

Received: 15 August 2020

Revision received: 2 October 2020

Accepted: 21 December 2020

Copyright © 2021 JESTP

www.jestp.com

DOI 10.12738/jestp.2021.1.011 ♦ January 2021 ♦ 21(1) ♦ 140-154

Article

Satisfaction of Prince Sattam bin Abdulaziz University Students toward Provided Student Services and Activities

Galal Abdulqader Ahmed Alashaari
*College of Science and Humanities, Prince
Sattam bin Abdulaziz University, Saudi Arabia
(currently). Sana'a University, Yemen*
Email: g.alashaari@psau.edu.sa

Farooq A. AlTameemy
*Preparatory Year Deanship, Prince Sattam bin
Abdulaziz University, Saudi Arabia*
Email: f.altameemy@psau.edu.sa

Abstract

This research goal is to measure the degree of satisfaction of Prince Sattam bin Abdulaziz University students towards the services and student activities provided to them. These services include registration, student affairs, medical, security, cultural, sports, and cafeteria services. In addition to that, the researchers studied the differences in student satisfaction with those services according to gender and branch. The researchers used a questionnaire as a tool of measurement on a suitable sample of male and female students (2575 male and female students) from various colleges and programs of the university branches. The questionnaire consisted of 24 items distributed on 7 categories. Each category represented one of the services. Results showed that there is an average degree of satisfaction with the provided student services and activities, and that there are significant differences at $\alpha > 0.05$ among students' satisfaction mean scores due to gender and branch variables. In light of the findings, one of the most important recommendations that the researchers provided is for the university to work on meeting students' needs and expectations. In addition, the university should take students' satisfaction into account as a component of quality and academic accreditation.

Keywords

Satisfaction • student services • activities • academic accreditation • quality

Correspondence to Galal Abdulqader Ahmed Alashaari, College of Science and Humanities, Prince Sattam bin Abdulaziz University, Saudi Arabia (currently). Sana'a University, Yemen. Email: g.alashaari@psau.edu.sa

Citation: Alashaari, Galal A.A. and AlTameemy, Farooq A. (2021). The Satisfaction of Prince Sattam bin Abdulaziz University Students Toward the Provided Student services and Activities. *Educational Sciences: Theory and Practice*, 21(1), 140-154. <http://dx.doi.org/10.12738/jestp.2021.1.011>

Introduction

In line with the Kingdom's 2030 vision, higher education institutions play a major role in supporting economic development plans through qualification and development of human resources. This vision seeks to transform the level of higher education and bridge the gap between higher education outcomes and labor market requirements. This can clearly be seen in efforts exerted by the Ministry of Higher Education in supporting universities, providing all educational and student services, and introduction of a wide range of various activities to help students and enhance values, important student skills, which, also, help in meeting labor market requirements. The university student is the main pillar of the educational process and the quality of services provided to him affects the preparation and transformation of his scientific and professional level (Al-Assaf, 2008). Measuring the degree of students' satisfaction with the quality of educational services and student activities provided to them is an essential element in the quality of education, as it is one of the modern approaches in the development of higher education (Hassania, 2009). In addition to that, it is, also, one of the most important indicators that measure the efficiency and effectiveness of the university and an indication of student high educational qualification, as it is a significant indication of the university's endeavors towards achieving quality education and continuing in the process of improvement and development (Al-Howaish and Mahjoub, 2018). Al-Shadouh (Al-Shadouh, 2011) believes that in light of the growing interest in higher education institutions and university environment, it has become imperative to know, from the point of view of students, the degree of their satisfaction with some of the university environment components they aspire to be provided with.

Research Problem

As pointed out earlier, this study investigates the degree of satisfaction of Prince Sattam bin Abdulaziz University students towards the services and student activities provided to them, and whether education process meets these needs. In brief, the problem is represented by the following questions:

1. What is the degree of students' satisfaction with the student services and activities provided to them?
2. Are there statistically significant differences in student satisfaction that can be attributed to the gender variable?
- 3- Are there statistically significant differences in student satisfaction that can be attributed to the branch variable?

Research Significance

The importance of this research comes from the fact that the topic is related to the teaching and learning process and directly affects the learning outcomes. It also helps identifying the reality of the educational process accurately and helps the university to develop plans for continuous improvement. From another perspective, it helps recognizing the extent of students' awareness of the services provided to them by the university and bridge the gap between this awareness and the actual services provided. This research in general feeds into venues that aspire to achieve the quality standards and academic accreditation.

