

**STUDENTS' PERCEPTION ON
SERVICE QUALITY PERFORMANCE OF
ON-CAMPUS STUDENT HOUSING AT
PENINSULAR MALAYSIAN UNIVERSITIES**

NURUL 'ULYANI BINTI MOHD NAJIB

UNIVERSITI SAINS MALAYSIA

2017

**STUDENTS' PERCEPTION ON
SERVICE QUALITY PERFORMANCE OF
ON-CAMPUS STUDENT HOUSING AT
PENINSULAR MALAYSIAN UNIVERSITIES**

by

NURUL 'ULYANI BINTI MOHD NAJIB

**Thesis submitted in fulfilment of the requirements
for the Degree of
Doctor of Philosophy**

July 2017

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to take this opportunity to express my gratefulness to my main supervisor, Professor Dr. Nor' Aini, for her insightful guidance, worthwhile comments, constant encouragement, and patience to coordinate me all over the study process and in making my Doctorate thesis valuable and successful. Word of thanks also goes to my co-supervisor, Dr. Amin Akhavan for his feedback, tolerance, and concerns in the discussion of research ideas and research progress. Thence, a warmth recognition is also due to Assoc. Prof. Dr. Nordin, who had invested his invaluable advices and useful assistance to improve the overall quality of research questionnaires as well as statistical portion of this study. Additionally, I am also very much indebted to the Malaysia Ministry of Higher Education - MyBrain15 (MyPhD) Scholarship and USM (IPS Fund) for the financial support to undertake this study.

This sincere acknowledgement is also offered to all individuals who participated in this research both directly and indirectly, especially respondents from USM, UKM, UM, UPM, UTM, UIAM, and UTP, who had willingly shared their precious time and opinion during the survey process and made this research possible.

A very special gratitude to my dear husband, Muhammad Ikram, who always supported me through the ups and downs during the study process, keeping me on track when I am dawdled, and kindly edited multiple versions of this thesis. My deepest appreciation is also dedicated to my beloved parents and parents-in-law, Mohd Najib, Meryam, Mustafa, and Latifah for their unconditional love, endless prayers, and moral support. I also cherish the well-wishes, faith, and encouragement that I have received from my sisters Nur 'Izzah and Nur 'Atiyah, as well as from my aunties late 'Afifah and Che Kamariah throughout my years of study. Without all of you I will not be able to finish this road that I have taken.

Finally, I extend my special tribute to my friends, Sharijan, Dr. Lai, Zahirah, Christine, Sherry, late Maslinda, Tim, Siti, Wan, 'Aainaa, and others who helped me by giving precious suggestions and incisive criticism for the thesis goodness. May the blessing from Allah will always be with them all. Again, a million thanks to all of you.

TABLE OF CONTENTS

Acknowledgement.....	ii
Table of Contents.....	iii
List of Tables.....	x
List of Figures.....	xii
List of Appendices.....	xiv
List of Abbreviations.....	xv
Abstrak.....	xviii
Abstract.....	xx

CHAPTER 1: INTRODUCTION

1.1 Introduction.....	2
1.2 Background of the Study.....	3
1.3 Problem Statement and Research Questions.....	5
1.4 Research Objectives.....	15
1.5 Scope of the Study.....	16
1.6 Significance of the Study.....	18
1.7 Outline and Organisation of the Chapters.....	21

CHAPTER 2: STUDENT HOUSING, SERVICE QUALITY PERFORMANCE, BEHAVIOURAL INTENTIONS, AND PERSONAL ATTAINMENTS

2.1 Introduction.....	25
2.2 The Speciality of On-campus Student Housing.....	26
2.2.1 An Overview of Student Housing.....	26

2.2.2	Living Experience in the On-campus Student Housing.....	32
2.2.3	Conceptualization of Student Housing Service Quality Indicators.....	35
2.3	Assessment of Service Quality Performance of On-Campus Student Housing.....	38
2.3.1	Base Theory Lies in Appraising Service Quality Performance..	38
2.3.2	The Benefit of Service Quality Performance Evaluation.....	43
2.3.3	Existing Models Used to Assess Service Quality Performance of On-campus Student Housing.....	46
2.4	The Adaptation of Service Quality Measurement Models: A Proposed Model of “Service Quality Performance of Student Housing” (SQPSH).....	50
2.4.1	Physical Entities.....	54
2.4.1(a)	Aesthetic.....	54
2.4.1(b)	Tangible.....	55
2.4.1(c)	Amenity.....	56
2.4.1(d)	Safety.....	57
2.4.2	Social Entities.....	58
2.4.2(a)	Liking.....	59
2.4.2(b)	Serenity.....	60
2.4.2(c)	Freedom.....	61
2.4.2(d)	Program.....	61
2.4.3	Management Entities.....	62
2.4.3(a)	Reliability.....	63
2.4.3(b)	Responsiveness.....	64
2.4.3(c)	Assurance.....	65
2.4.3(d)	Empathy.....	65

2.5	An Exposure of Students' Behavioural Intentions and Students' Personal Attainments.....	67
2.5.1	Students' Behavioural Intentions towards the On-Campus Student Housing.....	68
2.5.1(a)	Favourable Behavioural Intentions.....	69
2.5.1(b)	Unfavourable Behavioural Intentions.....	70
2.5.2	Students' Personal Attainments at the University.....	70
2.5.2(a)	Intellectual Gains.....	72
2.5.2(b)	Self-development Gains.....	74
2.6	Students' Overall Satisfaction.....	76
2.6.1	Overall Satisfaction with Service Quality Performance.....	76
2.6.1(a)	A Linkage of SQP→OSat.....	78
2.6.1(b)	A Connection of SQP→BIs/PAs.....	79
2.6.2	Overall Satisfaction as a Mediator.....	80
2.7	Factors Affecting Students' Behavioural Intentions and Students' Personal Attainments.....	81
2.8	Conclusion of the Chapter.....	84

CHAPTER 3: THEORETICAL FRAMEWORK AND HYPOTHESES

3.1	Introduction.....	87
3.2	Proposed Research Theoretical Framework.....	87
3.3	Development of Hypotheses.....	92
3.3.1	Evaluation of Students' Behavioural Intentions.....	92
3.3.2	Appraisal of Students' Personal Attainments.....	94
3.4	Mediator.....	96
3.5	Conclusion of the Chapter.....	98

