



## **Perceived Administrative Service Efficiency in Academia: A Case Study of International Islamic University Islamabad**

Nadia Hassan<sup>1</sup>, Altaf Hussain<sup>2</sup>, Muhammad Azhar Bhatti<sup>3</sup>, Tusawar Iftikhar Ahmad<sup>4</sup>

<sup>1</sup>Lecturer, Department of Economics, The Islamia University of Bahawalpur, Bahawalpur, Pakistan.

Email: [nadia.hassan@iub.edu.pk](mailto:nadia.hassan@iub.edu.pk)

<sup>2</sup>Assistant Professor, Department of Economics, The Islamia University of Bahawalpur, Bahawalpur, Pakistan.

Email: [altafhussain@iub.edu.pk](mailto:altafhussain@iub.edu.pk)

<sup>3</sup>Associate Lecturer, Department of Economics, The Islamia University of Bahawalpur, Bahawalpur, Pakistan.

Email: [Azhar.bhatti219@gmail.com](mailto:Azhar.bhatti219@gmail.com)

<sup>4</sup>Assistant Professor, Department of Economics, The Islamia University of Bahawalpur, Bahawalpur, Pakistan.

Email: [tusawar.iftikhar@iub.edu.pk](mailto:tusawar.iftikhar@iub.edu.pk)

### **ARTICLE INFO**

#### **Article History:**

Received: May 16, 2022  
Revised: June 29, 2022  
Accepted: June 29, 2022  
Available Online: June 30, 2022

#### **Keywords:**

Higher Education  
Administrative services  
Academic performance  
Efficiency

#### **Funding:**

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

### **ABSTRACT**

Higher education is important for the social and economic development of an economy. In the recent past, the higher education sector has developed many folds in Pakistan. However, many aspects of the higher education sector are unexplored and need scientific examination. For example, how far the administrative services which aim to facilitate students and academic staff are efficient? The efficiency of administrative services is vital for the generation of human capital in the form of students with enhanced capabilities. In addition, efficient administrative services lead to efficient academic services leading to the growth of quality research and development in the country. The current study aims to examine the efficiency of administrative services between academia and students. Data is collected through a survey from seven female hostels of International Islamic University (IIU), Islamabad, Pakistan. Efficiency is examined through students' perceptions about the quality of administrative services being provided. Students' response reveals their views about administrative services in IIUI. The analysis includes several relevant dimensions of administrative service such as accommodation facilities, social services like sports and health, general aspects like cafeteria and foods, library, and laboratory facilities, etc. Importance Performance Analysis (IPA) is used to evaluate the efficiency perception and importance of academic services. Based on the empirical results, the nature of inefficiencies is identified to find possible dimensions for improvements.



© 2022 The Authors, Published by iRASD. This is an Open Access article under the Creative Common Attribution Non-Commercial 4.0

**Corresponding Author's Email:** [altafhussain@iub.edu.pk](mailto:altafhussain@iub.edu.pk)

**Citation:** Hassan, N., Hussain, A., Bhatti, M. A., & Ahmad, T. I. (2022). Perceived Administrative Service Efficiency in Academia: A Case Study of International Islamic University Islamabad. *iRASD Journal of Management*, 4(2), 449–464. <https://doi.org/10.52131/jom.2022.0402.0091>

## **1. Introduction**

Education is considered the basis to the development of an economy. Skills and knowledge enable individuals to meet emerging challenges. Fundamentally, higher education is a means to these skill development through scientific research, and intellectual progress of human capital. From recent past developing countries are emphasizing more on higher education to cope with the global competition. To attain a sustained and efficient process of capabilities development, the quality of the education system is particularly focused in higher education institutes. It is realized that a good system to impart higher

education is indispensable for the evolution and functioning of socio-economically prosperous society. As quality works like a vital tool to value addition in the learning process. Academic institutes of good quality work as a tool to develop society in all aspects (Batool & Qureshi, 2007; Janjua & Kamal, 2011; F. H. Silva & Fernandes, 2012; UNESCO).

Pakistan has witnessed the rapid growth of the higher education sector in the past decade. Institutes of higher learning have increased many folds both in public and in private sectors. There were approximately 49 Degree Awarding Institutes (DAI's) in 2006 currently, there are more than 200 (HEC, 2021). Like many other developing economies, the structure of teaching and learning is not very established at the institutional level in Pakistan. Educational standards are required to align at the international level in order to set up a knowledge base in the economy. In the context of Pakistan gap of the current and desired status of quality is more due to insufficient provision of services. To achieve and maintain the desired level of quality at universities is a crucial point for Higher Education Commission (HEC). It has created Quality Assurance Agency (QAA) to facilitate the institutes of higher education (Batool & Qureshi, 2007; Daud, Abidin, Sapuan, & Rajadurai, 2011).

Quality is a subjective concept that incorporates a number of factors and processes. Thus, the efficiency and effectiveness of all internal processes should be optimized according to global standards. These factors include quality of teaching, infrastructure facilities, learning environment, governance, management, etc. The happening of internal processes within an institute puts a significant impact on quality (Harvey & Williams, 2010; Olaleye, Florence, & Omotayo, 2009). To ensure improvement and efficiency in the learning process stakeholders should be involved. It is emphasized to involve students since they are the main agents in knowledge development. Service quality is measured through many attributes; one of those is students' perception. Quality is considered to fulfill the expectations of stakeholders about the provision of services (Alves & Raposo, 2010).

Besides teaching quality, non-academic processes are highly influential on studies. These factors are essentially required to facilitate the learning by interlinking students and faculty. Students in higher education have certain preferences about quality in accordance with their self-esteem and future challenges (Rowley, 1996). Students with the better educational acquisition are potentially more capable to accomplish their productive responsibilities in society. A good institutional environment and efficient system in addition to academic content are essential to enhance the performance of students. Besides this, effective organization and administration facilities bring incompetent students to the institute (Palacio, Meneses, & Pérez, 2002). Therefore, the efficiency of administration and management in a higher education institution is focused to boost the knowledge development process (LeBlanc & Nguyen, 1997). The current study aims to investigate the perception of students about the performance of services provision (particularly at hostels of International Islamic University (IIU), Islamabad). It also evaluates the importance of services perceived by students and the situation of quality for different services.

## **2. Literature Review**

Efficient provision of services is of vital importance in delivering better quality of higher education. Researchers at universities have acknowledged the importance of efficiency in services for better outcomes. Service quality sets basis for value added competitive skills of graduates to outperform in increasingly discerning market (Calvo-Porrall, Lévy-Mangin, & Novo-Corti, 2013; Latif, Latif, Farooq Sahibzada, & Ullah, 2019). It is observed that students' performance and satisfaction is subject to meeting the standards they perceive to have in an institute. Service quality is one of the key elements to determine their perceptions. But quality is a complex phenomenon as services in higher education are diverse, intangible, and indivisible in nature (Ahmad, 2015). One of the reasons is that these services are produced and consumed at the same time. Thus, provision of better quality compels universities to include student feedback to improve and maintain the process of better services provision.

Quality of higher education depends on knowledge provision and skill development of its students. It is observed that universities need to focus on developing and improving the student skills, social connections, and regional engagement by means of efficient management system (EU, 2017). In this pursuit management and services are highly

important to meet the desired objectives. Sound and supportive academic and administrative structure of institutions are essential for excellent performance by students. As students are encouraged to study if they are satisfied at their respective institutes. It is observed that motivated students not only excel in their own field but also inspire other students out of the institute. It is noted that quality content, well-established infrastructure and learning facilities are important to promote academic competitiveness but materialization of these inputs into the targeted outcomes is highly sensitive to process management. Therefore, poor management, inefficient staff and lack of attention to administrative performance (Aldridge & Rowley, 2001; Ali & Zairi, 2005) can ruin the contribution of all other factors.

