

A COMPARATIVE STUDY OF STUDENTS' SATISFACTION TOWARDS SERVICE QUALITY ACCORDING TO THEIR DEMOGRAPHICS AT ANGKOR KHEMERA UNIVERSITY (AKU) IN KOMPONGSPEU PROVINCE IN CAMBODIA

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Abstract: This study was conducted to compare students' satisfaction towards service quality according to their demographics at Angkor Khemera University (AKU) in Kompongseu Province in Cambodia.

The collected data were analyzed by Frequency, Percentage, Mean, Standard Deviation, Independent Samples t-test, and One-Way ANOVA. The result found that there were no significant differences of the students' satisfaction towards service quality according to their demographics (gender, age and grade level) at AKU in Kompongseu in Cambodia. In general, the total mean score of students' satisfaction towards service quality of AKU in Cambodia was regarded high. However, the mean score of students' satisfaction towards academic aspect was regarded the highest, while the mean score of students' satisfaction towards group size aspect was regarded the lowest.

Keywords: Students' Satisfaction, Service Quality, Angkor Khemera University.

Introduction

Nowadays competition existed everywhere in the world that companies or institutions had to possess something special and unique in order to stay competitive and sustainable. Keeping customer loyal and satisfied was very important for Business Company. What was more, special attention should be paid to service quality which would help the company to result in long term competitive advantage (Moore, 1987 as cited in Kayastha 2011).

While the study of Firdaus (2005) evaluated the service quality of higher education, it operationalized service quality into non-academic aspect, academic aspect, reputation aspect, access aspect, and program issue aspect. Non-academic aspect related to the duties carried out by non-academic staff. Academic aspect included the items that described responsibilities of academic staff (instructor). Program issue aspect included the items related to program flexibility, offering wide range of programs/specialization, and quality program.

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Access aspect referred to the approachability, accessibility, and ease of contact of both the academic and non-academic staffs. Reputation referred to the professional image projected by the university.

Other two service quality aspects were developed by Afzal, Akram, and Ijaz (2010). The first aspect comprised of design, delivery and assessment; and the second aspect was group size. Design, delivery and assessment aspect included course or syllabus design, class time, teaching methodology, and the procedure of evaluating and grading system of the students. Group size aspect included the class size and number of students enrolled in a class.

According to Huang (2009), satisfying need and want of customers was not new concept for business sector. On the contrary, for higher educational sector, it seemed to be underemphasized. What was more, students were considered to be customers of their university. Waugh (2002) suggested that viewing students as customers created some tensions in universities seemed to be too aligned with business.

In Asia, few researches had been conducted on service quality delivery and student satisfaction in the university, like universities in Thailand by Kayastha (2011), Xiamen University of China by Huang (2009), and University of Technology, Selangor, Malaysia by Firdaus (2005) etc. Specifically Kayastha's (2011) study investigated the level to which the students were satisfied with the service quality perceived at the higher education institution in Thailand, from seven aspects, namely: non-academic; academic; group size; design, delivery and assessment; program issue; access; and reputation.

Cambodia which belongs to ASEAN communities, as well as Thailand, is also located in Asia. Because there were not previous studies, focused on students' satisfaction towards service quality of universities in Cambodia, had been conducted; also because this researcher had been working in higher education in Cambodia for many years, this study caught the attention of this researcher.

Objectives

There were three objectives:

1. To identify the demographics (gender, age and grade level) of the students at AKU in Cambodia.
2. To determine the students' satisfaction towards service quality of AKU in Cambodia.
3. To compare the students' satisfaction towards service quality according to their demographics (gender, age and grade level) at AKU in Cambodia.

Literature Review

Theories of Service Quality

According to Kayastha (2011), *Service quality* of higher education is the extent to which the service, the service process and the service organization can satisfy the expectations of the students, which is regarding to seven aspects, namely: non-academic; academic; group size; design, delivery and assessment; program issue; access; and reputation.

The level to which the students satisfy with the service quality perceived at the higher education institution is regarded as the main target for investigation of Kayastha's (2011) study.

According to Kayastha (2011), *Non-academic aspect* talks about the duties carried out by non-academic staff. Those duties are essential to enable students to fulfill their study obligations. The duties carried out by non-academic staff are: sincere interest of administrative in solving the problem of the students, caring attention, dealing with inquires, keeping accurate and retrievable records, promise to do something, positive work attitude, communication with students, good knowledge of the systems, students treating, and respect to terms of confidentiality when students disclose information to administrative staff.

