


The Quality of Student Services in Jordanian Universities from The Students' Point of View

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ABSTRACT

Objectives: The study aimed to reveal the quality of services provided to students in Jordanian universities from their point of view and its relationship to the variables of gender and academic degree. **Methods:** The descriptive analytical approach was used, and the study sample consisted of (10,000) male and female students from various Jordanian universities. The questionnaire, consisting of (16) items, was applied, distributed over four areas (quality of teaching and evaluation, effective communication, academic advising, infrastructure and facilities) as a tool for the study. **Results:** The results of the study found that the quality of services provided to its students was average in the fields of study as a whole, with a mean (3.27) and standard deviation (0.25). The results also indicated that there were no statistically significant differences at the significance level ($\alpha \geq 0.05$) in the quality of services provided to students due to the gender variable. The study also found that there were statistically significant differences due to the academic degree variable in favor of undergraduate and postgraduate students. **Conclusion:** The study concluded the need to develop and improve the administrations of the academic advising units available on university platforms with the aim of providing students with the necessary advising needs using appropriate advising methods and ensuring their delivery to the largest number of students.

Keywords: Quality Improvement, Services Provided to Students in Universities, Higher Education, University Students

INTRODUCTION

Educative institutions, particularly universities, work hard to provide excellent instruction in a stimulating setting. They also want to provide various activities that help students grow and mature as individuals. Measuring the quality of educational services supplied to students is crucial for universities to fulfill their objectives and stay up with new advancements and difficulties. This metric is helpful for pinpointing areas of improvement in the educational system, and its evolution needs to be guided by clear principles (Al-Rubaie, 2011; Akl, 2008; Al-Hodabi& Gashwah, 2009; Abu Malih& Al Siddiqui, 2018; Ismail et.al,2023).

At a time when the number of public and private universities increased and the accompanying expansion in academic programs and levels, public universities began to face a decline in financial support, in addition to the rise in the cost of living in general, globally, regionally and locally, which put universities in serious competition to attract students and keep them. At the university by improving its performance in all aspects in order to achieve student satisfaction with university services at all levels of leadership capable of listening to students' concerns,

confronting their problems, and providing them with educational experiences of distinguished quality (Al-Shawara, 2019; Al-Mutairi, 2022)

Universities that are distinguished by their efficiency and effectiveness in various aspects of university life are able to bear their leadership responsibilities at all administrative levels. Therefore, the university presidency must achieve outstanding performance through the deans of colleges, the dean of student affairs, and faculty members to maintain the university's path and its commitment to its mission and philosophy, by providing the conditions that Promoting students' success and utilizing their knowledge and skills (Abu Malih & Al Siddiqui, 2018; Nouradeen, 2021)

Universities provide a wide range of support services for their students. Researchers Saif et.al (2014) and Al-Shawara (2019), and (Helabi, 2020), and (Sheryan, 2023), and (Hamdan, 2021), have identified two primary types of these services. First, academic services include everything from curriculum design to classroom instruction, individual student planning, group and individual assessment, and the availability of expert faculty in various subject areas. Second, vital services unrelated to education include roads, hospitals, libraries, data centers, labs, playgrounds, and communication tools.

The Study Problem and the Questions

To improve their future chances of success and competition, universities must provide excellent educational services to their students. It is accomplished by using cutting-edge tactics that improve the standard of care given to students (Ahmed& Younis, 2021; Aleh, Al-Wad, 2017). In addition, it encourages scholars to learn more about existing research on the issue of elevating the quality of academic offerings (Abo Aola, 2013). The researcher is now a faculty member at a university in Jordan. However, they had previously attended bachelor's and graduate programs there, drawing on their experiences to conduct this study and analyze the quality of services given to students at Jordanian institutions. This all-encompassing view highlighted the benefits and drawbacks of the current educational system for pupils. It became necessary to investigate contemporary tactics, methods, and processes that may be used to improve the quality of services supplied to students in order to address these deficiencies and turn them into strengths. Thus, the research is geared toward elucidating the following issues:

1. What is the degree of quality of student services in Jordanian universities from the students' point of view?
2. Are there any statistically significant differences at the significance level ($\alpha \leq 0.05$) in improving the quality of services provided to students at Jordanian universities from their point of view when considering the variable of Sex (Male/Female)?
3. Are there any statistically significant differences at the significance level ($\alpha \leq 0.05$) in improving the quality of services provided to students in Jordanian universities from their point of view, which can be attributed to the variable of Academic Degree (Intermediate Diploma, Bachelor's, Postgraduate)?

