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The Service Measurement of Post Graduate Program: An Evaluation from Utem's MBA Students

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Abstract:

Designed and delivered by the Faculty of Technology Management & Technopreneurship (FPTT), and industry experts, the MBA Program allows graduates to develop an ability to make business decisions in accordance with industry standards of business ethics, corporate governance, social responsibility, solve complex business problems, and manage change. Nonetheless, improvements on program management are necessary to meet diverse industry needs, and to challenge the program's rivalry to ensure its sustainability. This study focuses on the service quality of the MBA Program, Lecturers' Performance, Faculty Facilities, and the Staff Performance supporting implementation of the program. Our findings indicate that the students were satisfied with the execution of the program, thus fulfilling the objectives of MBA offered. Conversely, evaluation by the students on the Lecturers' Performance was the highest against that of the supporting Staff Performance with a record low rating. Additionally, facilities such as resource center to support learning needs upgrading. Foods served need to provide more nutritional value. In spite of this, the study provides avenue for FPTT to embark on improvement programs as this will translate to its MBA's success and its quest to be globally competitive

Keywords: Service management, Post Graduate Program, MBA Management

1. Introduction

UTeM was established under Section 20 of the University & Universitiy Colleges Act 1971 (Act 30) under the order of Kolej Universiti Teknikal Kebangsaan Malaysia and was incorporated in 2001 which was gazetted as P.U. (a) 124 on 3 May 2001. The formation of the University college is effective from 1 December 2000. This university is founded to establish to advance higher institution in science and technology and other necessary disciplines to carry out research and to gather and advance knowledge and to disseminate knowledge in those disciplines. The establish of UTeM is in accordance with the government decision to cater for the industrial sectors in the future with requires professional technical human resources who are not only highly qualified academically but also highly skillful and efficient. The country needs qualified humans resources in order to achieve our vision as a developed country.

One of the department in UTeM is The Institute of Technology Management & Entrepreneurship was establish in December 2003 and establish as Faculty of Technology Management and Technopreneurship at March 19 2009 specialist for the post graduate student. The first intake for the Master of Business Administration program have been done at November 2005, and until now this institute have almost 96 active student and already have 57 student graduate for MBA program in August 7 2010. Today, the important things to attract the postgraduate student all around the world is about the program offer by the faculty include the staff performance, lecturer performance and the facility provided by the faculty. Quality in education is important to ensure an adequate supply of qualified, highly skilled and well trained manpower (Wong, 2001). This is the main things always be consider by the student before enter to the university. After almost four years of establish this program, they are still something is missing about this four sub things and an improvement is needed. On this paper, the research will be conduct and focus to look and make an assumption about this four core title to fix and make and upgrade of finding from this research to establish more efficient and better performance of the faculty.

Quality in higher education has attracted greater interest and wider discussion as society has come to realize the crucial important of trained manpower to its socio economic development and well being. Higher education plays an important role in providing

quality trained manpower, which is crucial to an economy in creating and maintaining a competitive edge over its competitors (Hwang and Teo, 2000). Quality education means adding value to students and ultimately to the society, so that students are changed (improved) not only in their knowledge, skills and techniques but also in intellectual growth and development (Hwang and Teo, 2001). This research paper will focus on the quality of service from the staff at the faculty office, the lecturer quality service, facility and also about the MBA program services.

2. Scope of Study

The study is conducted among the MBA students at the Faculty of Technology Management and Technopreneurship. The focus was the evaluation from the MBA students about the Master program, lecturer performance, faculty facility and staff performance.

3. Objective of Study

The objectives of this studies is to find out what is the need and what is lack of the MBA program student need and what is the problem the student face in this program. This paper will discuss about the four major scopes about the program such like the staff performance, lecturer performance, and facility provided at the class room and the MBA program itself. The study is conducted to get the evaluation from the MBA students an answer to the research question given to them.

4. Literature Review

According to Stamatis (1996), the delivery of the service must by timely, accurate, with concern and with courtesy. Why these elements are important are that all services are intangible and are a function of perception. Also, quality dimensions applicable to many service organizations include availability, responsiveness, convenience, and timeliness (cited in Stamatis,1996). It is important to take a look at what service training will include before starting a program according to service quality elements.researchers (Parasuraman,Zeithaml and Berry, 1985) have concluded that service quality can be described on the basis of 10 dimensions. And later they suggested five dimensions that overlap the original 10 dimensions. The five dimensions of service quality are tangibles, reliability, responsiveness, assurance, and empathy (Hayes, 1992). The gap between expected service and perceived service is a measure of service quality (Parasuraman,Zeithaml and Berry, 1985; Zeithaml, V. A., Parasuraman, A., and Berry, L. L., 1990).

