THE QUALITY OF EDUCATIONAL SERVICES AND ITS EFFECT ON STUDENTS SATISFACTION AN EMPIRICAL STUDY ON STUDENTS OF ALRIFAQ PRIVATE UNIVERSITY IN LIBYA

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Permeable

This study aims to demonstrate the effect of educational services on student satisfaction in Alrifaq private university in Libya, in order to achieve that, the researcher has designed a questionnaire included (28) clauses to collect preliminary information from the students. In light of that, data collection and analysis and test of hypothesis have been conducted. After data analysis operations of data and hypothesis of the study, the study reached number of results such as: Improvement quality of educational service reflected positively on the level of student satisfaction. The study also revealed that there is a statistically indicative effect of quality of educational service on student satisfaction at an indication level value (0.05). The most important recommendations of the study are: the university shall keep emphasizing on commitment and continuous development of the educational plan and improve the adopted programs by the university to increase the quality of its education process.
Keywords: the quality, Pleased with student, Altaalmih services, Private Universities

Introduction

Institutions of high education face pressures to enhance the value of their activities (Heck & Johnsrud, 2000) because promotion of educational value needs large expenses to keep up efforts paid for improving the service, focus on interests of stakeholders of institutions and raise student satisfaction. These values are mostly used to assess the extent of student satisfaction about quality of educational service in order to meet strategic needs which have utmost importance for students (Cheng, 1990). It is possible to say that the quality of educational service is determined by the extent of meeting student needs and expectations. Therefore, number of concepts and models were set; through which institutions measure student satisfaction about educational service provided to them. Concern about quality of educational service increased in the last half of the twentieth century especially during the eighties due to the technological and scientific explosion accompanied with economical changes, scientific expansion, new social stresses on high education institutions and increase of motivation for academic education until endeavour to achieve quality in educational institutions became a necessary demand needs indicators and standards to be set and usable for judging the level of quality to improve and develop this pattern of education (Hammoda, 2000). The increase of international competition between institutions of high education to attract students contributed to achieve significant importance for those institutions (Elliot & Healy, 2001) especially after the increase of number of students who leave universities before completion of academic programs that are imposed to them (Schertzer & Schertzer, 2004). Because keeping students has a positive effect on financial performance of the university (Ryals, 2002). This subject is having increasing importance for high education institutions (Sauer % O'Donnell, 2006). As most of our educational institutions haven't yet reached the required level of quality which is desired by operators of such institutions, this study aims to activate concern of the matter of quality and contribution to establish its standards and indicators in order to develop a work mechanism through which the quality of high education institutions is increased, believing by the researcher that these institutions are the main unit without which it is impossible to make the desired educational reform. Since the expansion of education and increase of attraction to the same in all its stages including university and high education are the features of this era, this motivated educators to care about quality which led to expansion of education resulted in increase of number of students in universities, this was accompanied with shortcomings such as disproportion of numbers of students and teachers and things that could raise and lower the level of quality in such institutions. The purpose of this study is to show the effect of dimensions of quality of educational service on student satisfaction in the private University of Alrifaq in Libya.

Theoretical frame and previous studies

The service is defined as any activity, deliverable or utility provided by one party to another, is should be a non tangible basis and don't result any ownership, its production and provision might be related to a tangible material product (Aldomor, 2005:18). It is defined as a non tangible product which provides direct benefits and

utilities to client as a result of applying or using a human effort or energy or mechanism on certain or specified people or objects. The service cannot be materially possessed or consumed (Abo Romman, Waldioh G, 2000:4). We note from the foregoing that the service is a human activity through which utilities are provided and such activity is not tangible and cannot be owned or possessed.

