

The Effect of Academic Services, Non-Academic Services, Information Services on Student Satisfaction in Terms of Gender

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ABSTRACT

In order to provide high-quality service, companies must meet or surpass their customers' expectations while also ensuring that their products are delivered on time and accurately. Higher education sustainability depends on students' evaluations of service quality, and student happiness is becoming increasingly crucial. As a research's goal was to examine the impact of gender on students' satisfaction with their professors, department heads, and other academic/non-academic service providers, as well as their access to information, the study was conducted. The sample size for this study is 295 students who are selected proportionately based on their class year. Data collected through the use of a Google Forms tool and a surveying approach. With descriptive and nonparametric statistics, the data was analyzed. Academic performance of lecturers is highly satisfied, and there is no significant difference in student satisfaction by gender; student satisfaction with the performance of department leaders is in the satisfied category, but there is a significant difference in student satisfaction by gender; student satisfaction with the performance of departmental and faculty educational programs is in the satisfied category. For example, the outcomes of this study might be used to help implement BAN PT accreditation and other institutions enhance service quality.

Keywords: Performance, Gender, Satisfaction, Service, Sustainability.

1. INTRODUCTION

During the COVID 19 epidemic, every university makes adjustments to its teaching and learning methods. Academic, non-academic, and information services (PT) are still required by higher education institutions to meet the needs of students as consumers.

In order to meet or surpass customer expectations, a service must meet or exceed the client's wants and aspirations [1]. Measure it using the qualities of tangibility, responsiveness, trustworthiness, and certainty [2]. A student's high expectations for the university's services have a positive effect on the university's reputation, student competition, the acquisition of high-quality students, and graduation on time and on quality. High-quality services help students form long-term, mutually beneficial relationships. Student satisfaction is a source of competitive advantage that results in favorable word of mouth, student retention, and long-term loyalty [3]. Initial impressions reveal that there are still some issues with the administration and information

services, as well as with online lectures, which are not supported, and non-academic services that are not supported. Aside from accreditation data, there is no data on student satisfaction in the JTE department at the Faculty of Engineering (FT), State University of Surabaya (Unesa).

"The impact of academic and non-academic information services on student satisfaction by gender" is the title of this article. The purpose of this research is to determine: Disparities between male and female students in their satisfaction with instructors' academic performance, and male and female students' satisfaction with the leadership of the JTE. Student satisfaction with the performance of JTE and FT education staff, student happiness with academic and non-academic services, and student satisfaction with academic and non-academic information services all varied according to students' gender. Students are a valuable source of feedback for physical therapy service providers because they have first and experience with the products and services they supply.

Definition of quality is how much customers' expectations depart from reality in terms of their experience with a company's product or service. For example, the aspects of service quality include: 1) direct evidence (concrete), 2) dependability, 3) responsiveness (responsiveness), 4) assurance (assurance) and 5) physical evidence (tangible) [2].

Colleges that set high standards for their students and encourage them to meet them are more likely to see their pupils achieve academic achievement. Assumptions about hardware (non-human), software (human), hardware quality, software quality, and additional educational value are aimed at students. Service quality has an impact on customer satisfaction, and satisfaction derives from the term satisfied, which signifies that you have had enough or that your heart's wishes have been realized [5]. Since students are the primary target audience for HEIs, their opinions on the quality of the services provided are important [7]. Higher education institutions across the world are increasingly concerned with the well-being of their students. The quality of academic services is a factor [10]. HEI must function under market conditions in order to effectively and competitively satisfy students as the primary clients [8].

To put it simply, academic services are activities that are supplied to students for educational reasons. Academic services include lectures, curriculum, academic guidance/consultation, practicum, final project, evaluation, library, multimedia, laboratory, and online learning services, and so on and so on. PT provides additional non-academic services to help pupils improve their talents. Development of thinking, interests and abilities, career counselling and improvement of welfare [9] are non-academic services. Academic and non-academic information services are also critical throughout the adoption of online learning.

The long-term survival of higher education institutions rests on offering high-quality services [10]. Student retention and recruitment must be a top priority for all educational institutions. Institutional improvement might be influenced by students' views of continued academic services. When it comes to evaluating the effectiveness of colleges and universities, students' opinion is frequently more important than not.