Several approaches are adopted in literature to measure the excellence and the efficiency of academic and non-academic procedures within institutions. For instance, numerous studies have adopted the method of disconfirmation to quantify the service quality at universities (Gupta & Kaushik, 2018). In this method service quality is founded on the perceptions and validation from its users. It is argued that perceptions are based and developed in a cognitive process of experiences about various dimensions of quality. So, student perceptions about efficiency and quality of educational services reflect the standards of provision (Hill, Lomas, & MacGregor, 2003; Ramseook-Munhurrin, Naidoo, & Nundlall, 2010). This definition of efficiency facilitates measuring the quality of the learning process for graduates. Basically, excellence in service provision is defined as "the difference between what students expect to receive and their perceptions about actual delivery" (O'Neill & Palmer, 2004). So, efficiency increases with any provision higher than the expectations. This concept is adopted from the models of customer evaluation that assume customer perceptions to be a function of reliability, responsiveness, and assurance etc. of the services.

In higher education sector a number of stakeholders are involved including students and their potential employers from the public and private sectors. They are the actual consumers of the delivered service within the institutes (Raaper, 2019) and are more concerned about outcome-based provisions. For ultimate Students' satisfaction depends on various attributes of perception. Survey evaluation is the most common approach to rank the student preference levels about institutional efficiency. Survey outcomes are considered of high importance and useful for improvement in any aspect. Quality factors can be further utilized to investigate the causal interlinks. It is found that management and on-campus facilities are most influential for perceived satisfaction and learning (Ginns, Prosser, & Barrie, 2007; Nadiri, Kandampully, & Hussain, 2009).

Researchers have adopted different approaches for quality evaluation such as SERQUAL (Parasuraman, Zeithaml, & Berry, 1988), SERVPERF (Cronin Jr & Taylor, 1992), (Abdullah, 2006), and HESQUAL (Teeroovengadum, Kamalanabhan, & Seebaluck, 2016) etc. Most of these models have focused on the dimensions of service quality in generic to specific mode. However, models of service quality have a deficiency in presenting the preferences and priorities of attributes. Importance Performance Analysis (IPA, henceforth) is a simple yet better approach to analyze (Martilla & James, 1977; Mikulić, Dužević, & Baković, 2015) the provisions along with the gap with expectations by students. IPA is applied in several studies of institutes of higher education to analyze the satisfaction of students about services and quality. In this tool researchers first identify the dimensions of efficiency in different academic and non-academic aspects. Then IPA is used to investigate the links of service quality and importance. IPA is considered a practical approach to measure the attributes in educational management (Daud et al., 2011). Many international studies have used IPA for students' perception analysis of higher and other educational institutes (Wang & Tseng, 2011; Yildiz, 2014). IPA is an important instrument to guide dimensions of improvement and meet the desired efficiency levels (Mikulić et al., 2015).

In Pakistan conventional regression and service quality tools are used for efficiency analysis of higher education institutes (Butt & Ur Rehman, 2010; Ijaz, Irfan, Shahbaz, Awan, & Sabir, 2011; Malik, 2012). However, this method defines quality as a response variable to the other factors and likely to ignore the underlying process. More specifically such approach overlooks the level of quality in the provision and do not incorporate the

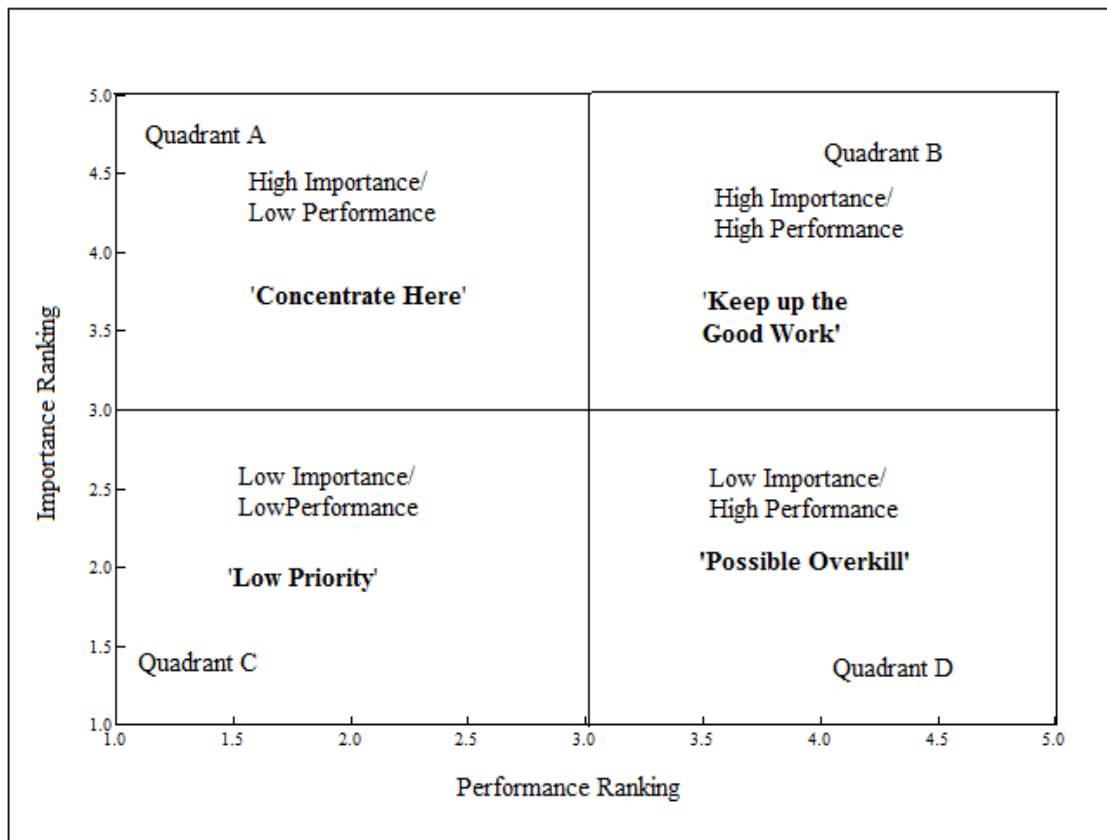
situation gap in the actual and expected levels of services. The current study aims to bridge this gap in the literature for a better understanding of efficiency focus.

### **3. Methodology**

#### **3.1. IPA Tool**

IPA is a means to estimate the satisfaction of clients or agents by the services provided at some organization or institute. Martilla and James (1977) have proposed it. It is quite a simple methodology and is comprised of two main components of perception i.e., importance and performance. The underlying assumption of such analysis is that people are satisfied according to the preference they give to any service. A combination of both factors is used to evaluate the overall perception of service provision. It enables researchers to have a direct focus on the concerned issues in the right dimension. Results of the analysis are easy to interpret and of extensive use for strategic decisions to improve in several ways (Angell, Heffernan, & Megicks, 2008; Saggaf et al., 2018; F. Silva & Fernandes, 2010).