Academic aspect talks about responsibilities of academic staff (instructor). It consists of positive attitudes, good communication skills, sufficient consultation, regular feedback to students, and outstanding abilities of the teaching staff. Specifically those responsibilities are: knowledge to answer the question, courteous manner, interest in solving the problem, positive attitude, communication in the classroom, feedback, education in the field, handout, and documentation of the instructor and the academic staff.

Group size talks about the class size, number of students enrolled in a class. Specifically they are number of students' enrollment in one class, interaction in the class between teacher and students, and situation of students learning in class.

Design, delivery and assessment regarded as one aspect, talks about course or syllabus design, class time, teaching methodology, and the procedure of evaluating and grading system of the students. What is more, it influences the student satisfaction with the institution services since it relates to the teaching methodology, the design of syllabus, programs taught and the systems for student grading and evaluations. This further relates to program specialization and the flexibility and availability of the programs that suits the needs of students. Specifically, design, delivery and assessment are: curriculum designed by the university; teaching methodology; the proportion between theory and practice; the assessment and grading system; and the timing of the class.

Program issue talks about program flexibility, offering wide range of programs/ specialization, and quality program. Specifically program issues are: excellent quality program; a wide range of program with various specialization; excellent counseling service; and programs with flexible structure.

Access talks about the approachability, accessibility, availability, convenience and ease of contact of both the academics and non-academics staffs.. Specifically access is: responding to students' request for assistances; time allocation for consultation; and easy contact of the staff.

Lastly, *reputation* talks about the professional image projected by the university, and the employment of graduates. It is the importance of higher learning institutions in projecting a professional image.

All these seven aspects are very important for determining the students' satisfaction towards service quality of higher education.

Conceptual Framework

Based on the service quality theory and the questionnaire of students' satisfaction towards service quality of university of Kayastha (2011), this study aimed to identify the demographics (gender, age and grade level) of the students at AKU in Cambodia, then, determine and compare the students' satisfaction towards service quality according to their demographics (gender, age and grade level) at AKU in Cambodia.

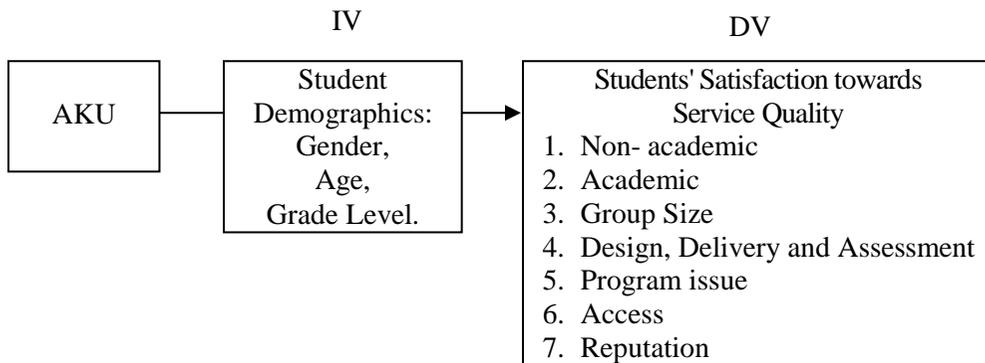


Figure 1: Conceptual Framework of The Study

Procedure

This study was a quantitative and comparative study, using a set of questionnaire which developed by Kayastha (2011). According to Kayastha (2011), this questionnaire consisted of two sections: (A) Students' Demographics including Gender, Age, and Grade Level; and (B) Students' Satisfaction towards Service Quality of Higher Education which covered the following main areas: Non-Academic; Academic; Group Size; Design, Delivery and Assessment; Program Issue; Access; and Reputation. The total 105 questionnaires were delivered to the students, but only 98 questionnaires were returned from the respondents. This meant that the returned valid rate reached 93.33%. This was done in December, 2015.

To identify Students' Demographics, the questionnaire section A which consisted of Gender: (Male, Female), Your age: (Below 20, 20-25, above 25), and Your grade (year 1, year 2, year 3, year 4) was used. The questionnaire section B which consisted of thirty-seven items was used to determine and compare the students' satisfaction towards service quality according to their demographics at Angkor Khemera University in Kompongseu in Cambodia.

