

# Quality of educational services: students' point of view

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## ABSTRACT

**Introduction** Higher education system as a dynamic, intelligent and purposeful system which faces the new challenges includes two quantitative and qualitative dimensions. Sustainable development of this system requires harmonic and balanced growth of both quantitative and qualitative dimensions' parallel to each other. Quantitative development of Higher Education System without considering qualitative development will be associated with consequences such as; academic failure, academic affiliation, brain drain and lack of knowledge production. **Material and Method** This study was a descriptive survey conducted on 250 medical students of Shiraz University of Medical Sciences. Data collection was performed using SERVQUAL questionnaire. Face and content validity of the questionnaire was evaluated using comments of university teachers, and its reliability evaluated using Cronbach's alpha coefficient for perceptions (95%), and expectations (94%). Finally, data were analyzed using SPSS software. **Results** The results showed that learner's expectations in all dimensions and questions were higher than what was available. The highest and lowest mean score-negative gap, was related to empathy (-1.18) and confidence (-0.96). Moreover, no significant difference was observed in the overall mean score in gender gap. In some aspects, PhD & Nursing students had more expectations of the quality of educational services. **Conclusion** Existential philosophy of each organization is to provide appropriate services to the client. Therefore, it is necessary to use students' opinions as the main clients of the university. Hence, university can find its status and validity with increased quality of services.

**Keywords:** SERVQUAL, Quality of educational services, Students, University

## Introduction

Today's dynamic and competitive environment has made organizations and companies' to focus on their clients. In a way that production of goods and services starts from the clients and ends to them. Due to intangibility of service aspects, which possess complexity, makes its assessment and design quality difficult. Parasurman et al. (1988) designed a multidimensional scale to measure the quality of services which is called "SERVQUAL". This tool evaluates clients' perception of services in five dimensions that include:

- 1) Physical dimension: physical space and environmental conditions of service provision including facilities,

equipment, staff, and communication channels.

- 2) Confidence dimension: the capacity to serve as a reliable and trustworthy source.
- 3) Responsibility dimension: willingness to help the client.
- 4) Assurance dimension: competence and ability of staff to provide a sense of confidence and trust in the client.
- 5) Empathy dimension: providing treatment for each individual client according to their attitude, so that clients become convinced that the organization has understood them. Parasurman et al. have defined the quality of services in differences between client's expectations of desirable condition and their perception of received services <sup>[1]</sup>. SERVQUAL model has five scales of "physical, confidence, responsibility, assurance, and empathy <sup>[2]</sup>.

These dimensions are describes as:

- 1) Physical dimension Includes the presence of facilities, work equipment and communication channels. All of these provide a picture which client use to evaluate the quality such as welfare facilities in an organization.

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- 2) Confidence dimension is the ability to provide services in a reliable manner, so that client's expectations are provided. In fact, confidence is to fulfill commitments, which means if an organization promises to provide services in a specific period time must do so.
- 3) Responsibility dimension means willingness to cooperate and help client. This dimension of service emphasizes on displaying sensitivity and attentiveness to the requests, questions and complaints of clients.
- 4) Assurance dimension is indicator of competency and staff ability in inducing a sense of reliability and confidence in clients towards their organization. This service dimension is especially important in type of services that are exposed to higher risk.
- 5) Empathy dimension is personal attention and appropriate devotion to work time for all clients that means dealing with clients according to each individual characteristic, and treating them in a way that the client is convince that the organization has understood them and they feel important to them <sup>[3]</sup>.

Students are the main clients of universities and determining their perceptions and expectation from education services quality, can provide valuable information to program developers to improve the quality of educational services.

Service quality assessment is the comparison between the client expectations (what is supposed to be), with his perceptions (what is the reality). If the expectations are higher than perceptions from the client's point of view, perceived services quality is low and is followed by disappointment <sup>[4]</sup>.

Service quality gap means the difference between client's expectation and his perception from current status <sup>[5, 6]</sup>.

In today's world, organizations that provide exceptional services to their clients, have several important features such as; paying attention to their client's demands, needs and expectations. These organizations have developed strategies to provide quality services for clients and have designed a system which treat clients well in every stage <sup>[7]</sup>.

Also, listening and paying attention to client's demands, make it possible to have a deep perception of what clients want, and analysis methods, helps to find a solution and solve the problems.

When these producers are implemented; in one hand the organization will become more efficient and effective, and on the other hand, client's satisfaction will increase <sup>[6]</sup>.