CHAPTER 4: RESEARCH METHODOLOGY

4.1	Introduction.....	100
4.2	Research Paradigm.....	101
4.2.1	Research Methodology.....	104
4.3	Preliminary Stage.....	109
4.3.1	Research Background, Problem Statement, Questions, and Objectives.....	110
4.3.2	Research Framework and Hypotheses.....	113
4.4	Fieldwork Stage.....	113
4.4.1	Questionnaire Construction.....	114
4.4.1(a)	Questionnaire Organization and Items References..	115
4.4.1(b)	Item Scales.....	119
4.4.1(c)	Questionnaire Validation.....	123
4.4.1(d)	Pilot Test and Revision.....	125
4.4.2	Data Collection.....	133
4.4.2(a)	Population and Research Context.....	133
4.4.2(b)	Sampling Design, Sample Size, and Sampling Technique.....	135
4.4.2(c)	Self-administered “Paper-and-Pencil” Survey with Survey Incentive.....	141
4.4.2(d)	Response Rate.....	144
4.4.2(e)	Non-response Bias.....	146
4.5	Analysis Stage.....	149
4.5.1	Descriptive Statistics.....	150
4.5.2	Structural Equation Modelling.....	151
4.5.2(a)	SEM Basic Assumptions.....	153

4.5.2(b)	SEM Step 1: Measurement Model (Testing Goodness-of-fit).....	158
4.5.2(c)	SEM Step 2: Structural Model (Testing Goodness of Data).....	162
4.5.3	Hypothesis Testing and Mediator Testing.....	163
4.6	Conclusion of the Chapter.....	164

CHAPTER 5: PREPARATION FOR DATA ANALYSIS

5.1	Introduction.....	167
5.2	Data Editing, Coding, and Entry.....	168
5.3	Data Examination.....	170
5.3.1	Missing Data.....	170
5.3.2	Outliers.....	173
5.4	SEM Step 1: Measurement Model Testing and Scale Validation.....	175
5.4.1	Latent Variable of Physical Entities.....	176
5.4.1(a)	Discriminant Validity for Latent Exogenous Constructs.....	177
5.4.2	Latent Variable of Social Entities.....	178
5.4.2(a)	Discriminant Validity for Latent Exogenous Constructs.....	180
5.4.3	Latent Variable of Management Entities.....	181
5.4.3(a)	Discriminant Validity for Latent Exogenous Constructs.....	182
5.4.3(b)	Measurement Model for the New “Management” Construct.....	184
5.4.4	Latent Variable of Behavioural Intentions.....	187
5.4.5	Latent Variable of Personal Intentions.....	188
5.4.5(a)	Discriminant Validity for Latent Exogenous Constructs.....	189

5.4.5(b)	Measurement Model for the New “Personal Attainments” Construct.....	191
5.4.6	Latent Variable of Overall Satisfaction.....	193
5.5	Validity and Reliability of the Measurement Model (Constructs).....	194
5.6	Computing Factor Score Weights (Summated Scales).....	198
5.7	Statistical Assumptions Tests of Multivariate Analysis.....	202
5.7.1	Normality.....	202
5.7.2	Linearity.....	205
5.7.3	Multicollinearity.....	206
5.8	Conclusion of the Chapter.....	208

CHAPTER 6: DATA ANALYSES, RESULTS, AND DISCUSSIONS

6.1	Introduction.....	212
6.2	Profile of Respondents.....	213
6.3	Common Method Bias.....	216
6.4	SEM Step 2: Structural Model Testing.....	218
6.4.1	Structural Model 1.....	221
6.4.2	Structural Model 2.....	223
6.5	Objective 1: Service Quality Performance Perception Level.....	224
6.6	Objective 2: Hypotheses Testing of SQP→BIs Relationship.....	228
6.7	Objective 3: Hypotheses Testing of SQP→PAs Relationship.....	231
6.8	Objective 4: Mediator Testing.....	234
6.9	Discussions on the Results.....	240
6.10	Conclusion of the Chapter.....	253

CHAPTER 7: IMPLICATION AND CONCLUSION

7.1 Introduction..... 256

7.2 Discussion of the Main Findings..... 256

7.3 The Implications of the Results..... 260

7.4 Contributions of the Study..... 263

7.5 Limitations and Directions for Future Research..... 265

7.6 Conclusion of the Study..... 267

REFERENCES..... 271

APPENDICES

LIST OF PUBLICATIONS

LIST OF TABLES

	Page	
Table 2.1	Summary of Literature Sources	67
Table 4.1	Questionnaire Sections	116
Table 4.2	Measurement Scales of Nonmetric Data and Metric Data	120
Table 4.3	Results of Face Validity Test	124
Table 4.4	The Population of On-campus Tertiary Students	134
Table 4.5	Distributed, Refusal, Returned, Unusable, and Usable Instruments	146
Table 4.6	Independent Sample T-test	148
Table 4.7	Rating Scale Calibration	150
Table 4.8	Level of Acceptance of Goodness-of-Fit Indexes	161
Table 5.1	The Codebook of Final Data File	168
Table 5.2	Residual Respondents	171
Table 5.3	Final Items of Aesthetic and Support Services Constructs	176
Table 5.4	Final Items of Liking, Freedom, Serenity, and Program Constructs	179
Table 5.5	CFA Items of Hospitality and Custodial Constructs	182
Table 5.6	Final Items of Management Construct	187
Table 5.7	Final Items of Behavioural Intentions Construct	188
Table 5.8	CFA Items of Intellectual Gains and Self-development Gains Constructs	189
Table 5.9	Final Items of Personal Attainments Construct	193
Table 5.10	Final Items of Overall Satisfaction Construct	194
Table 5.11	The CFA Report Summary for all Constructs	195
Table 5.12	The CFA Results Summary for Discriminant Validity	198

Table 5.13	The Formula for Calculating Factor Score Weights	199
Table 5.14	Skewness and Kurtosis for IVs, DVs, and Mediator Variable	203
Table 5.15	Multicollinearity among IVs	207
Table 5.16	Pearson Correlation Matrix	207
Table 5.17	Brief Results of Chapter 5	209
Table 6.1	Students' Demographic Profile	213
Table 6.2	Factor Analysis for Common Method Bias	217
Table 6.3	List of Hypotheses	219
Table 6.4	Testing Hypotheses Using Standardised Estimates	222
Table 6.5	SQP Dimensions and Mean Results	226
Table 6.6	BIs Items and Results	229
Table 6.7	The Hypotheses Testing for The Causal Effect of SQP on BIs	230
Table 6.8	PAs Items and Results	232
Table 6.9	The Hypotheses Testing for The Causal Effect of SQP on PAs	233
Table 6.10	OSat Items and Results	235
Table 6.11	The Hypotheses Testing for The Mediation Effect	238
Table 6.12	The Mediation Effect Results for Every Path	239
Table 6.13	Summary of Results of Hypotheses Testing	241