Research Objectives

1. Measuring students' satisfaction with the services provided to them.
2. Establishing a culture of measurement to meet university students' needs.
3. Identifying the differences between levels of students' satisfaction according to gender and branch.
4. Providing the university with data and indicators that will help in the process of continuous planning and improvement.

Literature Review

Al-Hassania (2009), defines satisfaction as the feeling of happiness and joy as a result of satisfying the individual's need or aspiration, and satisfaction in the field of service is the benefit the individual obtains from a service. Students' satisfaction in higher education is defined as conviction of the quality of services provided by the university and students' confidence in these services, their interaction with them, and their response to them in a way that achieves many academic and psychological positive results (Hilles, 2013; Loyrinc, 2018; Kim, 2019; Mokoena & Dhurup, 2019; Duran, 2019; Can & Kutluca Canbulat, 2019; Makalela & Asha, 2019).

Satisfaction has three dimensions: understanding students' needs, feedback, and the difference between actual and expected performance (Bouziane 2014). Hesselink & Wiele also define satisfaction as the state of positive effect resulting from assessing all aspects of a relationship of particular entity to another (Bouziane 2014; Bozkurt, 2019; Garcia-Ceberino et al., 2019; Mokoena, 2019; Rozakis et al., 2018).

Student services and activities

Prince Sattam bin Abdulaziz University exerts remarkable effort in providing educational services and student activities. A few of the most important of these services are provided for library, registration, student affairs, medical affairs, academic counselling, facilities, equipment, security, and cafeteria. In addition to these services, so many sport, cultural and social activities are organized. These benefit students in various aspects like in occupying their time, sharpening their talents, providing a healthy environment for interactions with their colleagues, which all contribute to spreading spirit of responsibility and building personality and exchanging experiences among students. In this study, the researchers will focus on measuring the degree of students' satisfaction with the services provided in the following areas: registration, student affairs, cultural, security, sports, cafeteria, and medical services.

American Encyclopedia defines student activities as "those programs that are implemented under the supervision and guidance of educational institutions that deal with everything related to educational life and its various activities, whether related to academic subjects or social and environmental aspects or with special interests such as aspects of scientific or practical applications" (Rashid,1987, p. 28). According to Othman (2019), student activities represent a main mainstay in modern education. At the present time, educators agree about the importance of student activities and their vital role in achieving education goals, and that it is considered a means to enhancing and enriching curriculum. Othman (2019), also, adds that while the curriculum works on student growth, student activities also contribute a great deal to the process and help in discovering the abilities and talents of students, and increase their ability to handle various educational situations, guide and direct them to the correct path.

Moreover, these activities help students create successful social relationships. The Deanship of Student Affairs regulations guide defines student activities as all services that contribute to developing the student's personality in academic, psychological and social aspects, preparing programs for cultural, artistic and sporting activities for students, and developing a sense of responsibility and belonging in them. Findings of various studies in the field of education indicate that student activities are one of the most important educational tools that contribute to building and raising learners in all educational stages in mental, psychological, physical and social aspects in addition to the various experiences that students gain from practicing and participating in various activities (Al-Subaie, 2005). Examples that Al-Subaie (2005) pointed out is that these studies showed that students who practice sports show greater leadership skills than others who are not practicing student activities and that participation in sports activities does not hinder academic success or prevent participation in other student activities.

In addition, these studies found out that student activities were an important factor and played a noticeable role in lower percentages of students who tried smoking or drugs. It is important to point

out here that participants in additional planned activities were less likely to use drugs than their non-participating counterparts. Many other studies have confirmed the importance of student activities in achieving good physical health and investing in students free time and developing basic skills for self and continuous learning. Besides, they also help in developing students' social relationships and improving their self-reliance, developing their ability to plan and help discover students' talents and develop citizenship (Al-Subaie, 2005).

Previous Studies

Studies in the Middle East that dealt with the issue of satisfaction of university students with the services provided to them are scarce. In the following, the researchers will shed light on some of these studies that addressed the issue from different perspectives.