For several reason client's satisfaction is important for an organization:

- 1) Dissatisfied clients use their experience for negative publicity against that organization;
- 2) Between client's satisfaction, loyalty and profit, there is a strong positive relationship;
- 3) Client's satisfaction causes a positive reputation for an organization;
- 4) It reduces the costs of mistakes and imperfections;
- 5) It provides a positive competitive condition amongst organizations.

Shiraz University of Medical Sciences is the 3rd ranking university in Iran. The quality of educational services is a priority component of this university. Awareness of the current condition can provide a foundation for developing and improving the quality of educational services.

The aim of this study was to identify Shiraz University of Medical Sciences (SUMS) student's attitude towards educational service quality that has been provided for them.

Research objectives:

- 1) To identify SUMS student's attitude towards educational service quality that has been provided for them.
- 2) To identify the gaps at SUMS from the student's perspective.
- 3) To identify educational service quality priority dimensions from the student's perspective
- 4) To identify the relation between gender and quality of services
- 5) To identify the relation between field of study and quality of services

Research questions:

- 1) Do students see educational services quality to be appropriate?
- 2) Which dimensions (physical, responsibility, empathy, assurance, and confidence) was less than expectation?
- 3) Which dimensions are given priority by policy makers?
- 4) Is there a significant difference between gender and quality of services received?
- 5) Is there a significant difference between the field of study and quality of services received?

## Research background

Kebriaei et al. (2005) in a study evaluating the opinions of Zahedan University of Medical Sciences students based on the quality of educational services showed that 17.6% of the participants described quality of services as good, 48.2% as average and 34.2% described it as bad. Between the five dimensions, confidence dimension was the best and the responsibility was the worst. Comparison between the five dimensions showed that the differences in quality observed between the dimensions were significant <sup>[8]</sup>. Aghamollaei et al. studied the gaps in the quality of educational services at Hormozgan University of Medical Sciences. According to the results, students' expectations were higher than their perceptions from the current condition, and in none of the service quality dimensions, their expectations were not met. Hence, when designing programs to improve the quality of educational services, we should try to meet the student's expectations and prioritize the dimensions that have huge gap. Also, PhD students had higher expectations from the quality of services <sup>[9]</sup>. Mohammadi and Vakili in a study "the satisfaction of students from the provided quality of services and the relation with quality of services at Zanjan University of Medical Sciences", reached the lowest satisfaction among medical students, and the highest mean of satisfaction among pharmacology students.

The correlation coefficient between general satisfaction and general quality of educational services was  $R=0.51$  with empathy dimension  $R=0.49$ , assurance dimension  $=0.46$ , where  $p<0.01$  was considered significant. The analysis of multiple regression showed that responsibility and assurance dimensions, positively had significant relationship with students' satisfaction toward educational services ( $p<0.05$ )<sup>[10]</sup>. The study result of Bahreini et al. in dentistry faculty, revealed a negative gap in all dimensions. The biggest gaps were in the dimensions of physical (-0.7), and accountability (-0.55) ( $p=0.000$ ). The biggest gap belonged to astatic appearance such as buildings, chairs and lounges from the physical dimension (-1.93)<sup>[11]</sup>. Etebarian and Tale in a study related to the quality of services and the determinant gap rate between perceptions and expectations of clients at Esfahan Social Security Organization, observed that in all the dimensions of quality of services, there is a gap between expectations and perceptions of clients<sup>[12]</sup>. Khadamlou et al. in a study entitle "the survey of the gaps in the quality of educational services from the sight of students at Paramedical Faculty of Mazandaran University of Medical Sciences", reached these results: according to students' opinion in all five dimensions of services and in every detail of all dimensions, there is a quality gap. The biggest gap was in physical dimension (-1.34), and the smallest gap was in the confidence dimension (-1.16)<sup>[13]</sup>. Tofghi et al. studied and analyzed the gap between expectations and perceptions of students of Tehran Paramedical faculty for quality of services and reported these results: there was a gap in all dimensions of quality of services. The biggest gap was in the empathy dimension, and the smallest gap was in the confidence dimension<sup>[14]</sup>. Ghalavandi et al. in their study titled "the survey of the quality of educational services at Urmia University" found these results: There was a significant difference between perceptions and expectations of students about all the five dimensions. The expectation of students was beyond their perception of their current situation, and their expectation had not been fulfilled in any of the dimension. Furthermore, demographic variables such as gender, except academic groups and students faculty except the grades, there were not significant differences<sup>[15]</sup>. A research in Australia, suggested that students who don not reach their educational services expectations were willing to dropout of university<sup>[16]</sup>. Bradley performed a study to determine the perception and expectation of Chinese students toward the quality of educational services in graduate courses, and quality gap analysis. In this study, it was found that there was a negative gap in all dimensions of quality of services<sup>[17]</sup>. Barnes (2007) in a study in Chinese students to determine their expectation and perception from the quality of educational services, showed that there were negative gaps in all of the dimensions: highest was in assurance, and lowest in confidence dimension<sup>[18]</sup>.