LIST OF FIGURES

	Page	
Figure 1.1	Structure of the Thesis's Chapters	23
Figure 2.1	BPE Process Model	41
Figure 2.2	The SQPSH Model to Appraise SQP of On-campus Student Housing	66
Figure 3.1	Proposed Research Theoretical Framework	88
Figure 3.2	The Proposed SQPSH Model	91
Figure 3.3	Simple Mediation Model	97
Figure 4.1	Research Process Flowchart	108
Figure 4.2	Preliminary Stage	109
Figure 4.3	Fieldwork Stage	114
Figure 4.4	Procedure for Selecting a Stratified Sample from Every University	140
Figure 4.5	Analysis Stage	149
Figure 4.6	SEM with Two-Step Approach	152
Figure 4.7	Differences Between Validity and Reliability	162
Figure 5.1	Discriminant Validity for Physical Entities Aspect	177
Figure 5.2	Discriminant Validity for Social Entities Aspect	180
Figure 5.3	Discriminant Validity for Management Entities Aspect	183
Figure 5.4	Proposed Measurement Model for Management Construct	185
Figure 5.5	Modified and Final Measurement Model for Management Construct	186
Figure 5.6	Discriminant Validity for Personal Attainments Aspect	190
Figure 5.7	Proposed Measurement Model for Personal Attainments Construct	191
Figure 5.8	Modified and Final Measurement Model for PAs Construct	192

Figure 5.9	Scatterplot of Linearity Test	205
Figure 5.10	Summary of the Processes in Statistical Analysis	210
Figure 6.1	The Hypothesized Research Model	220
Figure 6.2	Original Specified Model	221
Figure 6.3	Final Adjusted Model	224
Figure 6.4	Overall SQP Indices of Every University	228
Figure 6.5	Overall BIs Indices of Every University	229
Figure 6.6	Overall PAs Indices of Every University	233
Figure 6.7	OSat Indices of Every University	236
Figure 6.8	Simple Mediation	237
Figure 7.1	Final SQPSH Model	259

LIST OF APPENDICES

- Appendix A Cover Letter
- Appendix B References for Every Question
- Appendix C Questionnaire for Pilot Test
- Appendix D EFA Results for Pilot Test Data
- Appendix E Questionnaire for Real Survey
- Appendix F Official Letter for Survey Permission (for Deputy Vice-Chancellor)
- Appendix G Survey Incentive for Respondents
- Appendix H Percentage of Missing Data
- Appendix I Percentage of Outliers
- Appendix J CFA Results for Real Survey Data

LIST OF ABBREVIATIONS

Aes	Aesthetic
Ame	Amenity
Amos	Analysis of Moments Structures
Ass	Assurance
AVE	Average Variance Extracted
BIs	Behavioural Intentions
BPE	Building Performance Evaluation
CB-SEM	Covariance-based Structural Equation Modelling
CFA	Confirmatory Factor Analysis
CR	Composite Reliability; Critical Ratio
Cus	Custodial
DVs	Dependant Variables
EFA	Exploratory Factor Analysis
EM	Expectation Maximization
Emp	Empathy
FIML	Full Information Maximum Likelihood
Fre	Freedom
Hos	Hospitality
IFS	Intimate Friendship Scale
IGs	Intellectual Gains
IVs	Independent Variables
Lik	Liking
MAR	Missing at Random

MCAR	Missing Completely at Random
MI	Modification Indices
MLE	Maximum Likelihood Estimation
MNAR	Missing Not at Random
MOHE	Ministry of Higher Education
MV	Mediator Variable
OSat	Overall Satisfaction
PAs	Personal Attainments
POE	Post-Occupancy Evaluation
Pro	Program
Rel	Reliability
Res	Responsiveness
RFS	Roommate Friendship Scale
RU/s	Research University/ies
Saf	Safety
SEM	Structural Equation Modelling
Ser	Serenity
SERVPERF	Service Performance
SERVQUAL	Service Quality
SGs	Self-development Gains
SHOQUAL	Student Housing Quality
SPSS	Statistical Package for the Social Sciences
SQP	Service Quality Performance
SQPSH	Service Quality Performance of Student Housing
SSer	Support Services

Tan	Tangible
UIAM	Universiti Islam Antarabangsa Malaysia
UKM	Universiti Kebangsaan Malaysia
UM	Universiti Malaya
UPM	Universiti Putra Malaysia
USM	Universiti Sains Malaysia
UTM	Universiti Teknologi Malaysia
UTP	Universiti Teknologi Petronas
VIF	Variance Inflation Factor
i.e.	in example
e.g.	example given

**PERSEPSI PELAJAR-PELAJAR TERHADAP PRESTASI KUALITI
PERKHIDMATAN BAGI PERUMAHAN PELAJAR DI DALAM KAMPUS
DI UNIVERSITI-UNIVERSITI DI SEMENANJUNG MALAYSIA**

ABSTRAK

Penilaian bangunan merupakan suatu perkara biasa kepada masyarakat disebabkan oleh peningkatan jumlah kemudahan infrastruktur yang masih ditakuk lama pada abad ke-21 ini. Dalam perbincangan mengenai penyediaan perkhidmatan perumahan di dalam kampus yang berkualiti dan berjaya kepada pelajar, Prestasi Kualiti Perkhidmatan (PKP) dan kepuasan penduduk telah dikenal pasti sebagai penunjuk penilaian bangunan terpenting bagi menilai kedua-dua kriteria itu kerana model hanya-persepsi adalah pendekatan yang paling sesuai, sistematik, dan teliti dalam melaksanakan penilaian pasca-penghunan (PPP). Perumahan pelajar di dalam kampus ialah suatu institusi perumahan yang eksklusif, mengenakan peraturan-peraturan yang perlu dipatuhi, kebebasan yang terbatas, dan menyediakan suasana yang selesa untuk kejayaan akademik dan kehidupan sosial. Tujuan kajian ini dijalankan adalah untuk menentukan tahap persepsi para pelajar terhadap PKP yang diterima di perumahan pelajar di dalam kampus di Malaysia, untuk mengkaji faktor-faktor PKP yang signifikan dalam mempengaruhi niat kelakuan (NK) pelajar terhadap perumahan mereka, untuk mengenal pasti faktor-faktor PKP yang signifikan dalam mempengaruhi pencapaian peribadi (PP) pelajar di universiti, dan untuk mengkaji kesan pengantaraan kepuasan keseluruhan (KK) di dalam hubungan antara PKP, NK pelajar, dan PP pelajar. Kajian ini telah menggunakan model *Prestasi Kualiti Perkhidmatan Perumahan Pelajar* (PKPPP) untuk mengenal pasti tahap persetujuan pelajar terhadap perkhidmatan perumahan yang disediakan dan mengkaji faktor-faktor yang menentukan NK dan PP para pelajar, dengan mengambil kira faktor pengaruh pemboleh ubah fizikal, sosial, dan pengurusan. Kaedah pensampelan rawak berstrata telah digunakan untuk memilih kelompok sasaran responden di tujuh buah universiti terkemuka di Malaysia, iaitu Universiti Sains Malaysia (USM), Universiti Putra Malaysia