Question items number 1, 2, 8, 11, 12, 16, 25, 27, 31, 33 were used to measure students' satisfaction towards Non-academic aspect. Question items number 6, 10, 15, 17, 18, 29, 30, 36, 37 were used to measure students' satisfaction towards Academic aspect. Question items number 20, 21, 24 were used to measure students' satisfaction towards Group size. Question items number 5, 7, 19, 22, 23 were used to measure students' satisfaction towards Design, Delivery and Assessment aspect. Question items number 14, 26, 34, 35 were used to measure students' satisfaction towards Access aspect. And question items number 3, 28, 32 were used to measure students' satisfaction towards Reputation aspect.

To determine the students' satisfaction towards service quality according to their demographics at AKU in kompongspueu in Cambodia, a score of 5 on the scale of 4.51- 5.00 meant the students' satisfaction was very high (positive), while a score of 1 on the scale of 1.00 - 1.50 meant the students' satisfaction was very low (negative), to the related statements on the questions.

To analyze the data, for objective 1: Frequency and Percentage were used to identify the demographics (gender, age and grade level) of all the undergraduate students majoring in English at AKU in Cambodia. For objective 2: Mean and Standard deviation were used to determine the students' satisfaction levels towards service quality of AKU in Cambodia. And for objective 3: Independent Samples t-test (Two-tailed) was used to compare the students' satisfaction towards service quality according to their gender. And One-Way Analysis of Variance (ANOVA) was employed to compare the students' satisfaction towards service quality according to their age and grade level at AKU in Cambodia.

Findings

Finding for Research Objective One

This objective was to identify the demographics (gender, age and grade level) of the students at AKU in Cambodia. Therefore, Frequency and Percentage were used to present the students' demographics.

Table 1: Number and Percentage of Demographics of Students

Demographics	Category	Number	Percentage
Gender	Female	48	49.00
	Male	50	51.00
	Total	98	100.00
Age	Below 20	30	30.60
	20 to 25	51	52.00
	Above 25	17	17.30
	Total	98	100.00
Grade level	Year 1	41	41.80
	Year 2	28	28.60
	Year 3	13	13.30
	Year 4	16	16.30
	Total	98	100.00

(1) For gender information, Table 1 showed that the percentage of male and female respondents from AKU was slightly different. The percentage of male respondents was 51.00%. Meanwhile the percentage of female respondents was 49.00%.

However, the data in Table 1 indicated that the majority of undergraduate students majoring in English from AKU were male students.

(2) For age information, Table 1 showed that the percentage of undergraduate students majoring in English at AKU who aged below 20 years old was 30.60%. Meanwhile, the percentage of students who aged from 20 to 25 was 51.00%. The percentage of students who aged above 25 years old was 17.00%.

Table 1 also showed the majority of undergraduate students majoring in English at AKU aged from 20 to 25, whereas the minority of students age above 25.

(3) For grade level of undergraduate students majoring in English at AKU, Table 1 showed that the percentage of students who studied in year 1 was 41.80%. The percentage of students who studied in year 2 was 28.60%. The percentage of students who studied in year 3 was 13.30%. Finally the percentage of students who studied in year 4 was 16.30%.

The majority of undergraduate students majoring in English at AKU studied in year 1 (41.80%), whereas the minority of students studied in year 3 (13.30%).

However the percentage of undergraduate students majoring in English at AKU who studied in year 1 and year 3 was far different, with the ratio of 41.80% of students who studied in year 1 compared to 13.30% of those who studied in year 3.

Finding for Research Objective Two

Research objective two was to determine the students' satisfaction towards service quality of AKU in Cambodia.

To determine the students' satisfaction towards service quality of AKU in Cambodia, the researcher used questionnaire part II which consisted of 37 items related to the seven aspects of service quality of university including: non-academic; academic; group size; design, delivery and assessment; program issue; access; and reputation.

The research findings were displayed in the Table 2.

Table 2: Summary of Overall of Students' Satisfaction towards Service Quality of AKU in Cambodia (n=98)

Summary of overall of students' satisfaction towards service quality of AKU in Cambodia	Mean	S.D.	Interpretation
Non-academic	3.78	.62	High
Academic	4.04	.63	High
Group size	3.56	.86	High
Design, delivery and Assessment	3.93	.67	High
Program	3.85	.67	High
Access	3.81	.71	High
Reputation	3.79	.64	High
Total	3.82	.57	High

Table 2, in general, indicated that the total mean score of students' satisfaction towards service quality of AKU in Cambodia was 3.82, in the scale of 3.51 - 4.50,

according to the interpretation of scale; it meant that students' satisfaction towards service quality of AKU in Cambodia was regarded *high*.