Objectives of the Study

The study aimed to accomplish the following objectives:

1. To improve the quality of services provided to students in Jordanian universities from their perspective by focusing on disclosure strategies.
2. To identify statistically significant differences at the significance level ($\alpha \leq 0.05$) based on gender and academic degree variables.

Significance of the Study

The importance of studying the quality of services provided to students in Jordanian universities from their point of view can be seen through various aspects:

1. Theoretical Significance: This study could enrich the Arabic and global libraries, opening up extensive avenues for researchers to explore this topic from diverse perspectives. It can lead to broader studies that contribute to advancing theoretical literature in general.
2. Practical Significance: This study can be instrumental in uncovering strategies to enhance the quality of services Jordanian university students perceive.

Definitions of the Terms

Quality of Student Services

An administrative approach rooted in creativity and innovation to continuously enhance both academic and non-academic services for students (Salman, 2013). The quality of student services is procedurally defined as the level achieved through evaluating services provided to students using the tool developed by the researcher.

THEORETICAL FRAMEWORK

Quality Of Educational Services

The concept of quality is receiving increasing attention in all organisations, particularly in light of the growing awareness of its importance in the context of developing and improving quality. This concept has emerged as a crucial entry point for organisations to navigate the internal and external challenges they have begun to encounter, particularly in the wake of the emergence of economic blocs, the successive technological developments, and the growing interest in environmental issues, as well as the shift in consumer behaviour that has led to a heightened emphasis on quality as a fundamental criterion for evaluating and selecting products and services that align with their needs and desires (Abu Malih& Al Siddiqui ,2018; Ahmed & Younis, 2021).

Researchers in the field of education have been interested in distinguishing between the traditional view of education, which assumed that education is the acquisition of knowledge, and the modern view of education, which seeks to enhance knowledge and facilitate learning through the active involvement of the beneficiary group in the planning and design of education. This approach is typically based on the capabilities, needs and goals of the beneficiary group, which enhances their effectiveness and participation (Zahra, 2023; Sheryan, 2023; Nouradeen, 2021).

As with other types of services, the quality of educational services is a relative concept, deriving its meaning from the perspectives of those who judge it at a given time. The quality of educational services can be defined in terms of the competence of the university professor, teaching methods and techniques, libraries, and services. These elements collectively contribute to the fulfilment of the basic needs of the educational system, which encompasses all the essential components of the educational process, student services, the university environment, and other aspects. The quality of these services is assessed in accordance with specific dimensions, with the objective of enhancing the student experience (Ongo, 2019; Ismail et.al,2023; Al-Shawara, 2019).

Student Services

Student services are of equal importance to the educational process at the university, as they are mutually reinforcing. They constitute an integral component of the educational process, influencing the growth and development of the student's personality and imparting essential life skills that prepare them to become productive and collaborative members of their communities, equipped with the knowledge and abilities to thrive in the labour market. Furthermore, student services represent a crucial avenue for fulfilling the needs and aspirations of students, addressing the challenges they encounter in academic settings, and facilitating the discovery of their talents and abilities. High-quality student services play a pivotal role in enhancing the value of students' loyalty and sense of belonging to their universities (Abu Shamala& Abu Shamala, 2017; Al-Bishr et.al,2024; Al-Harethi, 2022)

Types Of Student Services

A significant number of researchers (Mustaffa et.al,2019; Al-Houli, 2017; Al-Mutairi,2022; Azazy et.al,2023; Helabi, 2020), have classified student services according to the timing of their provision.

- Services provided to prospective students prior to their admission to the university. This information is made available to prospective students in the university's announcement of admission and registration dates, as well as details regarding the available majors, grades and conditions required for admission, and the means of communication and contact with the university.