It is a quadrant-based method of ranking the importance and performance of services efficiency. The ranking of 'importance' is plotted on the y-axis and 'performance' is plotted on the x-axis. The graph is further divided into four quadrants. Different strategies are recommended for each service lying in these quadrants. The relationship of performance and importance is given in each quadrant. Ranking of service efficiency in quadrant A represents high importance and poor performance of service. It requires urgent improvement of the weaknesses. Efficiency rank in quadrant B indicates the good performance of highly important services. Institutes may utilize these services as their major strength. In quadrant C services with weak performance and less preference are located. It suggests negligible deficiency, so the institute may skip improving its efforts over there. The fourth quadrant represents the services with very good performance but with minimal importance, so institutes may opt "possible overkill" strategy in those dimensions (Martilla & James, 1977).



**Figure 1: Importance and Performance Matrix**

#### **3.2. Selection of Dimensions**

To examine the efficiency of administrative services at International Islamic University Islamabad's different dimensions of management and non-teaching services are

focused. Variables are selected based on previous studies (Mikulić et al., 2015; Pike, 2005; F. Silva & Fernandes, 2010). Besides this, several attributes are included after conducting a pilot interview for having the opinion of students at International Islamic University. It enables the analysis of the study to be relevant and practices adopted in the institution. The study consists of the following dimensions of services:

- i) Administrative Services: it includes processes for registration, fee submission, information of university rules and regulations and support of administrative staff at university.
- ii) Accommodation Services: procedure and access to hostel facility, the behavior of hostel staff and hostel rules and regulations are included in this dimension.
- iii) Facilities provided at the hostel: utilities and physical facilities provision and maintenance along with the support of hostel workers are included in this dimension.
- iv) Provision of Health Support: it incorporates services of medical treatment and support. Provision of medical treatment at the medical center is appropriate.
- v) Cleanliness at Hostel: it includes cleanliness of kitchens, washrooms, lawns and corridors at university hostels.
- vi) General Facilities at Hostel: it is comprised of general facilities like, security, laundry and tuck shop, etc.
- vii) Service of mess and canteens: it includes provision and quality of food at mess and canteens, menu preference, staff behavior, sitting arrangements and physical facilities at mess.
- viii) Transport Service: it concentrates on congestion of university transport and behavior of transport staff.
- ix) Teaching Support: it consists of attributes of teachers' support for learning, clarity in knowledge delivery and good behavior, etc.
- x) Library and Labs Facility includes availability and access to books and computer labs.
- xi) General Aspects: it includes opportunity and support for sports and extracurricular activities provision of good physical infrastructure at hostels and university.

### 3.3. Data

Data is collected through a primary survey conducted at female hostels International Islamic University Islamabad, Pakistan. There are approximately 1800 students residing in seven residential blocks<sup>1</sup> of which 164 students are randomly selected for survey during December 2019. Students belong to different levels and fields of study. The sample size is approximately 18 percent of the total population. The questionnaire<sup>2</sup> is divided into two main sections. The first includes questions on demographic information of respondents, and the second section includes students' perception about management services. The second section enables students to rank their perception of efficiency and the relevant importance of each service. Services include almost all the relevant aspects except learning and teaching practices.

Data is collected from students of all levels in university i.e., undergraduate, graduate, and postgraduate. Performance indicates efficiency perception, it includes responses at a five-point scale (1= Strongly disagree, 2= Disagree, 3= Neutral, 4=Agree, 5=Strongly agree). Importance represents students' preference about service provision, it is measured at a five-point scale (1= Very unimportant, 2= Unimportant, 3= Neutral, 4= Important, 5= Very important).

Table 1 represents some characteristics of the sample. It consists of 54 percent of students of undergraduate level and more than 25 percent of postgraduate students. Most students are staying at hostels for a duration of one to two years. Approximately 28 percent of respondents are from basic and applied sciences faculty. Nearly 18 percent of respondents are from faculty of social sciences, 10 percent from faculty of management sciences, 9 percent and so on.

<sup>1</sup> Fall 2014, female Provost Office (IIU, Islamabad).

<sup>2</sup> See Appendix I.

**Table 1**  
**Characteristics of Respondents**

Level	Frequency	Percentage	Discipline	Frequency	Percentage
Bachelors	90	54.87	Arabic	5	3.04
Masters	29	17.68	Faculty of Basic and Applied Sciences	47	28.65
MS/M.phill	37	22.56	Faculty of Engineering and technology	11	6.71
PhD	8	4.87	International Institute of Islamic Economics	13	7.92
Length of stay at Hostel	Frequency	Percentage	Usuluddin	15	9.14
1Year	46	28.04	Faculty of Language and Literature	14	8.53
2years	42	25.61	Faculty of management Sciences	17	10.36
3yers	31	18.91	Faculty of Sharia and Law	13	7.92
4years	26	15.85	Faculty of Social Sciences	29	17.68
5years or more	19	11.58			

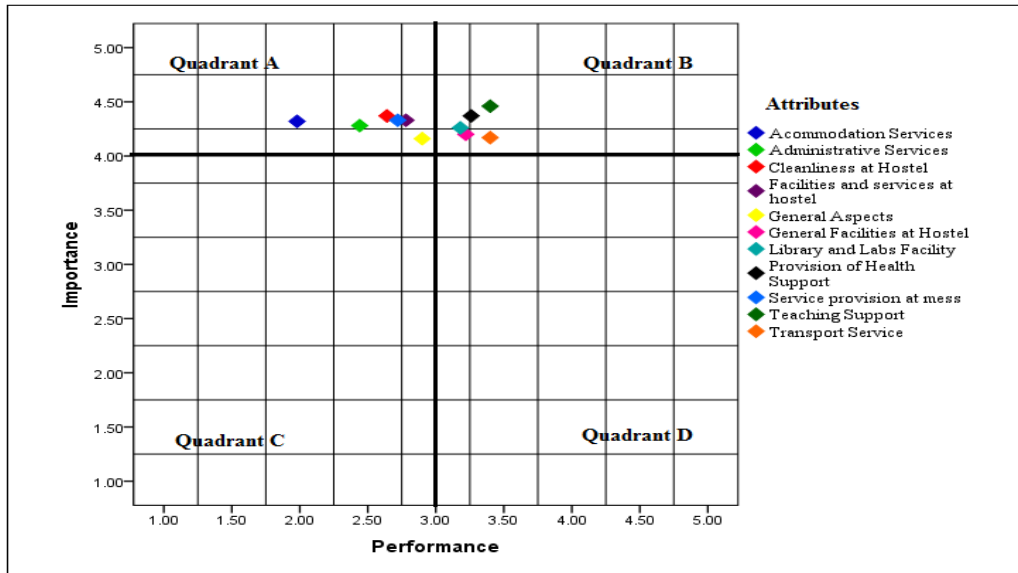
#### 4. Results

Analysis of the efficiency in administrative services that links students and academia using importance and performance techniques is given in table 2. It is composed of eleven main categories of services with different attributes. Students' response represents that teaching support, cleanliness, provision of accommodation, and health support are the most important services. Facilities at hostel, mess and administrative efficiency are second most important aspects. General facilities and transport services are the lowest important for students. There is not a very high variation in responses for importance perception among respondents. There is a huge gap in the provision of facilities and their relevant importance. The provision of accommodation facility is very important; however, on the average students strongly disagree on its efficiency. Similarly, cleanliness is ranked very important and students disagree on satisfactory performance of administration on this service. Teaching support is very important, and its performance is ranked at a satisfactory level. There is almost no gap in library services on a scale of performance and importance.