Al-Hassania (2009), study investigated the degree of satisfaction of the Faculty of Economics students at the University of Aleppo with regard to level of administrative and academic performance of their college. Data was collected via a questionnaire that was distributed to a sample of 290 male and female students from all four bachelor degree years and graduate studies students too. Results showed that the general level of satisfaction with the ten aspects studied was good in the field of teaching staff performance, acceptable in the field of scientific research, and weak in all other fields. Results also showed that there were no significant differences in the level of satisfaction that could be attributed to demographic variables, with the exception of some specific questions. The researcher recommended that student satisfaction should be taken into account as a component of quality and accreditation. In addition, the researcher recommended that various university departments seek to meet the needs and expectations of students.

In their study of the university students attitudes towards the educational and student services provided to them, Al-Huwaish & Mahjoub (2018) aimed to examine the university students' attitudes towards the educational and student services provided to them represented in the competence of faculty members, registration of courses, tests, study via television network, laboratories, educational tools, libraries, academic counselling, student activities, health care, and public facilities such as open areas, rest areas, restaurants, cafeterias, student parking lots, building readiness, capacity, level of illumination, air conditioning, cleanliness, and the university electronic website. The study, also, sought to investigate the differences in students' attitudes toward educational services provided to them according to gender, specialization, academic and achievement level. The study was conducted on a sample of (900) male and female students from King Faisal University. The researchers used a questionnaire that measured the attitudes towards educational and student services. The results indicated that the attitudes of the university students towards educational and student services provided to them was medium and there were differences in the level of attitudes towards educational and student services in favor of students in the scientific specializations. There were no differences in the level of attitudes towards student and educational services according to the level and academic achievement.

In a case study on the Administrative Sciences, in the University of Khartoum, Diab (2013) studied the quality of educational services and their impact on student satisfaction. The study analyzed the gap between students' expectations and their perceptions of the level of service quality provided using the Service Quality Model (SERVQUAL) developed by Parasuraman and his colleagues. The model was applied on a sample of 319 students. The results of the study showed that there was a negative gap with statistical significance between the students' perceptions and their expectations for the level of the overall quality of service provided by the school, which indicated low level of service provided based on the students' views. The results, also, showed that there were negative and statistically significant differences in all fields: tangible physical aspects, reliability, response, safety and empathy. In addition, statistically significant negative differences were found in students'

estimates of the level of service provided according to the academic level, where the negative gap increased as the level of students increased.

In a similar study, Othman (2016) studied the effect of the quality of the educational service on the satisfaction of university students. The study was conducted on students of Al-Baath University. The aim was to investigate the effect of the quality of educational services on the satisfaction of students. To achieve the goals of the study, a questionnaire was developed and distributed to a sample of the students. Three hundred, about 80 %, out of 384 were used. For data analysis and hypothesis testing, a set of statistical tests, using SPSS statistical program, were used. The study found out that there was a significant effect for each of the dimensions of the quality of the educational service on the satisfaction of the university students. The researcher gave several recommendations to improve the quality of the educational service provided to students.

Sheldan (2017) studied the level of academic satisfaction, and ways to improve it, among students of the college of Education at the Islamic University in Gaza. In order to achieve the aims of the study, the researcher used the descriptive analytical method and a questionnaire consisting of (36) items distributed into three areas. The study sample consisted of (264) male and female students, selected randomly, from the College of Education at the Islamic University in Gaza. The results of the study showed that the students' level of academic satisfaction was (74.40%) with a high degree of appreciation. The field of the faculty member got the first rank with a relative weight (74.73%) with a high degree of appreciation. Both fields counselling and guidance, and the educational environment got the second place with a relative weight (74.73%) with a high degree of appreciation. There were no differences between the estimates of the members of the study sample for the level of academic satisfaction among the students of the college of Education in teaching. There were differences in favor of the cumulative average of 75% or less. The study proposed a set of ideas to improve the level of academic satisfaction among students. Based on the previous results, the researcher recommended that the university conduct periodic meetings with students to discuss their problems and work on solving them.

El Ansari (2003) investigated the effect of personal variables such as gender, age, and the achievement level among students of physical therapy in the degree of their satisfaction and the impact of that on their academic performance. The study found out that the level of satisfaction was high, and that there were no differences in the level of satisfaction due to personal variables, with the exception of gender, age and achievement. To explain that, the study found out that women were more satisfied than men, and the elderly were more satisfied than young people, while marks the students obtained had a slight impact in the level of the satisfaction.