## Materials and Methods

This descriptive analytical study was conducted in 2015 at Shiraz University of Medical Sciences with cross-sectional method. The population of the study included students of second year, who were studying in 9 different faculties. Total of 250 students were selected with proportional method and regular randomization from each faculty. For collecting data, "SERVQUAL" questionnaire and person-to-person distribution method were used, and the questionnaires were filled with self-administration method. Studying in faculties during the study period and willingness to participate were selected as entry criteria. The used questionnaire includes two parts of personal information and five quality dimensions (including 25 questions, 5 questions for each dimension). The questions were measured according to multiple-choices scale of likert scale (4=totally agree, 3=agree, 2=disagree, 1=totally disagree). Students responded to the questions of "perception" as current status, and "expectation" as ideal status. To determine the gaps between quality services, students' expectation score of ideal status was deducted from their perception score of current status. If the score was negative it meant a score-negative gap and difference between current status quality and ideal status quality. If the score was zero it meant that there is no quality gap; and if the score was positive (positive gap), it meant that there is an ideal quality of services. Content validity of the questionnaire was confirmed by experts and its reliability was calculated by Cronbach's alpha coefficient at 0.95 in the perception and 0.94 in the expectation domain.

## Results

Findings of this study are summarized in 5 tables.

**Table 1. The frequency and percentages of students participating in the study, based on their major**

Faculty	Medical	Dental	Pharmacology	Nursing	Paramedical	Management	Nutrition	Rehabilitation	Health
Frequency	40	23	30	26	34	30	14	25	28
Percentage	16	9.2	12	10.4	13.6	12	5.6	10	11.2

In table 1, the number of participants is separated according to their major from the total of 250 participants, 170 (68%) were female, 76 (30.4%) were male, and 4 (1.6%) did not answer the gender question.

The mean score of expectations and perceptions and gaps between the education quality and services are shown in table 2:

**Table 2. The mean score and standard deviation of expectations, perceptions and gaps between the education quality and services**

Quality dimensions	Expectations	Perceptions	Gap	Sig.
Physical	0.45±3.65	0.56±2.66	0.71±-0.99	0.001
Accountability	0.43±3.68	0.63±2.66	0.77±-1,01	0.001
Confidence	0.41±3.72	0.56±2.75	0.70±-0.96	0.001
Empathy	0.43±3.69	0.67±2.51	0.82±-1.18	0.001
Assurance	0.44±3.70	0.62±2.70	0.78±-1	0.001
Total	3.68	2.65	-1.02	0.001

According to table 2, participants' expectations in all the dimensions and questions were higher than the current status. Highest mean score in "expectation" was for confidence dimension and lowest score was for physical dimension. The mean scores were respectively belonged to physical (3.65), accountability (3.68), empathy (3.69), assurance (3.70), and confidence (3.72).

In "perception" highest score belonged to confidence dimension, and lowest score belonged to empathy dimension. The mean scores were respectively pertained to empathy (2.51), physical (2.66), accountability (2.66), assurance (2.70), and confidence (2.75).

After deducting the ideal score from the current score, there was a negative gap in all the dimensions; highest for empathy and lowest for confidence: Confidence (-0.96), physical (-0.99), assurance (-1/00), accountability (-1.01), and empathy (-1.18).