The SERVQUAL scale is a survey instrument which claims to measure the service quality in any type of service organization on five dimensions which are tangibles, reliability, assurance, responsiveness and empathy (Parasuraman et al., 1988). The SERVQUAL scale was developed by Parasuraman et al. in 1985, and refined in 1988, 1991 and 1994. Realizing the significance of service quality for survival and success of service companies and the need for a generic instrument which would be used to measure service quality across a broad range of service categories, Parasuraman et al. (1985) began a research program to develop such a tool. The research program began with a series of in depth interviews conducted with executives from nationally recognized service firms in four selected service categories. The four service categories selected included appliance repair and maintenance, long distance telephone, retail banking, and credit cards. The exploratory study comprised of interviews and focus groups that led Parasuraman et al. to make a definition of service quality as the discrepancy between customers' expectations and perceptions and to identify 10 general dimensions that represent the evaluative criteria customers use to assess service quality. Parasuraman et al. (1985) named these dimensions as "tangibles", "reliability", "responsiveness", "competence", "courtesy", "credibility", "security", "convenience", "communication" and "understanding the customer" (Zeithaml et al., 19).

5. Data Collection Method

This research will be using the questionnaire method. The secondary data is from interview, observation and discussion. Data are gathered just over a period of months in order to answer a research question. All the data receive will be analysis using the SPSS system version 16.0. The questionnaire was send by hand at the class by the lectures. Some spaces were provided to allow respondents to include other factors of their own. To encourage a high response rate, the questionnaires were kept short and mainly structured questions (using 5-point scales and coding boxes) were used.

6. Measurements and Measures

Respondents were requested to indicate the answers in the boxes provided in the questionnaires which have been coding systematically in the SPSS and also based on a five point scale (e.g. ranging from 1 = strongly disagree, to 5 = strongly agree) their level of agreement with a number of statements. Statistical analysis of the data. Significance, validity and reliability tests were conducted using parametric and non-parametric tests. ANOVA, t-tests, and chi-square tests were used for continuous, ordinal and binary variables respectively. Respondents also can give their written response in the space provided that stating 'others' for few questions and at the end of questionnaires, we requesting their suggestion that we take into account in the discussion and recommendation.

7. Conceptual Frame Work

The framework below shows the four variables for measurement the service quality in the Post Graduate Program at FPTT, UTeM.

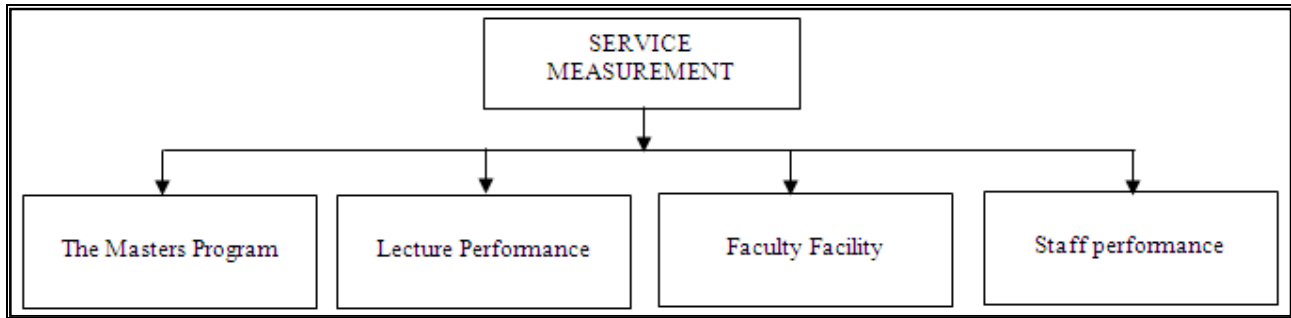


Figure 1 : Conceptual Frame Work Of Service Quality

8. Description of Sample

The samples were 51 from the MBA students. According to Uma Sekaran, (2003), *Research Methods for Business* (4th edition), the sample sizes must neither too large nor too small. Roscoe (1975), in the same book, proposes rule of thumb; sample sizes larger than 30 and less than 500 are appropriate for most research. Hence, we believe that with these sample sizes of 51 would be able to establish the representative ness of the sample for generalibility.