**Table 2**  
**Importance Performance Ratings for Major Categories of Services**

Attributes	Importance			Performance		
	Mean	Median	SD	Mean	Median	SD
	4.30	4.50	0.88	2.90	2.88	1.17
Administrative Services	4.28	4.25	0.88	2.44	2.50	1.17
Accommodation Services	4.32	5.00	0.87	1.98	1.00	1.10
Facilities and services at hostel	4.33	4.63	0.86	2.78	2.88	1.17
Provision of Health Support	4.37	5.00	0.87	3.26	3.00	1.10
Cleanliness at Hostel	4.37	5.00	0.80	2.64	2.50	1.24
General Facilities at Hostel	4.20	4.00	0.97	3.22	4.00	1.30
Service provision at mess	4.33	4.50	0.86	2.72	2.50	1.20
Transport Service	4.17	4.00	0.91	3.40	4.00	1.11
Teaching Support	4.46	5.00	0.81	3.40	4.00	1.13
Library and Labs Facility	4.26	4.00	0.91	3.18	4.00	1.16
General Aspects	4.16	4.00	0.90	2.90	2.00	1.22

Matrix for importance and performance ratings about efficiency in service provision is presented in figure 2. There is not much discrepancy in values obtained from two measures of central location i.e. mean and median. Thus, mean values are used to construct the IPA matrix in order to avoid the loss of supplementary information about ranking (Martilla & James, 1977). Since ratings are on a five-point interval scale, the median is indispensable for analysis. Median values of overall attributes are used to define the quadrants across both axes (Lynch, Carver Jr, & Virgo, 1996; F. Silva & Fernandes, 2010).



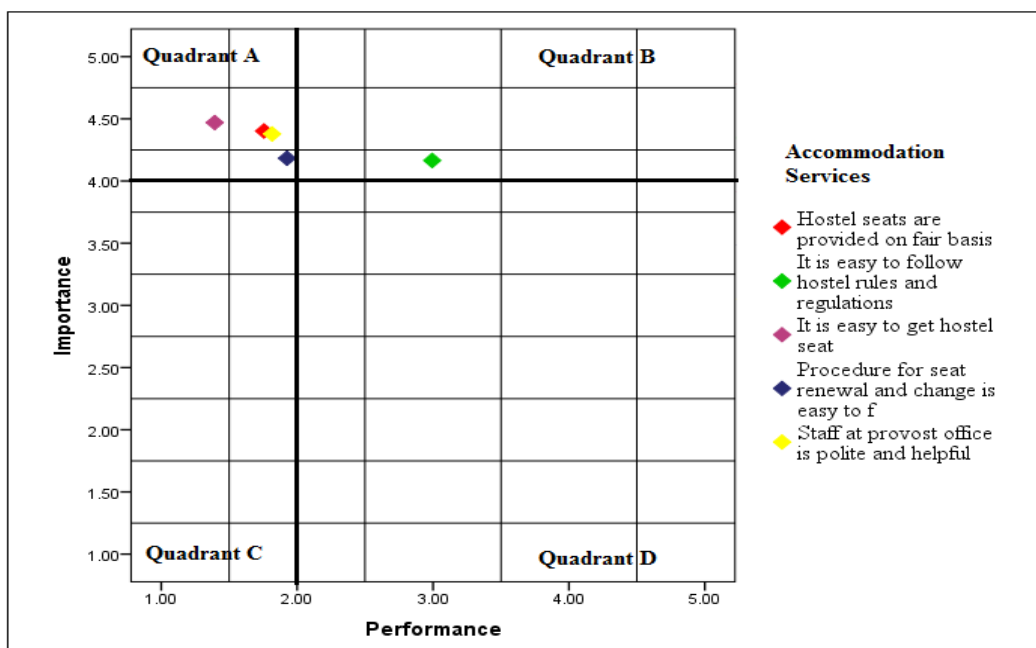
**Figure 2: IPA Matrix for Main Categories of Services**

Results of the matrix are spread over two quadrants i.e. A and B. Administration services, accommodation provision, mess, cleanliness, and facilities at the hostel are very important but not efficient. These all lie in quadrant A and need immediate consideration to improve efficiency. Teaching support, library services, health support, transport, and the general aspect of hostel facilities are important, and the provision level is good. It refers to sufficient satisfaction of students.

**Table 3**

**Importance Performance Ratings for Accommodation Provision**

Attributes	Importance			Performance		
	Mean	Median	SD	Mean	Median	SD
It is easy to get hostel seat	4.32	5.0	0.87	1.98	1.0	1.10
Hostel seats are provided on fair basis	4.47	5.0	0.88	1.39	1.0	0.91
Hostel seats are provided on fair basis	4.40	5.0	0.93	1.76	1.0	1.16
Staff at provost office is polite and helpful	4.38	5.0	0.80	1.82	1.0	1.11
Procedure for seat renewal and change is easy to follow	4.18	4.0	0.95	1.93	2.0	1.12
It is easy to follow hostel rules and regulations	4.16	4.0	0.78	2.99	3.0	1.21



**Figure 3: IPA Matrix for Provision of Accommodation Facility**

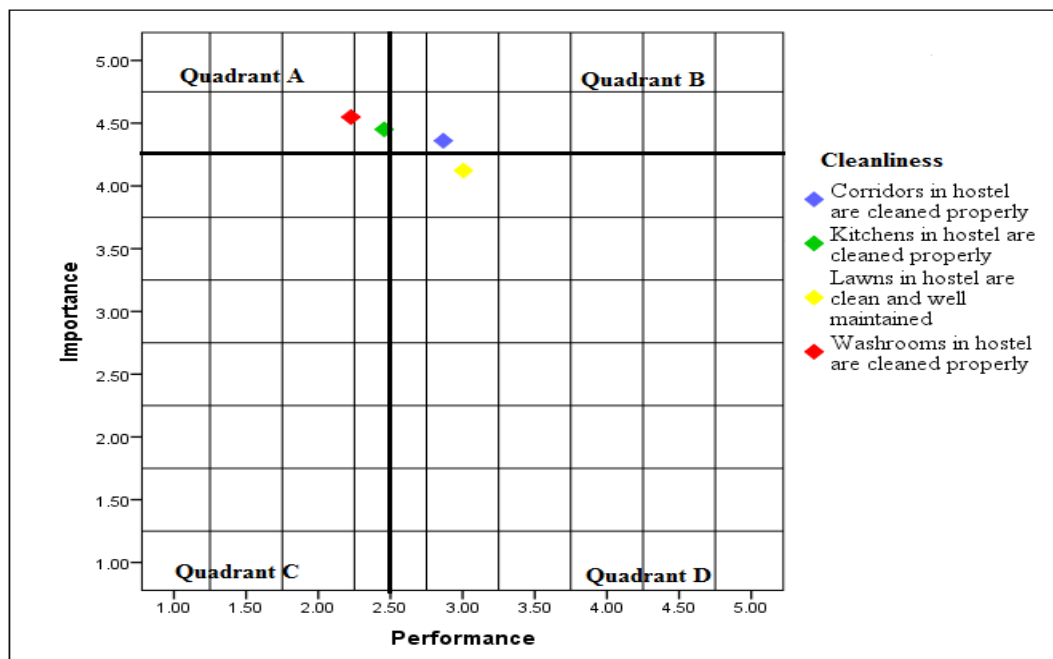
Table 3 indicates the provision of accommodation facilities for students is most poor in terms of efficiency. Students report most of the attributes as unsatisfactory. Process of seat allotment is considered unfair and very difficult; behavior of staff at provost office with students is indicated as obstructive. Students who have already availed of accommodation in the university hostel feel the procedure of seats renewal and change to be difficult. The spread of attributes is in quadrant A as given in figure 3 except for ease in following the rules that are in quadrant B. It is of high importance and students are satisfied with management’s efficiency for the conduct of hostel rules and regulations.

