Understanding and meeting the students' expectations is essential in today's evolving educational landscape to guarantee their satisfaction and foster a supportive learning atmosphere. Higher education establishments are faced with the challenge of meeting the needs and expectations of their students, which emphasizes the need of understanding the factors related to these expectations.

To comprehend what clients want from education services, it is essential to acknowledge how students' tastes are evolving (Smith & Johnson, 2021). Students today want an individualised experience. Their want is for user platforms that allow them to register for classes, access e-learning resources, and have instant communication with teachers and staff.

Moreover, students are beginning to value customization of their experience more and more (Brown & Davis 2020). Higher education schools must offer a variety of learning methods, including blended learning, classes, and flexible scheduling options. By satisfying these objectives, educational institutions not only address the needs of their students, but also enhance the accessibility of their services.

The caliber of instruction and the learning environment have a big impact on students' expectations (Jones & White 2022). Students expect technology to be used in conjunction with efficient educational methods. The availability of well-maintained campuses, well-equipped buildings, and current instructional materials all help to create a favorable impression of the institution's commitment to providing top-notch instruction.

Furthermore, according to Johnson et al. 2021, educational institutions must have clear lines of communication in order to help in managing and comprehending student expectations. It is the responsibility of these establishments to guarantee that students are informed about any changes made to the educational environment, including policies and support services. In order to manage expectations and provide a positive student experience, open and transparent communication is essential.

When clients' expectations and experiences diverge, it can lead to perception gaps in the way services are provided. These discrepancies enable us to pinpoint areas in which companies might fall short of, or even exceed, consumer expectations.

To increase client happiness and loyalty, it's critical to recognize and close these gaps. A variety of variables can lead to perception gaps in areas like technology, retail, and hospitality.

The discrepancy between the expectations that consumers form based on marketing initiatives and the actual service they receive is a common source of perception discrepancies (Smith & Johnson 2020). Marketing strategies frequently aim to convey a certain image of a good or service. A discrepancy in perception may arise if the actual experience does not live up to those expectations. Businesses must make sure that their marketing complements the customer experience.

The quality and consistency of service have an impact on the gaps in customer perception (Brown & Davis, 2021). Regardless of the touchpoints or contacts they have with a business, customers expect a certain degree of service. Perception gaps may arise from differences in the quality of services provided or from real experiences that fall short of expectations. To properly close these gaps, it is imperative to preserve consistency and a high degree of service.

When there is a lack of open communication between a company and its clients, miscommunications might happen (Jones et al. 2022). To ensure that the services being offered meet the expectations of the customers, it is imperative to give correct information. In order to manage expectations and lessen the likelihood of perception gaps, effective communication is important.

The impact of technology on service delivery is one of the aspects that can influence perception gaps (White & Smith 2019). Technology can occasionally produce a sense of detachment if users believe that human interaction is lacking, despite its efficiency and convenience benefits. In order to effectively overcome these perception gaps in service delivery, it is imperative to strike a balance between technological improvements and personalized customer encounters.

Companies strive to bridge the gaps and establish a relationship between consumers' expectations and their actual experiences in order to meet customer expectations and improve their perception of the company. It is imperative to put tactics into place that guarantee client pleasure and cultivate favorable attitudes. To accomplish this alignment, different industries can apply different tactics.

Prioritizing clear communication at every stage of the customer experience is a popular strategy (Smith & Johnson 2021). Businesses should make sure they provide clients with information about their goods, set expectations, and notify them of any changes or advancements. Businesses can effectively manage client expectations by promoting communication. Cut down on the possibility of miscommunications.

Creating a feeling of consistency is vital when it comes to controlling expectations and perceptions (Brown & Davis 2022). Consumers want a consistent experience with customer service at all points of contact, including online and in-store interactions. Businesses need to meet these expectations. Respect protocols to ensure a continually trustworthy clientele.

It is crucial to provide training and support to frontline personnel as part of aligning efforts (Jones et al., 2020). The way that customers view the organization is influenced by the personnel who engage with them. Through training, these employees gain product or service knowledge, which enables them to successfully respond to consumer inquiries while upholding the brand's values. When given authority, these staff members are able to conduct encounters that live up to client expectations.

Utilizing technology is an additional strategy (White & Smith 2021). Although technology might increase productivity, it's crucial to strike a balance between automation and interpersonal communication. In a technologically advanced setting, giving experiences such as personalized recommendations based on client preferences can significantly aid in balancing expectations and perceptions.

## **2.4 Factors that Influence Perceived Consultancy Service Quality**

Many studies have looked into the factors that affect people's perceptions of the caliber of consulting services. One factor that is particularly important in identifying and fulfilling the needs and expectations of students is communication. Building trust and assuring satisfaction with consulting services are intimately related to communication, according to Akbari, Alemzadeh, and Behzadnia (2014). Additionally, reliability is a factor in determining the level of service quality. Arendell (2007) emphasizes that students anticipate their questions and concerns to

be swiftly and effectively addressed by educational consulting services, highlighting the significance of communication in evaluating the quality of service. This thorough analysis of communication and timeliness emphasizes how crucial these factors are in influencing people's opinions about the caliber of consulting services in a certain environment.

Empathy holds an influence, on the perceived quality of service. Othman, Arshad and Abdul (2019) suggest that education consultancy services should exhibit empathy, towards students by taking into account their cultural and academic backgrounds. Additionally reliability emerges as an element that affects service quality since students anticipate education consultancy services to be reliable and trustworthy (Paraskevas and Arendell 2007).

Students' satisfaction with higher education services is influenced by the quality of education consulting services. According to Ahmad, Ahmad, and Shahbaz (2017), students who perceive the education consultancy services to be of high quality tend to be more satisfied with their higher education experience. Similarly, Jeevanantham and Venkatesh (2020) found that perceived service quality significantly impacts international students' satisfaction with the university they attend.

Furthermore, as shown by Paraskevas and Arendell (2007), students' perceptions of the caliber of the services they receive influence whether or not they will use consulting services going forward. Therefore, raising variables that affect how well services are perceived may raise student satisfaction and retention rates in educational institutions. This emphasizes how important it is to improve factors that influence students requesting consultation services' perceptions of the quality of the services they receive, since this will ultimately affect their long-term involvement and satisfaction.

The satisfaction of students regarding their experience greatly depends on the professionalism of consulting services. When students evaluate the quality of services they receive they consider factors such, as reliability, communication, understanding, empathy and prompt responsiveness. Therefore in order to enhance student happiness and foster long term engagement with institutions these aspects should be given priority by educational consulting services. The findings from this

literature review have implications for universities and educational consultancy firms that aim to attract and retain students, in the international higher education market.

## **2.5 Cross-Cultural Perspectives in Higher Education Services**

Academic endeavors are now transnational due to the wave of globalization that has washed over the beaches of higher education. International students go out on voyages of discovery in this dynamic stream, leaving behind familiar shores to pursue dreams in foreign nations. Their journeys frequently bring them to the doors of consulting firms in search of direction and assistance through the complex maze of international educational options. A remarkable tapestry of cultural subtleties is woven within these hallowed halls, where various viewpoints and practices converge to create a constellation of opportunities and problems just waiting to be untangled.

The complexity of navigating the higher education landscape increases when one takes into account the cross-cultural difficulties that international students encounter when working in consulting firms. The importance of resolving problems with language hurdles, academic expectations, and differences in learning styles is highlighted by extensive study conducted by Marginson et al. (2010) and Deardorff (2009). These research' insights highlight the necessity for consulting firms to implement tactics that help international students with their academic integration, effective communication, and cultural adjustment.

First of all, different cultures have different ideas on what "consultancy" really means. It could be interpreted in some cultures as professional counsel given with a detached attitude. In others, it might represent a more comprehensive strategy that prioritizes goal-setting that is collaborative and empathetic. For consulting organizations to gain the confidence and meaningful relationships of their global clients, they must acknowledge and close these gaps in understanding.

In higher education services provided by consulting firms, the process of cultural adaptation becomes essential to the success and contentment of international students. This section explores the research on the importance of consulting companies in promoting cultural sensitivity, creating support systems for cultural adjustment, and creating an inclusive atmosphere. It draws on the works of Ward et al. (2001) and Sawir et al. (2008). The thoughtful conversation emphasizes how

crucial consulting businesses are to fostering an environment where overseas students can flourish academically and culturally.

Additionally, in this cross-cultural context, communication—which is essential to any successful service encounter—takes on a new level of complexity. Language obstacles can cause misconceptions and misinterpretations since they are frequently accompanied with subtleties in nonverbal communication. Therefore, in order to communicate effectively, one must be fluent in language but also sensitive to cultural differences, cognizant of unstated expectations, and implicit meanings.

The field of higher education services is inherently diverse in terms of culture, which has a significant impact on customer happiness and service quality. By examining the effect of cultural diversity on service quality in consulting businesses, this part broadens the conversation. Research on the creation of culturally competent consulting practices and the function of cultural intelligence in raising student satisfaction can be found in Chua et al. (2012) and Yap & Devadason (2019). These studies highlight how important it is for consulting firms to modify their offerings in order to meet the various needs of overseas students and guarantee a positive and fulfilling educational experience.

Beyond that first meeting, the core of the consulting process is getting to know the various hopes and fears that are held within international students. Learning preferences, academic interests, and even professional aspirations are influenced by cultural origins. While students from individualistic backgrounds are more likely to follow their own hobbies and self-actualization, students from collectivistic backgrounds may prioritize family expectations and the welfare of the community while making school decisions. Consulting businesses can customize their counsel by identifying these tiny changes, which guarantees that students receive tailored support that aligns with their specific ambitions and cultural beliefs, rather than generic advice.

Nonetheless, obstacles frequently materialize as opportunities masquerading as obstacles. Even while it can be intimidating at first, the sheer variety of cultural viewpoints can be a great source of enrichment. International students bring with them distinct experiences, novel viewpoints, and creative teaching methods. By welcoming this cross-cultural interaction, consulting businesses can gain from the

interchange of ideas, which can result in the creation of services that are more inclusive and relevant to a worldwide audience.

It takes a spirit of constant learning and adaptation to successfully negotiate the intersections of cross-cultural viewpoints in higher education consulting, in the end. Consultancy firms can go a long way toward guaranteeing that international students' experiences abroad are not only successful but also transformative, benefiting the individual as well as the global community at large, by recognizing the difficulties, seizing the opportunities, and actively promoting intercultural understanding. We are building a future where education transcends national boundaries and cultural sensitivity shines as a light of advancement as we dive deeper into this fabric of varied viewpoints.

The topic of cross-cultural perspectives in higher education consulting for international students is explored in greater detail in this enlarged text. It offers more thorough examples, delves deeper into possible obstacles and opportunities, and highlights the significance of cross-cultural communication and cooperation. The essay also emphasizes how promoting this kind of thinking within the academic community benefits society as a whole.

To sum up, the analysis of cross-cultural viewpoints in higher education services illuminates the complex obstacles and prospects encountered by international students working in consulting organizations. The incorporation of cultural adaptation tactics and the acknowledgement of the influence of cultural diversity on service quality and satisfaction highlight the vital role that consulting firms provide in enabling international students to have a fulfilling and rewarding educational experience.

## **2.6 Globalization and Higher Education Services**

For consulting organizations, the internationalization of higher education has created both opportunities and obstacles. Consultancy firms are essential in helping institutions navigate the complex process of globalization. One significant effect has been a rise in the need for consulting services as more and more higher education institutions look to them for help in navigating the intricacies of the global landscape.

A crucial part of helping institutions adapt to the trend of internationalization is played by consulting firms. They provide subject experience in areas such as attracting international students, promoting cultural integration, and creating academic programs that are globally competitive. This demand emphasizes how important it is for universities to cater to the requirements of a student body that is becoming more and more diverse.

Consulting businesses use more adaption tactics to make curriculums compliant with international standards. They help organizations ensure that their academic programs are competitive and relevant on a global scale. In addition, advisory services help organizations navigate the regulatory compliance and accreditation procedures necessary to satisfy the high standards demanded in the international education sector.