**Table 3. The mean score and standard deviation of expectations, perceptions and gaps between the educational quality services dimensions**

Quality dimensions	Details	Expectations	Perceptions	Gap	Sig.
Physical	Equipment and training facilities	0.57±3.61	0.74±2.46	0.97±-1.14	
	Convenience and training facilities	0.55±3.64	0.75±2.51	0.96±-1.12	
	Staff appearance	0.62±3.63	0.72±2.95	0.89±-0.68	0.001
	Required facilities	0.52±3.73	0.77±2.78	0.86±-0.95	
	Dynamic and intimate communication with learners	0.59±3.68	0.87±2.61	1.03±-1.06	
Accountability	Interest in learners' issues	0.57±3.70	0.85±2.55	1.06±-1.15	0.001

Confidence	Willingness to help learners	0.59±3.68	0.81±2.70	1.00±-0.97	
	Giving information to learners	0.52±3.72	0.85±2.59	1.07±-1.13	
	Being ready to response	0.59±3.62	0.79±2.69	0.95±-0.93	
	Appropriate work schedule	0.56±3.69	0.79±2.80	0.96±-0.88	
Empathy	Providing safe and confident services	0.52±3.70	0.69±3.03	0.83±-0.66	
	Sufficient knowledge to response	0.50±3.75	0.73±2.85	0.82±-0.90	
	Knowledge, skill and ability of employee	0.48±3.79	0.71±2.80	0.85±-1	0.001
	Necessary knowledge to perform services	0.49±3.77	0.75±2.79	0.91±-0.97	
Assurance	Reassuring behavior	0.63±3.62	0.82±2.31	1.08±-1.30	
	Creating soothing environment	0.53±3.72	0.85±2.62	0.96±-1.09	
	Personal attention to learners	0.60±3.63	0.87±2.34	1.01±-1.23	
	Respecting learners views	0.52±3.73	0.82±2.50	1.05±-1.13	0.001
Assurance	Hear views patiently	0.49±3.74	0.88±2.60	1.44±-1.14	
	Responding to learners patiently	0.56±3.68	0.89±2.51	1.10±-1.16	
	Keeping promises	0.62±3.70	0.81±2.64	1.03±-1.06	
	Services without faults and defects	0.57±3.65	0.81±2.62	1.04±-1.02	0.001
Assurance	Equal treatment	0.46±3.74	0.83±2.73	0.97±-1	
	Providing services on time	0.5±3.74	0.77±3.01	0.83±-0.73	
Assurance	Promptness of Operation	0.55±3.71	0.92±2.47	1.12±-1.23	

In reviewing each phrase, there was a negative quality gap. The phrase reassuring behavior had the highest, and phrase providing safe and confident services from confidence dimension, had the lowest mean gap.

For all phrases and questionnaire dimensions, the subtraction of expectations' median from perceptions' median (gaps), was significant in level of  $p < 0.001$ .

**Table 4. The mean and standard deviation of gap scores in the quality of educational services dimensions according to gender**

Dimensions	Gender	SD±Mean	Sig.
Physical	Male	0.76±0.96	0.527
	Female	0.68±1.02	
Accountability	Male	0.79±0.95	0.364
	Female	0.76±1.04	
Confidence	Male	0.76±0.95	0.778
	Female	0.67±0.98	
Empathy	Male	0.82±1.01	0.265
	Female	0.81±1.22	
Assurance	Male	0.87±0.92	0.229
	Female	0.73±1.05	

To compare male and female students, independent t-test was used for total mean gap. The result of table 4 showed: The difference between men and women was not statistically significant in total mean gap result.

By using Analysis of Variance test (ANOVA), the mean score of quality dimensions were verified according to their faculties: the results showed that there was no significant differences in physical and accountability dimensions, but there was significant differences in the dimensions of confidence, empathy, and assurance.

For finding quality gap differences between 9 faculties, we used Tukey's Post-hoc test with the below results:

- **In confidence dimension:** Expectation gap at nursing faculty was 0.77 which was more than health faculty. Hence, confidence expectations of nursing students were higher than health faculty students ( $p=0.002$ ).
- **In empathy dimension:** Expectation gap at medical faculty was 0.69 which was more than health faculty. Consequently, expectations for empathy of medical students were higher than health faculty students ( $p=0.017$ ).  
Expectation gap was 0.72 at nursing faculty which was more than health faculty. So, empathy expectations of nursing students were higher than health faculty students ( $p=0.027$ ).  
Expectation gap at dentistry faculty was 0.76 which was more than health faculty. So, empathy expectations of dentistry students were higher than health faculty students ( $p=0.022$ ).
- **In assurance dimension:** Expectations gap at medical faculty was 0.78 which was more than health faculty ( $p=0.001$ ).

Expectations gap at dentistry faculty was 0.69 which was more than health faculty ( $p=0.039$ ).