(UPM), Universiti Kebangsaan Malaysia (UKM), Universiti Teknologi Malaysia (UTM), Universiti Malaya (UM), Universiti Islam Antarabangsa Malaysia (UIAM), dan Universiti Teknologi Petronas (UTP) dan kajian yang menggunakan soal selidik kertas-dan-pensel telah dijalankan secara bersemuka dengan responden di kawasan yang dikaji. Data yang terkumpul dianalisis dengan menggunakan analisis Statistik Deskriptif dan Model Persamaan Struktur Kovarians (CB-SEM). Secara umumnya, hasil kajian ini menunjukkan bahawa rata-rata pelajar tertuari di Malaysia sedikit bersetuju bahawa mereka telah menerima perumahan pelajar di dalam kampus yang berkualiti tinggi dengan indeks persepsi PKP 5.28. Aspek estetika, kebebasan, ketenangan, dan pengurusan merupakan faktor yang mempengaruhi NK positif para pelajar. Manakala, aspek kesukaan, kebebasan, dan pengurusan merupakan faktor yang mempengaruhi ketinggian PP para pelajar. Selain itu, kajian ini juga membuktikan bahawa KK terhadap PKP merupakan pengantara separa dalam perhubungan di antara PKP→NK dan PKP→PP. Secara keseluruhannya, hasil kajian ini mengimplikasikan bahawa universiti-universiti di Malaysia telah berjaya menyediakan perumahan pelajar di dalam kampus yang berkualiti kepada pelajar-pelajar universiti, namun, universiti-universiti ini masih memerlukan pelan penyelenggaraan yang baru atau pelan yang telah ditambahbaik serta melakukan penilaian perumahan yang kerap mengikut cadangan para pelajar. Hasil kajian ini juga menunjukkan bahawa perhatian yang khusus perlu diberikan penekanan yang sewajarnya dalam memperbaiki kualiti aspek estetika yang paling rendah kualitinya kerana ia sangat mempengaruhi imej universiti. Hasil kajian ini juga merumuskan bahawa adalah amat penting untuk mengamalkan praktis "pacuan-pengguna" sebagai suatu inisiatif untuk memahami, menarik, mengekalkan, dan membina perhubungan peribadi jangka panjang dengan para pelajar dan sebagai suatu usaha untuk menyediakan kemudahan pendidikan bertaraf dunia di kampus universiti-universiti di Malaysia.

STUDENTS' PERCEPTION ON SERVICE QUALITY PERFORMANCE OF ON-CAMPUS STUDENT HOUSING AT PENINSULAR MALAYSIAN UNIVERSITIES

ABSTRACT

Building appraisals have become a regular introduction to the society due to the rising numbers of aged infrastructure facilities in this 21st century. In a debate on the provision of quality and successful services of on-campus student housing, service quality performance (SQP) and residential satisfaction have been identified as the most important indicators to evaluate these criteria because perceptions-only paradigm is the most appropriate, systematic, and rigorous approach to post-occupancy evaluation (POE). On-campus student housing is an exclusive institutional accommodation in the campus, imposed respectable rules, restricted freedom, and provided comfortable atmosphere for academic success and social life. This study aimed to determine the tertiary students' perception level with regard to the SQP perceived at Malaysian on-campus student housing, to investigate which SQP factors significantly influence tertiary students' behavioural intentions (BIs) towards their on-campus student housing, to identify which SQP factors significantly affect tertiary students' personal attainments (PAs) at the university, and to examine the mediating effect of overall satisfaction (OSat) on the relationship between SQP, students' BIs, and students' PAs. The present study utilised a *Service Quality Performance of Student Housing (SQPSH)* model to examine the students' agreement with the provided student housing services and to investigate the factors which can predict students' BIs and PAs, taken into consideration the effect of physical, social, and management variables. Stratified random sampling method was adopted to select the respondents from seven Malaysian top universities (USM, UPM, UKM, UTM, UM, UIAM, UTP) and paper-and-pencil questionnaire survey was conducted face-to-face at the studied areas. The data were analysed using descriptive statistics and covariance based-structural equation modelling (CB-SEM) analyses. The results show that generally tertiary students in

Malaysia are slightly agreed that they had received a high quality on-campus student housing with the SQP perception index of 5.28. Aesthetic, freedom, serenity, and management aspects were revealed to influence the students' positive BIs. Whilst, liking, freedom, and management aspects were found to influence the students' high PAs. Moreover, this study has also proven that the OSat with the SQP is the partial mediator in the SQP→BIs and SQP→PAs relationships. In general, the results imply that Malaysian universities have successfully provided quality on-campus student housing to the tertiary students, however, the universities still need a new or improve maintenance plan and regular housing assesment according to students' viewpoints. The results also imply that a special attention should be paid to improve the lowest quality of aesthetic aspect which significantly affect the universities' image. The results also imply the importance of a "customer-driven" practise as an initiative to understand, attract, retain, and build intimate long-term relationship with the students and to deliver world-class on-campus educational facilities in Malaysia.

CHAPTER 1
INTRODUCTION

CHAPTER 1

INTRODUCTION

1.1 Introduction

With a rising numbers of aged infrastructure facilities in this 21st century, in fact, building appraisals have become a regular introduction to the society. Precisely in the on-campus student housing, the call for measuring the building's service quality performance (SQP) is obligatory and to help in securing the tertiary students' well-being and satisfaction at the universities (Radder & Han, 2009; Chan *et al.*, 2011; Khajehzadeh & Vale, 2014; Sanni-Anibire *et al.*, 2016). Therefore, this research presents a study particularly on the assessment of the effects of student housing's SQP onto behavioural intentions (BIs) response and personal attainments (PAs) achieved by the tertiary students particularly those who are residing at the universities' on-campus student housing and studying at the premier Malaysian Public and Private Universities (based on Malaysia Research Assessment Instrument (MyRA) 2011).