Cleanliness in a hostel is of paramount importance for boarding students but provision level is of those services having very poor ratings. Table 4 represents that cleanliness in washrooms and kitchens is very important, but provision is poor.

**Table 4**  
**Importance Performance Ratings for Hostel Cleanliness**

Attributes	Importance			Performance		
	Mean	Median	SD	Mean	Median	SD
Corridors in hostel are cleaned properly	4.37	5.00	0.80	2.64	2.50	1.24
Kitchens in hostel are cleaned properly	4.36	5.00	0.82	2.87	3.00	1.20
Washrooms in hostel are cleaned properly	4.45	5.00	0.77	2.46	2.00	1.24
Lawns in hostel are clean and well maintained	4.55	5.00	0.72	2.23	2.00	1.29
	4.12	4.00	0.90	3.01	3.00	1.25

Ratings lie in the three quadrants of the IPA matrix given in figure 4. The maintenance of hostel lawns are located in quadrant D it indicates low importance and satisfactory provision.



**Figure 4: IPA Matrix for Hostel Cleanliness**

Dealing of complaints and application is most important and most inefficiently performed within the attributes of administrative services<sup>3</sup>. Provision of information about rules and regulations is relatively better in terms of gaps in importance and performance. Rankings are in the IPA matrix<sup>4</sup>, staff behavior and quickness in the solution of complaints are in the quadrant B. Both services are very important but not efficiently provided. Information provision of rules and regulation and process of registration is in quadrant A and represents satisfaction of students from services’ level.

<sup>3</sup> Table A1 in appendix II.

<sup>4</sup> Figure A1 in appendix III.



Quality of food at cafeteria and mess and menus are found most poor. The behavior of mess staff, utensils and other facilities are ranked at a relatively better level<sup>5</sup>. Facilities and services provision at the hostels is overall not very good. The quality of drinking water and addressing the complaints of students' problems are not very good. Provision of physical facilities like table, bed, fans, lights etc. is appropriate, rooms are not overcrowded, and behavior of warden is also appropriate with students.<sup>6</sup>

General facilities at hostels are overall good; however, laundry facility at affordable cost is not available to students despite being an important aspect. There is only one shop for all the female hostels, which is not sufficient to meet the needs of boarders.<sup>7</sup> Staff behavior at the medical center is ranked as very good among all health treatment services. The provision of appropriate medical treatment is the least efficient attribute in this category. However, all indicators lie in Quadrant B that depicts overall provision is at a satisfactory level.<sup>8</sup>

Students have ranked communication with teachers to be easy. Perception about the performance of fair marking is lowest in teaching support services. Library services are very good; computer labs availability is a problem for students. There is a deficiency of sports' facilities and training in the general services category.<sup>9</sup>

## 5. Conclusion

There is a need to improve the standards of higher education to avail prospective benefits. Quality is one of the several challenges faced by institutes of higher learning. The educational process becomes smooth with efficient management of services. These services perform the central role to link the academia and students at the institute. Thus, efficacy in service provision is vital to maintain the quality of the knowledge process particularly in a developing country like Pakistan. Several approaches are used to evaluate management efficiency. IPA framework is a comprehensive tool for the investigation that is not used so far for Pakistani educational institutes. Current research adopts this approach to analyze the services' efficiency at the International Islamic University Islamabad. A detailed survey is conducted from female boarding students at university hostels to assess the effectiveness of management in several aspects of services at hostels and university.

Access to hostel accommodation and provost staff's support are least efficient despite being most important among all aspects. It is very crucial to focus on these aspects as many university students come from different cities and countries and must face these difficulties. Such inefficiency creates obstacles for their knowledge development process. Hostel management needs to concentrate on appropriate cleaning of kitchens and washrooms. These cannot be ignored due to being closely related to hygiene conditions and health concerns of students. Quality of water and food at canteen also requires improvement. Transport, teaching support, library services are important, management is performing well in these dimensions it should maintain the level at the same pace. Facilities of Sports and extracurricular activities are not available to students in accordance with their requirements. These are essential to nourish the minds and develop the self-efficacy of students dynamically. University authorities should adopt policies to incorporate these activities with academic activities. This research has adopted a generic framework with a simple yet efficient tool therefore, findings of this study may provide a base for quality enhancement of the management in higher education institutes of Pakistan.

The current study is attempted to address the issues in a detail; however, it lacks some aspects of quality; like the process of learning in university, students' personnel characteristics, and quality of teaching faculty, etc. These aspects are not included in the scope of research and can be considered in future research. If such studies are conducted in other higher educational institutes, it can be helpful for HEC to ensure the quality of knowledge in Pakistan.

<sup>5</sup> See table A2 in appendix II and figure A2 in appendix III.

<sup>6</sup> See table A3 in appendix II and figure A3 in appendix III.

<sup>7</sup> See table A4 in appendix II and figure A4 in appendix III.

<sup>8</sup> See table A5 in appendix II and figure A5 in appendix III.

<sup>9</sup> See table A6 to A9 in appendix II and figure A6 to A9 in appendix III.