The highest mean score of students' satisfaction towards academic aspect was 4.04, in the scale of 3.51-4.50. According to the interpretation of scale, it meant the mean score of students' satisfaction towards academic aspect was *high*.

The mean score of other five aspects of service quality of the university; non-academic (3.78); group size (3.56); design, delivery and assessment (3.93); program issue (3.85); access (3.81); and reputation (3.79) were in the scale of 3.51-4.50. According to the interpretation of scale, it meant the mean score of students' satisfaction on those aspects was *high*, too.

The lowest mean score of students' satisfaction towards group size was 3.56, in the scale of 3.51-4.50. According to the interpretation of scale, it meant the mean score of students' satisfaction towards group size aspect was also *high*.

Finding for Research Objective Three

The research objective three was to compare the students' satisfaction towards service quality according to their demographics (gender, age and grade level) at AKU in Cambodia.

To compare the students' satisfaction towards service quality according to their demographics (gender, age and grade level) at AKU in Cambodia, the researcher used questionnaire part II which consisted of 37 items related to the seven aspects of service quality of university including: non-academic; academic; group size; design, delivery and assessment; program issue; access; and reputation, as in the research objective Two.

There were three main demographics comparing the students' satisfaction towards service quality. Therefore, the research findings were displayed in three tables, Table 3, Table 4, and Table 5, respectively.

Table 3: Comparison The Students' Satisfaction towards Service Quality According to Gender at AKU In Cambodia

Gender	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Female	48	3.79	.67	-.53	.59
Male	50	3.85	.45		

Table 3 indicated the comparison the students' satisfaction towards service quality according to gender at AKU in Cambodia. Based on the research objectives of this study and the findings of previous researchers, this researcher set up the research hypothesis, "There was significant difference of the students' satisfaction towards service quality according to their gender at AKU in Cambodia".

The analysis from Table 3 showed that the probability significance of .59 for students' satisfaction which was more than .05, so the research hypothesis was rejected, which meant "There was no significant difference of the students' satisfaction towards service quality according to their gender at AKU in Cambodia".

Table 4: Comparison The Students' Satisfaction towards Service Quality According to Age at AKU in Cambodia

Age	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.46	2	.23	.70	.49
Within Groups	31.06	95	.32		
Total	31.52	97			

Table 4 indicated the comparison the students' satisfaction towards service quality according to age at AKU in Cambodia. Based on the research objectives of this study and the findings of previous researchers, this researcher set up the research hypothesis, "There was significant difference of the students' satisfaction towards service quality according to their age at AKU in Cambodia".

The analysis from Table 4 showed that the probability significance of .49 for students' satisfaction which was more than .05, so the research hypothesis was rejected, which meant "There was no significant difference of the students' satisfaction towards service quality according to their age at AKU in Cambodia".

Table 5: Comparison The Students' Satisfaction towards Service Quality According to Grade Level at AKU in Cambodia

Grade level	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.15	3	.38	1.19	.31
Within Groups	30.36	94	.32		
Total	31.52	97			

Table 5 indicated the comparison the students' satisfaction towards service quality according to grade level at AKU in Cambodia. Based on the research objectives of this study and the findings of previous researchers, this researcher set up the research hypothesis, "There was no significant difference of the students' satisfaction towards service quality according to their grade level at AKU in Cambodia".

The analysis from Table 5 showed that the probability significance of .31 for students' satisfaction which was more than .05, so the research hypothesis was rejected, which meant "There was no significant difference of the students' satisfaction towards service quality according to their grade level at AKU in Cambodia".

Discussion

1. About The Demographics (Gender, Age And Grade Level) Of The Students At AKU In Cambodia.

1.1 For gender, in this study, the research finding showed that the respondent students from AKU komponspeu province, Cambodia were dominantly male. However they were nearly equal number. So it could be drawn a conclusion that the English major

did not affect much on the gender of the respondents. Specifically both male and female students had the same interest in studying English major at AKU.