Tugrul (2017) study aimed at studying the level of student satisfaction with the educational and non-educational services. The study was conducted on 106 students of the College of Education at Çukurova University in Turkey. The survey investigated the satisfaction in the vicinity of the university and the results showed a lower level of satisfaction with educational and non-educational services. There were no differences attributed to the academic level and achievement. Roberts & et al, (2015) study aimed at identifying the level of international student satisfaction with the educational and non-educational services provided by the university. The study was conducted on 280 male and female students at the University of Adelaide in Australia. Data was collected through case study and personal interviews. The results showed an average degree of satisfaction with non-educational and high for educational services. There were no significant differences in satisfaction averages for both educational and non-educational services due to gender and level.

From the previous studies, the vital importance of measuring the degree of student satisfaction with the educational services and student activities is very clear. This importance comes from the role this satisfaction plays in education process and how it directly affects the learning outcomes. The researchers confirm the importance of knowing the reality of the educational process accurately as it

is a good indicator of the university endeavor towards achieving the quality of education and measuring the efficiency and effectiveness of the university. In addition, it helps the university set plans for continuous improvement and development, determine the extent of students' awareness of the services provided to them, and bridge the gap between this awareness and the actual services provided. This research is unique in the fact that it covers the students' community of the university, the size of the sample is large, and it adopted a new variable i.e. the university branch as an important variable that has not been addressed before in universities with branches. This research also has the advantage of being the first research at the university level and one of the few researches on the local and other Middle Eastern countries in general.

Research hypothesis

There is a high degree of satisfaction among university students with regard to student services and activities provided to them.

1. There are no statistically significant differences at $\alpha = 0.05$ level of significance among the student satisfaction averages that are attributed to the gender variable.
2. There are no statistically significant differences at $\alpha = 0.05$ level of significance among the student satisfaction averages that are attributed to the branch variable.

Research Methodology

To investigate the degree of student satisfaction with the student services and activities provided to them, this research used the descriptive analytical survey method using SPSS (calculating means, standard deviations, T-test, and ANOVA).

Study tool

The researchers used a questionnaire to a sample of 2575 male and female students from different branches of the university. The questionnaire consisted of 24 items distributed on 7 sections. Each section addressed one of the services provided to the students.

Sampling and population

The study population is the students of Prince Sattam bin Abdulaziz University, both female and male sections in its six university branches (Kharj - Hawta - Aflaj - Wadi Addawaser) and its different levels, programs and colleges. As pointed above, the sample was 2575 students and distributed as follows:

Table 1: Distribution of the sample population according to the gender and branch variables

Branch	Gender		Total
	Males	Females	
Kharj	485	597	1082
Hawta	150	168	318
Aflaj	221	608	829
Wadi Addawaser	105	241	346
Total	961	1614	2575

Research results

First: Examining the first hypothesis: "There is a high degree of satisfaction among university students with regard to student services and activities provided to them." To verify this hypothesis, a descriptive analysis of the students' views was used as follows:

Gender Variable

Table 2 Descriptive statistics of student opinions according to gender variable and total evaluation

Items	Male	Female	Total
-------	------	--------	-------

Total	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
	3.20	1.25	3.08	1.17	3.13	1.21

The previous table shows a medium degree of satisfaction of the university students with regard to all student services and activities provided to them, where the mean was 3.13 with a homogeneity of 1.12 in general. As for the males, the degree of satisfaction was also medium with a mean (3.2) with a homogeneity of 1.25. The degree of satisfaction was medium for females as well (3.08) with a homogeneity of 1.17. As a result, the researchers believe that despite the great services and activities that the university administration provides to its students, it is necessary to increase efforts to raise the level of student services and activities in improving the university environment continuously.

Branches Variable

Table 3 shows descriptive statistics of students' opinions according to the branch

Items	Total	
Al-Kharj	Mean	3.11
	Std. Deviation	1.23
Hawta	Mean	3.15
	Std. Deviation	1.18
Al-Aflaj	Mean	3.12
	Std. Deviation	1.17
Wadi Al-Dawasir	Mean	3.16
	Std. Deviation	1.19
Total	Mean	3.13
	Std. Deviation	1.21

The above table shows a medium degree of satisfaction by university students in its various branches with regard to all student services and activities provided to them.

Accordingly, the first hypothesis of the research stating that "There is a high degree of satisfaction among university students with regard to student services and activities provided to them" was not fulfilled.