The level of service provided by different HEIs differs [12]. From the point of view of providing high-quality services to students, this is a must-have for schools. PT's consumers have high standards for the academic support they receive from the company. If the items and services students get fulfill their expectations, they are satisfied. [10]

Several variables have an impact on how happy students are at school. Teacher expertise [13], accessible academic resources such lecture rooms, labs, libraries and ICT facilities [14]. [15] [16] Academic facilities, for

example, are the most critical of these variables. Among those surveyed, at least half had a positive impression of academic administration.

Gender [17] is a determining element in how students see services. As a result of these factors, we should expect higher levels of pleasure from our customers [18]. Interacting in extracurricular activities has been linked to higher levels of student happiness, as has academic advising Academic aspects, economic reasons, the institution's image and reputation, and university infrastructure are the most important determinants of international students' happiness and loyalty [20].

Academic and non-academic services have a positive 98% correlation between students' opinions of their relevance [21]. While the students are pleased with the academic services provided by instructors and programs, the facilities remain unsatisfactory. Satisfaction with web-based applications is influenced by the academic climate [23]. Open university academic services (UT) have an excellent track record, although there is room for improvement [24]. Students are more satisfied when they have access to both academic and non-academic resources [25].

Students' satisfaction with lecturers' academic performance varies by gender; students' satisfaction with JTE leaders' performance varies by gender; students' satisfaction with JTE and FT education staff varies by gender; students' satisfaction with academic and non-educational experiences varies by gender. These hypotheses are tested in the research.

2. METHODS

To answer the research problems, it is taken through Exposed Facto Survey research with a quantitative approach. The research population was JTE FT students from the S1 TE (Electrical Engineering) Study Program and the S1 PTE (Electrical Engineering Education) Study Program at the State University of Surabaya (Unesa) who were still actively studying. The number of research samples was 295 students, 78 women and 217 men, the determination of which was using random sampling technique. The number of lecturers who are the research subjects is 34.

The research data was obtained using an online survey technique using google form, the instrument using a Likert scale of 1-4 (not good/not satisfied -very good/very satisfied). The instrument contains the respondent's identity (email, student name, NIM, study program, cellphone number), student satisfaction with JTE Civitas, satisfaction with academic services, non-academic services, and academic/non-academic information services. The research instrument that has been developed by the researcher before being used is tested for validity with valid and very valid results.

The steps of data analysis are data description, analysis requirements test, and hypothesis testing. The data were described by tabulating the variables with the help of the SPSS 20 computer program. Data analysis was carried out after the parametric assumption tests were met, namely normality test, general linear model test, and Covariance-Matrix similarity test [26]. Because the data is not normal, the data analysis uses a nonparametric test

Hypothesis testing uses nonparametric statistical techniques because the data is not normal. The decision on the influence of the independent variable, the moderator variable on the dependent variable is based on an error rate of 5%.

3. RESULTS

3.1. Student Satisfaction with Lecturer Academic Performance

Aspects of satisfaction include reliability, responsiveness, empathy, tangible, and assurance. The satisfaction of female and male students on the academic performance of lecturers is shown in Figure 1.

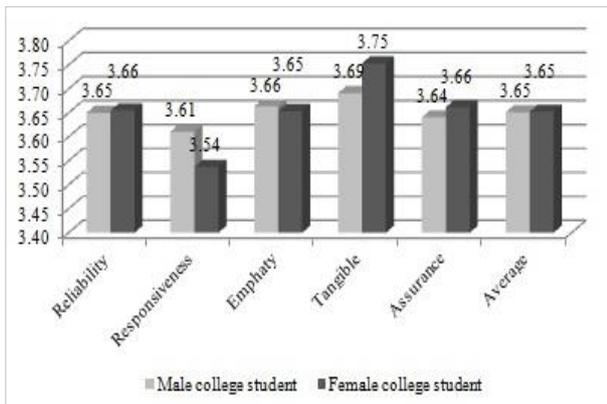


Figure 1 Students satisfaction on lecturers performance.

The average satisfaction of female and male students is 3.65, only differing in value in each aspect.

3.2. Student Satisfaction with Leader Performance of Electrical Engineering Department

Student satisfaction with the performance of electrical engineering department leaders (Head of Department, Head of TE S1 Study Program/JTE secretary, and Head of PTE S1 study program/head of laboratory. The average satisfaction of female students is 3.14 and male is 3.33 in table 2.