Facilitating international cooperation is yet another crucial task carried out by consulting firms. These companies act as go-betweens in the increasingly internationalized world of higher education, launching and managing cross-border collaborations between educational institutions. They encourage cooperative research projects, foster academic exchange programs, and advance strategic alliances. Such collaborations attract a wide spectrum of academics and students, boosting an institution's standing internationally.

Globalization has an impact on administrative tasks in addition to academic ones. Consultancy services assist organizations in setting up administrative frameworks that can function well in a worldwide setting. This involves addressing obstacles related to intercultural communication, guaranteeing adherence to legal requirements, and overseeing financial matters.

Institutions are embracing strategic internationalization strategies to increase their global exposure and competitiveness as a result of the globalization of higher education. The term "internationalization strategies" refers to a broad variety of actions intended to foster a more varied and internationally engaged learning environment.

One noteworthy strategy is to attract and accept international students. Institutions attempt to gather students from many places globally, creating cultural diversity and instilling a global viewpoint within the academic community (Knight,

2012). International students' presence deepens awareness across cultural divides and prepares native pupils for a globalized environment.

The creation of joint degrees and cooperative academic programs is a key component of internationalization. Universities collaborate on joint research projects and offer faculty and student exchange programs through their affiliations with foreign universities (Knight, 2011). These initiatives not only improve the educational experience on a national level but also progress knowledge worldwide.

In the context of internationalization strategies, faculty mobility is crucial. Institutions aggressively support faculty engagement in international conferences, workshops, and joint research initiatives (Deardorff, de Wit, Heyl, Adams, & Eve, 2012). Faculty members benefit from this exposure because it helps them develop a global perspective, which they can then incorporate into their teaching and research efforts and use to better the academic environment as a whole.

Language variety is an essential component of internationalization. Providing courses in many languages or combining language learning opportunities promotes the inclusiveness of higher education institutions (Beelen & Jones, 2015). In addition to attracting a more diverse student body, language diversity prepares students for successful international communication. It is important to emphasize that a comprehensive institutional commitment is necessary for an internationalization effort to be successful. To ensure that these tactics are implemented successfully, policies that support internationalization, targeted finance, and strategic planning are essential (Van der Wende, 2016).

Higher education has become more globalized, which has encouraged institutions to take strategic steps toward internationalization in an effort to increase their competitiveness and worldwide presence. The term "internationalization strategies" refers to a broad variety of actions intended to foster a more varied and internationally engaged learning environment.

One important strategy is to attract and accept overseas students. Institutions attempt to attract students from diverse regions of the world, contributing to cultural diversity and establishing a global viewpoint within the academic community (Knight, 2012). International students help to improve understanding between cultures and prepare domestic pupils for a globalized environment.

Another important facet of internationalization is the creation of joint degrees and collaborative academic programs. Universities form collaborations with foreign universities to facilitate faculty and student exchange programs and cooperative research projects (Knight, 2011). These initiatives not only improve the educational experience on a national level but also progress knowledge worldwide.

An essential component of internationalization plans is faculty mobility. Institutions aggressively support faculty engagement in international conferences, workshops, and joint research initiatives (Deardorff, de Wit, Heyl, Adams, & Eve, 2012). Faculty members who are exposed to this develop a global perspective, which they then incorporate into their teaching and research efforts and help to enhance the overall academic environment.

Language variety is a crucial component of internationalization. Providing courses in many languages or combining language learning opportunities promotes the inclusiveness of higher education institutions (Beelen & Jones, 2015). In addition to attracting a more diverse student body, language diversity prepares students for successful international communication.

It's crucial to emphasize that achieving successful internationalization necessitates a thorough institutional commitment. Policies endorsing internationalization, dedicated funding, and strategic planning are fundamental elements to guarantee the effective implementation of these strategies (Van der Wende, 2016).

## **2.7 International students Experience**

A growing portion of the higher education community is made up of international students. As education becomes more globally connected, more and more students are opting to pursue higher education in order to enhance their prospects for employment. However, there are a number of difficulties and obstacles that come with the academic path, which can have a significant impact on students' achievement and general enjoyment in college. The goal of this thorough analysis is to investigate the experiences that foreign students have while traveling and how those experiences connect to their happiness at university. The main goal is to

comprehend the forces that influence students' educational routes and how those forces impact their level of satisfaction with their academic institution as a whole.

One of the hurdles faced by students is language barriers. These people usually encounter difficulties when completing activities in a language other than their mother tongue. Consequently, learners could encounter challenges understanding lectures, homework, and scholarly publications, thereby impacting their academic achievements and general contentment with the university. In a study conducted by Han and Hyun (2015) international students highlighted language barriers as an obstacle to achieving success while also impacting their overall experience within higher education institutions.

Cultural differences pose another challenge for students. When they arrive in a country these individuals often experience culture shock as they adapt to an environment with different social norms. This adjustment period can lead to feelings of isolation and homesickness which directly affect their level of satisfaction, with the university.

International students reported that cultural differences posed a challenge to their experience in higher education, according to research by Kwong et al. (2018). A few students said they were having trouble fitting in with the culture.

For students having a support system is crucial for their well being and academic success. Research indicates that those who have a network of support including family, friends and peers tend to have levels of satisfaction with the university and achieve greater academic success (Choudaha and Kono 2018; Lee and Rice 2007). However language barriers and cultural disparities can make it difficult for international students to establish connections with students. To address this issue universities can play a role by offering social support services like student clubs and events. These initiatives help foster connections. Create a sense of integration within the university community.

Moreover the overall quality of education services significantly impacts students satisfaction with their university experience. This includes factors such as teaching quality facilities provided on campus as support services, like accommodation options, healthcare facilities and career services.

According to a study conducted by Han and Hyun in 2015 international students expressed that the quality of teaching and academic support services greatly impacted their satisfaction, with the university.

To sum up the experiences of students in education are intricate and diverse influencing both their contentment with the university and their overall academic achievements. Language barriers, cultural disparities, social support as the quality of higher education services all play crucial roles in shaping the international student experience. Universities can contribute significantly to supporting students by offering language assistance, social support services

and quality education and support systems. By addressing these challenges head on universities can enhance the experience and success of students. This has an effect, on developing a competitive workforce while simultaneously bolstering the reputation of the university.

## **2.8 Quality Management in Consultancy Firms**

In the highly competitive consulting industry, delivering dependable and superior services is essential to guaranteeing customer happiness and business success. Strong quality management procedures must be put in place in order to achieve this, and quality assurance (QA) is essential to maintaining the efficacy and value of the supplied solutions.

It is difficult to define quality in consulting because it encompasses not only the observable results, such reports, analyses, and suggestions, but also the intangible aspects, like communication, project efficiency, and ethical standards observance. Quality is defined by Garavanti (2010) as "consistently surpassing client expectations regarding the engagement's outcome, the process employed, and the relationship formed." This is in line with a client-centric definition of quality.

### **Important QA Procedures for Consulting Firms:**

1. **Formal Quality Management System Establishment:** This provides an organized foundation for continuous improvement. Quality management systems (QMS) are codified. Several companies decide to put into practice internationally recognized standards like ISO 9001, which entails

documenting processes, policies, and procedures for risk management, resource allocation, and project delivery (Smith, 2018).

2. Knowledge management and internal audits: Keeping a robust archive of data that includes previous projects, techniques, and best practices is essential to preserving consistency and avoiding duplication of effort. Independent teams conduct periodic internal audits to assess adherence to established protocols and identify areas for improvement (Gupta & Sengupta, 2019).
3. Competency management and training: Having a highly qualified staff is crucial to providing high-quality services. In order to provide consultants with the necessary abilities, know-how, and industry experience necessary for successful client engagements, consulting firms devote money to training and development programs (Boudreau et al., 2017).
4. Client Feedback and Satisfaction Surveys: Regularly gathering feedback from clients via surveys, interviews, and project debriefs provides insightful information about their experiences and identifies opportunities for improvement. Analyzing and responding to this input displays the firm's attention to sustaining quality and assuring client happiness (Clegg et al., 2011).
5. Peer Reviews and Gatekeeping: Establishing internal peer review protocols, whereby seasoned consultants evaluate outputs before client submission, is crucial to ensuring precision, lucidity, and conformity with project goals. Maintaining quality standards is largely dependent on this "gatekeeping" function (Knights & Wilmott, 2007).
6. Metrics & Performance Monitoring: The early identification of possible problems and the facilitation of required adjustments are made possible by setting up key performance indicators (KPIs) that are in line with quality objectives and regularly monitoring project advancement against these metrics. Examples of important KPIs involve client satisfaction scores, project completion timeliness, and adherence to budget (Moe, 2005).

Obstacles to successfully adopting quality assurance (QA) in consulting include the dynamic nature of projects, the need to fulfill deadlines, and potential moral conundrums. Research topics include developing measures that accurately

gauge the various facets of quality in consulting services, as well as examining how technology might be included into QA processes and customized to fit specific consulting subsectors.

Today's dynamic business climate presents consulting businesses with the constant task of exceeding client expectations while maintaining a competitive edge. This calls for proactive dedication to consistently raising service quality in addition to providing excellent services. This strategy calls for a focused effort to improve procedures, welcome innovation, and foster a culture of learning inside the company.

#### Recognizing Constant Improvement in Consulting firms:

In the consulting industry, the quest for ongoing improvement goes beyond strict adherence to quality standards. It entails a proactive approach meant to spot improvement opportunities, put changes into place, and periodically assess how effective they are. This methodical procedure seeks to:

- Through the examination of project data and consideration of client input, organizations can pinpoint areas where they can optimize procedures and minimize mistakes. Increased client satisfaction and cost effectiveness follow from this (Garavanti, 2010).
- Constant progress encourages. permits the development of techniques, instruments, and strategies to satisfy changing customer wants and market demands. By doing this, businesses may stay ahead of the curve and relevant in the market (Moe, 2005).
- Boost morale and employee engagement: Encouraging a culture of continuous improvement gives staff members the ability to actively participate in determining the direction the company takes in terms of quality. This leads to improved involvement, ownership, and a sense of success, further pushing quality initiatives (Boudreau et al., 2017).

#### Key Strategies for Continuous Improvement in Consultancy Firms:

1. Establish a clear framework for continuous improvement. Developing a framework with measurable indicators, strategic action plans, and specified objectives provides a road map for successfully directing improvement

projects. This ensures that the entire organization has a goal and a clear direction (Gupta & Sengupta 2019).

2. Adopt the mindset that data should guide decision-making. By using data from internal audits, client and project performance feedback, and other sources, important insights can be obtained to identify problem areas and rank initiatives. Employing tools such, as business intelligence and data analytics helps expedite this process (Smith, 2018).
3. In order to give staff members the abilities to apply strategies and actively engage in improvement projects, it is essential to invest in their training and development. This can be accomplished by providing problem-solving-focused training programs, making use of quality management technologies, and implementing procedures (Clegg et al., 2011).
4. Encourage an Environment of Open Communication and Feedback: It's critical to establish an atmosphere in the workplace where staff members feel comfortable sharing their ideas, worries, and criticisms about procedures and service performance. This open culture can be greatly enhanced by implementing avenues for input, such as suggestion boxes, regular meetings, and open door policies (Knights & Wilmott 2007).
5. Comparing and evaluating the performance of businesses in the consulting sector is one useful strategy. This can offer insights and ideas, for boosting our improvement initiatives (Boudreau et al., 2017).
6. It's critical to recognize accomplishments and the work that goes into enhancing service quality and operational efficiency. Acknowledgment of accomplishments inspires employees. This motivates everyone to continue contributing and serves to emphasize the need of improvement (Moe, 2005).

Companies must implement quality management systems (QMS) in order to improve, increase customer satisfaction, and obtain a competitive edge. However, there are certain challenges on this trip. Achieving equilibrium between the obstacles and the possible advantages is essential for the successful execution of Quality Management System (QMS).