## Conclusion

In this article the quality of educational services from the perspective of SUMS students were studied by using conceptual model of SERVQUAL. Since SERVQUAL model is one of the most important models for the evaluation of quality of services, hence most institutions, especially educational institutions used this model to evaluate their organization,

In the background section of this research" we attempted to address the researches that had used the same model for evaluating the quality of services in different educational institutions. The purpose of this study was to identify the Shiraz University of Medical Sciences student's attitude towards the quality of educational services. This study was performed by descriptive-analytical method.

In response to the first question: results revealed that there is a significant gap between student's expectations and perceptions from various aspects. The result of this study is consistent with previous researches.

In response to second and third questions: results revealed the smallest gap is between confidence dimension, and highest gap is between empathy dimensions. Negative-score gap of current status means that student's expectation is beyond their perception. The gap in quality of services, are generally due to disability of policy makers to prioritize the dimensions, and as a result, inability to respond to students real needs.

Basic step to reduce this gap is to identify perception of services received in the current situation and their expectations of favorable condition, so by determining the gap in the quality of services provided, critical decisions can be made in order to reduce the gap according to the receivers' views, and to provide them with satisfactory services. In order to reduce the gap and improve the quality of educational services through allocation of appropriate sources and organizational facilities, we can prioritize the five dimensions of services, and according to dimensions priority place quality of empathy and responsiveness as a first priority and place assurance, physical and confidence as the second priority.

By reducing the gap in empathy and responsibility dimensions, we can hope that the gap in other service dimensions to be reduced <sup>[19]</sup>. Educational institutions and various universities have used the above model to evaluate their institutions <sup>[20]</sup>. Practical values of SERVQUAL model can be studied from 2 aspects: In on one hand, by calculating the obtained scores from comparison between expectations and perceptions of students to be used as a tool for quality measurement; and on the other hand, to be used as a diagnostic tool.

By measuring the quality of educational services, empathy and responsibility dimensions had the biggest gap. The gap in empathy dimension revealed that assistant professors and counselors are not readily available for students, and are generally not present in designated hours for counseling. Since

there is a direct and face-to-face contact between students, professors and staff, flaws and gaps are more evident that can be utilized as an opportunity to solve this problem.

It is suggested that by establishing a useful and productive interaction in a calm and friendly environment between science faculty members, staff and students, to become aware of their personal views, and to respected their productive views and respond to their criticism with patience. This dimension of service shows the sensitivity and awareness in response to demands, questions and complaints of clients.

When we compared our results with previous researches result from domestic and international universities, we noticed similarities in all dimensions, but with regards to student's views, the order of gaps were different. Consequently, each manager should write quality improvement program according to his university situation and requirements.

Nowadays managers should look beyond re-construction engineering. They should look at cross borders points which they have never gone beyond. Barriers between clients (students) and even between competitors (other universities) are being removed. Whatever re-construction engineering conduct within their organizations, now cross re-construction can achieve beyond the borders of organizations till all beneficiaries such as clients, staff and investors benefit from it.

Due to advances in technology, new working environment has been created where managers and officials can easily communicate with their clients (students) and give positive, and in-time response to their demands, and raise the level of their satisfaction.

- **Response to question 4:** The result showed that there is no significant difference between male and female student's expectations, so it can be concluded that their expectations are the same and everybody wants to receive more services. In previous researches, gender variables were not addressed. Globalization as an inevitable process in 21<sup>st</sup> century in dimensions of economic, social and cultural of countries has played an important role, and we see more participation of women in all aspects of social, cultural and scientific, thus it is vital to pay a special attention to demands of this group. Women strive to achieve their rights, and their goal is not only social equality, but meditating the dream of discriminations and oppositions disposal in all types.
- **In response to question 5:** The results revealed that students' perception from the quality of education has a significant difference in the 3 dimensions of confidence, empathy and assurance, but there is no significant difference in 2 dimensions of physical and responsibility. Generally, students of PhD, medicine and nursing have more expectations toward the quality of educational services in some dimensions. The result of this study showed more attention to these groups of students is required. The result of this study is in line with the results of Aghamollaei et al. research at Hormozgan University of Medical Sciences, and Mohammadi et al. research at Zanjan University of Medical Sciences <sup>[9, 10]</sup>.

One of the metaphors of the third millennium is called intimate management which focuses on words like love, interest, kindness, happiness, commitment and respect, which did not have any role in previous management. Organization through kind communication and paying attention to demands and attitudes causes clients' loyalty. If managers implement this model of management, willingness and commitment of clients toward organization will increase. This model of management is a kind of decentralized and unorthodox system which places more value on staff, shareholders and clients (students).