Care about quality of service began after some researchers have described quality as the extent of satisfaction given by a product to the user successfully within the wide concept of quality "Harmonization of Use", another researcher added the service to the concept of quality considering the product quality and services as a total combination of engineering, manufacture, marketing properties and maintenance of products and service during operation in a way that meets expectations of customers (Reeves & Bednar, 1994:424-425). The definition of quality as *"the extent of service quality that meets or exceeds expectations of beneficiaries"* This definition gives a wide space for competition between organizations more than the previous definition, that is because customer expectations and beyond are a definition which concentrate externally on quality (Edris, 1996). The development of high education became a vital issue concerning all world countries including the developed ones, education and its development became at the utmost level of concern by USA since the issuance of the famous report titled (A nation at risk); the same with parties in Britain which raise slogans of education development and reform during election campaigns, as well as Germany and Japan. No doubt that in our Arab world we need to reform and develop education systems, the current and future challenge to achieve that requires non-preceded ability to deal with, it requires study of teachers status and the ways to develop their skills and information, the situation of curriculums and their consistency with modern trends in knowledge fields to which they belong, the needs of labor markets and study the status of students and their interaction with skillfully occurring development. This requires more care about quality and how to secure quality mechanisms in order to achieve development and educational comprehensive objectives in high education sector.

- Fathi and Zidan, 2004: 89-99) determined that implementation of quality in universities requires:

1- Design quality policy that includes (who is responsible for quality management and application) how to observe and review the comprehensive quality management system by the administration, determination of tasks that must complete their specified measures, how to observe such measures, how to make corrective action in case of failure of complying with measures.

2- Determine measures that include (Documentation and registration, giving advice, plan and develop curriculums, correction, education subjects, select, assign and develop administrational academic human resources.

3- Clarify and distribute work instructions that must be clear and applicable.

4- Ability to make corrective action including correction of omitted or improperly done works.

- (Khder, 2002: 83-84) stated that the benefits of applying quality in education include:

1. Develop the management system in the university in light of clear roles and specified responsibilities.

2. Upgrade the level of educational services provided to students and reflect to their personalities.

3. Increase educational efficiency and raise performance level for all academic and administrative persons.

4. Fulfill requirements of students, society and scientific research and reach their satisfaction.

5. Provide an environment of understanding and cooperation and good humanitarian relations between staff.

6. Enable university management to solve problems using the right scientific methods and deal with them through protective and corrective measures to prevent them from occurring in the future.

7. Raise level of awareness among beneficiaries of university services thorough showing commitment to quality system.

8. Interconnection and integration among academics and administrative staff in the university and team work.

9. Implement the comprehensive quality management system which gives the university respect, appreciation and a positive golden reputation.

- Altaie & Kadada, 2003: 275) referred to education quality as a documentation process of programs and measures and to apply systems, policies and directions that aim to achieve a quantum leap in education process and upgrade the student level in all mental, physical, social, cultural and physical aspects. This can be achieved only with mastery and good management. Quality of education means that education is entertaining and delightful, teaching shall be continuously awake to attract student to discussion (Tribus, 1991: 5-6) by improving Learning and Teaching, the first occurs when the teachers show the student how to solve the problem, the second occurs when the student learns how to solve the problem (Tribus, 1991:7), four problems were determined as trammels of education namely: non appropriate confirmation of academic subjects, lack of standards and lack of leadership. One of the researchers pointed to link quality management concepts in education to the process and its outcomes, this will be after diagnosis of design as a main reason of failure in education, he defined quality management as the perfect systematic process to change management in education (Goldberg & Cole, 2002:9).

The quality of high education means the capability of group of characteristics and advantages of education product to meet student requirements, business market, society and all local and foreign beneficiaries. We know very well that achieving quality of education needs to direct all human and political resources, systems, curriculums, operations and infrastructure in order to create favorable conditions for creativity and innovation

to secure an educational product that may enable student from reaching commonly preferable targets. Quality and its schemes lead to participation by every individual, management, scientific unit, student and teacher to become a part of those schemes, thus, quality is the required driving force to drive university education system by an effective way to achieve its targets and deliver its task which is assigned by society and many concerned parties (Jones, 2003:224).