Thus, tertiary students in this study are referring to the students who are currently pursuing their higher study at a bachelor, master or doctorate degrees' level at the university (Bondinuba *et al.*, 2013; Education System in Malaysia, 2014). This chapter exhaustively explains the reasons for choosing this research topic and justify the needs to conduct such study. It begins with Section 1.2, Section 1.3, and Section 1.4 which discuss on the study background, research problems and research questions, and research objectives respectively. The following Section 1.5 and Section 1.6 are

explaining on the elaboration of the research scope and the significance of the study. Finally, the outline and organisation of the thesis's chapters are presented at the end of this Chapter 1 in Section 1.7.

1.2 Background of the Study

In the fulfilment of Malaysia's Vision 2020, it is recognizable that one of the strategies is through the globalization of the higher education sector mainly aiming at becoming as one of the world regional higher education hubs (Fahey, 2006; Down, 2009; Nor, 2012; Mansor & Han, 2013). So far, Malaysia has successfully gained a global recognition by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) for her attractions to students worldwide as a preferred destination for the tertiary and higher education by being ranked at 11th worldwide in 2010 and currently ranked at 9th worldwide in 2015 (Mansor & Han, 2013; Abubakar *et al.*, 2015; Jusoh, 2015; Ramli *et al.*, 2015). Being part of the world excellence education centres, across any situation, it is proven that with the improve and firm education only, a person, an organisation or a country can be prolonged futuristically developed, wealthy, and well managed because the current or new knowledge are exchangeable and circulated among the intellectuals (Chan *et al.*, 2011; Nor, 2012; Salmi, 2012; Mansor & Han, 2013).

To make Malaysian universities as always a favourite, comfortable, and perfect choice of place to pursue the study, advanced infrastructures along with sufficient facilities need to be provided and taken into account (Down, 2009; Oluwunmi *et al.*, 2012; Kasa, 2014). In line with this, Cortese (2003), Daud (2007), and Ike *et al.* (2016)

professed that universities or colleges ought to bear a huge responsibility to cooperate with the government in providing such kind of high-end facilities (i.e., library, student housing, cafeterias, lecture halls, et cetera) besides collaborating with the neighbouring countries to practise a smart partnership in sharing educational facilities. Having an excellent educational environment, instead of producing as much as possible first-class students with their citizenship, intellectual, emotion, physical, and also moral aspects in an ability to present the country to the world, it is also one of the welcoming approaches or pull factors for Malaysia to be able to attract even more local students to pursue their education within the country along with attracting international individuals who are planning to study abroad (Mansur, 2011; Khaled, 2012; Mansor & Han, 2013; Abubakar *et al.*, 2015; Ike *et al.*, 2016).

One of the major concerns on sophisticated university's infrastructures and facilities is the provision of student housing. In fact, the residential facilities which are located on-campus are very important and can be considered as one of the basic needs in students' campus life. In ensuring that the tertiary students can feel a comfortable and pleasant campus lifestyle, thus, the university governance besides the government especially policy officials are accountable to provide high quality facilities and services to these people (Brackertz & Kenley, 2002; Brackertz, 2006; Jiboye, 2011; Aigbavboa & Thwala, 2012; Ike *et al.*, 2016). For instance, in Malaysia, the organization that is liable to plan and to build a conducive and secure student housing within its neighbourhood, to synchronize and to organize the integrated housing activities, and to discuss and to manage every problems regarding the student housing and services offered at the universities is known as *Majlis Perumahan Universiti-*

Universiti Malaysia (MAPUM) or University Housing Council of Malaysia (Hussin, 2009; Jusoh, 2011; Mansur, 2011; Muslim et al., 2012a).

The earlier mentioned issue on the need to provide high quality student housing has attracted a lot of discourses in student housing literature pertaining to the satisfaction with housing service quality, student residential satisfaction, and quality of students' life. Majority of the debates concentrated on students' viewpoints with regard to the aspects of living condition, learning environment, and heartened social structure perceived in either on-campus or off-campus house setting. The risen of these special interests to the worldwide academia are because those aspects will directly or indirectly affect the students' BIs and students' PAs (Bean & Bradley, 1986; Tam, 2002; Sirgy *et al.*, 2007; Hussin, 2009). Consequently, this has called numbers of researchers in the developed and developing world to seriously explore into the actual housing quality and housing needs of the tertiary students. Malaysia is the perfect site for such study, given that Malaysian government's goal specifically Ministry of Higher Education (MOHE) and MAPUM which is to provide a world-class education and educational facilities to the public. With regard to this current study, some student housing problems were investigated, which later enable the Service Quality Performance of Student Housing (SQPSH) model to be proposed.

1.3 Problem Statement and Research Questions

Since a few years ago, Malaysia is still striving to realize and to grasp her vision to globalize the higher education sector. Countless rapid and tremendous developments in higher education sector have been done to ensure students' well-being

at the university exclusively through the provision of numbers of outstanding facilities and services to the students. At this point, one of the major facilities and services which can influence the students' well-being at the university is the favourable on-campus student housing (Rinn, 2004; Jiboye, 2011; Bashir *et al.*, 2012; Mohammad *et al.*, 2012; Ike *et al.*, 2016). Therefore, this increase the demands for ample, conducive, and better learning spaces and residential facilities in enhancing the students' focus to their study as well as boosting students' well-being at the university (Aigbavboa & Thwala, 2012; Muslim *et al.*, 2012a; Bondinuba *et al.*, 2013).

The main issue of this current research is about the quality, appropriateness, and adequacy of the community facilities and services offered at the on-campus student housing. In the present day of higher education expansion, universities must be careful and proficient in providing adequate and sophisticated on-campus student housing for the students who are living far away from their parents. Regarding the community facilities, students who are living in the on-campus student housing mostly will encounter with the pressing problems of inadequate or limited parking space, poor interior design of students' rooms, less privacy in students' rooms or low quality of cleanliness (Amole, 2005; Chan *et al.*, 2011; Jiboye, 2011; Aigbavboa & Thwala, 2012; Oluwunmi *et al.*, 2012; Khajehzadeh & Vale, 2014); while referring to the uneven housing services, house personnel sometimes are not professional in handling the students' request and in certain case, university's housing department has charged the students with unreasonable room rental rate (Radder & Han, 2009; Chan *et al.*, 2011; Ike *et al.*, 2016).