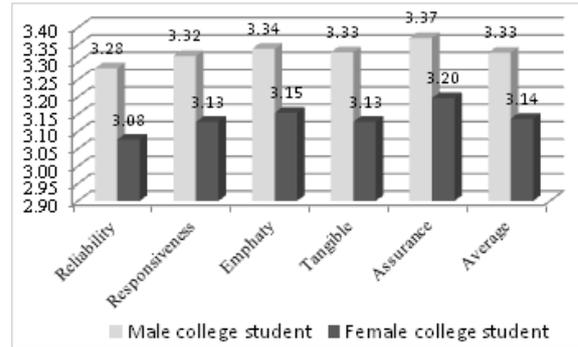


Figure 2 Students satisfaction on leader performance of electrical engineering department.

3.3. Student Satisfaction with the Performance of Electrical Engineering Department and Engineering Faculty Education Staff

The satisfaction of female students on the performance of JTE's education staff is 3.28 on average and 3.39 for boys (figure 3).

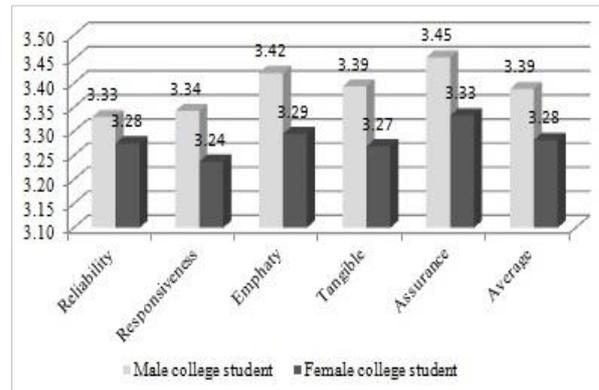


Figure 3 Students satisfaction on education staff performance of electrical engineering department.

The average satisfaction of female students on the performance of engineering faculty education staff is 3.31 and male students are 3.41 (figure 4).

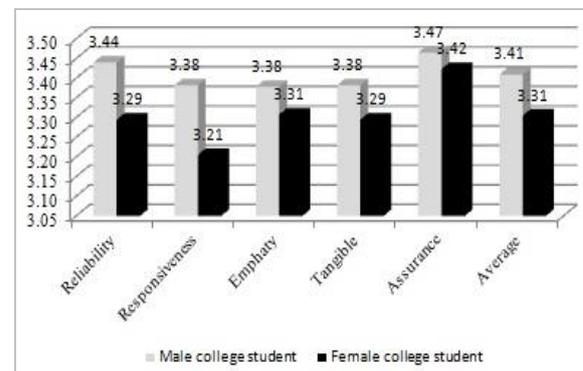


Figure 4 Students satisfaction on education staff performance of engineering faculty.

3.4. Student Satisfaction with Academic and Non-Academic Services

Student satisfaction with academic services is shown in Figure 5. The average satisfaction of female students is 3.25 and male students are 3.35.

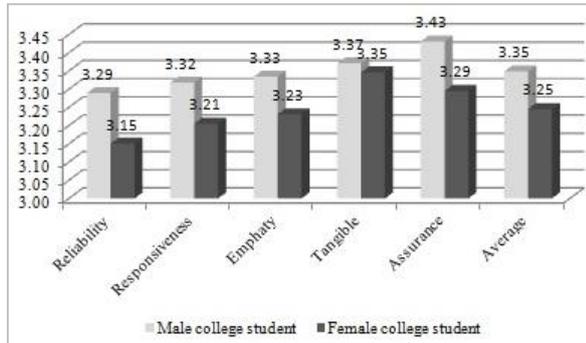


Figure 5 Students satisfaction on academic services.

The average satisfaction of male students with non-academic services is 3.22 and female students have an average of 3.15 (figure 6).

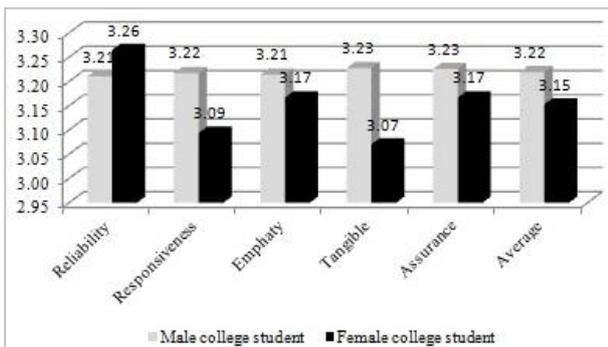


Figure 6 Students satisfaction on non-academic services.