Second: Investigating the second hypothesis :To verify the second hypothesis, the (t) test was used to analyze the differences between the means of male and female students' opinions at a significance level (5%) and Levene's test for homogeneity. The results of the analysis appear as shown in Table No. (4):

Table 4 Shows the t-test and Levene's Test for homogeneity Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Registration services	Equal variances assumed	14.577	.000	-1.247-	2573	.213	-.04426-
	Equal variances not assumed			-1.215-	1857.283	.225	-.04426-
Student Affairs services	Equal variances assumed	4.516	.034	3.951	2573	.000	.15618

	Equal variances not assumed			3.886	1912.812	.000	.15618
Cultural Services	Equal variances assumed	1.058	.304	3.299	2573	.001	.12742
	Equal variances not assumed			3.259	1942.328	.001	.12742
Sports Services	Equal variances assumed	25.168	.000	16.221	2573	.000	.72238
	Equal variances not assumed			16.600	2164.312	.000	.72238
Safety Services	Equal variances assumed	30.003	.000	3.561	2573	.000	.14618
	Equal variances not assumed			3.465	1847.840	.001	.14618
Cafeteria Services	Equal variances assumed	1.316	.251	4.746	2573	.000	.21294
	Equal variances not assumed			4.691	1944.094	.000	.21294
Medical Services	Equal variances assumed	2.596	.107	-9.175-	2573	.000	-.44560-
	Equal variances not assumed			-9.138-	1992.148	.000	-.44560-
General	Equal variances assumed	.383	.536	3.902	2573	.000	.12416
	Equal variances not assumed			3.913	2035.989	.000	.12416

Table (4) above shows the following:

There are no statistically significant differences as for gender variable for section 1 (Registration Services). The Sig (P. value) exceeded the significance level value of 5%, which indicates the equality of the male and female students' opinions means for this section. In other words, the difference between the average male and female students' opinions is not significant, and this indicates a high agreement between male and female students' opinions regarding registration services.

- As for the rest of the sections (services), there were statistically significant differences as the Sig (P. value) value in each of them is less than the significance value of 5%. The statistically significant differences were in favor of males in all these sections, except for health services, which was in favor of females.
- The gender variable showed statistically significant differences in the total number for the sections evaluating student services and activities, where the mean for males (3.20), and for females (3.08). The Sig (P. value) for this section was 00. 0 (i.e. less than 5%, and this means that there were

statistically significant differences in favor of males at the level of 5% between male and female students' answers in the total score of the level of satisfaction attributable to the gender variable, and this contradicts the second research hypothesis.

The researchers believe that although all student services and activities provided to university students are supposed to be equal and provide the same quantity and quality for both male and female students in all university facilities, it was found that the female students were dissatisfied with a degree ranging between weak and medium about the food services in terms of prices, hygiene and that they do not meet their aspiration. In addition, the location of food services is inappropriate for them. Likewise, with regard to sports activities, female students were dissatisfied with the diversity of sporting activities and that they are not widely available to them, and that the awards for these activities are not appropriate.

The results also showed a decline in the degree of their satisfaction with the performance and efficiency of the medical clinic staff in providing health care to them. As for the rest of the other activities female students showed a medium to high degree of satisfaction.

Third: the third hypothesis

To investigate the third hypothesis, the One-Way-ANOVA test was used to analyze the differences between the means of students' opinions according to the branch at the significant level of (5%). The results are shown in Table (5) below:

Table 5 Shows the One-Way ANOVA test

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Registration services	Between Groups	22.120	3	7.373	9.809	.000
	Within Groups	1932.580	2571	.752		
	Total	1954.700	2574			
Student Affairs services	Between Groups	53.023	3	17.674	19.068	.000
	Within Groups	2383.077	2571	.927		
	Total	2436.100	2574			
Cultural Services	Between Groups	22.280	3	7.427	8.301	.000
	Within Groups	2300.207	2571	.895		
	Total	2322.487	2574			
Sports Services	Between Groups	74.728	3	24.909	19.329	.000
	Within Groups	3313.277	2571	1.289		
	Total	3388.005	2574			
Safety Services	Between Groups	3.731	3	1.244	1.220	.301
	Within Groups	2620.372	2571	1.019		
	Total	2624.104	2574			
Cafeteria Services	Between Groups	13.978	3	4.659	3.824	.010

	Within Groups	3132.906	2571	1.219		
	Total	3146.884	2574			
	Between Groups	123.931	3	41.310	29.087	.000
Medical Services	Within Groups	3651.384	2571	1.420		
	Total	3775.316	2574			
	Between Groups	.716	3	.239	.389	.761
General	Within Groups	1578.095	2571	.614		
	Total	1578.811	2574			

Table (5) above shows that the university branch variable did not generally show any statistically significant differences in the students' opinions. This goes along with the third hypothesis expected by the researchers.