9. Result

This research paper will only focus to the four main tasks as table 1 below to discuss and to find what the problem is and what the student evaluation about the four variables of the service measurement in the MBA program at UTeM. From the table 1, we can see the highest evaluation from the MBA student is the MBA program itself and at the same time the lowest is from the staff performance measurement

	Mean	Std. Deviation
MBA Program	4.1078	.45622
Lecturer Performance	4.0657	.50284
Faculty Facility	3.9826	.50301
Staff Performance	3.9496	.71621

Table 1: Mean And Standard Deviation Of Master Program, Lecturer Performance, Faculty Facility And Staf Performance. (N: 51)

9.1. MBA Program

The students was ask about this program are relate to what their want or not. This is important to get the information why they continue study and choose this MBA program. From the questionnaire also we have ask the time frame of the program and it seem lot of them want to finish the program earlier then we taught. It was 1.8 % who agrees to finish the program in two years. From the research also we have found that the student if can want to comprise the two years learning duration only to one and half years. That means, they want to finish their MBA as earlier their can. From the result also, we can conclude that this MBA program was suitable and accurate to the student need because this program was relate to their job. From the table (see table 2) also the score show 4.0 % was agreed to the MBA program.

	Mean	Std. Deviation
suitable with the student requirement	4.16	.505
upgrade, knowledge, skill	4.16	.543
Related to job	4.00	.663
Time frame	1.88	.683

Table 2: Mean And Standard Deviation Of Mba Program. (N: 51)

9.2. Lecturer Performance

The lecturer is the important person in the higher education institution. Lecturers are the people who are directly responsible in providing education to the students at higher education. Therefore, quality in education is substantially depending on lecturer’s commitment. Quality lecturers will produce quality students. Excellent lecturers will be able to provide more satisfaction, which is exceeding the expectation of the students (Wan Jaafar, 1996). The lecturer is responsible to deliver the quality education to students from their expertise and the style of their teaching.

From the table (see table 3), the lecturer performance is the higher and the best among the four variables. This show, the students was satisfied with the lecturer performance and also to the knowledge of the lectures. The score is 4.14 % from 5.0 % and from this result show that the lecture are always ready and make the preparation to conduct the class and give their best. Students rating of teacher personality also have been shown to relate to teaching effectiveness (Costin & Grush, 1973; Sherman & Blackburn, 1975; Tomasco, 1980; Waters, Kemp & Pucci, 1988; Basow, 2000). Recent study indicates that being perceived as physically

attractive is associated with a wide range of positive outcomes like teaching effectiveness behavior (Hosoda, Stone-Romero, & Coats, 2003; Riniolo, Johnson, Sherman and Nisso ,2006).

However, the student also not satisfied with the appointment made with the lecturer for consultancy and discussion. The score for this is only 3.98 %. Pagani and Seghieri (2002), reported that teaching effectiveness is influenced by a combination of teacher characteristics, physical aspects of the classroom and class characteristics. Abrami (1989) recognized the nature of effective teaching could vary across instructors, courses, students and setting. From the observation, we have information; most of the lecturer is from industrial and others faculty. There are only a few of them are from the faculty. This situation maybe the problem matter for students to make the discussion and appointment with the lecturer. At the same time, most of the students are working and only came for the class at the evening; this means the time frame is not accurate to make appointment with the lectures. The only ways they have is using the e-mail, phone or make the discussion at the weekend. The reason given by the faculty for the lecturer from out side the faculty is to get the expertise from them example such like the lecturer from the industrial, they have different background and experience and also have different view of the teaching method. Hence, the knowledge can be generating from them to the MBA students to get more information about industrial management and a different view from others lecturers to give students knowledge and experience.

	Mean	Std. Deviation
Preparation	4.14	.693
Helpful	4.10	.580
Knowledge	4.10	.608
Communication	4.02	.510
Easy to contact	3.98	.735

Table 3: The Mean And Standard Deviaton Of Lecturer. (N: 51)

9.3. Faculty Facilities

The facilities are also not achieving the standard to what the student needs. The score for the technical quality is only 3.98 %. From the discussion and observation, the problem always appears with the LCD for the presentation slide. Sometime it cannot be use and some time it's totally blur. This situation gives problem to student concentration in class and can make the students bored to follow the class. The management of the faculty must make sure the LCD and the computer are in the good condition before the class begins. This is important because without the LCD presentation they cannot read and understand what the lecturer teaching to them.

The books, internet and library facility is not satisfied the student need. This is because the books reference at the City Library is not enough and only has a few. The book provided by the library is also not the latest for reference. Hence, this situation will make the students don't have enough reference book to make their assignment and research for the MBA program. At the same time, the students also have the problem with the internet surfing here. The student needs the internet here to surfing and gets information about their assignment tasks. But it seems there are not provided with the internet line in the class room. The faculty should provide the student with the WIFI or Broadband internet for free or give the internet line in the classroom. The faculty has provided the Postgraduate room for them to use the computer and internet, but the problem is this room is locked and open within the office hours only.