#### Challenges:

1. The unwillingness of people to adapt might be a barrier when implementing a new system. It's normal for workers to feel unsettled in their familiar environments and routines. They may worry about the workload, anticipated adjustments, in their obligations or even fear failure. Each of these elements may prevent them from taking part. obstruct the new system's installation (Garavanti, 2010).
2. A Quality Management System (QMS) could wind up being viewed as an additional need if management does not fully embrace it. It is imperative that executives take the initiative, provide funding, and demonstrate their commitment to quality standards (Smith, 2018).
3. It takes money to implement a Quality Management System (QMS), which requires manpower, technology, and training. Resource constraints in companies might limit the scope and effectiveness of the system (Gupta & Sengupta 2019).
4. Unable to adjust to changing market conditions, consumer expectations, or internal procedures, a QMS can stifle innovation and prevent continuous improvements. Flexibility plays a key, in establishing long term success (Clegg et al., 2011).
5. In businesses that prioritize providing services, determining and assessing quality is frequently a matter of judgment. It is vital to choose metrics and continuously monitor progress in order to appreciate the influence of the Quality Management System (QMS) and pinpoint areas that can be enhanced (Moe, 2005).

#### Opportunities:

1. Enhanced communication and reduced errors can be achieved through the implementation of a Quality Management System (QMS), which also improves operational efficiency. According to Boudreau et al. (2017), these advancements can increase productivity, save important time and resources, and ultimately result in cost savings.

2. Setting quality as the top priority has the effect of increasing customer happiness. Businesses can strengthen their customer connections and promote loyalty by providing excellent service, actively listening to customer feedback, and proactively addressing difficulties (Knights & Wilmott 2007).
3. Fostering an improvement-focused mindset and placing a high value on standards within firms can facilitate greater creativity and the creation of novel solutions that address the always evolving needs of their clientele. Consequently, this may offer a sustainable advantage in the marketplace (Garavanti, 2010).
4. Employee Empowerment, Putting in place a Quality Management System (QMS) that motivates staff members to share feedback, take ownership of upholding standards, and participate in improvement projects can significantly increase engagement, motivation, and a sense of fulfillment (Boudreau et al., 2017).
5. Iterative aspects of a Quality Management System (QMS) encourage a culture of continuous learning and progress. Through the process of data analysis, changes, and progress evaluation, significant insights are obtained that can be applied to improve the system and encourage success (Gupta & Sengupta 2019).

Despite certain difficulties, there are indisputable benefits to implementing quality management. By means of proactive leadership, dynamic staff engagement, and adaptable strategies, enterprises can utilize a quality management system (QMS) to attain operational superiority, fulfill customer requirements, and maintain enduring prosperity.

## **2.9 Technology and Innovation in Consultancy Services**

In the realm of consultancy firms, the effective management of service quality is paramount for client satisfaction and business success. The integration of technology into quality management processes has emerged as a transformative force, revolutionizing how consultancy services are delivered and ensuring a higher standard of client satisfaction.

One significant role of technology in consultancy firms is the facilitation of streamlined communication and collaboration. Project management tools, virtual communication platforms, and cloud-based solutions enable consultants to interact seamlessly with clients and team members, fostering real-time collaboration. This not only enhances the efficiency of project delivery but also ensures that clients are actively engaged throughout the consulting process.

Furthermore, technology aids in data-driven decision-making, a crucial aspect of quality management in consultancy firms (Smith & Jones, 2022). Advanced analytics tools allow consultants to gather and analyze vast amounts of data, providing valuable insights into client needs, industry trends, and potential challenges. This data-driven approach empowers consultants to make informed recommendations, ensuring that their services are tailored to the specific requirements of each client.

Automation plays a pivotal role in improving the efficiency and accuracy of consultancy services. Routine tasks such as data entry, report generation, and data validation can be automated, reducing the risk of human error and allowing consultants to focus on more strategic aspects of their work (Johnson et al., 2023). This not only enhances the overall quality of service but also frees up valuable time for consultants to dedicate to high-value activities.

In addition, the use of technology in consultancy firms contributes to enhanced client engagement and satisfaction. Customer relationship management (CRM) systems help consultants track client interactions, preferences, and feedback, allowing for personalized and targeted service delivery. This personalized approach fosters stronger client relationships and contributes to a positive perception of service quality.

Quality management in consultancy firms extends its influence to the higher education sector, where innovative practices are reshaping service delivery. Embracing technological advancements and modern methodologies, consultancy firms play a crucial role in enhancing the quality of services provided to higher education institutions.

One notable aspect of innovation in higher education service delivery is the implementation of digital learning platforms and e-learning solutions (Smith &

Brown, 2022). Consultancy firms collaborate with educational institutions to integrate these technologies, fostering a more flexible and interactive learning environment. This not only improves accessibility for students but also enhances the overall educational experience.

Moreover, consultancy firms contribute to the development of data-driven strategies for higher education institutions (Johnson et al., 2023). By leveraging analytics tools, consultants help educational institutions gather and analyze data related to student performance, engagement, and satisfaction. This information enables institutions to make informed decisions, implement targeted interventions, and continuously improve the quality of education services.

In the realm of student services, consultancy firms play a pivotal role in introducing innovative solutions. Chatbots and virtual assistants are implemented to streamline administrative processes, providing students with instant access to information related to enrollment, course registration, and academic support (White & Davis, 2021). This not only enhances operational efficiency but also contributes to a positive student experience.

Furthermore, consultancy firms contribute to the development of customized strategies for higher education institutions to adapt to emerging trends. With the landscape of education evolving rapidly, consultants collaborate with institutions to design strategies that incorporate emerging technologies, address demographic shifts, and align with industry needs (Johnson & Smith, 2020). This proactive approach ensures that educational services remain relevant and of high quality.

Digital transformation has become a cornerstone in reshaping the landscape of consultancy firms, influencing how services are delivered and quality is managed. The integration of advanced digital technologies has significantly impacted various facets of consultancy, contributing to enhanced efficiency, client satisfaction, and overall service quality.

One key aspect of digital transformation in consultancy firms is the adoption of cloud computing solutions (Smith & Jones, 2021). Cloud-based platforms facilitate seamless collaboration among consultants and clients, allowing for real-time sharing of information and resources. This not only improves communication

but also ensures that the most up-to-date data is accessible to all stakeholders, contributing to informed decision-making.

Additionally, data analytics plays a pivotal role in quality management within consultancy firms (Brown & Davis, 2020). Advanced analytics tools enable consultants to gather, analyze, and derive actionable insights from vast datasets. This data-driven approach not only enhances the accuracy of decision-making but also allows for the identification of trends and patterns that can inform strategic recommendations for clients.

The implementation of artificial intelligence (AI) and machine learning (ML) technologies further amplifies the capabilities of consultancy firms (Johnson et al., 2022). AI-driven algorithms can automate routine tasks, such as data processing and analysis, allowing consultants to focus on higher-value activities. ML algorithms contribute to predictive analytics, aiding consultants in forecasting trends and potential challenges for their clients.

Moreover, digital transformation in consultancy extends to the realm of client engagement and communication. Customer relationship management (CRM) systems are utilized to manage client interactions, track preferences, and tailor services to individual client needs (White & Smith, 2021). This personalized approach fosters stronger client relationships and contributes to a positive perception of service quality.

## **2.10 Service Quality and Student Satisfaction**

As, per Brochado (2009;174–190) services are intangible because they are defined by actions and performances that highlight their core than their traits. Services come in forms and qualities. Due to their perishable nature they cannot be stored or retained. Consequently education consultancies must consistently offer services to ensure student satisfaction. This, in turn fosters word of mouth regarding both the university where students are enrolled and the consultancy involved.

In a research by Kattara, Weheba, and El Said (2008), it was discovered that customer satisfaction with experiences influences the overall caliber of service. According to Fisk, Grove, and John (2004), student ratings have a significant impact on their satisfaction levels, which lends more credence to this perspective. Pupils

evaluate the quality of a service by comparing its delivery to their expectations in particular (Abdullah, 2006). It is essential for educational consultancies to comprehend these dynamics and the viewpoints of their students. This comprehension contributes to preserving and raising the caliber of services rendered (Narangajavana and Hu 2008). In consulting organizations, it becomes even more crucial to deliver services consistently in order to establish confidence and guarantee client pleasure. For consultancies that want to meet and exceed their clients' expectations, a comprehensive understanding of student satisfaction and its relationship to service quality is fundamental.

Offering students education consulting services has a positive effect on their overall university happiness in addition to helping them academically. Examining the literature on the relationship between service quality and student satisfaction is the primary objective of this study. We will specifically look at how this relationship is shaped and influenced by variables including expectations, cultural influences, and demography. Through examining these facets, our research seeks to acquire a comprehensive comprehension of the factors that contribute to the relationship between service quality and student satisfaction levels when utilizing educational consulting services.

According to the observations made by Parasuraman, Zeithaml, and Berry (1985), a service's ability to satisfy the requirements and expectations of its clients is referred to as its quality. The effectiveness with which consultancies meet the needs and expectations of their clients determines the quality of the services they provide. Furthermore, the way that students view their contacts with education advisors is directly related to how satisfied they are. These interactions have an impact on how well services are provided, which in turn affects how satisfied students are with their overall experience with consulting services.

Numerous research studies have examined the relationship between students' satisfaction and the quality of services provided. Numerous studies have shown a connection between the general contentment of students and the caliber of services they receive. This implies that higher student satisfaction levels are more likely to be seen by businesses that provide high-quality services (Hegazy, 2016; Lee et al., 2012; Paraskevas & Arendell 2007). These combined results highlight how service quality affects students' satisfaction, as supported by a number of studies in the field.

Furthermore, studies show that even after accounting for elements like social support and excellence, service quality is a crucial component in predicting student happiness (Hegazy, 2016; Lee et al., 2012).

Student satisfaction is greatly influenced by the quality of service provided. It can also be affected by factors such, as expectations, cultural differences and demographic characteristics. Cultural disparities have the potential to shape how students perceive the quality of service and what they expect from their university experience. Factors like age, gender and nationality are examples of traits that have been found to impact both service quality and student satisfaction (Paraskevas & Arendell 2007). Furthermore, expectations that students have for their university may have an impact on how happy they are with the educational consulting services they receive. Particularly, people with higher expectations than those with lesser expectations are more likely to feel happy when they receive high-quality services. This demonstrates how students' preconceived expectations and their assessment of the caliber of educational consulting services interact, highlighting the ways in which these assumptions affect satisfaction levels.. (Chang & Lee 2007; Lee et al., 2012).

The interplay between education consultancy service quality and student satisfaction holds implications for education institutions worldwide but is particularly relevant in the context of internationalization. With the increasing emphasis on internationalization in education universities face mounting competition, in attracting and retaining students.

In this context it is important to grasp the elements that impact students contentment, with education services. This encompasses examining the quality of education services.

### **2.11 Servqual Model**

A useful tool for examining a business's advantages and disadvantages, particularly with regard to evaluating service quality, is the SERVQUAL framework. According to Parasuraman, Berry, and Zeithaml (1991), the SERVQUAL model's dimensions and components serve as benchmarks for companies wishing to assess the caliber of the services they provide. This tool's main objective is to gauge how satisfied customers are with the services they have received. Five factors are taken

into consideration by the SERVQUAL model: assurance, tangibility, responsiveness, empathy, and reliability. Businesses use these characteristics as a foundation to assess and improve the quality of their services. They offer a structure for evaluating and enhancing the client experience.

A 2004 study by Jordan and Prinsloo highlights the SERVQUAL measurement tool's emphasis on quality by making a distinction between the experiences that consumers report having and their expectations of the services they receive. The Brochados study from 2009, which accepts the use of SERVQUAL for service quality assessment, lends more credence to this point of view. According to Jordan and Prinsloos' perspective, this study acknowledges the significance of taking into account both factors by concentrating on students' views of service quality rather than just their expectations. Even though students might have expectations prior to getting services, it's important to take into account the impressions and perceptions they form thereafter in order to gain a more thorough grasp of the dynamics of service quality. (Jordan & Prinsloo, 2004).

Businesses that aim to supply products might use the SERVQUAL measuring approach to precisely assess the quality of their services. The five pillars of this all-encompassing approach are assurance, tangibility, empathy, responsiveness, and reliability. Let's now examine each factor in more detail to see how the SERVQUAL measurement approach makes service quality evaluation possible.