Intimate managers have high humanity and morality skills, with acceptable behavior and creation of kindly co-relationship with staff and clients, encourage them towards innovation and creativity, and by replying to their needs with gratitude, and uses equitable and democracy methods in interaction with staff and clients. In this condition, staff, clients and shareholders feel themselves as part of an intimate family and eagerly perform their assigned duties with innovation and creativity, and ultimately the environment of organization will be happy and energizing, and all people will be satisfied.

At the end: Communication is the key to successful management. Since the structure of crippled communication and inattention to feelings and human values causes dissatisfaction of clients (students), so nowadays, intimate management has a significant role in management of educational institutions. In evaluation of the quality of educational services, there are some differences between manager's perceptions of students, and usually managers do not have an accurate understanding of students' expectation, so evaluation of the quality of presented services from the student's point of view seems necessary. To achieve improvement in the quality of every educational program, there should be a continuous and ongoing evaluation of student's attitude that is the most important educational institute clients. Thousands students that want to enter educational institutions are in search of evidences and documents that shows the quality of educational services at a university. We can only achieve a real and true improvement when there is enough data collected and analyzed through a continuous evaluation program. In current era, most companies have realized the fact that providing after-sales services are effective in loyalty and repeating customers' purchases. However the given services must be in the direction of customer's satisfaction, which is an indication for success and victory of an organization. By analyzing the gap in service quality, enables the managers to prevent the decline of quality of educational services, and due to limitation in sources, try to increase educational quality and services related to it. Awareness of gaps can be used as a guide for organizations to be considered as an appropriate budget to be allocated. Nowadays the cost of attaining a new client is higher than the cost of educating the staff of an organization. If we look at staff education (in dimensions of empathy and responsiveness) as a useful investment in promoting special manpower, the result is feeling worthy in personal level, improvement and satisfaction in organization level. This continuous improvement is not only

essential for facing threats, but it is also an opportunity for organizations to empower staff who offer new and innovative projects.

Organizations should invest in the dimension of empathy and let students easily express their feelings; also focused on their facial expression and gestures in time of empathy, and be careful not to insult their feelings.

Another point that should be taken into consideration, is the responsiveness of an organization. Timely response is the most important asset in the third millennium and the age of information and communication. For reducing response time its improvement to create a new form of organization. The importance of speedy services guides us towards virtual organizations; an organization that can respond to clients without time and place limitations.

Universities are the fundamental and essential pillars in improving culture and knowledge level of society, and because of communication with lots of people such as professors, staff, students, and also high costs of traffic and other issues, can be a good environment to use technology. It is obvious that using technology can increase timely response of an organization.

One of the major challenges of higher education in Iran in the 21<sup>st</sup> century like most countries is due to inappropriate role of higher education in correct training of students with knowledge of sustainable development <sup>[9]</sup>. Lack of sustainable development among managers and decision makers can cause instability and instable service offering in organizations specially universities.

University as an educational, social and economic institution has a responsibility towards society. For realization of economic values such as (e.g. reducing unemployment, increasing welfare) or social values (e.g. social justice, eliminating discrimination) or the environment (correct consumption of nonrenewable energies) should make an effort. Consequently, re-study organization structure, human capital, educational and research processes, etc... which is the realization of sustainable development, and sustainable higher education especially. This kind of university can be called a sustainable university.

To achieve a sustainable development and balanced development of economic, social, cultural, and environmental, we need sustainable universities. A sustainable university is one which its managers identify and solve university's problems in the form of interactional, especially by identifying the needs and try to eliminate them. In this regard, they should try not having a negative impact on the abilities of future generation and use sources and energies so it can be preserved for us and for future generations.

To achieve the pillars of sustainable development in social part, we should pay special attention to health and the quality of people's life, managing immigration, and flexibility in services, attention to the needs of clients (students), and development of skills.

Thus, to improve health and well-being we should try to:

- 1) Have a long-term vision for our university;

- 2) Allowing the least amount of damage to the environment, economic and society when offering special services;
- 3) Have managers and policy makers who are open to criticism;
- 4) Management requires having interactional, flexible and powerful views;
- 5) The emphasis must be on evolutionary training rather than transitional training;
- 6) Learning in organization should be two-ways (the learner organization);
- 7) We need to establish specialized networks that consider sources management, use current sources with efficiency and optimal, and minimize adverse effects.

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