Measuring student satisfaction is a strategic matter for universities, because it is similar to calculation of profits and losses of corporations, as if the satisfaction rate is:

- Higher than student expectations, which is a rare case, the university becomes in a state of gaining high profit, because it has achieved its goals by enrich student with targeted knowledge, values and skills, then the student will be glad and cheery with its educational attainment and career life and gives a positive feedback bout the university.
- Less than student expectations, in this case, the university in a state of loss, because it hasn't achieved its goals, the student might leave or move to another university or it will stay but deal negatively.
- Equals to student expectation, the university here in a state of stability and a balance profit due to high possibility of student continuation of study, the university shall maintain this acceptable level of satisfaction and seek to reach higher. Figure (1) shows the logical frame of mechanism of student satisfaction system.

Figure (1) the logical mechanism of student satisfaction system
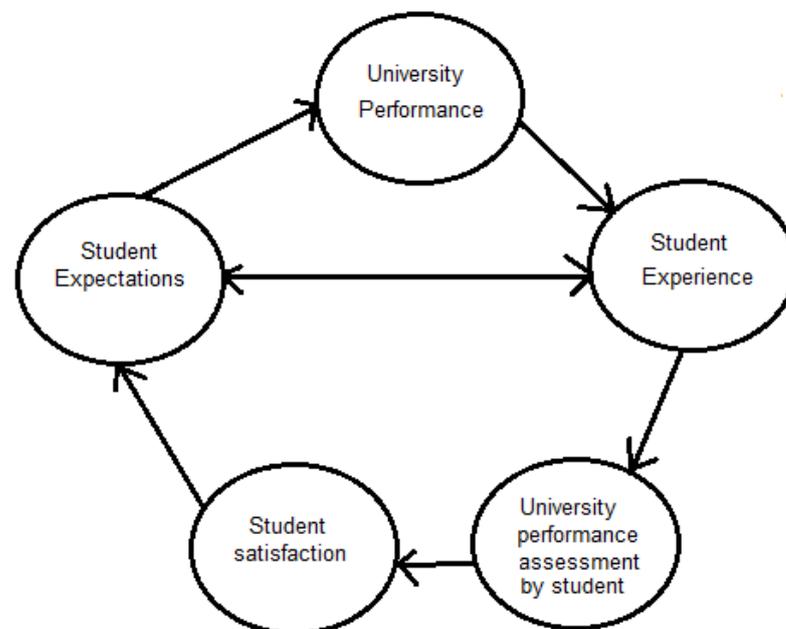
Reference: Alnaki et al (2008), "students impressions about quality of service in the University of Kuwait and the applied education and private universities, social science magazine, vol 36, issue 3.

Student satisfaction is how much the student is satisfied with the quality of the provided educational service in the university environment and how confident, interactive and responsive with the university to the level that achieve preferable results and positives   at the academic and psychological level. It may also mean the student expectation about the form and type of quality of educational service provided by the university, as student before enters the university might have various perceptions that it expects to see them in reality, thus, non-delivery of perceptions might lead to disappointment which automatically affect its interaction, educational attainment and academic level. If the provided university services were consistent to some level with student perceptions and expectations, this will create satisfaction and reflect positively on its interaction and academic attainment (Astin, 1993). It is worth mentioning that student satisfaction is one of the most important factors that measures and evaluates its academic development and growth, it also evaluates the level of the university and its services. Satisfaction standards varies from one university to another and from one student to another and from an educational style to another, where some student satisfaction is closely associated with the educational style, as some prefer the traditional style, students feel more satisfied with direct contact between students and teachers, other students prefer electronic education. Student satisfaction means student interaction with the university in whole, its college, subjects, educational tools used, teachers and other students (Bolliger & Martindale, 2004). Due to importance of student satisfaction, university shall apply more care and work to achieve it in order to attract and maintain the highest possible number of students; this will lead to development and advancement in all different academic fields. Therefore, measuring student satisfaction objectively determines how students realize educational

and administrative services provided by the university and opens the way to take appropriate decisions to fill the gap between student realization of service quality and the reality of services, as the information provided by researches are the actual fuel of future options.