- Tangibility; This refers to the aspects of a company that directly impact clients and serve as indicators of the desired level of service.
- Reliability; It pertains to an organizations ability to consistently deliver the promised level of service quality in a manner.
- Responsiveness; This factor revolves around how promptly both the organization and its employees respond to assisting clients.
- Empathy; It measures an organizations capability to listen attentively and cater to its clients needs.
- Assurance; This aspect reflects the level of confidence and trust instilled by an organization, in its clients.

According to Parasuraman et al. (1991) when it comes to the five criteria buyers tend to place an emphasis on reliability. Reliability determines whether or not

clients actually receive the service outcomes that were promised. The other four dimensions of the SERVQUAL model mainly focus on enhancing the quality of services. After dependability assurance is given priority while responsiveness is also considered crucial. In a vein tangibility and empathy are seen as aspects as well(Parasuraman et al. 1991).

To guarantee customer satisfaction, it is essential to assess a service's dependability and effectiveness from every angle. When evaluating service quality, Jordaan and Prinsloo (2004) stressed the significance of taking five factors into account. Finding and comprehending the components within these dimensions that are significant to students is the primary objective of this research. The study intends to identify and highlight the elements that have a major impact on students' perceptions of service quality and their level of satisfaction by examining these characteristics. The complete set of research inquiries, including nine questions that specifically address assurance and empathy can be found in Table 2.1.

**Table 2.1:** Questions in the SERVQUAL Measurement Instrument

<b>Tangibility</b>	
1	Technical equipment is up-to-date.
2	Physical facilities are visually appealing.
3	Employees are well-dressed and appear neat.
4	Tools and instruments used to provide the service are attractive.
<b>Reliability</b>	
5	Promises to perform the service within a certain time are kept.
6	Complaints and problems are solved with great concern and sympathy.
7	The service is delivered correctly the first time.
8	The service is delivered at the time agreed upon.
9	Orders and accounts are accurate and recorded
<b>Responsiveness</b>	
10	One cannot expect employees to inform customers as to the exact time of delivery.
11	It is not realistic to expect prompt service from the employees.
12	Employees are not always willing to help customers.
13	It is acceptable that employees are too busy to help customers immediately.
<b>Assurance</b>	
14	You can trust the employees.
15	You feel safe in your transactions with the employees.
16	The employees are friendly and polite.
17	The employees have the needed knowledge to answer customer queries.

**Table 2.1:** (Cont.) Questions in the SERVQUAL Measurement Instrument

<b>Empathy</b>	
18	The employees give individual attention to each customer.
19	The employees understand the specific needs of customers.
20	The employees have the customer's best interests at heart.
21	The organization has operating hours convenient to all their customers.

**Source:** Parasuraman, Zeithaml, and Berry (1988:38)

Understanding client expectations and opinions about an organization's services is the primary goal of applying Jordan and Prinsloo's (2004, 65) SERVQUAL approach to service quality evaluation. Tan and Kek (2004) also stress the significance of evaluating service quality by first comparing consumers' perceptions and expectations. This suggests that service quality is influenced by how clients evaluate the caliber of the assistance they receive. Boshoff (2014) expands on this theory by arguing that there is a direct correlation between service quality and the size and type of the discrepancy between customers' expectations and perceptions. As a result, using the SERVQUAL paradigm, understanding and assessing service quality depends on looking at this gap.

The five components of the SERVQUAL measuring instrument are assurance, tangibility, responsiveness, empathy, and reliability. A questionnaire consisting of 22 questions is frequently used to evaluate customer expectations and perceptions of service excellence across several aspects. Businesses may learn how customers perceive the quality of services in each of these categories by using this methodical technique to collect data. It aids in identifying advantages and potential improvement areas. Because the questionnaire is so extensive, it may be used to examine customer viewpoints and develop a more nuanced understanding of service quality within the SERVQUAL framework.

### **2.12 Higher Education as Service**

Oldfield and Baron (2000) claim that education is a "service" that comes under this heading. is included in the services marketing that Hennig Thureau et al. (2001) highlight. It is imperative to acknowledge that educational services has attributes that set them apart from other categories of services. The impact that educational services have on students' lives as well as the high degree of motivation

and cognitive skills necessary for success are some examples of these distinctions. Furthermore, there are traits that educational services have in common with other service categories, like diversity, perishability, and intangibility. Oldfield and Baron (2000) claim that education is a "service" that comes under this heading. is included in the services marketing that Hennig Thurau et al. (2001) highlight. It is imperative to acknowledge that educational services has attributes that set them apart from other categories of services. Among these distinctions are the positive effects that educational services have on students' lives as well as the high standards of drive and cognitive aptitude needed for success. Furthermore, there are traits that educational services have in common with other service kinds, including intangibility, perishability, and variability.

Higher education institutions are increasingly recognizing themselves as service oriented businesses with a focus on meeting or exceeding student needs. This trend is particularly noticeable, in countries that follow a tuition based model (DeShields et al., 2005). Germany provides an example where a federal law prohibiting tuition fees was overturned in January 2005 allowing German universities to start charging for education.

According to research, by Williams and Cappuccini Ansfield (2007) the rise in tuition fees is expected to push colleges towards adopting a service oriented approach prioritizing the needs of their students above everything. Rolfe (2002) highlights that the introduction of tuition fees might lead students to perceive education differently shifting from being recipients of a service to becoming "consumers" themselves. When students invest their money in education they naturally expect a return, on their investment. Behave like consumers (Watson, 2003; Narasimhan, 2001). In order to attract students institutions should prioritize student satisfaction as they are increasingly viewed as consumers seeking an experience (Thomas & Galambos 2004). Additionally Appleton, Knapp and Krentler (2006) suggest that alongside promoting learning outcomes ensuring student satisfaction should also be an objective.

By the year 2009-2010 German universities are anticipated to implement a two tiered education system consisting of bachelors and masters degrees. The purpose, behind this adoption is to meet the objectives set forth in the Bologna process, which seeks to unify education across Europe by standardizing degrees and

quality assurance criteria. As, per this structure German students will have the freedom to complete their studies at one university. Subsequently pursue a masters degree at another institution.

Hence it is essential for German universities to prioritize their students as valued customers and make efforts to retain them. Research suggests that recruiting students is more costly compared to retaining existing ones (Joseph et al., 2005). Similarly Helgesen and Nettet (2007) emphasize the significance of not attracting and enrolling students but also keeping them enrolled.

In the UK, universities are placing a greater emphasis on comprehending student happiness and service quality. They now understand how crucial it is to foster an environment where knowledgeable professors facilitate efficient learning rather than providing support services. It's interesting to note that customer happiness and service quality have not received as much attention in German academic settings. German universities must now concentrate on guaranteeing the caliber of services they provide, given the changing nature of education in the country, where institutions are preparing to fight for top-notch students and seek advancements in the medium run. Students would likely become more picky and demanding with the introduction of tuition fees and a two-tiered education certificate system. As such, it is imperative that academic institutions get a thorough comprehension of students' perceptions and assessments of the services they receive. According to Douglas and Douglas (2006), colleges are in a position to both strategically retain and draw in new top-tier students in this dynamic setting. This paradigm change highlights the critical roles that student happiness and service quality play in the changing higher education landscapes in Germany and the United Kingdom.

The article delves into the way students perceive and experience the services provided by a university, in Germany. To achieve this the authors employ a tool to assess aspects of student life. They commence by examining existing research on services, service quality, student satisfaction and feedback. Subsequently they present the outcomes of a study that utilized this measurement tool at an university. Lastly the paper concludes by summarizing the findings and offering suggestions for research, in this field (adapted from original).

### **3. METHODOLOGY**

#### **3.1 Research Aim**

Investigating the effects of Turkish consultancy services quality on students' levels of educational satisfaction is the main objective of the research project. This extensive study aims to identify the variables affecting service quality as well as create a significant link between service quality and the general sense of satisfaction that scholars feel. Through a comprehensive investigation of these aspects, the study seeks to decipher the complex dynamics influencing the correlation between the caliber of consultancy services and student satisfaction, offering significant perspectives for Turkey's educational system.

#### **3.2 Research Model**

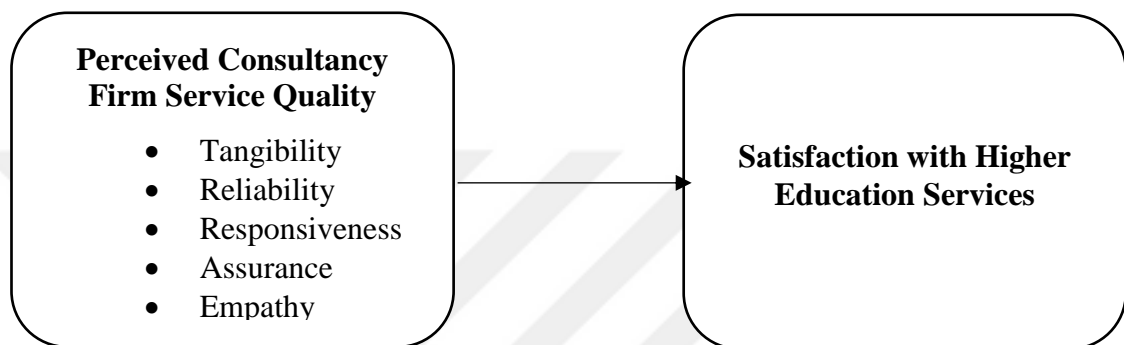
In this study, the research model revolves around the relationship between "Consultancy Firm Service Quality" and "Satisfaction with Higher Education Services." The independent variable, "Consultancy Firm Service Quality," is defined by 21 attributes measured using the SERVQUAL scale developed by Parasuraman et al. (1988). Responses were gathered through a 5-point Likert-type scale, assessing various dimensions such as technical equipment, physical facilities, employee professionalism, service timeliness, complaint resolution, and trustworthiness, among others. Satisfaction with higher education services was measured using the scale developed by Gruber et al. (2010), which consisted of 4 questions. Responses were also collected on a 5-point Likert-type scale.

#### *Key Variables:*

- Independent Variable: Perceived consultancy firm service quality as an independent variable is defined the degree to which the consultancy firm meets or exceeds the expectations of its clients. It is measured using the SERVQUAL scale, which consists of 21 questions that assess the five

dimensions of service quality, tangibility, reliability, responsiveness, assurance, and empathy

- **Dependent Variable:** Satisfaction with Higher Education Services is defined as the degree to which students are satisfied with the services provided by their university. It is measured using a scale developed by Gruber et al. (2010), which consists of four questions that assess the student's satisfaction with the university's academic staff, educational resources and environment, and overall recommendation.



**Figure 3.1:** Impact of Perceived Consultancy Firm Service Quality and Satisfaction on Higher Education Service

Numerous studies have shown that there is a connection, between the quality of services and customer satisfaction. For instance Parasuraman et al.s research in 1988 discovered that five aspects of service quality (tangibility, reliability, responsiveness, assurance and empathy) were all significantly linked to customer satisfaction. Similarly Gruber et al.s study in 2010 found a correlation between student satisfaction with education services and the quality of services provided by the university.

Based on the model this type of research falls under research. Causal research aims to determine the cause and effect relationships between variables. In this case the research focuses on identifying how consultancy service quality affects satisfaction, with education services.

### **3.3 Research Hypotheses**

The main hypothesis of this study is that consultancy service quality has an impact on satisfaction with higher education services. This hypothesis will be broken down into five sub-hypotheses, as follows:

H1a: Tangibility of services provided by consultancy firm has an Impact on satisfaction with higher education services.

H1b: Reliability of the services provided by consultancy firms has an impact on satisfaction with higher education services.

H1c: Perceived responsiveness of the services rendered by the consultancy companies has an impact on satisfaction with higher education services.

H1d: Quality assurance of the services provided by consultancy firm has an impact on satisfaction with higher education services.

H1e: Empathy of the service provided by consultancy firms has an impact on satisfaction with higher education services.

### **3.4 Data Collection**

This study focused on international students in Turkey who had taken consultancy services during their university selection. The population consisted of those who were currently in the second semester of their higher education at different levels (Associate, bachelor, Master, and Ph.D.).