The aspects of academic information services studied and student satisfaction with academic information services are shown in table 1. The average satisfaction of male students is 3.24 and female students are 3.26.

Table 2 shows the aspects studied and student satisfaction with non-academic information services.

3.5. Student Satisfaction with Academic and Non-Academic Information Services

The average satisfaction of male students with non-academic information services is 3.24 and female students are 3.26. Aspects and satisfaction of male students with non-academic information services on average 3.28 and female students 3.07.

Based on table 3 below, it appears that all the data are not normal and the four data are not homogeneous, so the data analysis technique uses nonparametric statistics.

Table 1 Students satisfaction on academic information services.

Availability of facility/website for academic informations	Male College Student	Female College Student
Academic Calendar	3.34	3.19
Course Schedule	3.40	3.33
Examination Schedule	3.35	3.31
Final Project/Industrial Practice Examination	3.24	3.17
Microteaching	3.08	3.16
Microteaching implementation	3.07	3.22
Introduction to the School Field	3.87	3.29
Community Service Program	3.29	3.26
Implementation operational standards of industrial practice/Final Project/Industrial visit	3.28	3.43
Average	3.24	3.26

Table 2 Students satisfaction on non-academic information services.

Non-academic Information	Male College Student	Female College Student
Student activity unit	3.31	3.1
Student organization	3.29	3.21
Student talent development	3.30	3.06
Entrepreneurship and career development	3.34	3.04
Guidance & counseling/ scholarships/health/ cooperatives/canteen	3.28	2.97
Registration and payment	3.24	3.21
Student activity finance	3.19	2.94
Average	3.28	3.07

4. DISCUSSION

The variables studied related to student satisfaction are reliability, responsiveness, empathy, tangible, and assurance. The summary of the results of the normality test shows that there is no normal data, there are 4 data that are not homogeneous, so that the data analysis technique for differences in female and male student

satisfaction was carried out using nonparametric statistics in addition to descriptive statistics. The results of nonparametric statistical tests have been described in the previous section.

Table 3 Test of normality and test of homogeneity of variances.

Student Satisfaction	Gender	Kolmogorov-Smirnov	Levene Statistic
		Sig.	Sig.
Lecturer academic performance	Male	0.000	0.001
	Female	0.002	
Head of Electrical Department performance	Male	0.000	0.081
	Female	0.005	
Educational staff of Electrical Department performance	Male	0.000	0.647
	Female	0.000	
Engineering Faculty educational staff performance	Male	0.000	0.014
	Female	0.000	
Academic services	Male	0.000	0.462
	Female	0.037	
Nonacademic services	Male	0.000	0.040
	Female	0.001	
Academic services information	Male	0.000	0.014
	Female	0.000	
Nonacademic services information	Male	0.000	0.586
	Female	0.000	

4.1. Student Satisfaction with Lecturer Academic Performance

The academic performance studied was the implementation of learning carried out by 34 JTE lecturers. Satisfaction of female students is the same average, namely 3.65 or in the very satisfied category [27]. These results show that the perceptions and expectations of female and male students are close to their expectations of lecturers' academic performance.

The results of data analysis also showed no significant difference in the satisfaction of female and male students (sig value $0.082 > 0.05$). on lecturer performance. There is an effect of lecturer performance on student learning satisfaction [28]. Quality lecturer performance is something that can increase student satisfaction [29]. The limitation of academic performance

in learning that still needs to be improved is the availability of learning materials.

Table 4 Test statistics nonparametric.

Student Satisfaction	Mean Mann-Whitney U	Asymp. Sig. (2-tailed)
Lecturer academic performance	7360.000	0.082
Head of Electrical Department performance	6724.000	0.007
Educational staff of Electrical Department performance	7665.500	0.207
Engineering Faculty educational staff performance	7298.500	0.064
Academic services	7393.000	0.096
Nonacademic services	7930.000	0.408
Academic services information	8341.500	0.848
Nonacademic services information	6447.000	0.002

4.2. Student Satisfaction with Department Leaders

The head of the department in this study was the Head of the Department, the Head of the S1 Electrical Engineering Study Program who was concurrently the Secretary of the Department, and the Head of the S1 PTE Study Program who was also the Head of the Laboratory.