Widrick (2002) introduced his study titled: "*Measuring Students Satisfaction at a UK University*" which aims to measure quality dimensions (quality of design, quality of conformity and quality of performance) in the high education level. The sample of this study consisted of the entire leaders of Rochester Institute of Technology. This study discussed many issues including evaluation of quality of scientific research and mechanisms and tools of developing curriculums. Results of this study revealed several results; one of the most notable is that relying on the previously mentioned three dimensions of quality lead to plan and apply a contemporary level of standards in addition to develop a contemporary system for returns.

Tan & Kek (2004) conducted a study titled: "*Service Quality in Higher Education Using an Enhanced SERVQUAL Approach*". This study aimed to define the extent of effect of service quality on student satisfaction and loyalty in universities through introducing an advanced and promoted idea of using SERVQUAL approach. The study was conducted using comparison between different indicators of student satisfaction and loyalty, the approach has been implemented in two local universities, results indicated that the accurate analysis proved and cleared how the approach may attract students and give them more benefits that reflect on their satisfaction and loyalty towards educational services provided to them.

Alsarmi & Zaied study (2006) aimed to show how much students of Education College are satisfied by the academic supervision services provided to them as well as predict their expectations. Sample of this study consisted of (501) students registered at the college of education, results revealed that students are not satisfied enough about the academic supervision, it also showed that the greater the number of meetings with supervisors the greater the satisfaction of students will be on academic supervision. Students who are supervised by teachers from inside the college are more satisfied on academic supervision compared with their peers who are supervised by teachers from outside the college.

Abo Warda study (2007) titled: "*A proposed model to measure educational service quality by implementation on high education institutions in Egypt*" aimed to develop a measuring tool to measure service quality in high education sector, it is called HEdPERF scale. The main contribution of this research is its conversion to a typical scale that can measure service quality in education institutions in Egypt. The researcher has made some alterations on this scale according to the level of student's culture in the high education institutions in Egypt (Whether governmental or private) and pursuant to veracity and steadiness test results of this scale. Results showed high levels of validity, quality and efficiency of the altered scale in accordance to estimations gained from data analysis, this refers to possibility of relying on the four dimensions performance that are provided with the scale of measuring and prediction of service quality in the high education institutions in Egypt, the dimension that is more capable of defining quality is the academic aspects, followed by reputation, then the non-academic aspects and the last are access facilities.

The study of Arambewela & Hall (2008) "*A Model of Student Satisfaction: International Postgraduate Students from Asia*" aimed to evaluate factors that can ensure satisfaction of postgraduate students in universities of Australia. It also aimed to identify factors that affect selection of Australia as destination for study and the students' opinions about that. In addition to inspect the relation between student satisfaction and the quality of education curriculums and show the strategic actions that must be taken by the university to ensure student satisfaction and loyalty. This study used the SERVQUAL scale to evaluate students' reviews and opinions about the educational process in other education institutions and university. The study concluded that the reason of choosing Australian universities is that many post-graduate students have a perfect impression about Australian universities that achieve teaching objectives compared to other Asian universities and provide education services that satisfy students and develop their academic skills. It is necessary to raise education quality upto student satisfaction level. The study also showed that difficulties that may face universities in their way for student satisfaction are represented in the gap between old traditional universities and the modern trends of students.

Frich et al (2009) "*College Student: Perceptions of Teaching and Learning Quality*" aimed to show how students deal with education and teaching quality they experience in universities and how do they affect their loyalty. This study was made using electronic survey to evaluate six scales that aimed to study the relationship between quality of education service and student satisfaction. Results mentioned that there is a strong relationship between education quality and student satisfaction as the more benefit educational service provides; the greater student satisfaction and loyalty will be.