For data collection, an online survey using a convenient sampling method was used. The questionnaire comprised 25 questions, aimed at understanding their perceptions of their school and the quality of services provided by consulting firms. the objective was to gather a minimum of 255 responses.

### **3.5 Data Analysis**

This study aims to provide insights, into how the quality of consultancy services impacts students satisfaction with education services. Age, gender, frequencies, and percentages were among the features of the dataset that statistics was used to summarize and characterize. In order to provide an insightful summary of the data, measures of variability such as range, variance, and standard deviation as well as measures of tendency such as mean, median, and mode were computed using SPSS version 26.

Before conducting analysis, it was ensured that the data met the assumption of normality by performing normality tests. Two methods were used for checking

normality. Firstly, the Kolmogorov Smirnov test was performed to determine if the sample followed a distribution from a population. If it did not meet this criterion, skewness and kurtosis values of variables were checked to assess if parametric analysis was appropriate. Ideally skewness and kurtosis values should be around  $\pm 1$ ; however, values, between  $\pm 2$  are also considered acceptable (George & Mallery 2010). Once it was confirmed through a normality test that the data was normal or appropriate, factor analysis was utilized using SPSS version 26 to identify the dimensions of the variables in the model. The next step was to use SPSS to perform multiple regression analysis to see if there was a relationship between the satisfaction with higher education services and the quality of consulting services.

### **3.6 Limitations**

It is essential to recognize that convenience sampling was used in the study, which may have limited how broadly the results could be applied.

### **3.7 Ethical Considerations**

This study did not receive any funding, from private or nonprofit organizations. The study followed guidelines, which included obtaining consent and ensuring confidentiality and anonymity. Participants were provided with information about the study's objectives, their rights, as participants and their ability to withdraw at any point. The collected data was treated as confidential and solely utilized for the study's intended purposes.

## 4. RESEARCH FINDINGS

This chapter presents the results of an investigation aimed at assessing how the perceived quality of consultancy services influences satisfaction with higher education services. The structure of this chapter follows the demographic characteristics of the participants, followed by a systematic analysis aligned with the research objectives. Subsequent sections provide a detailed presentation, analysis, and interpretation of the collected data.

### 4.1 The Respondents' Demographic Characteristics

The participant's details, including gender, age, subject of study, degree level, and grade year, are shown in the table below.

Participants in the study provided 263 replies in total. Of them, 255 had consulted a consultant while selecting their university and the analysis did not include 8 participants who did not receive any consultation.

**Table 4.1:** Survey Responses and Demographic Statistics

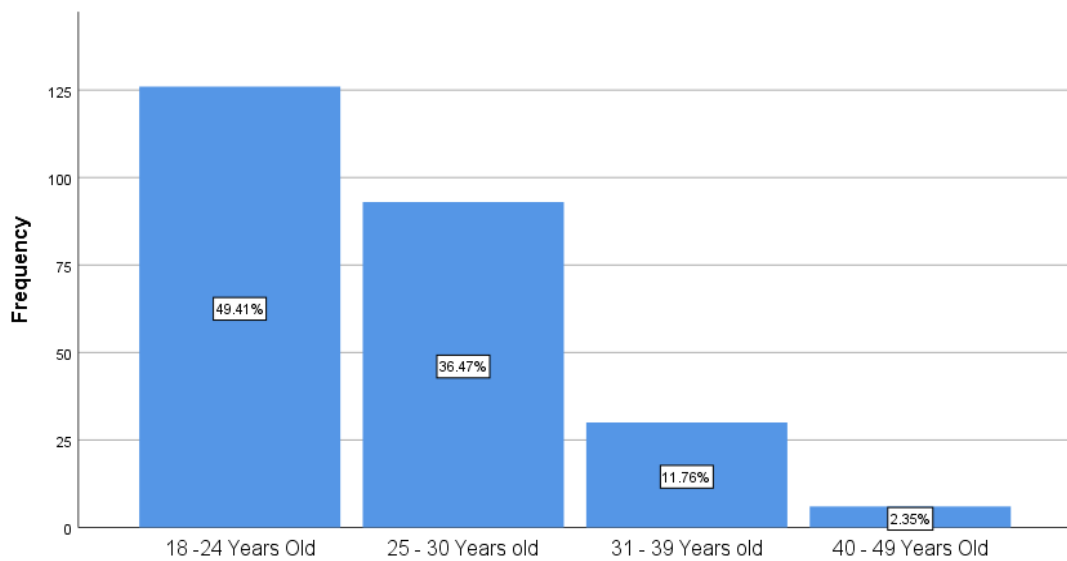
	<b>Did you receive consultancy services from a firm while enrolling in your current university? If not, please exit the survey.</b>	<b>Your Age?</b>	<b>Gender ?</b>	<b>Field of Study ?</b>	<b>Level of Degree?</b>	<b>Year of Grade?</b>
N	Valid	255	255	255	255	255
	Missing	0	0	0	0	0

#### 4.1.1 Age demographics

The participant demographics of the study show that most of the participants are young, with 49.4% falling into the 18-24 age group. Following that 36.5% belong to the 25-30 age range while smaller portions are represented in the 31-39 age group (11.8%) and the 40-49 age category (2.4%). Altogether these numbers reflect the distribution of ages, among the 255 participants.

**Table 4.2:** Distribution of Age Groups among Valid Responses

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	18 -24 Years Old	126	49.4	49.4	49.4
	25 - 30 Years old	93	36.5	36.5	85.9
	31 - 39 Years old	30	11.8	11.8	97.6
	40 - 49 Years Old	6	2.4	2.4	100.0
	Total	255	100.0	100.0	



**Figure 4.1:** Distribution of Age Groups among Valid Responses

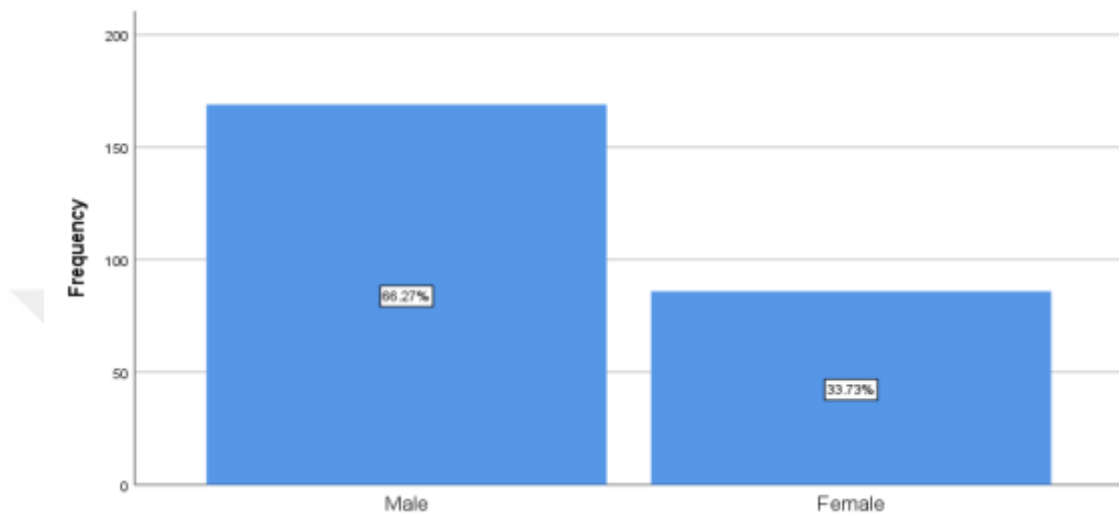
The participants' age dispersion raises the possibility that younger students will find the study's conclusions more applicable. A more thorough knowledge of the effects of consulting services on various age groups may be possible with more research with a wider range of age groups.

#### **4.1.2 Gender demographics**

The analysis of participants' gender distribution reveals a predominant male representation, accounting for 66.3% of the 255 participants, with females constituting 33.7% of the sample, providing a comprehensive overview of the gender composition within the study.

**Table 4.3:** Gender Distribution among Valid Responses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	169	66.3	66.3	66.3
	Female	86	33.7	33.7	100.0
	Total	255	100.0	100.0	



**Figure 4.2:** Gender Distribution among Valid Responses

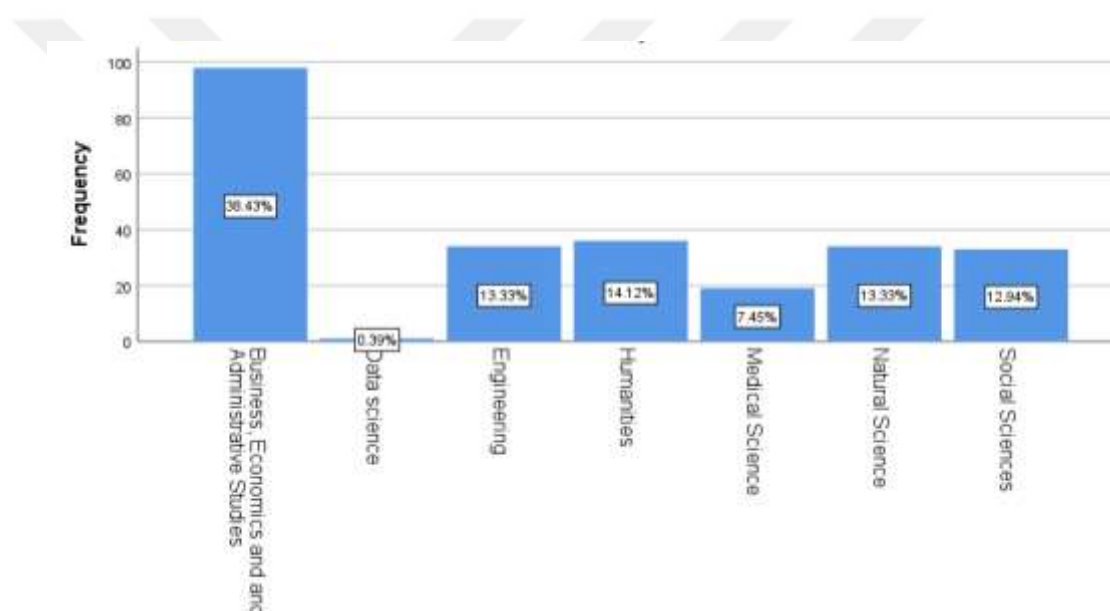
The gender disparity in participant representation suggests that consultancy services may be more widely utilized by male students. Further research could explore the factors influencing gender disparities in consultancy service usage.

#### **4.1.3 Participants' field of study demographics**

The data on participants' fields of study shows a diverse distribution: participant who was enrolled to Business, Economics, and Administrative Studies make up the largest group at 38.4%, followed by Humanities (14.1%), Engineering (13.3%), Natural Science (13.3%), Social Sciences (12.9%), and Medical Science (7.5%), providing a comprehensive overview of the various fields of study represented among the 255 participants.

**Table 4.4:** Participants' Field of Study Among Valid Responses

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Business, Economics and Administrative Studies	98	38.4	38.4	38.4
	Data science	1	.4	.4	38.8
	Engineering	34	13.3	13.3	52.2
	Humanities	36	14.1	14.1	66.3
	Medical Science	19	7.5	7.5	73.7
	Natural Science	34	13.3	13.3	87.1
	Social Sciences	33	12.9	12.9	100.0
	Total	255	100.0	100.0	



**Figure 4.3:** Participants' Field of Study among Valid Responses

The diverse representation of fields of study among participants indicates that consultancy services are utilized by students across a wide range of academic disciplines. This highlights the broad applicability of consultancy services in supporting students from various backgrounds in making informed university choices.