The finding of the study done on similar topic by Kayastha (2011) showed that the respondent were dominantly male too. That was out of 303 of total respondents, 165 (54.50%) were male respondents, and 138 (45.50%) were female respondents.

1.2 For age, the majority of respondents from AKU aged from 20 to 25, whereas the minority of respondents aged above 25 years old. It meant 30 (30.60%) aged below 20 years old, 51 (51.00%) aged from 20 to 25, and 17 (17.00%) aged above 25 years old. According to the researcher's personal communication, experience and observation, in general, it could be made a conclusion that most of students at age 20 to 25 were new grade twelve graduate students who continued their higher education at AKU. They did not have jobs to do, but their family had the affordability to pay for their university fee during the first two or three years. That was the reason that the majority of students who were studying in year one or year two at AKU aged from 20 to 25. In the opposite way, the minority aged above 25 because some of them at that age were having jobs during their study that they were having difficulty in continuing the study; and still others were quitting their study during their year two or year three. That was the reason only 17.00% of students aged above 25 studied at AKU.

The finding of the study done on similar topic by Kayastha (2011) showed that the majority of respondents aged from 26-30 years old whereas the minority of respondent aged above 35. That meant among 303 of total respondents, 123 (40.60%) aged from 26-30; whereas 14 (4.60%) aged above 35.

1.3 For grade level, the majority of respondents at AKU were students who studied in year 1; whereas the minority of respondents was students who studied in year 3. According to the researcher's personal communication, experience and observation, it can be drawn a conclusion that the number of students decreased respectively from year one to year three because the difficulty during their study gradually increased that made some of them dropped their study. Also others reasons might be that some of them quitted their study when they got married, had jobs; or the family could not continue supporting their university fee. On the contrary we could see that the number of students in year four increased to 16.30%. This might be because some student transferred their study from other universities and registered to continue their study of final year four at AKU. This might also be the hearing of the good brand name of AKU as good university. In addition, it might be because of some students, who postponed their study during year four in previous academic year, just continued their study of year four during the academic year of 2015 - 2016.

The finding of a study done on similar topic by Ngamkamollert and Ruangkanjanases (2015) showed that the majority of respondents studied in bachelor degree whereas the minority of respondents studied in certificate program. That was 212 (78.20%) were bachelor students whereas 17 (6.30%) were certificate students.

2. About The Students' Satisfaction towards Service Quality of AKU In Cambodia

2.1 Students' satisfaction towards service quality for non-academic of AKU in Cambodia

The questions of this non-academic mainly focused on how much the participants were satisfied with the non-academic such as sincere interest of administrative staff in solving the problem of the students, caring attention, dealing with inquires, keeping accurate and retrievable records, promise to do something, positive work attitude, communication with students, good knowledge of the systems, students treating, and respect to terms of confidentiality when students disclosed information to administrative staff (Kayastha, 2011).

Overall, finding from this study indicated that students' satisfaction towards service quality for non-academic of AKU in Cambodia was regarded *high*. Specifically, students were highest satisfied with administrative staff who showed positive work attitude. However students were low satisfied with the time staff promised to do something by a certain time.

According to the researcher's personal communication, experience and observation, this might be because AKU had good administrative staff could answer all the inquiries from the students and kept students' confidentiality well, but AKU should improve more on the promise by the non-academic staff with students to do something. This meant they had to follow it up and fulfill the promise.

In the previous study by Kayastha (1011), after analyzing the data, the finding indicated that non-academic aspects and program issues had the lowest mean scores.

2.2 Students' Satisfaction towards Service Quality for Academic of AKU In Cambodia

The questions of this academic mainly focused on how much the participants were satisfied with the academic such as knowledge to answer the question, courteous manner, interest in solving the problem, positive attitude, communication in the classroom, feedback, education in the field, handout, and documentation of the instructor and the academic staff.

Overall, finding from this study indicated that that students' satisfaction towards service quality for academic of AKU in Cambodia was regarded *high*.

Specifically, students were most satisfied with the instructor who provided students' feedback progress. However students were less satisfied with the documentations which were provided by the instructor.

According to the researcher's personal communication, experience and observation, this could be assumed that AKU hired some good qualified lecturers who had education from foreign countries like Australia, America, Japan, etc to teach at the university. They had most experiences in teaching and providing feedback to students both effectively and efficiently. However, AKU should pay more attention on the time lecturers had to spend their own budget to prepare documents which were costly.