Alrabaie study (2011) titled: "*The effect of educational service quality and supervision quality on satisfaction of post-graduate students of private Jordanian universities*". This study aimed to identify the relationship between the achieved quality of educational service and supervision and satisfaction of post-graduate students in the private Jordanian universities. The study included The Middle East University, Arabic University of Amman and Jadara University as it is specialized in post-graduation studies. Statistical analysis was adopted using the statistical program SPSS and number of statistical methods and tools such as decline, in addition to Path Analysis using AMOS 7 program. Veracity and steadiness of the tool of the study have been secured; internal consistency has been confirmed for all standards adopted by the study. The results of statistical analysis showed apparent reduction of

quality level of education service provided to post-graduate students in the private Jordanian university the subject matter of the study. This weakness included all five service quality dimensions: tangibility, credibility, sympathy, reliability and response. There is weakness at the level of quality of supervision on thesis, this unclearly caused reduction of student satisfaction level in universities. There is an impact of quality of educational service on satisfaction. The study showed dimensions of the most effective service quality on supervision quality and student satisfaction namely: Reliability and Response.

Problem of the study

The increase of number of university was linked to low level of services provided to students (Alexandris, et al, 2008). Several aspects of student life including academic aspects, social and financial support and simple care suffer difficulty in coping with the increasing number of students. External pressure plays a role in academic activity causing marginalization of care of students by academic managements as care is provided to student by specialized agencies.

Realization of this problem had an impact on various initiatives that aim to improve quality of student care (Johnston & Mclean, 1998) or care of matters that have been determined as more exposed to failure (Richinson & Rutherford, 1996). Such initiatives, despite comprehensiveness of their objective, still suffer lack of awareness about the importance of providing luxury within the educational environment. Therefore, work shall be done to improve quality of student experience through alterations of negative behavior features that are exist in the educational environment in order to make them contribute positively in their comfort. The problem of the study revolves around the effect of educational service quality on student satisfaction in Alrifaq private university in Libya. Based on the foregoing, the problem of the study can be presented more clearly through asking the following main question:

To what extent educational service quality may affect student satisfaction in Alrifaq private university in Libya?

Importance of the study

This study derives its importance from the importance of its variables namely: educational service quality and student satisfaction. Importance of the study represented also in its results that may be utilized in a way that promote student satisfaction and reputation of Alrifaq private university in Libya.

Objective of the study

The main purpose of this study is based on identifying the impact of educational service quality on student satisfaction in Alrifaq private university in Libya.

Hypothesis of the study

Resting on the problem of the study the following main hypothesis has been tested and drafted: There is no statistical indicative effect of educational service quality on student satisfaction at an indication level ($\alpha \leq 0.05$).

Methodology of the study

For the purposes of completion of this study the researcher used the analytical descriptive approach which is based filed study to obtain data from their main sources and test validity of the hypothesis in order to answer its questions and identify the effect of educational service quality on student satisfaction in Alrifaq pribate university in Libya through a questionnaire that was designed in accordance to recognized scientific procedures.

In order to prove that the questionnaire can measure factors to be measured and confirm their veracity, the researcher has tested the extent of internal consistency of scale items, where the cohesion of the scale has been assessed by calculating Cronbach Alpha. Although there are no standard rules related to appropriate values of Alpha, but from a practical point the value (Alpha ≥ 0.60) is acceptable in researchers that relate to management and humanities (Sekaran, 2003). The result of stability of the measuring tool is (82.6%) which is a reasonable rate to conduct the analysis operation to achieve objectives of the study.

Limits and determinants of the study

Limits of the study consist of students of Alrifaq private university in Libya. Special limit is Alrifaq private university in Libya.

About the practical limits, the study relied on (Seth et al, 2004, Willims et al, 2005) in measuring educational service quality. About measuring student satisfaction the study relied on (Schreiner, 2009; Helgesen, 2008).

Since Alrifaq private university in Libya represents the applied field of the study, therefore, results of the study will remain limited within the university as a study case, thus, any results cannot be distributed on other universities and institutions. In addition to that, the study included students of second and final stage (forth) thus, its results cannot be applied on the other students of the university.