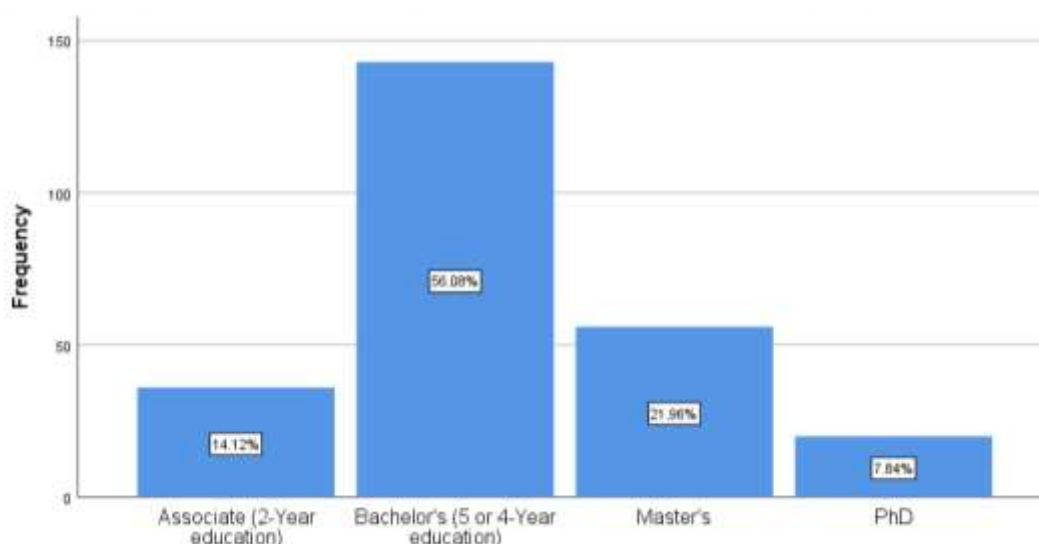
#### **4.1.4 Participants' level of degree statistics**

The data regarding participants' levels of education shows different levels of education, with Bachelor's degrees being the most prevalent at 56.1%, followed by

Master's degrees at 22.0%, Associate degrees at 14.1%, and PhDs at 7.8% among the 255 participants.

**Table 4.5:** Participants' Educational Level Distribution Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associate (2-Year education)	36	14.1	14.1	14.1
	Bachelor's (5 or 4-Year education)	143	56.1	56.1	70.2
	Master's	56	22.0	22.0	92.2
	PhD	20	7.8	7.8	100.0
	Total	255	100.0	100.0	



**Figure 4.4:** Participants' Educational Level Distribution

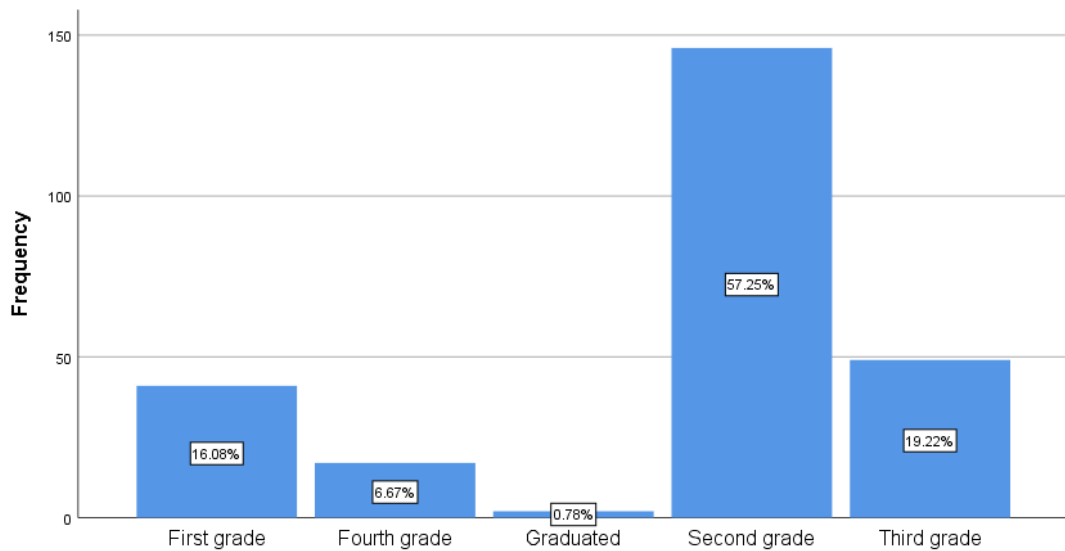
The predominance of Bachelor's degrees among participants indicates that consultancy services are widely utilized by students at the undergraduate level. This suggests that these services play a crucial role in guiding students towards appropriate undergraduate programs and career paths.

#### 4.1.5 Participants' year of grade

The important aspect in the analysis of participants' Year of Grade is the distribution, with the majority students in the Second grade at 57.3%, followed by Third grade at 19.2%, First grade at 16.1%, Fourth grade at 6.7%, and a small proportion who Graduated and consist 0.8%, of the sample.

**Table 4.6:** Participants' Year of Grade Table

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First grade	41	16.1	16.1	16.1
	Fourth grade	17	6.7	6.7	22.7
	Graduated	2	.8	.8	23.5
	Second grade	146	57.3	57.3	80.8
	Third grade	49	19.2	19.2	100.0
	Total	255	100.0	100.0	



**Figure 4.5:** Participant Year of Grade

## 4.2 Normality Tests

This report's goal is to assess the data's normality in relation to various dimensions, including tangibility, reliability, assurance, responsiveness, and empathy, as well as satisfaction with the university. In order to achieve this, the data was examined to see if it fit into a distribution using the Kolmogorov Smirnov test. To find out if there is a pattern in the data, this test provides a measure and a significance level (p value).

For each dimension, the Shapiro-Wilk and Kolmogorov-Smirnov tests yield test statistics (KS Statistic), degrees of freedom (df), and corresponding p-values.

Based on table 4.7 the results of the Kolmogorov-Smirnov tests, the following observations can be made:

- 1- For all dimensions (SAT, Tangibility, Reliability, Responsiveness, Assurance, and Empathy), the Kolmogorov-Smirnov test statistic is greater than zero.
- 2- Every dimension has a p-value that is below the conventional 0.05 significance limit.

The data on each dimension—university satisfaction, tangibility, reliability, assurance, responsiveness, and empathy—displays a deviation from a normal distribution, according to the Kolmogorov-Smirnov test results. The substantial deviation of the data from the normal distribution is indicated by the p-values of each test, which are all less than 0.05.

**Table 4.7:** Normality Tests Results for Various Variables using Kolmogorov-Smirnov and Shapiro-Wilk Tests

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SAT	.133	248	.000	.903	248	.000
Tangibility	.156	248	.000	.943	248	.000
Reliability	.135	248	.000	.920	248	.000
Responsiveness	.168	248	.000	.956	248	.000
Assurance	.129	248	.000	.936	248	.000
Empathy	.107	248	.000	.955	248	.000

a. Lilliefors Significance Correction

Since the sample did not show a normal distribution, the acceptability of the data for parametric analysis was evaluated by evaluating the skewness and kurtosis values for the variables.

Kurtosis and skewness values within  $\pm 2.0$ , according to George and Mallery, are considered acceptable. For further psychometric examination, a result within  $\pm 1.0$  is deemed excellent. Depending on the specific application, a kurtosis value between  $\pm 2.0$  is often acceptable, while for most psychometric applications, a value between  $\pm 1.0$  is considered ideal. Recall that these ideals are merely suggestions. Different criteria might apply in other settings, including a large departure from normalcy (beyond  $\pm 2 \times$  the standard error). For skewness, the same conditions hold true. Similar to kurtosis, a skewness value between  $\pm 1.0$  is deemed excellent for the majority of psychometric applications; however, depending on your use case, a value

between  $\pm 2.0$  is also acceptable." (George & Mallery, SPSS for Windows Step by Step: A Simple Guide and Reference 18.0 Update. 2019, pp. 114-5).

**Table 4.8:** Descriptive Statistics of the Dimensions

		Statistic	Std. Error
Satisfaction	Mean	4.1119	.04929
	Skewness	-.960	.155
	Kurtosis	.791	.308
Tangibility	Mean	4.0484	.04036
	Skewness	-.679	.155
	Kurtosis	.138	.308
Reliability	Mean	4.0476	.04419
	Skewness	-.895	.155
	Kurtosis	.630	.308
Responsiveness	Mean	3.7671	.03270
	Skewness	-.379	.155
	Kurtosis	.640	.308
Assurance	Mean	4.1099	.03816
	Skewness	-.712	.155
	Kurtosis	.892	.308
Empathy	Mean	4.1190	.03830
	Skewness	-.429	.155
	Kurtosis	-.255	.308

As the above table reveals both skewness and Kurtosis is lower than 1, it means the data is still appropriate for a parametric Analysis

### 4.3 Regression Analysis

A basic linear analysis was carried out to investigate the relationship between students' satisfaction levels with universities and the caliber of services provided by education consultants, in line with the research hypothesis. Understanding the relationships between all the factors under investigation is essential to achieving the study's goals.

The following summarizes the key findings from the model:

### 4.3.1 Model summary table

- R: The dependent variable (satisfaction with universities) and the independent variable (quality of education consulting services) show a strong positive association, as indicated by the coefficient of determination (R) of 0.805. This suggests that the caliber of education consulting services accounts for about 80.5% of the variation in satisfaction levels that has been found. This strong link highlights the important influence that the caliber of education consulting services has on determining students' overall happiness with universities.
- R Square: At 64.8% of the variance in university satisfaction, the quality of education consulting services has significant explanatory power, as indicated by the R-squared value of 0.648. This demonstrates a strong and noteworthy relationship between these essential elements, highlighting the critical function that the caliber of education consulting services has in determining the general level of happiness that people have with colleges.
- Adjusted R Square: The adjusted R-squared value of 0.641, which accounts for the number of factors in the model, indicates that the quality of education consulting services is one of the predictors that significantly contributes to explaining the variation in satisfaction. The idea that the caliber of education consulting services continues to be a substantial and independent component in explaining the observed variances in satisfaction levels is reinforced by this modification, which takes the model's complexity into account.
- Estimate Standard Error: 0.46499 is the estimate's standard error. This figure shows the average amount of inaccuracies in satisfaction prediction based on the caliber of education consulting services. A lower value denotes a reasonably accurate forecast made by the model.
- Durbin-Watson: This statistic is 1.925, which is in the vicinity of the 2.0 anticipated value. This implies that the model's residuals have no autocorrelation, which shows that the independence requirement of the linear regression analysis is probably satisfied.

**Table 4.9:** Regression Model Summary for University Satisfaction

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>Durbin-Watson</b>
1	.805 <sup>a</sup>	.648	.641	.46499	1.925

a. Predictors: (Constant), Empathy, Tangibility, Responsiveness, Assurance, Reliability

b. Dependent Variable: SAT

All things considered, the model provides a thorough explanation of a sizable amount of the variance in satisfaction that has been observed, with the caliber of education consulting services appearing as a critical predictor. The model's ability to make accurate predictions is demonstrated by the remarkably low standard error of the estimate. Moreover, the Durbin-Watson statistic shows that the residuals of the model have little autocorrelation, supporting the validity of the research. All of these results point to the critical impact that the caliber of education consulting services plays in determining student satisfaction with higher education services.

#### **4.3.2. The analysis of variance (ANOVA) table**

This considerable overall impact of the SERVQUAL model was revealed by the variance assessment using the ANOVA table. With the purpose of assessing how satisfied students are with higher education services, this model was created, and it proved to be remarkably successful. Important details about the model's effectiveness are shown by the ANOVA table, which shows how well it can describe and capture changes in satisfaction levels in the context of higher education services.:

- **Model Sum Squares:** The quality of education consulting services, the independent variable, and other model predictors contribute to some of the variability in the dependent variable (university satisfaction), as indicated by the regression model's sum of squares of 96.509.
- **Df (Degrees of Freedom):** The five degrees of freedom in the regression model match the number of independent variables in the investigation.
- **Mean Square:** 19.302 is the mean square, which is determined by dividing the sum of squares by the degrees of freedom.
- **F-Statistic:** The F-statistic, which is 89.273, indicates the ratio of the mean square for the regression to the mean square for the residuals. It evaluates the regression model's statistical significance.

- Significance (Sig.): The significance level for the F-statistic is 0.000. It is evident that the regression model is highly significant because of how near this value is to zero. Put another way, there is a statistically significant relationship between students' happiness with their universities and their opinion of the caliber of education consulting services.
- Residual Sum Squares: The residuals, or unexplained variability, have a sum of squares of 52.323.
- Degrees of Freedom (Df): The residuals are linked to 242 degrees of freedom.
- Total Sum Squares: The overall variability in the dependent variable, or the total sum of squares for the model, is 148.832.