In the previous studies, the finding indicated that the significant factor was academic aspects (Huang, 2010); and the most important aspect were academic facilities; recognition; and the design, delivery and assessment from the students' perspective (Afzal et al., 2009).

2.3 Students' Satisfaction towards Service Quality for Group Size Of AKU In Cambodia

The questions of this group size mainly focused on how much the participants were satisfied with the group size such as: number of student enrollment in one class, interaction in the class, and the situation of students learning in class.

Overall, finding from this study indicated that students' satisfaction towards service quality for group size of AKU in Cambodia was regarded *high*.

Specifically student were most satisfied with small class size. However students were less satisfied with the number of student enrollment in one class.

According to the researcher's personal communication, experience and observation, therefore this could be assumed that AKU had a lot of students came to enroll every semesters, and student enjoyed their study in class by doing group discussion, board presentation, debate, asking and answering questions with lectures and peers in class. However because of the oversized amount of students, and many students were accommodated into one class, sometime students felt noisy and distracted to the learning and teaching process.

In the previous study, the finding indicated that the most significant factors are tangibility and reliability which includes the following; the classroom, the appearance, the cleanliness (Asaduzzaman et al., 2013).

2.4 Students' Satisfaction towards Service Quality for Design, Delivery and Assessment of AKU In Cambodia.

The questions mainly focused on how many the participants were satisfied with, specifically, curriculum designed by the university; teaching methodology; the proportion between theory and practice; the assessment and grading system; and the timing of the class.

Overall, finding from this study indicated that students' satisfaction towards service quality for design, delivery and assessment of AKU in Cambodia was regarded *high*.

Specifically student are most satisfied with the teaching methodology at AKU. However students were less satisfied with the proportion between theory and practice.

Therefore this could be assumed that AKU had good perfectly designed curriculum, university bell for timing the class sessions, good assessment and grading system. However AKU should add more activities like school visit to company, internship at both public and private institutions etc. so that the student could get more knowledge and skills.

In the previous study, the finding indicated that the more the quality of curriculum increased, the more the students' satisfaction went high (Techachaicherdchoo, 2011).

2.5 Students' Satisfaction towards Service Quality for Program Issue of AKU In Cambodia

The questions mainly focused on how many the participants were satisfied with, specifically, excellent quality program; a wide range of program with various specialization; excellent counseling service; and programs with flexible structure.

Overall, finding from this study indicated that students' satisfaction towards service quality for program issue of AKU in Cambodia was regarded *high*.

Specifically student were most satisfied with the university ran excellent quality programs, but less satisfied with the university offered programs with flexible structure. Therefore this could be assumed that AKU had good curriculum with various specialization like: business, management, education, agriculture, English etc which students could choose as their preferences. In addition, AKU had excellent counseling service; and programs with flexible structure. However, AKU might face the issues that teachers had little difficulty in preparing the schedule of teaching and learning which led to low score of students' satisfaction on flexible structure.

In the previous study, the finding indicated that program or course available is the main factor which students used in consideration for choosing the university to study (Mehdipour & Zerehkafi, 2013).

2.6 Students' satisfaction towards service quality for access of AKU in Cambodia

The questions mainly focused on how much the participants were satisfied with, specifically, responding to students' request for assistances; time allocation for consultation; and easy contact of the staff.

Overall, finding from this study indicated that students' satisfaction towards service quality for access of AKU in Cambodia was regarded *high*.

Specifically student were most satisfied with instructor who allocated sufficient time for consultation, but low satisfied with instructor who was too busy to respond to students' request for assistance.

From the researcher's personal communication, experience and observation, AKU had good staff available and accessible for consultation, assistance, and they responded in a timely manner. In addition, this could be assumed that the process and time for consultation of student with lecturers were well planed and allocated at AKU. On the contrary, it might be some minor difficulty that students faced when they arranged to meet lecturers in person because of many students which this led to low students' satisfaction in requesting for assistance at AKU.

In the previous study, the finding indicated that quality of public transport and friendly attitude toward students were the main factors which students used in consideration for choosing the university to study (Mehdipour & Zerehkafi, 2013). What was more, good destination, good program, good cost, good environment, and good language used of the university were the main factors (Li Phang, 2013).