Community and sample of the study

The researcher aimed to select all students of Alrifaq private university in Libya as a community of his current study. To determine the number of individuals for sampling, random sampling was conducted, (500) questionnaires have been distributed to students of different specialties, (453) were returned, (20) were excluded due to invalidity of the statistical analysis, this brings the number of valid questionnaires for the analytical process to (433) questionnaire only.

Variables of the study

Quality of Educational Service: includes all characteristics and features of university service (Helgesen, 2008). Student Satisfaction: The satisfactory condition felt by students duo to success of the educational institution in achieving their wishes, needs, expectations and perceptions about educational services provided to them (Zhang et al, 2008: 47).

Figure (1) Model of the study

Dependant Variable   Independent Variable

Satisfaction of students of Alrifaq private university   ← HO ←   Quality of Educational Service
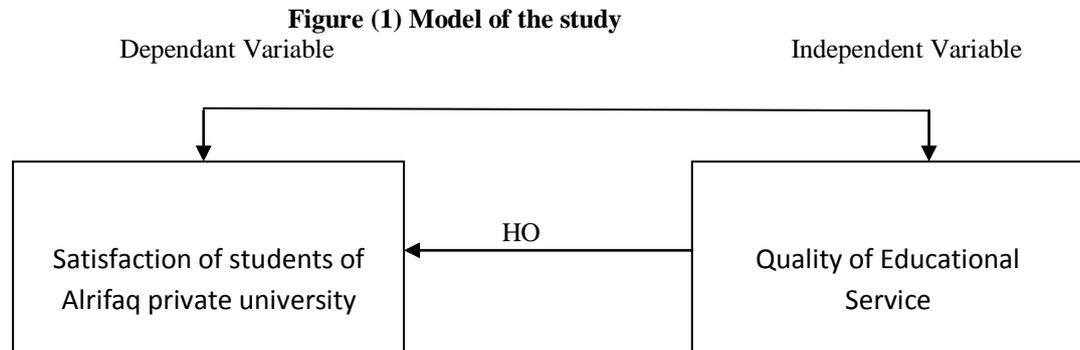
Statistical Processing

Statistical package has been utilized for social science SPSS in analysis of collected date. Many descriptive statistical operations were used such as Duplicates, Percentages, medians, standard deviations, in addition to use of Cronbach Alpha coefficient to ensure constancy of the used scale, T test for one sample and analyzing of Simple Regression with F test using table of variance analysis ANOVA.

The descriptive analysis of study variables:
First: Describe the demographic variables of study samples:

Table (1) shows the demographic variables of study individuals (Age, Sex and stage of education), it is shown that 89% of them were individuals aged from less than 20 to 29 years old and 11% of them aged 30 and over, 49% were males and 51% were females. Finally, with regard to stage of education, 41% were in the second stage, 46% in the third and 13% in the forth.

Table (1) Shows distribution of individuals of study sample according to their demographic variables

No	Variable	Category	Repetition	Percentage (%)
1	Age	Less than 20 years old	229	53%
		From 21 – 24 years	73	18%
		From 25 – 29 years	72	18%
		30 years and over	42	11%
Total			431	100%
2	Sex	Male	211	49%
		Female	219	51%
Total			432	100%
3	Stage of Education	Second year	175	41%
		Third Year	181	46%
		Forth Year	53	13%
Total			409	100%

Second: Quality of Educational Service

To describe the level of quality of educational service in Alrifaq private university in Libya the subject matter of this study the researcher resorted to use medians, standard deviations and the T test to ensure value and significance of the item as shown in Table (2).