As for each of the student services and activities according to each branch, there were statistically significant differences between the student's opinions with regard to all services except for the security services section. To determine the source of the difference for the rest of the sections, Levene test for homogeneity was used which in turn will determine the type of test necessary to determine the source of the differences.

Table 6 Levene Test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Registration services	6.594	3	2571	.000
Student Affairs services	14.608	3	2571	.000
Cultural Services	1.294	3	2571	.275
Sports Services	.604	3	2571	.612
Cafeteria Services	1.060	3	2571	.365
Medical Services	13.080	3	2571	.000

Table (6) shows that uniformity of disparity takes place at the level of sports, cafeteria and cultural services, and in this case, the source of the differences is determined by the Tukey test as follows:

Table 7: Tukey Test Results

Multiple Comparisons					
Tukey HSD					
Dependent Variable	(I) Branch	(J) Branch	Mean Difference (I-J)	Std. Error	Sig.
Cultural Services	Kharj	Hawta	.06363	.06034	.717
		Aflaj	.21397*	.04367	.000
		Wadi Addawaser	.13212	.05836	.107
	Hawta	Kharj	-.06363-	.06034	.717
		Aflaj	.15034	.06239	.076
		Wadi Addawaser	.06849	.07343	.787
	Aflaj	Kharj	-.21397-*	.04367	.000
		Hawta	-.15034-	.06239	.076

		Wadi Addawaser	-.08185-	.06048	.529
		Kharj	-.13212-	.05836	.107
	Wadi Addawaser	Hawta	-.06849-	.07343	.787
		Aflaj	.08185	.06048	.529
		Hawta	.24513*	.07242	.004
	Kharj	Aflaj	.37113*	.05241	.000
		Wadi Addawaser	.33811*	.07004	.000
		Kharj	-.24513-*	.07242	.004
	Hawta	Aflaj	.12601	.07488	.333
		Wadi Addawaser	.09298	.08813	.717
Sports Services		Kharj	-.37113-*	.05241	.000
	Aflaj	Hawta	-.12601-	.07488	.333
		Wadi Addawaser	-.03303-	.07258	.969
		Kharj	-.33811-*	.07004	.000
	Wadi Addawaser	Hawta	-.09298-	.08813	.717
		Aflaj	.03303	.07258	.969
		Hawta	-.10143-	.07042	.474
	Kharj	Aflaj	-.03283-	.05096	.918
		Wadi Addawaser	-.22155-*	.06811	.006
		Kharj	.10143	.07042	.474
	Hawta	Aflaj	.06861	.07281	.782
		Wadi Addawaser	-.12012-	.08569	.498
Cafeteria Services		Kharj	.03283	.05096	.918
	Aflaj	Hawta	-.06861-	.07281	.782
		Wadi Addawaser	-.18872-*	.07058	.038
		Kharj	.22155*	.06811	.006
	Wadi Addawaser	Hawta	.12012	.08569	.498
		Aflaj	.18872*	.07058	.038

*. The mean difference is significant at the 0.05 level.

Table (7) above shows the following:

- There are statistically significant differences in the cultural services between Kharj and Aflaj branches in favor of Kharj branch.
- There are statistically significant differences in the sports services between Kharj branch and both Hawta, Aflaj and Wadi Addawaser branches in favor of Kharj branch.
- There are statistically significant differences in the cafeteria services between Kharj and Wadi Addawaser branches in favor of Wadi Addawaser and between Aflaj and Wadi Addawaser branches in favor of Wadi Addawaser.

Table (6) also shows that the condition for achieving uniformity of disparity is not met at the levels of registration, student affairs and medical services. In this case, the source of the differences is determined by the Kruskal-Wallis Test as follows:

Table 8: Kruskal-Wallis Test results

Test Statistics a, b				
	Registration Services	Students Services	Affairs	Medical Services
Chi-Square	31.030	50.019		80.360
df	3	3		3
Asymp. Sig.	.000	.000		.000

a. Kruskal Wallis Test
b. Grouping Variable: Branch

Table (8) above shows that there are statistically significant differences in all dimension as per the branch. These are displayed in the ranks table for the same test below.