- Services provided to students after they have commenced their studies at the university. These are the student services provided to students who are already enrolled in the university. They include various student activities, financial rewards, food services, office services, university counselling and guidance, and other services directly related to the student's affairs.

- Services provided to students after graduation: These services are represented in the units of graduate students by creating a database to assist them in identifying job opportunities, in addition to offering courses that specialize in career guidance and various training courses designed to enhance the students' skills after graduation.

In consequence of the profound developments that have occurred in the realms of knowledge and technology, the university has emerged as a preeminent institution within society, functioning as a hub for university education. In order to fulfill this role effectively, it is imperative that the university provides its services with the utmost quality, aiming to achieve the desired objectives. Service quality can be defined as the degree of satisfaction that the service can achieve for the beneficiary or beneficiaries by satisfying and fulfilling their needs, desires, and expectations (Al-Tit& Almohaimmeed, 2022; Hamdan, 2021).

From this perspective, the quality of the educational service is contingent upon its relationship with the stakeholders in education, as well as the conditions associated with the performance of that service. However, a significant challenge for educational institutions is the multiplicity of stakeholders (Al-Hodabi& Gashwah, 2009; Ismail et.al,2023; Helabi, 2020).

The quality of education encompasses the advancement of all aspects of the educational process, including the administration of universities and its interconnection with the surrounding environment, the establishment of regulations and legislation, the facilitation of transfer and marketing, the provision of scientific resources, laboratories, references, pedagogical approaches, learning environments, learning schedules, and the assessment of all elements.

Quality Benefits of Educational Services

A number of researchers (Ongo, 2019; Al-Bishr et.al,2024; Azazy et.al,2023; Al-Tit& Almohaimmeed, 2022; Al-Houli, 2017; Sheryan, 2023), have highlighted the numerous benefits of quality, which manifest in the application process carried out by the university or educational institution. These benefits can be broadly categorised as follows:

- 1.The enhancement and advancement of university education and the comprehensive educational process.
- 2.The objective is to facilitate the advancement and growth of the employees' knowledge base.
- 3.The promotion of ethical principles of self-evaluation and transparency.
4. Ensuring that teaching programmes are aligned with students' interests.
5. Matching and utilising criteria in a systematic manner, without undue reliance on personal judgement.
6. Encouraging individuals within the educational institution to assume responsibility, enhance sincerity in work, and emphasise the role of voluntary student activities in preparing students for participation, as evidenced by the experiences of universities in developed countries in voluntary activities, which have demonstrated that such experiences enhance students' suitability for work in those societies after graduation.

Student Satisfaction

Satisfaction is a function of the perceived and expected performance of the student. In the event that performance falls short of expectations, the student will experience unhappiness or dissatisfaction. Conversely, if performance meets expectations, the student will feel happy and satisfied. Furthermore, when performance exceeds expectations, the student will transition from satisfaction to loyalty to the organisation, forming a close relationship with it (Abu Malih& Al Siddiqui, 2018; Al-Rubaie, 2011).

The expansion of public and private higher education institutions in recent times has led to a greater awareness of the multiple options available to students. These include the possibility of switching to other educational institutions that provide better educational services. Consequently, these institutions face the challenge of striving to provide the best services in order to meet the needs of their students. In order to achieve student satisfaction, it is essential to understand that this is an important indicator of the extent to which the educational institution responds to the needs and desires of students. Therefore, it can be considered a measure of the effectiveness of the educational institution in achieving its goals, success and vitality. Consequently, the measurement of student satisfaction becomes an essential element in any evaluation plan (Ismail et.al,2023; Al-Shawara, 2019; Mustaffa et.al,2019; Abu Malih& Al Siddiqui ,2018).

In order to achieve student satisfaction with the service provided, it is essential that educational institutions maintain the continuity of their services, pursue continuous improvement of these services and reduce the discrepancy between students' perceptions of the service provided and their actual perceptions (Akl, 2008; Sheryan, 2023).