**Table 4.10:** Analysis of Variance (ANOVA) for Regression Model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	96.509	5	19.302	89.273	.000 <sup>b</sup>
	Residual	52.323	242	.216		
	Total	148.832	247			

a. Dependent Variable: Satisfaction from Universities

b. Predictors: (Constant), Empathy, Tangibility, Responsiveness, Assurance, Reliability

The ANOVA summary highlights the critical importance of the linear regression model in examining the connection between higher education service satisfaction and the SERVQUAL model's measure of the perceived quality of education consulting services. The F-statistic's exceptionally low p-value (0.000), which denotes a high model-data fit, shows how significantly perceived education consultancy service quality affects university satisfaction. This result strengthens the idea that these important variables have a strong and meaningful relationship, demonstrating the influence of perceived service quality on total university satisfaction.

### 4.3.3 Coefficients table

A thorough investigation of the coefficients obtained from the SERVQUAL model analysis reveals a number of significant findings about the interactions between different aspects of perceived quality of consulting services and satisfaction with higher education services. A crucial point of reference is Table 4.11, which

illustrates how characteristics like certainty, dependability, and empathy have positive and statistically significant influence on satisfaction levels. This emphasizes how important empathy, assurance, and dependability are in determining how satisfied customers are with higher education services as a whole. On the other hand, the study finds that the dimensions of responsiveness and tangibility have little effect on satisfaction levels in the setting of higher education services. The main conclusions drawn from the coefficient analysis highlight the varying effects of several SERVQUAL dimensions, providing insight into the crucial elements that either greatly or insignificantly influence service satisfaction in higher education:

- **Constant:** With a non-significant p-value and a t-value of 0.133, the constant term is -1.506. When all of the independent variables are zero, it shows the predicted value of the dependent variable (university satisfaction).
- **Tangibility:** The standardized coefficient Beta for Tangibility is 0.036, with a t-value of 0.629 and a non-significant p-value (0.53). This suggests that Tangibility has a minimal and statistically insignificant impact on satisfaction from universities.
- **Reliability:** The standardized coefficient Beta for Reliability is 0.287, with a t-value of 3.643 and a significant p-value ( $p < 0.05$ ). This indicates that Reliability has a statistically significant and positive impact on satisfaction from universities.
- **Responsiveness:** The standardized coefficient Beta for Responsiveness is 0.056, with a t-value of 0.96 and a non-significant p-value (0.338). This suggests that Responsiveness has a minimal and statistically insignificant impact on satisfaction from universities.
- **Assurance:** The standardized coefficient Beta for Assurance is 0.209, with a t-value of 2.959 and a significant p-value ( $p < 0.01$ ). This indicates that Assurance has a statistically significant and positive impact on satisfaction from universities.
- **Empathy:** The standardized coefficient Beta for Empathy is 0.301, with a t-value of 4.323 and a significant p-value ( $p < 0.05$ ). This suggests that Empathy has a statistically significant and positive impact on satisfaction from universities.

**Table 4.11:** Coefficients for Regression Model Predicting Satisfaction Scores with Service Quality Dimensions

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1(Constant)	-.380	.253		-1.506	.133		
Tangibility	.044	.070	.036	.629	.530	.448	2.232
Reliability	.320	.088	.287	3.643	.000	.234	4.276
Responsiveness	.084	.087	.056	.960	.338	.434	2.307
Assurance	.270	.091	.209	2.959	.003	.291	3.439
Empathy	.387	.089	.301	4.323	.000	.301	3.326

a. Dependent Variable: Satisfaction from Universities

In summary, the analysis reveals that in the SERVQUAL model, Reliability, Assurance, and Empathy are significant predictors of satisfaction from universities, whereas Tangibility and Responsiveness do not significantly influence satisfaction. These results suggest that focusing on improving reliability, assurance, and empathy within education consultancy services could lead to increased satisfaction from higher education services.

#### 4.4 Additional Analysis

Additional research was done to look into potential differences in satisfaction with the services offered by higher education, accounting for factors including sex, age groups, academic specializations, and educational achievement. This multifaceted approach aimed to extract more nuanced insights and gain a deeper understanding of the data. Statistical tests like the Mann-Whitney U Test and the Kruskal-Wallis Test were utilized for this. The utilization of these evaluations made it possible to analyze satisfaction levels in-depth, which in turn encouraged a more thorough and meaningful interpretation of the dataset.

##### 4.4.1 Gender differences in satisfaction with higher education services: A mann-whitney u test

The gender-based satisfaction differences were examined using the Mann-Whitney U test, as indicated by the results shown in Table 4.12. There is no statistically significant difference in gender satisfaction with higher education services, according to the Mann-Whitney U test results. The computed p-value of 0.280 exceeded the standard alpha threshold of 0.05. This result implies that the

gender-based differences in satisfaction did not reach statistical significance at the 5% significance level. The statistical analysis supports the findings, which highlight the lack of appreciable gender-related differences in student satisfaction with higher education services.

**Table 4.12:** Mann-Whitney U Test Statistics for Differences in Satisfaction from Universities by Gender

	Gender ?	N	Mean Rank	Sum of Ranks
Satisfaction_From_universities	Male	169	124.47	21036.00
	Female	86	134.93	11604.00
	Total	255		

Satisfaction_From_universities	
Mann-Whitney U	6671.000
Wilcoxon W	21036.000
Z	-1.080
Asymp. Sig. (2-tailed)	.280

a. Grouping Variable: Gender (Male, Female)

Thus, there are no statistically significant differences in the satisfaction levels across genders with regard to higher education services, according to the results of the Mann-Whitney U test. This suggests that gender-based differences in satisfaction with higher education services are not supported by the study. The Mann-Whitney U test results support the findings, which point to a relative homogeneity in satisfaction levels between genders in the context of higher education services.

#### 4.4.2 Satisfaction from universities across age group

Examining the relationship between age groups and degrees of satisfaction with university experiences is the goal of this study. The study employs the Kruskal-Wallis test to methodically investigate the presence of significant variations in satisfaction levels among various age groups. The Kruskal-Wallis test results highlight differences in satisfaction ratings between age groups, pointing to possible age-based differences in university experiences.

The computed p-value of.002, as shown in Table 4.13, is less than the typical significance threshold (e.g.,.05). This indicates that there are differences between at least some of the groups in the studied dataset that are statistically significant. The findings highlight the significance of taking age into account as a major determinant of students' happiness with their universities.

**Table 4.13:** Independent-Samples Kruskal-Wallis Test Summary on Age Group

Total N	255
Test Statistic	14.638 <sup>a</sup>
Degree Of Freedom	3
Asymptotic Sig.(2-sided test)	.002

a. The test statistic is adjusted for ties.

To further uncover potential differences, subgroup comparisons were conducted to identify specific variations among different groups. As shown in Table 4.14, pairwise comparisons of age groups yielded the following results:

1. Between the age groups of 18-24 and 25-30 years old, the satisfaction levels were significantly different ( $p = 0.009$ , adjusted  $p = 0.051$ ).
2. Between the age categories of 18–24 and 40–49, there was not a significant variance in satisfaction levels. ( $p = 0.159$ , adjusted  $p = 0.957$ ).
3. A notable disparity in satisfaction levels was noted between the 18–24 and 31–39 year-old age groups. ( $p = 0.001$ , adjusted  $p = 0.006$ ).
4. No substantial discrepancy in satisfaction levels was observed between the age groups of 25-30 and 40-49 years old. ( $p = 0.587$ , adjusted  $p = 1$ ).
5. No significant difference in satisfaction levels was found between the age groups of 25-30 and 31-39 years old ( $p = 0.146$ , adjusted  $p = 0.878$ ).
6. Similarly, no significant difference was observed in satisfaction levels between the age groups of 40-49 and 31-39 years old ( $p = 0.864$ , adjusted  $p = 1$ ).

**Table 4.14:** Pairwise Comparisons of Age Group

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig. <sup>a</sup>
18 -24 Years Old-25 - 30 Years old	-26.264	9.991	-2.629	.009	.051
18 -24 Years Old-40 - 49 Years Old	-42.968	30.538	-1.407	.159	.957
18 -24 Years Old-31 - 39 Years old	-48.552	14.847	-3.270	.001	.006
25 - 30 Years old-40 - 49 Years Old	-16.704	30.784	-.543	.587	1.000
25 - 30 Years old-31 - 39 Years old	-22.288	15.345	-1.452	.146	.878
40 - 49 Years Old-31 - 39 Years old	5.583	32.684	.171	.864	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .05.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Based on the information presented, the pairwise comparisons highlight notable differences in satisfaction ratings between age groups. In particular, there are

notable differences in satisfaction ratings between the 18–24 age group and the 25–30 and 31–39 age groups. This suggests that younger students (18–24 years old) may have higher levels of satisfaction with their universities than do students in their mid–twenties (25–30 years old) or who are getting close to their forties (31–39 years old). On the other hand, there were no appreciable variations in satisfaction ratings between the 25–30, 40–49, and 31–39 age groups. This implies that satisfaction levels among older students may be stabilizing and that there are less noticeable fluctuations in satisfaction within these age groups.

According to the null hypothesis, satisfaction with university is distributed uniformly among all age groups. The hypothesis's Independent-Samples Kruskal-Wallis Test produced a significance level of 0.002. The null hypothesis was declared rejected when the significance level was reached at 0.05. This rejection suggests that there are notable differences in the satisfaction distribution between different age groups.

**Table 4.15:** Satisfaction from Universities across Age Group Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Satisfaction From Universities is the same across categories of Your Age?	Independent-Samples Kruskal-Wallis Test	.002	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

#### 4.4.3 Satisfaction levels among participant from various fields of study in universities

Through the use of the Independent Samples Kruskal-Wallis test, the study's goal was to assess participants' satisfaction levels with all university disciplines. The test produced a statistic value of 3.312 with six degrees of freedom and a two-tailed significance value of 0.769, as shown in Table 4.16. The p-value of 0.769 is noteworthy because it is greater than the traditional significance limit of 0.05. The analysis comes to the conclusion that students at a university studying different courses do not significantly differ in their level of satisfaction.

**Table 4.16: Independent-Samples Kruskal-Wallis Test Summary**

Total N	255
Test Statistic	3.312 <sup>a,b</sup>
Degree Of Freedom	6
Asymptotic Sig.(2-sided test)	.769

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

Based on the previously described results as well as the hypothesis test results (Table 4.17), it is clear that the computed p-value of 0.769 is more than the significance level of 0.05. This finding suggests that there is no statistically significant variation in students' satisfaction scores between majors at various universities.

**Table 4.17: Satisfaction Levels among Participant from Various Fields of Study Hypothesis Test Summary**

	<b>Null Hypothesis</b>	<b>Test</b>	<b>Sig.</b>	<b>Decision</b>
1	The distribution of Satisfaction_From_Universities is the same across categories of Field of Study ?	Independent-Samples Kruskal-Wallis Test	.769	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

#### 4.4.4 Satisfaction levels among students from different degree level

The assessment examined participant satisfaction at four different levels of education: associate, bachelor, master, and doctoral. At a computed p-value of 0.255, which above the standard significance threshold of 0.05 according to the Kruskal-Wallis test ( $H(3) = 4.065$ ,  $p = 0.255$ ), the study's findings indicate that there are no significant differences in university satisfaction between degree levels.

**Table 4.18: Independent-Samples Kruskal-Wallis Test Summary: Participant Satisfaction Levels Across Varied Degree Levels.**

Total N	255
Test Statistic	4.065 <sup>a,b</sup>
Degree Of Freedom	3
Asymptotic Sig.(2-sided test)	.255

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

This suggests that students with different degrees are typically happy with their university education. The null hypothesis, which asserts a consistent distribution of university satisfaction across degree levels, is supported, as the hypothesis test summary shows. Consequently, the results imply that there is insufficient data to show meaningful variations in student satisfaction levels among degree-level students at the various universities.