To add in some other issues regarding the quality and appropriateness of on-campus student housing, students frequently faced some challenges related to overcrowding, noise, unpleasant smell, and safety which may automatically disturb their concentration to study, interaction amongst friends, privacy, and overall well-being (Cleave, 1996; Chan *et al.*, 2011; Aigbavboa & Thwala, 2012; Muslim *et al.*, 2012a; Bondinuba *et al.*, 2013). These problems normally may lead the students to gripe and urge or voluntarily choose to live in the other commercial buildings or off-campus student housing outside the campus area. These pressing problems can also sometimes lead to many social and mental illness (Khajehzadeh & Vale, 2014; Abubakar *et al.*, 2015; Sanni-Anibire *et al.*, 2016). However, living in the off-campus student housing is precarious and tend to cause other unhealthier influences to the social life of the students. This is because off-campus student housing grants the students with extra freedom; for instance, students are free from strict regulations expressly by having no curfew rule at night. Hence, this independence may result in the changes of students' attitude day by day (Muslim *et al.*, 2012a).

Considering about students' well-being, Sirgy *et al.* (2007) and Muslim *et al.* (2012a) postulated that well-being is living in a good, happy, and satisfied with everyday life where individuals and their society can implicitly appreciate each other. From the several aforementioned examples, the issue is apparently related to the poor service quality with respect to the provision of lack or bad building facilities, housing services, and hospitality at the on-campus student housing. Failure to provide quality on-campus student housing to the tertiary students can simply cause residential dissatisfaction; negatively affecting housing comfort, convenience, and safety; plus, giving bad impact to the students to focus on their studies. Accordingly, in the recent

research to improve the SQP of on-campus student housing, Pascarella and Terenzini (1998), Bashir *et al.* (2012), Oluwunmi *et al.* (2012), and Bondinuba *et al.* (2013) clarified that it is very important to know the current level of service standards of on-campus student housing since it strongly contributes to maintain the public image of that particular house and ameliorate the students' BIs and students' PAs. Recently, Zainuddin *et al.* (2014) revealed that the students were less satisfied with the quality of the provided Malaysian on-campus student housing, so, this current study is necessarily to be conducted to survey more precisely on the current situation of the on-campus student housing to date in Malaysian universities. Consequently, the main emerged critical research question is “*what is the tertiary students' perception level with regard to the SQP perceived at the Malaysian on-campus student housing?*”.

The second issue of this study is pertaining to the students' BIs (e.g., loyalty or betrayal) once they opined that they agreed or disagreed with the SQP perceived during their living-learning at the on-campus student housing. In other words, this study investigated on SQP as the factors to influence the students' BIs. This BIs issue is vital to be studied because Bondinuba *et al.* (2013), Idris (2015), and Ike *et al.* (2016) unanimously agreed that the provision of high quality student housing as a useful tool to commercialize the particular university in attracting and retaining the tertiary students to stay on-campus. To date, most of the universities in Malaysia are still providing the students with traditional shared on-campus student housing style, but the design has changed from double-loaded corridor to high-rise residences (Dahlan *et al.*, 2011). Furthermore, the university housing departments also had done several refurbishment and revolutions on modernizing the interior and exterior features of those student housing. With the mushroom development of various styles of interior

and exterior features of the student housing, this has foster the competition among the universities and housing management in terms of delivering the most efficient and effective housing services to the tertiary students.

Basically, the competition is purposely only for recruiting or gaining the loyal residents to stay on-campus as well as uplifting or maintaining the house popularity. So, the influence factors to affect students' BIs towards their on-campus student housing is related to the quality performance of the physical facilities provided at that on-campus housing (Chan *et al.*, 2011; Oluwunmi *et al.*, 2012). Nonetheless, there were also studies which had shown that the quality of students' social life aspect together with quality performance of hospitality aspect (house management personnel) also played an important role to affect students' BIs towards their student housing (Cleave, 1996; Wiltz, 2003; Stern *et al.*, 2007; Radder & Han, 2009). Thus, the uncertainties of which factor significantly affect the students' BIs still remain because of the inadequate understanding on the contributing SQP factors itself together with studies on this BIs topic has not been extensively explored by the former scholars.

So far, there are a lot of studies on student housing that have been done year by year and the most usual debatable research topic in either on-campus or off-campus student housing particularly touched on residential satisfaction aspect. However, there is still a dearth research tries to understand on how students perceived the performance of service quality in student housing and how students translated their perceptions into overall satisfaction (OSat) and BIs. The reason behind this paucity is maybe due to the behaviour of the students showing indifference or they are just adapting to the current performance of the provided housing services (Oluwunmi *et al.*, 2012). To address this

research gap, numerous established and significant works (e.g., Parasuraman *et al.* (1988), Cronin *et al.* (2000), Burton *et al.* (2003), Kheng *et al.* (2010), Chan *et al.* (2011), and Mohammad *et al.* (2012)) on the relationship between SQP and BIs were referred thoroughly. Hence, with respect to the students' BIs issue, it brings up the second research question of *“does the SQP perceived at the on-campus student housing influence the tertiary students' BIs towards their university's student housing?”*.

Moreover, the country is also hoping to excel in every of her undertaking principally in achieving the visions of having at least 37% of educated and skilful workforces and having 18,000 of the Malaysian citizens holding the doctorate degree in the year 2015 plus successfully possessing 60,000 doctorate Malaysian citizens by 2023 (Mustaza, 2011; Muhammad, 2012). In ensuring those aforesaid Malaysia visions can be accomplished, it is really correlated to tertiary students' PAs at the university. Whereby, Malaysia Prime Minister, Dato' Sri Mohd Najib Tun Abdul Razak claimed that in the spur of producing much more brilliant, progressive, and innovative manpower in the future career, the quality and competency of the students need to be improved and increased (Muhammad, 2012). Thus, the relevancy to have numerous brilliant students in Malaysia is supported because they will soon serve the nation or contribute to the country as the first-class mentality people, outstanding and creative manpower, as well as competent workforces with knowledge and skills (Komoo, 2012; Idris, 2015).

Subsequently, the next issue of student housing presented in this study is concerning to the factors that affect students' PAs (i.e., intellectual gains and self-

development gains) while living and learning on-campus at the university. Holistic students' PAs is one of the 23 Critical Agenda Projects under the monitoring of MOHE (Malaysia Higher Education Blueprint 2015-2025, 2015). Thus, it is certainly important to know the student housing circumstances for this current era because it is notable that having an ideal and quality student housing will influence excellent students' PAs (Yildirim & Uzun, 2010). For instance, Fay (1981), Adewunmi *et al.* (2011), Smith (2011), and Nabilou and Khani (2015) related students' interpersonal growth with adequate facilities and pointed out that providing acceptable housing facilities to the students as a strategy to enhance their PAs. Meanwhile, Rinn (2004), Oluwunmi *et al.* (2012), and Bondinuba *et al.* (2013) admitted that the delivery of competent housing services, in certain circumstances also crucially may encourage greater students' PAs at the university. Indeed, studying and living on-campus teaches the students to live independently. If the students cannot get a supposed housing services that they should get, it will create a feeling of less resilience, less adaptability, intense pressure, less connected, and isolation, which tend the students to have a mental health and to commit suicide (Couric, 2015).