Student satisfaction is contingent upon a number of factors within the field of education, including: The quality of educational and awareness programmes, the expertise of faculty members, the educational environment, the quality of the infrastructure of educational institutions, and the spread of a good reputation through current

students or graduates of the educational institution all contribute to the positive reflection of the quality of the educational service provided on student satisfaction (Ahmed & Younis, 2021; Hamdan, 2021).

The researcher posits that gauging the extent of student satisfaction with the performance of the educational institution represents a pivotal indicator of the quality of education. This information enables the administration to devise a strategic plan and select the most efficacious strategies to enhance the quality of education.

The Quality of Educational Service and Its Relationship to Student Satisfaction

Higher education institutions endeavour to reinforce the nexus between educational service delivery and student satisfaction through the implementation of a novel structural framework. This is designed to augment the capacity of institutions to provide premium services, thereby achieving the highest level of student satisfaction through a range of methodologies. These are encapsulated in the five dimensions of educational service quality, namely tangibility, reliability, responsiveness, assurance, and empathy (Abu Malih & Al Siddiqui, 2018; Zahra, 2023; Helabi, 2020; Al-Mutairi, 2022).

A substantial body of research (Al-Shawara, 2019; Nouradeen, 2021; Al-Harethi, 2022; Hamdan, 2021; Abu Shamala & Abu Shamala, 2017; Al-Mutairi, 2022), has highlighted the significance of allocating resources to the provision of services to students, emphasising the importance of student satisfaction without the expectation of financial returns. It has been demonstrated that the higher the quality of the service provided, the greater the institution's competitiveness and success in achieving student satisfaction. Conversely, a decline in service quality may result in a loss of institutional competitiveness and a reduction in student satisfaction.

The researcher dealt with a group of previous studies related to the topic of the current study on the quality of student services in universities from the students' point of view, as the study (Al-Shawara) came which aimed to set out to do two things: (1) determine the quality of educational services given by the Islamic University of Medina from the viewpoint of the university's students, and (2) examine the degree to which this quality differs among the university's various degree offerings. The researcher used descriptive and analytical methods, and the entire student body was included in the analysis. For the research, 816 students were chosen at random. The research found that people generally agree that the educational services they received were high quality.

The research undertaken by Saif et.al (2014) assessed the quality of education services and student satisfaction with learning at Jordanian public higher education institutions. Based on their educational experiences, the student's overall evaluation scores revealed significant differences in their service level. Another research goal was to determine how service quality affects students' happiness. Seven hundred and seventy-six responses were tallied using a descriptive statistical method. The survey's findings show that the students considered both the service quality and the level of satisfaction to be average. It also found statistically significant variations in student happiness across each gender, with the female students being more satisfied overall due to the high quality of the service they received.

The study also came (Abu Zaid & El Maksoud, 2017) The objective of the study was to ascertain the quality of student services at Najran University from the students' perspective and to identify any discrepancies in the level of service and its components based on gender and college variables. The researchers employed a descriptive approach, and the study sample consisted of 760 male and female students. The researchers employed a questionnaire as a data collection instrument, comprising 46 paragraphs distributed across nine axes. One of the most significant findings of the study was that the quality of student services at Najran University, as perceived by students, was deemed to be average. Additionally, the study demonstrated that there were no statistically significant differences in the majority of service axes attributed to the gender variable. Furthermore, the study indicated that there were no statistically significant differences in the student services axes attributed to the college variable across all axes.

The study also came (Azazy et.al, 2023) The objective of the study was to develop a proposed vision for enhancing student services at Al-Azhar University in accordance with the principles of total quality management (TQM). In order to achieve this objective, a descriptive approach was employed. Additionally, the questionnaire was employed to gather data and information from the study's sample members (students) regarding the actuality of student services at Al-Azhar University. The research findings indicate that the quality of student services at Al-Azhar University, as perceived by the research sample, falls between the average and weak categories. The overall quality of student services was found to be weak, with a slight tendency towards the average. The study concluded that there were statistically significant differences between the responses of the study sample members according to three variables: the nature of the college (Sharia or Arabic/theoretical and human/practical and applied), the college location (Cairo/Bahri/Qibli), and college accreditation (accredited/not accredited). In each case, the differences were in favor of the variable indicated. The study concluded that a proposed vision should be developed to improve student services in light of the Total Quality Management approach. This should entail improvements to the following services: admission and registration, study affairs and examination services, student housing,

nutrition services, medical services, office services, financial and in-kind services, academic guidance services, professional and career guidance services, and student activity services.