2.7 Students' Satisfaction towards Service Quality for Reputation of AKU in Cambodia

The questions mainly focused on how many the participants were satisfied with, specifically, professional image projected by the university, and the employment of graduates

Overall, finding from this study indicated that students' satisfaction towards service quality for reputation of AKU in Cambodia was regarded *high*.

Specifically students were most satisfied with the academic program run by the university, but low satisfied with the employment of the university's undergraduates.

Therefore this could be assumed that students at AKU were recognized as having good discipline, morality, professionalism, knowledge, and skills. What was more, the academic program run by the university was long time famous and students recognized it as good standard program. AKU also had good image among the best universities in Cambodia. However, it might be the reason that the province was small that the job opportunity for the graduate from AKU was limited which this led to low students' satisfaction in employment for students at AKU.

In the previous study, the finding indicated that the quality of program and job-placement, and the university's reputation were the most importance affecting to the students' decision in choosing the university to study (Gamage et al., 2007). In addition, the finding indicated that the effect of word of mouth could lead to the increase in students' satisfaction too.

2.8 Students' Overall Satisfaction towards Service Quality of AKU in Cambodia

The questions mainly focused on how much the participants were satisfied with non-academic; academic; group size; design, delivery and assessment; program; access; and reputation.

Overall, finding from this study indicated that students' satisfaction towards service quality of AKU in Cambodia was regarded *high*.

In general, it meant that students' satisfaction towards service quality of AKU in Cambodia was regarded high. Specifically, students were most satisfied with academic aspect. However they scored low in the group size aspect.

Therefore this could be assumed that the main reason the academic aspect had high satisfaction because the academic program or other related services run by the university was seen as good and outstanding standard. However, it might be because the classroom size was a bit small designed, but the number of students in one class is huge that it was the reason that led to low score in students' satisfaction on group size at AKU.

3. About The Differences of The Students' Satisfaction towards Service Quality According to Their Demographics (Gender, Age And Grade Level) At Aku In Cambodia?

In this study, the researcher compared the students' satisfaction towards service quality according to their demographics (gender, age and grade level) at AKU in Cambodia.

From the result of testing the research hypothesis, it revealed that the probability of significant scores of comparing the students' satisfaction towards service quality according to their demographics (gender, age and grade level) were greater than 0.05. Therefore, the research hypothesizes were rejected, which meant there were no significant differences of the students' satisfaction towards service quality according to their demographics (gender, age and grade level) at AKU in Cambodia.

As this study compared the students' satisfaction towards service quality according to their demographics (gender, age and grade level) at AKU in Cambodia, this researcher assumed that there might be some factors that seemed to manipulate students' satisfaction.

One of the factors might be the gender of the students. Based on the findings, as mentioned in the discussion section about students' demographics, for research objective 1, the respondent students from AKU kompong speu province, Cambodia were dominantly male. However they were nearly equal number. This seemed to be the nature of high school graduate student in Cambodia that both male and female high school students had the same and equal access to higher education in the country, especially in AKU in Kompong speu Province, Cambodia.

According to the researcher's personal experience and observation, when students graduated from high schools, their parents always preferred their children both male and female to pursue their higher education, if they were able to pay the university fee, at a university which was near to home, had low tuition fee, had good image, and especially had good service quality. However, during their first 2 or 3 years at university, most of the students still did not understand well about service quality provided by the university. That was the reason that might lead to no significant differences of the students' satisfaction towards service quality according to their demographics (gender, age and grade level) at AKU in Cambodia.

Another possible factor is related to age. AKU accepted all students with all ages who wish to pursue their higher education at AKU regardless of sex or religion etc.

This might be a reason that students with different age groups gave the same level of the students' satisfaction towards service quality according to their demographics (gender, age and grade level) at AKU in Cambodia.

Still another possible factor might be the grade level. The service quality provided by the university was always good, unique and up to date that all the students with all grade level were equally satisfied with the service quality of the university since year one to year four. Furthermore, much care and attention were always paid to students from the first beginning of year 1 until the last end of year 4.

Though this study found no significant differences of the students' satisfaction towards service quality according to their demographics (gender, age and grade level), all of the respondents showed high satisfaction towards service quality at AKU in Cambodia. Therefore, this researcher considered that students majoring in English studying from year 1 to year 4 should pay more attention and be more interested in the research subject so that they would know and appreciate the value of doing research that they could use the result from the research survey for the benefit of their study and work in the future.

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