## References

- Ahmad, S. Z. (2015). Evaluating student satisfaction of quality at international branch campuses. *Assessment & evaluation in higher education*, 40(4), 488-507. doi:<https://doi.org/10.1080/02602938.2014.925082>
- Aldridge, S., & Rowley, J. (2001). Conducting a withdrawal survey. *Quality in higher Education*, 7(1), 55-63. doi:<https://doi.org/10.1080/13538320120045085>
- Ali, N. A., & Zairi, M. (2005). *Service quality in higher education: University of Bradford, School of Management*.
- Alves, H., & Raposo, M. (2010). The influence of university image on student behaviour. *International Journal of Educational Management*, 24(1), 73-85. doi:<https://doi.org/10.1108/09513541011013060>
- Angell, R. J., Heffernan, T. W., & Megicks, P. (2008). Service quality in postgraduate education. *Quality assurance in education*. doi:<https://doi.org/10.1108/09684880810886259>
- Batool, Z., & Qureshi, R. H. (2007). Quality assurance manual for higher education in Pakistan. *Higher Education Commission, Pakistan*.
- Butt, B. Z., & Ur Rehman, K. (2010). A study examining the students satisfaction in higher education. *Procedia-Social and Behavioral Sciences*, 2(2), 5446-5450. doi:<https://doi.org/10.1016/j.sbspro.2010.03.888>
- Calvo-Porrá, C., Lévy-Mangin, J.-P., & Novo-Corti, I. (2013). Perceived quality in higher education: an empirical study. *Marketing Intelligence & Planning*. doi:10.1108/MIP-11-2012-0136
- Cronin Jr, J. J., & Taylor, S. A. (1992). Measuring service quality: a reexamination and extension. *Journal of marketing*, 56(3), 55-68.
- Daud, S., Abidin, N., Sapuan, N. M., & Rajadurai, J. (2011). Enhancing university business curriculum using an importance-performance approach: A case study of the business management faculty of a university in Malaysia. *International Journal of Educational Management*. doi:<https://doi.org/10.1108/09513541111159059>
- Ginns, P., Prosser, M., & Barrie, S. (2007). Students' perceptions of teaching quality in higher education: The perspective of currently enrolled students. *Studies in higher education*, 32(5), 603-615. doi:<https://doi.org/10.1080/03075070701573773>
- Gupta, P., & Kaushik, N. (2018). Dimensions of service quality in higher education—critical review (students' perspective). *International journal of educational management*. doi:10.1108/IJEM-03-2017-0056
- Harvey, L., & Williams, J. (2010). Fifteen years of quality in higher education. In: Taylor & Francis.
- Hill, Y., Lomas, L., & MacGregor, J. (2003). Students' perceptions of quality in higher education. *Quality assurance in education*. doi:<https://doi.org/10.1108/09684880310462047>
- Ijaz, A., Irfan, S., Shahbaz, S., Awan, M., & Sabir, M. (2011). An empirical model of student satisfaction: Case of Pakistani public sector business schools. *Journal of quality and Technology Management*, 7(2), 91-114.
- Janjua, P. Z., & Kamal, U. A. (2011). The role of education and income in poverty alleviation: A cross-country analysis. *The Lahore Journal of Economics*, 16(1), 143-172.
- Latif, K. F., Latif, I., Farooq Sahibzada, U., & Ullah, M. (2019). In search of quality: measuring higher education service quality (HiEduQual). *Total Quality Management & Business Excellence*, 30(7-8), 768-791. doi:<https://doi.org/10.1080/14783363.2017.1338133>
- Lynch, J., Carver Jr, R., & Virgo, J. M. (1996). Quadrant analysis as a strategic planning technique in curriculum development and program marketing. *Journal of Marketing for Higher Education*, 7(2), 17-32. doi:[https://doi.org/10.1300/J050v07n02\\_02](https://doi.org/10.1300/J050v07n02_02)
- Malik, S. H. (2012). A study relationship between leader behaviors and subordinate job expectancies: A path-goal approach. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 6(2), 357-371.
- Martilla, J. A., & James, J. C. (1977). Importance-performance analysis. *Journal of marketing*, 41(1), 77-79. doi:<https://doi.org/10.1177/002224297704100112>
- Mikulić, J., Dužević, I., & Baković, T. (2015). Exploring drivers of student satisfaction and dissatisfaction: an assessment of impact-asymmetry and impact-range. *Total Quality Management & Business Excellence*, 26(11-12), 1213-1225. doi:<https://doi.org/10.1080/14783363.2014.925291>

- Nadiri, H., Kandampully, J., & Hussain, K. (2009). Students' perceptions of service quality in higher education. *Total Quality Management*, 20(5), 523-535. doi:<https://doi.org/10.1080/14783360902863713>
- O'Neill, M. A., & Palmer, A. (2004). Importance-performance analysis: a useful tool for directing continuous quality improvement in higher education. *Quality Assurance in Education*. doi:<https://doi.org/10.1108/09684880410517423>
- Olaleye, O., Florence, O., & Omotayo, K. (2009). Assessment of quality in early childhood education in Ekiti-State Nigeria. *World Applied Sciences Journal*, 7(5), 683-688.
- Palacio, A. B., Meneses, G. D., & Pérez, P. J. P. (2002). The configuration of the university image and its relationship with the satisfaction of students. *Journal of Educational Administration*. doi:<https://doi.org/10.1108/09578230210440311>
- Parasuraman, A., Zeithaml, V. A., & Berry, L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *1988*, 64(1), 12-40.
- Pike, S. (2005). The use of repertory grid analysis and importance-performance analysis to identify determinant attributes of universities. *Journal of Marketing for Higher Education*, 14(2), 1-18. doi:[https://doi.org/10.1300/J050v14n02\\_01](https://doi.org/10.1300/J050v14n02_01)
- Raaper, R. (2019). Students as consumers? A counter perspective from student assessment as a disciplinary technology. *Teaching in Higher Education*, 24(1), 1-16. doi:<https://doi.org/10.1080/13562517.2018.1456421>
- Ramseook-Munhurrin, P., Naidoo, P., & Nundlall, P. (2010). A proposed model for measuring service quality in secondary education. *International Journal of Quality and Service Sciences*. doi:<https://doi.org/10.1108/17566691011090062>
- Rowley, J. (1996). Motivation and academic staff in higher education. *Quality Assurance in Education*. doi:<https://doi.org/10.1108/09684889610125814>
- Saggaf, M. S., Aras, M., Akib, H., Salam, R., Baharuddin, A., & Kasmita, M. (2018). The Quality Analysis of Academic Services Based on Importance Performance Analysis (IPA).
- Silva, F., & Fernandes, P. (2010). *Using importance-performance analysis in evaluating institutions of higher education: A case study*. Paper presented at the 2010 International Conference on Education and Management Technology.
- Silva, F. H., & Fernandes, P. O. (2012). Empirical study on the student satisfaction in higher education: Importance-satisfaction analysis. *WASET Journal*(6), 1075-1080.
- Teeroovengadum, V., Kamalanabhan, T., & Seebaluck, A. K. (2016). Measuring service quality in higher education: Development of a hierarchical model (HESQUAL). *Quality Assurance in Education*. doi:<https://doi.org/10.1108/QAE-06-2014-0028>
- UNESCO, B. M. Y. The Task Force on Higher Education and Society (2000): Higher Education in Developing Countries. *Peril and Promise (Washington DC, The World Bank)*.
- Wang, R., & Tseng, M.-L. (2011). Evaluation of international student satisfaction using fuzzy importance-performance analysis. *Procedia-Social and Behavioral Sciences*, 25, 438-446. doi:<https://doi.org/10.1016/j.sbspro.2012.02.055>
- Yildiz, S. M. (2014). Service quality evaluation in the school of physical education and sports: An empirical investigation of students' perceptions. *Total Quality Management & Business Excellence*, 25(1-2), 80-94. doi:<https://doi.org/10.1080/14783363.2011.637804>

**Appendix I:  
Questionnaire on students' perception about efficiency and importance of administrative services provided at International Islamic University, Islamabad.**

Assalam o Alaikum

Dear Respondent!

This survey will be used for research purpose only. Your answer will be kept strictly confidential and will only be used for research purposes. Your identification will not be mentioned anywhere on the document so kindly give an impartial opinion to make the research successful. Approximately, it will not take more than 10 minutes to fill the questionnaire, as all of the questions just require you to tick appropriate answer. Your cooperation is highly appreciated.

Jazakumullah Khair

<b>Name Your faculty</b>					
<b>Level of Study</b>	<input type="checkbox"/> Bachelors	<input type="checkbox"/> Maters	<input type="checkbox"/> MS/M.phill	<input type="checkbox"/> PhD	<input type="checkbox"/> Other
<b>Length of stay in hostel</b>	<input type="checkbox"/> 1year/less	<input type="checkbox"/> 2years	<input type="checkbox"/> 3years	<input type="checkbox"/> 4years	<input type="checkbox"/> 5years

<b>Section 1</b>	<b>To what extent do you agree?</b>					<b>To what extent do you feel it is important?</b>				
	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Very important</b>	<b>Important</b>	<b>Neutral</b>	<b>unimportant</b>	<b>Very unimportant</b>
Procedure for semester registration and fee submission is simple and easy to follow.										
Information about university rules and regulations is provided in time to students.										
Staff in admin provides quick support for dealing complaints/applications.										
Staff in admin behaves in a good manner.										
It is easy to get hostel seat.										
Hostel seats are provided on fair basis.										
Staff at provost office is polite and helpful.										
Procedure for seat renewal and change is easy to follow.										
It is easy to follow hostel rules and regulations.										