Numerous past research in student housing also have established a positive relationship between residential satisfaction with the on-campus student housing and students' PAs; whereby this relationship stresses about and can compromise for both good academic achievement and social cohesion of the students. Retention and graduation should be a key concern for every university. However, thus far, studies on the actions program securely for successful retention and graduation rates undertaken by the student housing department are often overlooked and the current measurement on factors that affect students' PAs in Malaysia is still flawed. Plus, the study on this

PAs topic from the view of facilities management is also still rare. So, there is a need for another study from the housing perspective to be conducted to determine the factors that affect students' PAs more accurately. Continuously, the aforementioned arguments moot the third research question of “*does the SQP perceived at the on-campus student housing affect the tertiary students' PAs at the university?*” to be further discussed.

The last issue arises in this current research discusses on the existence of mediating effect of OSat in the relationship between SQP, BIs, and PAs. There are a lot of former scholars who have established a significant direct effect of SQP→BIs, for example, Parasuraman *et al.* (1988) and Zeithaml *et al.* (1996) unanimously emphasized that service quality strongly influenced customers' BIs whether to remain with or defect from a company. On the other hand, the examination of indirect effect of SQP→OSat→BIs is also giving interest to some scholars to be further explored (e.g., Cronin *et al.*, 2000; Burton *et al.*, 2003; Olorunniwo *et al.*, 2006; Kheng *et al.*, 2010). Though all of these aforesaid studies are not from the student housing viewpoints, but those references still can contribute as a useful framework for the current SQP of student housing study. A minor study from Chan *et al.* (2011) and Mohammad *et al.* (2012) revealed that good SQP in student housing had increased students' satisfaction feeling and encouraged them to be loyal with their current housing for the next semesters. Thus, limited literature on this topic opens a call to further address the existing research gap.

Meanwhile, in explaining the relationship of SQP→OSat→PAs, the ground theoretical model is referred to the works by Zeithaml *et al.* (1996), Silvestro and Cross

(2000), and Kamakura *et al.* (2002). Earlier studies by these scholars showed that service quality can critically impact on a company's profit whether to keep escalating or to become plummet. Although their studies were focused on the other service typologies, but this limitation has prompt the current study to investigate similar trend in student housing research. In much more detail, the earlier proposed concept is reliable to be tested similarly to student housing research specifically in probing the direct or indirect effects of SQP and OSat onto students' PAs, where the "profits" here are subjected to academic achievement and personal self-development of the students. Those abovementioned debates have induced the fourth research question of "*does the OSat mediates the relationship between SQP→BIs and SQP→PAs?*".

It is not surprising if the research on student housing has grown in scope and volume in recent decades. Normally, most studies on student housing tend to focus and to examine on the level of students' residential satisfaction and factors affecting the satisfaction feeling. Such as, Amole (2009a) analysed the residential satisfaction level among tertiary students in Nigeria and Najib *et al.* (2011a, 2011b) reported the residential satisfaction level with student housing facilities among students in Malaysia. Both studies revealed that students either in Nigeria or Malaysia were generally satisfied with the provided on-campus student housing. Whereas, Thomsen and Eikemo (2010) studied on the factors affecting residential satisfaction with student housing in Norway and found that the most influencing factors were type of tenancy/ownership, quality of housing characteristics, and location of the house; while Khozaei *et al.* (2010) observed the most important factors to predict undergraduate students' satisfaction level with the Malaysian on-campus and off-campus student

housing and uncovered that distance from the university facilities, building exterior condition, population, safety and security as the most influential factors.

Another scope of study on student housing research is about defining the level of environment in student housing setting. For example, Muslim *et al.* (2013) conducted a study in Malaysia and found that in off-campus student housing setting, the level of residential environment were house, neighbourhood, and city levels. A different finding about levels of residential environment was reported by Amole (2009b), who performed a study in Nigeria and uncovered that the levels were bedroom, floor, and hall in on-campus student housing setting. From those erstwhile studies, there are explicitly very limited or seldom interest on the relationship between perceiving SQP in student housing, OSat, and students' BIs (SQP→OSat→BIs) along with the relationship between perceiving SQP in student housing, OSat, and students' PAs (SQP→OSat→PAs). Yet, this current study, being a pioneer one on the study of those SQP→OSat→BIs and SQP→OSat→PAs relationships, still has significant values in enriching the body of knowledge.

The small numbers of studies available on SQP→BIs and SQP→PAs relationships topic are from the works of Torres-Antonini and Dunkel (2009) in United States which analysed the effect of green residence onto student academic performance and behaviours; Zepke and Leach (2005) performed a study in New Zealand, focused on integration and adaptation with universities facilities onto student outcome; and Burggraaf (1997) conducted a study in Netherlands, revealed that living in student housing will contribute to the specific social and personal development of the student. But these three studies do not highlight the specific perception of students' OSat

perceive in student housing which may be tremendously affected also the students' BIs and students' PAs. So, this scarcity has directed and called the current study to be executed and hoped to fill in the gap in this area; and it will select several public and private universities in Malaysia as the study areas. Therefore, by adopting and adapting the Service Performance (SERVPERF), Student Housing Quality (SHOQUAL), and Roommate Friendship Scale (RFS) models into SQPSH research model, the study highlights new areas of thought to student housing studies as well as facilities management field.

1.4 Research Objectives

The underlying purpose of this study is to identify an important study topic and to facilitate another research by developing a more accurate scale to measure SQP that contribute to the aim of supporting an extremely good living experience for tertiary students at the Malaysian on-campus student housing. To attain this ambitious aim, four vital objectives have been well-defined as follows:

Objective 1: To determine the tertiary students' perception level with regard to the SQP perceived at Malaysian on-campus student housing.

Objective 2: To investigate which SQP factors significantly influence tertiary students' BIs towards their on-campus student housing.

Objective 3: To identify which SQP factors significantly affect tertiary students' PAs at the university.

Objective 4: To examine the mediating effect of OSat on the relationship between SQP, students' BIs, and students' PAs.