Table 9 Ranks table

Ranks			
	Branch	N	Mean Rank
Dimension 1	Kharj	1081	1194.94
	Hawta	318	1402.64
	Aflaj	829	1346.70
	Wadi Addawaser	347	1332.63
	Total	2575	
Dimension 2	Kharj	1081	1183.89
	Hawta	318	1470.83
	Aflaj	829	1362.98
	Wadi Addawaser	347	1265.64
	Total	2575	
Dimension 7	Kharj	1081	1371.31
	Hawta	318	983.77
	Aflaj	829	1246.69
	Wadi Addawaser	347	1405.94
	Total	2575	

Table (9) shows that the branches with the highest rank are the most estimating of the extent of satisfaction. Thus, the order of the branches, in the level of satisfaction, for each of the is the following:

Dimension	Branch
Registration services	Hawta, Aflaj, Wadi Addawaser, Kharj
Student Affairs Services	Hawta - Aflaj - Wadi Addawaser - Kharj
Medical services	Wadi Addawaser - Kharj - Aflaj - Hawta

This order of dimensions is a statistically significant order, and this is confirmed by the chi-squared values, as it is less than 0.05.

Recommendations

In light of the study results, the researchers suggest the following recommendations:

1. Exerting more work towards student satisfaction as it is an important component of quality and accreditation, and striving to meet students' needs and their expectations.
2. Continuing to assess the degree of student satisfaction with the services provided to them. This is critical to help improve and develop the educational process.
3. Paying more attention to research in this field. This will help in understanding the services already provided and trying to improve them. From a different perspective, this help guide transformation and improvement in these services through benefiting from the experiences of others.
4. Carrying out more studies and research, in this field, that tackle other variables and from the viewpoint of others like faculty and staff members.
5. Improving the level of health facilities and student rest areas, and striving to provide sufficient numbers of them and with the appropriate space.
6. Enforcement of cleanliness and hygiene and reducing the prices in the nutrition/food services provided to students.
7. Contracting with nutrition service providers who can provide meals that meet the students' requests and aspiration.
8. Increasing the number of parking spaces for students.
9. Increasing and diversifying sports activities.
10. Developing the services of registration, deletion and addition of courses electronically.

Acknowledgement

This publication was supported by the Deanship of Scientific Research at Prince Sattam Bin Abdulaziz University, under the research project no. 2020/02/16523

References

- Al-Assaf, Khawla bint Saleh bin Hamad, 2008, The relationship between satisfaction with the university environment and academic achievement for the female students of Muhammad Bin Saud Islamic University, unpublished Master Thesis, College of Social Sciences, Department of Education, Imam Muhammad bin Saud Islamic University.
- Al-Hassania, Salim Ibrahim, 2009, Extent of satisfaction of students of the Faculty of Economics at the University of Aleppo with the level of administrative and academic performance of their colleges: a survey study, Damascus University Journal of Economic and Legal Sciences - Volume 25 - Second Issue -2, pp. Pp. 285-312.
- Al-Howaish, Fatima Khalaf, and Samah Mustafa Mahjoub (2018) University Students' Attitudes Towards Educational and Student Services Provided to them by Shaqra University, No. 9, March 2018, pp. 161-188
- Al-Shadouh, Walid Mahmoud. 2011 Jerash University students' satisfaction degree with the university environment, Journal of the Federation of Arab Universities, No. 61, September 2012, pp. 282-303.
- Al-Subaie, (2005), The factors leading to the weak participation of students in student activities and the means to overcome them from the viewpoint of students at King Saud University, The Arab Gulf Message Magazine, Issue (94), 2005.
- Bozkurt, F. (2019). Evaluation of geography textbooks in terms of misconceptions about climate topic. Review of International Geographical Education Online, 9(1), 149-170.
- Bouziane, Hassan, 2014, The Impact of Quality of Services on Customer Satisfaction: A Case Study of a Telecommunications Corporation, Algeria, University of Constantinople.
- Can, C., & Kutluca Canbulat, A. N. (2019). Effect of Using Reflective Diaries in Teaching Turkish on Bilingual Students' Academic Achievement and Writing Skills. Eurasian Journal of Educational Research, 82, 1-25.
- Diab, Abdel-Basit (2007): Development of University Administration: Case Study of Colleges of Education in Several Countries, First Edition, Science and Faith for Publication and Distribution: Cairo
- Diab, Mansour, 2013, The Quality of Learning Services and its Impact on Student Satisfaction, Case Study,