Student satisfaction with JTE leadership performance averaged 3.14 and male 3.33 in the satisfied category. The satisfaction of female and male students on the performance of JTE leaders was significantly different (sig. $0.007 < 0.05$). This significant difference is more due to different perceptions and expectations of the organizational culture and leadership of JTE leaders. Performance is only in the satisfied category because the influence of organizational culture and leadership experiences together has a significant effect on service quality [30].

The performance of JTE leaders that still needs to be improved is the speed in academic services and the limited availability of SOPs related to industrial practices and theses (scientific articles). Student Satisfaction with the Performance of JTE and FT Education Personnel.

Student satisfaction with female JTE education staff is 3.28 and male average is 3.39 in the satisfied category and is not significantly different (sig. 0.207>0.05). The satisfaction of female students on the performance of the FT education staff is 3.31 and male students are 3.41 in the satisfied category and there is no significant difference (0.064).

There is no significant difference because the performance of the education staff is less prominent and mediocre. In addition to the quality of the services provided. The quality of academic administration services for education personnel has an effect on student satisfaction [25] [29]. Lack of services provided by education personnel, especially on the timeliness of academic administrative services.

4.3. Student Satisfaction with Academic and Non-Academic Services

The satisfaction of male and female students has an average of 3.35 and 3.25 respectively in the satisfied category, and there is no significant difference (0.096 > 0.05).

This condition shows that the perceptions and expectations of students, both female and male, are almost the same and are still not in accordance with the reality of perceived academic services. This condition is of course also influenced by the COVID-19 pandemic, in addition to the quality of other academic services that have not been optimal. The quality of academic services has a positive and significant effect on student satisfaction [25].

Constraints experienced by students in academic services, especially the stability of the internet network in online learning and thesis services and industrial practice. Because improving the quality of information system services can increase student satisfaction levels,

Student satisfaction with non-academic services was not significantly different (sig. 0.408 > 0.05) between women and men. The mean satisfaction of female students is 3.15 and male students are 3.22 in the satisfied category and there is no significant difference (sig. 0.408>0.05).

This condition is mostly due to the COVID-19 pandemic which results in limited quality and non-academic services. The quality of non-academic services has a positive and significant effect on student satisfaction and changes in student satisfaction can be explained by variations in participation in the quality of non-academic services [25; 29].

Non-academic services that still need to be improved based on this research data are welfare services, especially scholarships and health services.

4.4. Student Satisfaction with Academic and Non-Academic Information Services

Academic information services gave satisfaction to female students 3.24 and male students 3.26 in the satisfied category and not significantly different (Sig. 0.848>0.05).

Academic information services that still need to be improved, especially services in the field of microteaching information and its implementation, both through the web and so on. Of course, other information services also still need to be improved because they are still in the satisfied category, including industry practice SOPs and theses. Because improving the quality of the academic information system has an effect on student satisfaction, the Academic Information System has a positive and significant effect on student service satisfaction [31].

Non-academic information services gave satisfaction to female students on average 3.07 and male students 3.28 in the satisfied category and significantly different (Sig. 0.002 <0.05).

Non-academic information services that still need to be improved, especially financial information services for student activities and registration and payments. Of course, other non-academic information services need to be improved. Because improving the quality of academic and non-academic information systems has an effect on student satisfaction [31].

5. CONCLUSION

Based on the results of research and discussion, it is concluded as follows. Student satisfaction with lecturers' academic performance is in the very satisfied category, and there is no significant difference in student satisfaction based on gender. Student satisfaction with the performance of JTE leaders is in the satisfied category, and there is a significant difference in student satisfaction based on gender. Satisfaction of female students is lower than male students.

Student satisfaction with the performance of JTE and FT education staff is in the satisfied category, and there is no significant difference in student satisfaction based on gender. Student satisfaction with academic and non-academic services is in the satisfied category, and there is no significant difference in student satisfaction based on gender.

Student satisfaction with academic information services is in the satisfied category, and there is no significant difference in student satisfaction based on gender. Student satisfaction with non-academic information services is in the satisfied category, and there is a significant difference in student satisfaction based on gender. Student satisfaction with non-academic

information services for female students is lower than male student satisfaction.

1. To improve the performance of lecturers, it is necessary to add online learning materials

2. Need to develop SOPs related to Microteaching, Thesis. And industrial practice

3. The quality of academic and non-academic service performance needs to be improved, especially related to the timeliness of services

4. Academic services need to be improved, especially the improvement of online learning facilities

5. The quality of facilities and infrastructure and the Web to support academic information services needs to be improved.

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