1.5 Scope of the Study

The arguments on service quality and residential satisfaction topics have boomed a few years ago and have been fiercely debated in a variety of house settings and research areas especially in the family house setting related to the factors affecting overall residential satisfaction, loyalty behaviour involved in rented houses, and many more. Nevertheless, beyond those scopes, this study focused on the in-depth discovery of the assessment of SQP and living experience among the tertiary students who stayed at the university's on-campus student housing. This SQP topic has long been highlighted as one of the research gaps in student housing studies that need a precise exploration. Previous researchers, to be exact Radder and Han (2009), Bashir *et al.* (2012), Mohammad *et al.* (2012), and Bondinuba *et al.* (2013) have discussed more on this topic and Service Quality (SERVQUAL) model was revealed as the most useful measuring tool to assess those SQP and living experience aspects. In contrast, the rationale of the current study is to elaborate extensively on the introduced SQPSH model which imitated and based on the SERVPERF model as the best and accurate measuring tool to evaluate tertiary students' perception on SQP and their independent living experience. Intrinsically, the real experience and background of the dwellers (students) are the most important factors in order to get the precise result and accurate feedback at the end of the research study.

In order to answer the research questions and to achieve the target research objectives, the study area had been raised to concentrate on Malaysian universities, which have been rated with the "6 star" and "5 star" title under the MyRA 2011 evaluation. According to the MyRA 2011 list which had been announced by the MOHE, there were four public universities have been awarded with the "6 star"

recognition, namely, Universiti Kebangsaan Malaysia (UKM), Universiti Malaya (UM), Universiti Putra Malaysia (UPM), and Universiti Sains Malaysia (USM); whereas, there were three (two public and one private) universities have been designated with the “5 star” recognition, particularly, Universiti Islam Antarabangsa Malaysia (UIAM), Universiti Teknologi Malaysia (UTM), and Universiti Teknologi Petronas (UTP) (Berita Harian, 2012; Ruzki, 2012; USM SComm, 2012; Utusan Malaysia, 2012).

Those seven universities are the country’s pledge university, expected to represent the country as the world-class leaders in research, development, commercialization, innovation, and design (Berita Harian, 2012; Komoo, 2012; USM SComm, 2012). So, they were chosen as the study areas because they are the Malaysia’s flagship universities, which expected to produce human capitals and to train the professionals and leaders needed to build the future perhaps a new better nation (Salmi, 2012). Another several reasons for choosing these universities were also including that these universities are well-established and among the pioneer universities in Malaysia; these universities are also highly ranked in Malaysian higher education lists; and last but not least, these universities would be the centres of attention for youth and nation either local or international to decide on pursuing their studies (Ming, 2010; Ruzki, 2012).

Since Malaysian government has enthusiastically promoted the country as a global education hub worldwide, so, there is a need to conduct these SQP→OSat→BIs and SQP→OSat→PAs evaluations study thoroughly. In complying with the aforesaid country’s vision, the government has emphasized much on these six Malaysian Public

Universities and a Private University particularly in maintaining the star rating title and upgrading the universities' undertaken research activities. As various researchers have declared that students' BIs and students' PAs are associated with SQP perceived in student housing, so, it is very essential to ensure that those universities have provided the most sophisticated and well-equipped on-campus student housing facilities as well as excellent house services up to the students' expectation and needs compared to the other universities existing in Malaysia.

1.6 Significance of the Study

This research presents a study on the assessment of SQP perceived and experienced by the tertiary students particularly who study at the premier Malaysian Public and Private Universities and reside at the universities' on-campus student housing. Extensively, there seems to be very little research known about how students conceptualized and translated their perceived SQP into OSat, BIs, and PAs. This undertaken study is as intensification to the previous studies to explore the students' experiences with the offered on-campus student housing and to understand their well-defined SQP. To such extent, the study also attempts to investigate the key factors that contribute to students' BIs and students' PAs at the selected universities.

The findings demonstrate the importance of strategies that can steer students' BIs and students' PAs in the intended directions, including striving to meet students' desired-housing needs (rather than merely performing at their adequate-housing needs); emphasizing the prevention of house service problems; and effectively resolving problems that do occur. This study hopes to offer a variety of worthwhile

feedback to planners, architects, design professionals, and facility managers involved in the planning, design, and operation of student housing for improving the existing buildings; and designing, constructing, and operating better buildings in the coming future. Precisely, the findings of this study will benefit the university housing council in Malaysia namely MAPUM in terms of policy recommendation to the existing guidelines for future better development of student housing. The recommendation includes the proposal of: amending the delivery of right housing service quality; choosing the preferred house programs to foster students' well-being; and perhaps building or refurbish the most ideal on-campus student house design.

Furthermore, the findings will help the universities' housing administration especially the house personnel to monitor, maintain or improve their services quality and delivery of housing facilities that should be provided in every campus house building. Generous hospitality, modern, together with most advanced facilities and amenities should be taken into consideration and ameliorated as good as possible, so that the students will be more convinced to stay again in the same room or same student housing in their next semesters of academic term. It is therefore becoming a serious responsibility of the university's housing department to provide a superior housing facilities and great services to the students so as to attract more students living on-campus and retaining popularity and good impression on the university's status.

Moreover, for students, the findings will profitable to them in term of everyday well-being care where they will get a lot of advantages from the improvements made by the university. In these circumstances, students deserve to have a good housing environment to ensure that they can happily study and enjoy their whole student life

at the university. This is incredibly essential to help the students to be more persistence to graduate because above all, it has connections with students' future life and career accomplishments.

Besides, the findings also will be valuable to the government expressly to the MOHE. In a deed to promote Malaysia as one of the higher education hubs, so, the policy officials should make use of the knowledge of this service quality study to identify the shortcomings in the student housing provision in order to make certain upgrading. For instance, by understanding the key factors to affect students' OSat, students' BIs, and students' PAs, it will help the policy officials to properly allocate specific resources which effectively may maximize those satisfaction, BIs, and PAs aspects. With the establishment of well, comfortable, and contemporary on-campus student housing, it is hoped that the good public image of Malaysian universities can easily be spread out to the worldwide.

Finally, given that the precedent SERVQUAL model used in appraising SQP of student housing is still flawed (it only focused on physical and management aspects but neglected the social aspect). As a result, it is now important to develop another assessment tool namely SQPSH model as an adopted and adapted approach to evaluate overall students' living experience in the on-campus student housing more accurately. Therefore, as being mentioned earlier, there are numerous significance to conduct such study to many parties. Above all, the worthiest part is this study will add to the body of knowledge in the area of facilities management definitely probing the relationship between perceiving SQP, OSat, and students' BIs (SQP→OSat→BIs) along with the relationship between perceiving SQP, OSat, and students' PAs (SQP→OSat→PAs).