<b>Section 2</b>	<b>To what extent do you agree?</b>					<b>To what extent do you feel it is important?</b>				
	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Very important</b>	<b>Important</b>	<b>Neutral</b>	<b>unimportant</b>	<b>Very unimportant</b>
Quality of drinking water in hostel is good.										
Timing for provision of generator facility is appropriate.										
The number of students in your room is appropriate.										
Facilities of lights, fans, table, bed etc. in rooms are sufficient.										
Complaints in hostel are addressed properly and in time.										
Hostel staff takes interest to solve complained issues.										
R.H.T is cooperative and polite.										
Hostel staff is cooperative and polite.										

<b>Section 3</b>	<b>To what extent do you agree?</b>					<b>To what extent do you feel it is important?</b>				
	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Very important</b>	<b>Important</b>	<b>Neutral</b>	<b>Unimportant</b>	<b>Very Unimportant</b>
Provision of medical treatment at medical center is appropriate.										
Ambulance is easily available at times of emergency.										
Staff at medical center is polite and cooperative.										
Corridors in hostel are cleaned properly.										
Kitchens in hostel are cleaned properly.										

Washrooms in hostel are cleaned properly.										
Lawns in hostel are clean and well maintained.										
Hostel security is good.										
Laundry facility should be provided in hostel at affordable cost.										
One shop in hostel area is sufficient to meet your needs.										

Section 4 (If not relevant please move to Section 5)	To what extent do you agree?					To what extent do you feel it is important?				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Very important	Important	Neutral	Unimportant	Very Unimportant
Quality of food is good at mess.										
Mess menu is balanced and good.										
Sitting arrangement in mess hall is appropriate.										
Utensils (plates, glasses etc.) in mess are in good condition.										
Mess charges are affordable.										
Mess workers are polite and cooperative.										
Breakfast should be provided in mess (If not relevant skip this question.										

Section 5	To what extent do you agree?					To what extent do you feel it is important?				
	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Very important	Important	Neutral	Unimportant	Very Unimportant
Quality of food is good at university cafeteria.										
University buses are overcrowded.										
Behavior of drivers and conductors is good.										
Complaints are solved in transport office.										
It is easy to communicate with your teachers.										
Your teachers give proper attention to students' problems.										
Your teachers provide knowledge in a clear way.										
Your teachers are fair in marking.										
Your teachers provide sufficient reference books and notes.										
Computer labs are easily available for work after classes.										
Books are easily available at library.										
Library staff is supporting.										
Extracurricular activities in university are sufficient.										
Provision of sports training and other facilities are appropriate.										
Building of university and hostels is good in appearance.										

Any other Comment

---

**Appendix II**  
**Table A1**

**Importance Performance Ratings for Administrative Services**

Attributes	Importance			Performance		
	Mean	Median	SD	Mean	Median	SD
	4.27	4.25	0.88	2.44	2.50	1.17
Procedure for semester registration and fee submission is simple and easy to follow	4.23	4.00	0.85	2.71	3.00	1.27
Information about university rules and regulations is provided in time to students.	4.23	4.00	0.79	2.74	3.00	1.19
Staff in admin provides quick support for dealing complaints/applications	4.36	5.00	0.93	2.01	2.00	1.07
Staff in admin behaves in a good manner	4.30	4.50	0.95	2.30	2.00	1.14

**Table A2**

**Importance Performance Ratings for Mess Services**

Service provision at mess	Importance			Performance		
	Mean	Median	SD	Mean	Median	SD
	4.33	4.50	0.86	2.72	2.50	1.20
Quality of food is good at mess	4.54	5.00	0.80	2.46	2.00	1.17
Mess menu is balanced and good	4.49	5.00	0.85	2.20	2.00	1.14
Sitting arrangement in mess hall is appropriate	4.30	4.00	0.82	2.74	3.00	1.26

Utensils (plates, glasses etc.) in mess are in good condition	4.29	4.00	0.79	2.93	3.00	1.23
Mess charges are affordable	4.41	5.00	0.86	2.59	2.00	1.28
Mess workers are polite and cooperative	4.21	4.00	0.88	3.31	4.00	1.18
Breakfast should be provided in mess (If not relevant skip this question)	3.86	4.00	1.01	3.41	3.00	1.14
Quality of food is good at university cafeteria	4.52	5.00	0.83	2.09	2.00	1.16

**Table A3**  
**Importance Performance Ratings for Facilities and Services Provided in Hostel**

Facilities and services at hostel	Importance			Performance		
	Mean	Median	SD	Mean	Median	SD
Quality of drinking water in hostel is good	4.33	4.63	0.86	2.78	2.88	1.17
Timing for provision of generator facility is appropriate	4.50	5.00	0.87	2.36	2.00	1.15
The number of students in your room is appropriate	4.24	5.00	0.99	2.79	3.00	1.25
Facilities of lights, fans, table, bed etc. in rooms are sufficient	4.18	4.00	0.90	3.32	4.00	1.18
Complaints in hostel are addressed properly and in time	4.24	5.00	0.99	3.46	4.00	1.11
Hostel staff takes interest to solve complained issues	4.42	5.00	0.78	2.37	2.00	1.19
R.H.T is cooperative and polite	4.42	5.00	0.74	2.37	2.00	1.11
Hostel staff is cooperative and polite	4.31	4.00	0.82	2.98	3.00	1.23
	4.30	4.00	0.79	2.58	3.00	1.11

**Table A4**  
**Importance Performance Ratings for General Facilities at Hostel**

Attributes	Importance			Performance		
	Mean	Median	SD	Mean	Median	SD
Hostel security is good	4.20	4.00	0.97	3.22	4.00	1.30
Laundry facility should be provided in hostel at affordable cost	4.35	5.00	0.93	3.57	4.00	1.11
One shop in hostel area is sufficient to meet your needs	4.05	4.00	1.04	3.43	4.00	1.44
	4.18	4.00	0.94	2.66	2.00	1.34

**Table A5**  
**Importance Performance Ratings for Health Support Facility**

Attributes	Importance			Performance		
	Mean	Median	SD	Mean	Median	SD
Provision of medical treatment at medical center is appropriate	4.37	5.00	0.87	3.26	3.00	1.10
Ambulance is easily available at times of emergency	4.45	5.00	0.88	3.08	3.00	1.13
Staff at medical center is polite and cooperative	4.40	5.00	0.86	3.15	3.00	1.16
	4.27	4.00	0.88	3.54	4.00	1.01

**Table A6**  
**Importance Performance Ratings for Teaching Support**

9. Teaching Support	Importance			Performance		
	Mean	Median	SD	Mean	Median	SD
It is easy to communicate with your teachers	<b>4.46</b>	<b>5.00</b>	<b>0.81</b>	<b>3.40</b>	<b>4.00</b>	<b>1.13</b>
Your teachers give proper attention to students' problems	4.46	5.00	0.90	3.53	4.00	1.11
Your teachers provide knowledge in a clear way	4.51	5.00	0.76	3.54	4.00	1.12
Your teachers are fair in marking	4.49	5.00	0.76	3.51	4.00	1.16
Your teachers provide sufficient reference books and notes	4.46	5.00	0.79	3.11	3.00	1.22
	4.39	5.00	0.81	3.33	4.00	1.22