Table (2): Medians, standard deviations, T values and the level of significance of educational service quality

Sr. No.	Quality of Educational Service	Median	Standard Deviation	Calculated "T" values	Sig* Indication Level	Order of significance of the item	Significance Level
1	University equipments are modern and advanced	3.89	1.02	9.558	0.000	13	High
2	Facilities are appropriate and attractive	4.21	0.69	18.139	0.000	4	High
3	University staff are good looking and stylish	4.07	0.71	13.923	0.000	6	High
4	Studying halls are compatible with the nature of educational service provided	4.26	0.72	17.577	0.000	3	High
5	University is committed to service schedule	3.89	0.88	10.989	0.000	11	High
6	University is always prepared for solving student problems	4.00	1.03	6.341	0.000	9	High
7	Services are provided immediately as needed	3.91	0.74	13.197	0.000	11	High
8	Personnel and staff perform their service in time	3.76	0.91	8.660	0.000	17	High
9	Staff and teachers are not busy to fulfill students' needs	3.85	1.44	9.161	0.000	14	High
10	Staff and teachers are always ready to help students	4.07	0.84	16.771	0.000	5	High
11	Staff and teachers are always ready to clarify any issue with students	4.03	0.63	14.071	0.000	7	High
12	The behavior of staff and teachers make students more confident	3.79	1.24	8.389	0.000	16	High
13	Feeling safe when dealing with staff and teachers	4.00	1.01	11.901	0.000	9	High
14	The behavior of staff and teachers is clear and transparent	4.02	0.84	14.882	0.000	8	High
15	Staff and teachers have high capacity and knowledge to answer students questions	3.64	1.00	7.299	0.000	18	High
16	University provide good timetable consistent with students conditions	4.35	0.70	18.705	0.000	2	High
17	The university deal with students' problems individually	4.29	0.79	16.490	0.000	3	High
18	University staff are committed to deliver best services to students	4.38	0.80	21.150	0.000	1	High
19	University understands students specific requirements	3.83	0.92	5.053	0.000	14	High
Overall Median and Standard Deviation of educational service quality		**4.11**	**0.89**				

Tabular "T" value at ($\alpha \leq 0.05$)(1.652).
Tabular "T" value was calculated based on virtual median of the item which is (4).

Table (2) shows answers of the study sample about educational service quality issues. Medians range between 3.64 and 4.38 with a median equals to 4.11 on Likert quintet scale which indicates to the high level of service quality. The item "*University staff are committed to deliver best services to students*" with a median (4.38) which is higher than the overall median (4.11) and a standard deviation of (0.80), the item "*Staff and teachers have high capacity and knowledge to answer students questions*" came last at median equals to (3.64) which is lower than the overall median (4.11) and with a standard deviation of (1.00). The table also shows low dispersion in the response of sample individuals about service quality variable in its items; this reflects convergence of views of sample individuals about importance of educational service quality. The table also refers to convergence of medians as we note through the indication levels that there were no variations of individuals' views about phrases that form the

variable of educational service quality, where all indication levels were less than (0.05) for all items. Generally, it is clear that the level of importance of service quality in Alrifaq private university was high from the point of view of the study sample.

Third: Student Satisfaction

To describe student satisfaction in Alrifaq university, the researcher used medians and standard deviations and the "T" test to realize item's mean and significance as shown in Table (3).

Table (3) Medians, standard deviations and T values of the level of student satisfaction

Ser.NO.	Student Satisfaction	Median	Standard Deviation	Calculated "T" values	Sig* Indication Level	Order of significance of the item	Significance Level
20	The level of satisfaction with the available equipment	4.50	0.68	23.879	0.000	1	High
21	The level of satisfaction with the institution and its contents of references and journals.	3.36	0.62	18.406	0.000	1	High
22	The level of satisfaction with registration procedures	3.92	1.06	9.647	0.000	7	High
23	The level of satisfaction with curriculums	3.78	0.87	9.421	0.000	8	High
24	The level of satisfaction with the educational process	3.71	1.11	6.932	0.000	9	High
25	The level of satisfaction with the teaching team	4.01	0.99	11.053	0.000	6	High
26	The level of satisfaction with classrooms	4.18	0.98	13.029	0.000	4	High
27	The level of satisfaction with technological and university facilities	4.25	0.87	15.591	0.000	2	High
28	The level of satisfaction with university activities	4.17	0.88	4.333	0.000	5	High
Overall Median and Standard Deviation of student satisfaction		**4.09**	**0.89**				

Tabular "T" value at ($\alpha \leq 0.05$)(1.652).
Tabular "T" value was calculated based on virtual median of the item which is (4).