**Table 4.19:** Hypothesis Test Summary: Participant Satisfaction Levels Across Various Degree Levels

	<b>Null Hypothesis</b>	<b>Test</b>	<b>Sig.</b>	<b>Decision</b>
1	The distribution of Satisfaction From Universities is the same across categories of Level of Degree?.	Independent-Samples Kruskal-Wallis Test	.255	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

#### 4.4.5 Satisfaction levels among students from different field of study

Seven different academic disciplines were included in the evaluation of participant satisfaction with universities: engineering, business, science, education, social sciences, engineering and humanities, and medicine. With a p-value of 0.769 above the significance level of 0.05, the study's results indicate that there is little variance in university satisfaction between various academic areas.

**Table 4.20:** Independent-Samples Kruskal-Wallis Test Summary: Satisfaction Levels Among Students across Various Fields of

Total N	255
Test Statistic	3.312 <sup>a,b</sup>
Degree Of Freedom	6
Asymptotic Sig.(2-sided test)	.769

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

This suggests that students in a different area of academic subjects are usually happy with their time at university. The null hypothesis in this instance is supported, which states that the distribution of university satisfaction is constant across different study categories.

**Table 4.21:** Satisfaction Levels among Students from Different Field of Study  
Hypothesis Test Summary

	<b>Null Hypothesis</b>	<b>Test</b>	<b>Sig.</b>	<b>Decision</b>
1	The distribution of Satisfaction_From_Universities is the same across categories of Field of Study ?.	Independent-Samples Kruskal-Wallis Test	.769	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.



## 5. CONCLUSION, DISCUSSION AND RECOMMENDATIONS

### 5.1. Conclusion

The report's last section explores the results, makes recommendations and inferences from the information found. Additionally, it highlights areas where further research could be conducted since this report couldn't cover all aspects.

The descriptive statistics indicated that students from all genders, age groups, fields of study and degree levels generally express satisfaction, with their university experience. However there are variations in satisfaction levels among age groups. In particular students between the ages of 18-24 appear to be less satisfied with their university experience compared to the other age groups.

The results showed that student satisfaction with institutions was statistically significantly impacted by three aspects of the quality of consulting services: reliability, assurance, and empathy. However, Tangibility and Responsiveness did not show any effects. These findings support the hypothesis that perceived consultancy service quality plays a role in predicting student satisfaction with their universities.

In regard to student satisfaction, Reliability has a substantial and positive link, as indicated by its positive standardized coefficient (Beta = 0.287,  $t = 3.643$ ,  $p < 0.05$ ). This implies that students place a high value on consulting services that fulfill their expectations and deliver information in an understandable manner.

Moving on to Assurance, the standardized coefficient (Beta = 0.209,  $t = 2.959$ ,  $p < 0.01$ ) highlights a significant and positive impact on satisfaction. This implies that students are more satisfied when they have confidence in the knowledge and expertise of the staff, as well as trust in the credibility and reputation of the service provider.

Similarly, Empathy exhibits a statistically significant and positive impact on satisfaction (Beta = 0.301,  $t = 4.323$ ,  $p < 0.05$ ). This suggests that personalized,

responsive, and understanding consultancy services are highly valued by students seeking assistance.

Contrastingly, the dimensions of Tangibility and Responsiveness did not demonstrate statistically significant impacts on student satisfaction. The standardized coefficients ( $\text{Beta\_Tangibility} = 0.036$ ,  $t = 0.629$ ,  $p = 0.53$ ;  $\text{Beta\_Responsiveness} = 0.056$ ,  $t = 0.96$ ,  $p = 0.338$ ) and non-significant p-values suggest that these dimensions have minimal and statistically insignificant effects on satisfaction.

It is important to note that Tangibility and Responsiveness did not have an impact on student satisfaction since these dimensions are usually considered aspects of service quality in other contexts. However, it is possible that within education consultancy services these dimensions may be less noticeable or important, to students. For instance, students might prioritize the dependability, trustworthiness and understanding of the service provider over the appearance or promptness of the service setting.

In conclusion, based on the analysis results hypotheses assessed as follows:

**Table 5.1: Hypothesis Rejection or Acceptance**

No	Hypothesis	Decision
H1	Consultancy service quality has an impact on satisfaction with higher education services.	Partly Accepted
H1a	Tangibility of services provided by consultancy firm has an impact on satisfaction with higher education services.	Rejected
H1b	Reliability of the services provided by consultancy firms has an impact on satisfaction with higher education services.	Accepted
H1c	Perceived responsiveness of the services rendered by the consultancy companies has an impact on satisfaction with higher education services.	Rejected
H1d	Quality assurance of the services provided by consultancy firm has an impact on satisfaction with higher education services.	Accepted
H1e	Empathy of the service provided by consultancy firms has an impact on satisfaction with higher education services.	Accepted

## 5.2 Discussion

To sum up, this research provides valuable perspectives on how foreign students at Turkish universities evaluate the caliber of the consulting services they obtain. By utilizing the SERVQUAL model, the study identifies particular aspects of

service quality that have a notable impact on student satisfaction in the educational domain.

The findings confirm that Reliability, Assurance and Empathy play roles in determining student satisfaction. The significant impact of Reliability highlights the importance of dependable information delivery meeting student's expectations and building trust in the services provided. Similarly, the positive correlation between Assurance and satisfaction emphasizes how crucial it is for students to have confidence in staff knowledge and expertise as trust in the credibility and reputation of consultancy services.

Furthermore, this study emphasizes the role played by Empathy in enhancing student satisfaction. It shows that personalized, responsive and understanding consultancy services are highly valued by students seeking assistance. These insights suggest that addressing these aspects of service quality, within consultancy services can greatly contribute to satisfaction and positive experiences for students from their universities after being admitted.

Notably, the unexpected insignificance of Tangibility and Responsiveness in influencing student satisfaction within the context of higher education consultancy services suggests that students prioritize the reliability, trustworthiness, and understanding of service providers over the physical appearance or promptness of the service setting. This nuanced understanding is essential for institutions to tailor their service delivery strategies to align with the specific needs and expectations of international students.

Furthermore, a demographic analysis reveals that while participant satisfaction is high for all genders, study locations, and degree levels, there are noticeable variations in satisfaction levels between age groups. Interestingly, those between the ages of 18 and 24 report feeling less satisfied overall with their time at university. It is possible to significantly improve this demographic cohort's overall happiness and retention in higher education by identifying and meeting their unique requirements and expectations.

These findings highlight the importance of creating an atmosphere for consulting services that is empathetic and meets the diverse needs of international

students. By incorporating these insights into their strategies educational consultancies can effectively enhance student satisfaction and experiences.

Research specifically examining the influence of consulting service quality on higher education provisions has been lacking up to this point. Nonetheless, some similarities can be found after looking through pertinent literature. Al-Alak and Alnaser (2012), for example, investigated the relationship between many facets of the quality of higher education services and student happiness. Their results showed that while tangibility and responsiveness did not significantly correlate with student satisfaction, assurance, empathy, and reliability were important factors. Comparably, Calvo-Porrá, Lévy-Mangin, and Novo-Corti (2013) investigated perceived quality in higher education and found that, while tangibility did not show a significant correlation, student satisfaction was positively correlated with assurance, responsiveness, reliability, and empathy. These conclusions drawn from the body of research offer insightful points of reference for comprehending the possible influence of consulting service quality on higher education offers.

### **5.3 Recommendations**

#### **5.3.1 Practical implications for education consultancy firms**

Education consultancy firms should focus on improving the reliability, assurance, and empathy of their consultancy services. This can be done through measures such as:

- Providing accurate and timely information to students
- Employing knowledgeable and experienced staff
- Creating a welcoming and supportive environment

And moreover they should investigate why students between the ages of 18-24 are less satisfied with their university experience and develop targeted interventions to address this issue.

#### **5.3.2 Theoretical implications**

The theoretical understanding of how the caliber of consulting services affects the satisfaction of students in the context of higher education is greatly

improved by this study. The findings not only support and add to the body of existing research, but they also offer a nuanced viewpoint by confirming the critical roles of certain dimensions—Assurance, Empathy, and Reliability—while casting doubt on the supposed importance of Tangibility and Responsiveness in the context of higher education consulting services. This nuanced insight suggests that in order to better align with the unique expectations and goals of international students utilizing consulting services in an educational setting, the traditional measures of service quality may need to be reevaluated and customized.

### **5.3.3 Future research directions**

Researchers can actively contribute to the growth and improvement of consulting services inside education enterprises by exploring these questions and their related ones. This research contributes to the development of consulting services that efficiently address the various demands of every student, promoting ongoing enhancement and improvement in the provision of services.

- The impact of consulting services on student satisfaction across public, private, for-profit, and non-profit educational environments
- Examining how consulting services affect the satisfaction of pupils in a range of demographic contexts, including first-generation college students, international students, and students with impairments.

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## APPENDICES

### Appendix-A: Questionnaire

#### **The Impact of Perceived Consultancy Services Quality on Satisfaction with Higher Education Services.**

This survey is being conducted to provide data for a thesis study at Istanbul Gedik University, Master of Business Administration Program. The information obtained will not be used for any other purpose and will not be shared with other persons or organizations. There are no right or wrong answers in our survey. Thank you for participating in our survey.

The survey takes 2-3 minutes for an average reader.

For further info please do not hesitate to contact me: Tamim Aryaee

1-Did you receive consultancy services from a firm while enrolling in your current university? If not, please exit the survey.

YES

NO

2- Your Age?

18 -24 Years Old

25 - 30 Years old

31 - 39 Years old

40- 49 Years Old

3- Gender?

Male

Female

4- Field of Study?

- Social Sciences
- Humanities
- Business, Economics and and Administrative Studies
- Natural Science
- Medical Science
- Engineering
- Other:

5- Level of Degree?

- Associate (2-Year education)
- Bachelor's (5 or 4-Year education)
- Master's
- PhD

6- Year of Grade?

- First grade
- Second grade
- Third grade
- Fourth grade
- Other

***Please consider the consultancy firm that guided you to enroll your current university;***

7- Technical equipment at the consultancy firm's office was up-to-date

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

8- Physical facilities at the consultancy firm's office were visually appealing

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

9- The consultancy firm's staff were well-dressed and appeared neat

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

10- The tools and equipment used by the consultancy firm were looking good

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

11- Promises to perform the service within a certain time were kept by the consultancy firm

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

12- Complaints and problems were solved with a great concern and empathy by the consultancy firm

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

13- The service was delivered correctly the first time by the consultancy firm

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

14- The service was delivered at the time agreed-upon by the consultancy firm

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

15- My documents and applications were accurately handled by the consultancy firm

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

16- Consultancy staff informed customers as to the exact time of the steps in the service delivery

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

17- Consultancy staff provided prompt service

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

18- Consultancy staff were always willing to help candidate students

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

19- It is acceptable that consultancy staff are too busy to help customers immediately

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

20- The consultancy staff were trustworthy

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

21- You would feel safe in your transactions with the consultancy firm

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

22- The consultancy staff were friendly and polite

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

23- The consultancy staff had the needed knowledge to answer candidate student queries

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

24- The consultancy staff gave individual attention to each candidate student

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

25- The consultancy staff would understand the specific needs of candidate students

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

26- The consultancy staff had the candidate student's best interests at heart

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

27- The consultancy firm had convenient operating hours

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

28- My current university recommended by the consultancy firm fulfils my expectations

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

29- The academic staff of my current university are just how I would like them to be

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

30- I am satisfied with my current university's educational resources and environment

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

31- I would recommend my current university to others

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

## RESUME

Mohammad Tamim Aryaee

### EDUCATION:

**Bachelor:** Bachelor of Business Administration (BBA) from Savitribai Phule Pune University (2016 - 2019)

### WORK EXPERIENCE:

- **Zafar Consultancy, Istanbul, Turkey.** Marketing Consultant, Content writer, (10 January 2022 – December 2023).
- **Afghanistan Chamber of Commerce & Industries, (ACCI)** Research Officer (01 December 2020- 02 January 2022)
- **EDRAK Institute of Higher Education,** Finance & Administrative Assistant (22 June 2019 – 25 November 2020)