- School of Administrative Sciences, University of Khartoum, University of Khartoum Journal of Administrative Sciences, Volume VII, Second Issue, pp. 1-30.
- Durán, C. C. (2019). Reflexiones en torno a una economía sin dinero físico. Cuadernos de Economía, 42(120).
- El Ansari, Walid, (2003): Satisfaction Trends in Undergraduate Physiotherapy Education Physiotherapy, Volume 89, Issue3, pages 171-185
- García-Ceberino, J. M., de Gracia Gamero, M., Gómez-Carmona, C. D., Antúnez, A., & Feu, S. (2019). Incidence of Organizational Parameters in the Quantification of the External Training Load of the Tasks designed for Teaching of the School Basketball. Revista de Psicología del Deporte, 28(3), 35-41.
- Hilles, Salem, 2013, The Impact of Quality of Educational Service on Student Satisfaction "An Applied Study on Master's Students in the Islamic University, Journal of the Islamic University for Economic and Administrative Studies, Volume 98, First Issue, Pg. 23.
- Kim, K. T. (2019). The Structural Relationship among Digital Literacy, Learning Strategies, and Core Competencies among South Korean College Students. Educational sciences: theory and practice, 19(2), 3-21.
- Lovrinić, B. (2018). Culture in Sustainability: Towards a Transdisciplinary Approach; Sari Asikainen, Claudia Brites, Katarzyna Plebańczyk, Ljiljana Rogač Mijatović, and Katriina Soini (Ed.). Croatian International Relations Review, 24(82), 130-133.
- Mihai-Florin Băcilă , Marcel Ciprian Pop , Mircea Andrei Scridon and Raluca Ciornea , Development Of An Instrument For Measuring Student Satisfaction In Business Educational Institutions, Vol. XVI • No. 37 • August 2014.
- Makalela, K. I., & Asha, A. A. (2019). Rural Household's Satisfaction With Access To Basic Services In Lepelle-Nkumpi Local Municipality, Limpopo Province. International Journal of Economics and Finance Studies, 11(1), 49-63.
- Mokoena, B. A., & Dhurup, M. (2019). Self-Efficacy, Organisational Commitment, Job Satisfaction and Satisfaction With Life Relationships: a Study Among Amateur Sport Coaches in South Africa. The International Journal of Social Sciences and Humanity Studies, 11(1), 19-34.
- Mokoena, B. A. (2019). A Comparative Analysis Of Markor And Mktor Scales Of Market Orientation On University Performance Among Universities Of Technology In South Africa. International Journal of Business and Management Studies, 11(1), 16-38.
- Othman (2016) The effect of educational service quality on university student satisfaction A field study applied to students of Al-Baath University, Al-Baath University Journal, Volume 83, Issue 48, 111-139
- Othman, A. M. (2014, January 6). Tarbyatona. Retrieved July 5, 2020, from Tarbyatona.net: <http://www.Tarbyatona.net/include/plugins/article/article.php?action=s&id=279>
- Rashid, Ali (1988). University and University Teaching, Dar Alshrooq for Publishing & Distribution, 1st Edition, Jeddah-
- Roberts, P & Boldy, D & Dunworth, K. (2015) The Views of International Students Regarding University Support Services in Australia: A Case Study. ternational Education Journal, Vol 14 (3) ,122-137
- Rozakis, S., Viaggi, D., & Oleszek, W. (2018). Central-Eastern European Agriculture and the Transition to Bioeconomy. AgBioForum, 21(2), 61-63.
- Roberts, P & Boldy, D & Dunworth, K. (2015) The Views of International Students Regarding University Support Services in Australia: A Case Study. ternational Education Journal, Vol 14 (3) ,122-137.
- Sheldan (2017). The degree of academic satisfaction among the students of faculty of education at the Islamic university in Gaza and ways to improve it, 6 (6), 139-154
- Tugrul, Kara.(2017) Students' Satisfaction Levels of Turkish Teaching Program and Services Provided in This Program in Turkish Teaching Department at Cukurova University, Journal of Theory and Practice in Education, Vol 13 (1) ,144-157