Table (3) shows answers of the study sample about student satisfaction issues. Medians range between 3.71 and 4.50 with a median equals to 4.10 on Likert quintet scale which indicates to the high level of student satisfaction which means an obvious evaluation of educational service quality by students. The item "*The level of satisfaction with the available equipment*" with a median (4.50) which is higher than the overall median (4.9) and a standard deviation of (0.68), the item "*The level of satisfaction with the educational process*" came last at median equals to (3.71) which is lower than the overall median (4.9) and with a standard deviation of (1.11). The table also shows low dispersion in the response of sample individuals about student satisfaction variable in its items; this reflects convergence of views of sample individuals about importance of student satisfaction. The table also refers to convergence of medians as we note through the indication levels that there were no variations of individuals' views about phrases that form the variable of student satisfaction, where all indication levels were less than (0.05) for all items. Generally, it is clear that the level of importance of student satisfaction in Alrifaq private university was high from the point of view of the study sample.

Testing hypothesis of the study
Main hypothesis:

There is no statistical indicative impact of educational service quality on student satisfaction at an indication level of ($\alpha \leq 0.05$).

To test this hypothesis, we used simple regression analysis to ensure that there is an impact of service quality on student satisfaction, as shown in Table (6).

Table (6)
Results of simple regression analysis test to ensure that there is an impact of service quality on student satisfaction

Dependant variable	(R) Correlation	(R^2) coefficient of determination	Calculated F	DF Freedom levels		Sig* Indication level	β Regression coefficient	Calculated T	Sig* Indication level
University student satisfaction	0.722	0.529	72.818	Between totals	1	0.000	0.821	8.589	0.000
				Remainder	430				
				Total	429				

* The impact is statistically indicative at level: ($\alpha \leq 0.05$).

Table (6) shows the impact of educational service quality on university student satisfaction. Results of the statistical analysis showed that there is a statistically indicative impact of service quality on student satisfaction as the coefficient of correlation (R) is (0.722) at level ($\alpha \leq 0.05$), the coefficient of determination (R^2) is (0.529) which means the value (0.532) of changes of student satisfaction resulted from change in service quality, the level of impact (**β**) reached (0.821) which means that any increase of service quality level by one point lead to increase of student satisfaction by (0.821). Significance of this impact is confirmed by the calculated F value (72.818) which is indicative at level ($\alpha \leq 0.05$), this ensures invalidity of the main hypothesis; therefore we deny the nihilism hypothesis and accept the substitute hypothesis which states that there is a statistically indicative impact of service quality on student satisfaction at an indication level ($\alpha \leq 0.05$).

Results and Recommendations
First: Results
The results of this study from the perspective of students are summarized as follows:
1- The level of evaluation of educational service quality in the private university of Alrifaq in Libya is high.
2- The level of student satisfaction is high.
3- There is a statistically indicative impact of educational service quality on student satisfaction at an indication level (0.05). This result is consistent with the study of (Alrabie, 2011) which showed that there is and impact of education service quality and supervision quality on student satisfaction as well as an impact of educational service quality on supervision quality. The study emphasized the effective role of supervision quality as a median in promotion of service quality impact on satisfaction. The study also showed dimensions of service quality (Reliability and Response) that is most effective in supervision quality and achieve student satisfaction.

Second: Recommendations
1- The university shall continue its commitment towards sustainable development of the educational plan.
2- Enhance the adopted programs in order to increase quality of its education process.
3- Continuous development and improvement of the adopted system in the university to organize procedures of its educational process.
4- Develop standards that were set for inputs of education quality service and its outcome within the university.
5- All faculties shall continue to develop an effective standards system to follow up and assess the self academic and administrational performance with a focus on student satisfaction to be one of those standards.

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