The study also came (Al-Bishr, 2024) The objective of the study was to ascertain the reality of university services from the perspective of international students at a Saudi university and to identify potential avenues for improvement. The researchers employed the descriptive analytical method as the primary research strategy, utilizing a questionnaire as the principal instrument for data collection. The questionnaire comprised 29 statements. The study sample consisted of 234 international students, comprising both male and female students across a range of majors and levels of study, enrolled at a public university. The study revealed a high level of satisfaction with the university services in general. Additionally, the study indicated that international students expressed a high level of satisfaction with the transparency and clarity of the procedures for applying for external scholarships. Additionally, international students perceive the admission criteria to be equitable and impartial. Additionally, male and female international students expressed high levels of satisfaction with the student dormitories, educational and sports facilities, and transportation on campus. Additionally, the evaluation scores for all statements pertaining to the services provided by the International Student Administration were notably high, indicating a high level of satisfaction with these services. With regard to potential areas for improvement in university services, the students concurred on the necessity of augmenting the financial allocations for international students provided by the university and of devoting greater attention to the development of Arabic language programs for non-native speakers. This would enable non-Arab international students to demonstrate their linguistic proficiency prior to enrolling in academic programs.

The study also came (Mustaffa et.al.2019) This study aims to ascertain the perceptions of international students regarding the quality of services provided by Malaysian public universities. A descriptive approach was employed, and a questionnaire tool was utilised for data collection. This was distributed to a stratified sample of the research community, representing all international students enrolled in Malaysian public universities. The most notable findings of this study are that international students' perceptions of service quality in Malaysian public universities are moderate.

The study also came (Ongo,2019) This study aims to examine the concepts of academic services quality and satisfaction among international students. The descriptive method was employed, a questionnaire tool was utilised, and the study tool was administered to a sample of the study population, which was represented by all international students at the university. The selected sample consisted of 376 international students from 33 different countries. The results of the study demonstrated that students in general provided a high evaluation of service quality in all academic services departments.

In addition to referring to a group of other studies such as study (Ismail et.al,2023), study (Abu Malih & Al Siddiqui, 2018), study (Al-Shawara, 2019), study (Hamdan, 2021), study (Helabi, 2020), study (Rizkallah,2010), study (Sheryan, 2023), study (Al-Tit& Almohaimmeed, 2022), study (Nouradeen, 2021), study (Nouradeen, 2021), and study (Al-Mutairi, 2022).

Limitations of the Study

This study assessed the quality of services provided to students at Jordanian universities from the student's perspective. The study was conducted during the second semester of the 2022–2023 academic years. Specific parameters defined the scope of the study:

1. Time Constraints: The precise time period in which this research was done, the second semester of the 2022/2023 academic year, impacts the findings.
2. Human and Spatial Boundaries: Students from a wide range of majors and degree programs from various Jordanian institutions participated in this research.
3. Objectivity Boundary: The study's results will depend on the validity and reliability of the instrument used to measure it and its psychometric properties.

METHODOLOGICAL PROCEDURES OF THE STUDY

Study Methodology

This study utilized the descriptive analytical method due to its suitability for achieving its objectives and addressing the research questions.

Study Population and Sample

The study population comprised all university students in Jordan, encompassing both genders and various academic degrees. The total number of students for the academic year 2022-2023 was approximately 332,000, as per statistics from the Jordanian Ministry of Higher Education and Scientific Research, available on the ministry's official website. The study sample consisted of 10,000 randomly selected male and female students. The selection was conducted by distributing an electronic questionnaire via social media platforms like Facebook and sending it to Jordanian university students' pages and groups. Table 1 presents the distribution of the study sample based on the study variables.