**Table A7**  
**Importance Performance Ratings for Library and Labs Facility**

Attributes	Importance			Performance		
	Mean	Median	SD	Mean	Median	SD
Computer labs are easily available for work after classes	4.26	4.00	0.91	3.18	4.00	1.16
Books are easily available at library.	4.27	4.00	0.87	2.88	3.00	1.21
Library staff is supporting	4.30	5.00	0.96	3.22	4.00	1.18
	4.20	4.00	0.91	3.45	4.00	1.11

**Table A8**  
**Importance Performance Ratings for Transport Service**

Attributes	Importance			Performance		
	Mean	Median	SD	Mean	Median	SD
University buses are overcrowded	4.17	4.00	0.91	3.40	4.00	1.11
Behavior of drivers and conductors is good	4.29	5.00	0.98	3.94	4.00	1.35
Complaints are solved in transport office	4.15	4.00	0.83	3.37	4.00	0.98
	4.07	4.00	0.92	2.90	3.00	1.00

**Table A9**  
**Importance Performance Ratings for General Aspects**

Attributes	Importance			Performance		
	Mean	Median	SD	Mean	Median	SD
Extracurricular activities in university are sufficient	4.16	4.00	0.90	2.90	2.00	1.22
Provision of sports training and other facilities are appropriate	4.17	4.00	0.89	2.49	2.00	1.29
Building of university and hostels is good in appearance	4.15	4.00	0.88	2.45	2.00	1.20
	4.16	4.00	0.92	3.77	4.00	1.16

Appendix III

Figure A1: IPA Matrix for Administrative Services

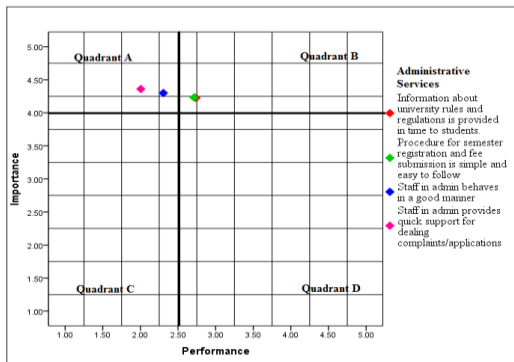


Figure A5: IPA Matrix for Provision of Health Support

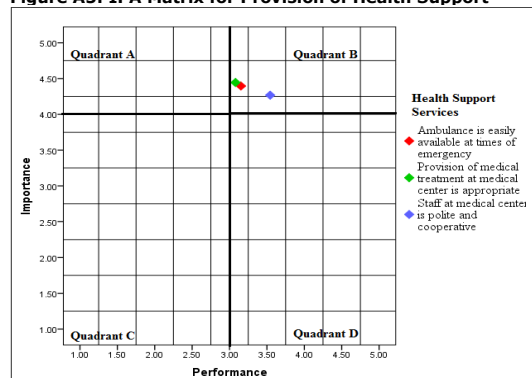


Figure A2: IPA Matrix for Mess Services

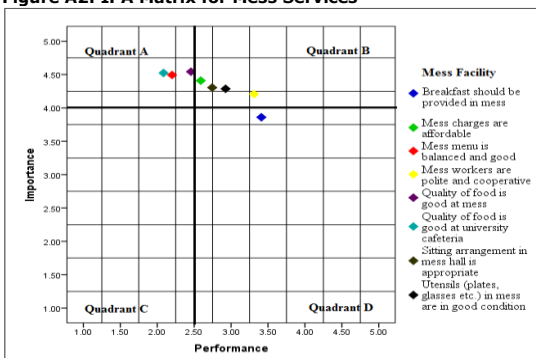


Figure A6: IPA Matrix for Teaching Support

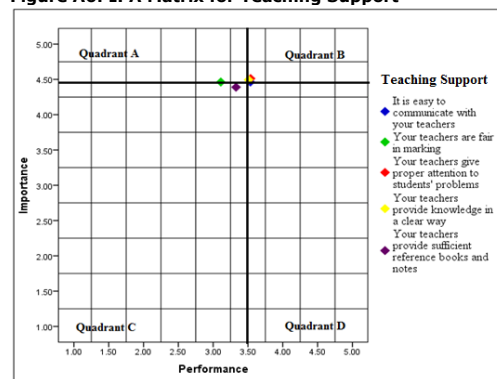


Figure A3: IPA Matrix for Facilities and Services Provided at Hostel

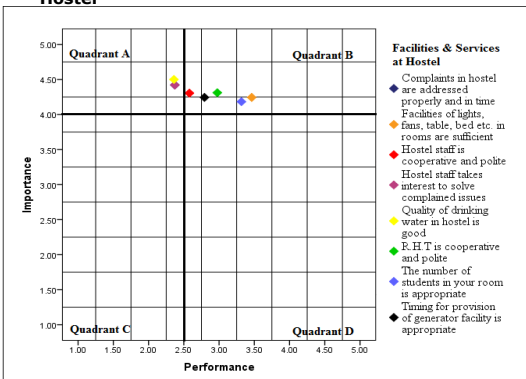


Figure A7: IPA Matrix for Services of Library and Labs

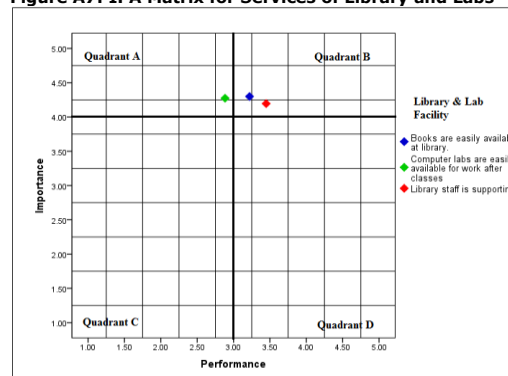


Figure A4: IPA Matrix for General Facilities at Hostel

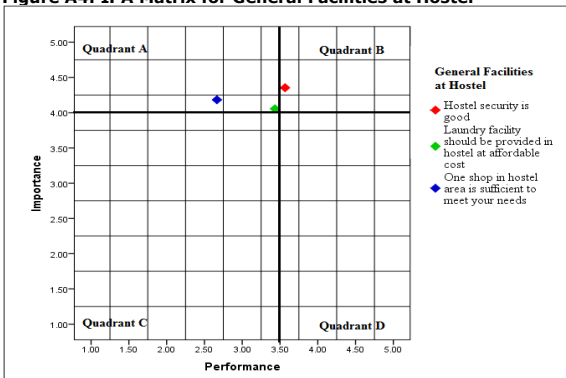


Figure A8: IPA Matrix for Transport Services

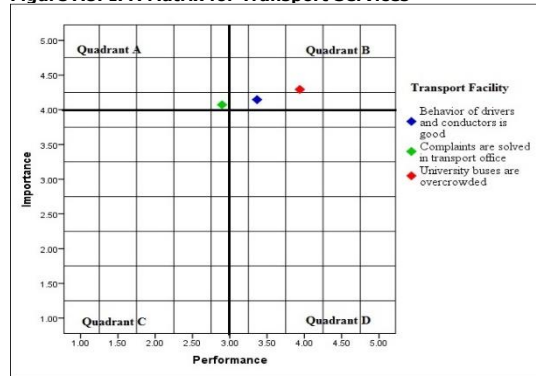


Figure A9: IPA Matrix for General Aspects