The students also have problem to use the library facility. The libraries also open at the office hours and close in the weekend. The problems appear when the students cannot come at the office time because most of them are working and only be here in the evening. Because of that, we suggest the library should open at the weekend and also at the evening for the students to study, make discussion and make references.

Food provided by the faculty is the worst and have the lowest score. It only gets 3.33 %. The quality of the food is the major problem to the students. From the observation to, the facts have been proving when the food is not proper cook by the vendor and sometime it's too little for them to eat. The food is important to them because most of them are come to the class direct from their office and only have dinner here. We conclude, the management of the faculty must alert and look to this problem by provided proper food for dinner and the quality must high to before the student get the food poison or stomach problem. The food vendor also provided the same food every week. Example "mee goreng" is always regular serve to the students and it's is advise the food vendor should change their food scheduled every day with different menu.

It's also seem the faculty need to provide more table and chairs out side the class rooms especially at the foods corners for the student dinner. From the observation and discussion, the chair is not enough for all the students at the dinner's time. This situation will make the students difficult to take their dinner. We also recommend the faculty should put one printer and computer at the class room for student's discussion and to print the assignment and surfing the internet for information.

	Mean	Std. Deviation
Classroom facilities	4.18	.555
Condition	4.18	.623
Text book up to date version	4.14	.633
Humidity in class	4.10	.575
Conducive	4.08	.595
Timing	4.00	.632
Technical quality	3.98	.648
Books, internet & library facilities	3.86	.800
Food quality	3.33	.993

Table 4: The Mean And Standard Of The Faculty Facility. (N: 51)

9.4. Staf Performance

From the research, we have found, the staff performance is the worst. The relations among the students and the staff is seem not so close such like the helpless, rapport, communication and fair treatment to the students. This is the fact from the research (see table 5) and this means the staff of the faculty must change their altitudes and also must learn to be more helpful to the students and make a good communications with the students.

The score for competency and improvement of the staff is the worst. The staff must plan and does something to improve their competence and improvement of their knowledge and skill to cope with the standard of the faculty. The students realize the problem happen at the staff performance and the staff of the administration must get and play a good part to entertain the students. Must remember, the students is an assets to the faculty and their need a good and fair treatment. The staff should attend a short courses to gain more knowledge about administration and to build the competent and improvement among them.

	Mean	Std. Deviation
Friendly	4.06	.676
Politeness	4.04	.824
Helpful	3.98	.787
Rapport	3.98	.787
Communication	3.94	.705
Fair-treatment	3.94	.810
Competency	3.86	.872
Improvement	3.78	.887

Table 5: The Mean And Standard Diviation Of Staff Performance. (N: 51)

10. Research Limitation

The time frame for this research is limited and its only conduct in one month. If the time frame is longer, we can make more details on this research. However, the respondances are also limited and only 51 respondances from this research. If the respondances a more than 51 students, the information are more and this research can be more interesting. The distribution of the questionnaire are difficult at the beginner because the class was conducted at the evening, however the cooperation from the lecturer are very high and make the distribution of the questionnaire are according to the schedule.

11. Summary and Conclusion

From the survey, we have conclude, the students of the MBA program was satisfied with the program conduct by the faculty, but at the same time they are a few lack that the faculty need to improve especially about the facility for the student. The facility is the important things because with out a proper facility the students cannot focus on learning process. At the same time the facility is to guarantee the students get the best place to learn and make discussion among them. With out the good facility the learning process can be bored and difficult to student. Hence, the student must be resign and do not want to further study here.

The Lecturer Performance is the highest and this show the lecturer appointed by the faculty is suitable and accurate for the MBA program and also have vast knowledge about the subject given to them. This improve the lecturer from industrial is need to give the student point of view to the industrial management. This also includes the lecturer at the faculty.

The staff performance is also essential. From the research, the staff performance is the worst from the student's evaluation. The management of the faculty must find way to solve this problem such like make or send the administration staff to get short course about what their must do in work. This is important because the performance of staff is a mirror to the entire faculty. The top management must look profound in this problem and must not look it as a small matter problem because the staff is the first line of the faculty performance.

Over all, this program has achieved the purpose of the education, the problem is only a few things that the faculty has to be look and make some improvement to counter part the problem such like food and library. From the research also show there are no gender, race and age influence to the lecturer performance and staff performance.

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