Table 1: Distribution of study sample members according to study variables

variable	Category	Repetition	The ratio (%)
Sex	male	4364	44%
	female	5636	56%
the total		10000	100%
Class Scientific	Intermediate diploma	2648	26%
	Bachelor's	5864	59%
	Postgraduate	1488	15%
the total		10000	100%

Study Tool

The questionnaire used in the study was developed based on previous relevant studies such as the one conducted by him (Rizkallah, 2010), and (Al-Houli, 2017), and (Abu Malih & Al Siddiqui, 2018), and (Nouradeen, 2021), and (Al-Harethi, 2022), and (Al-Shawara, 2019), and (Al-Tit & Almohaimmed, 2022), and (Al-Mutairi, 2022), and (Saif et.al, 2014) in order to fulfill the study aims and answer the research questions. The questionnaire employed a five-point Likert scale based on individual assessments for answer selection. The questionnaire consisted of two sections. The first section gathered students' personal information, including gender and academic degree. The second section consisted of statements about the quality of student and adult services, encompassing 21 paragraphs divided into four distinct areas: Quality of teaching and assessment, Academic Advising, Effective Communication and Infrastructure and facilities.

Validity and Reliability of the Instrument

Firstly: Validity of the Tool:

1. Validity and Reliability

The study tool was presented to a committee of arbitrators with experience and knowledge in educational sciences. These arbitrators were faculty members at various Jordanian universities, including the University of Jordan, the Jordan University of Science and Technology, and Al-Balqa Applied University, and they numbered (15) arbitrators. They were invited to provide their opinions on the suitability of the tool's phrases for measuring the intended trait. Adjustments were made to ensure the tool's effectiveness, including merging, deleting, and adding to specific paragraphs. A consensus of 85% or higher was required to accept a paragraph. Subsequently, the questionnaire was refined based on the comments and suggested amendments, resulting in a final questionnaire consisting of 16 items to measure the quality of student services provided by Jordanian universities.

2. Internal Consistency Validity

The internal consistency of the study tool's items was assessed using 30 male and female students from different Jordanian universities. These students were selected from the same study population outside of the tool's primary sample. This assessment involved calculating the correlation coefficients between each item's score and the tool's total score. Table No. (2) below illustrates these findings:

Table (2) The correlation coefficient and the level of significance between each item of the tool and its total score

Quality of student services					
M.	Correlation coefficient	value (Sig.)	M.	Correlation coefficient	value (Sig.)
1	*0.487	0.000	9	**0.547	0.000
2	**0.447	0.000	10	**0.521	0.000
3	**0.547	0.000	11	*0.561	0.000
4	**0.497	0.000	12	**0.503	0.000
5	**0.430	0.000	13	**0.447	0.000
6	**0.568	0.000	14	**0.547	0.000
7	**0.557	0.000	15	**0.497	0.000
8	**0.582	0.000	16	**0.430	0.000

** At the threshold of statistical significance of (0.01), the association is significant. Table (2) shows that all probability values are less than the (0.05) threshold for statistical significance. Because of this finding, we may be sure that the research scale and its items have high levels of internal consistency.

Secondly: Stability Study Tool

The reliability coefficient for the items of the study tool was extracted using the Chronbach Alpha equation, and the following table No. (3) shows the reliability coefficients for each field and the overall reliability coefficient of the tool:

Table No. (3) Reliability coefficients for the domains and for the tool as a whole

Domain number	Domain	Stability coefficient
the first	Quality of teaching and assessment	0.94
the second	Effective Communication	0.93
the third	Academic Advising	0.91
the fourth	Infrastructure and facilities	0.90
Overall stability coefficient		0.92

It is noted from the previous table (3) that the reliability coefficients for all areas of the study were respectively (0.90, 0.91, 0.93, 0.94) and that the overall reliability coefficient was (0.92). These values of reliability coefficients are considered high and suitable for the purposes of scientific research.

Statistical Treatment Used

The data for the study was entered into a computer when the researcher had finished collecting it. A five-point Likert scale was used to evaluate each answer quantitatively. According to the scale, "strongly agree" received five degrees, "agree" four, "neutral" three, "disagree" two, and "strongly disagree" one.

Statistical tests and analyses were performed on the collected data, including the determination of means, standard deviations, t-tests, one-way ANOVA, Cronbach's Alpha Reliability Equation, Regression analysis Multimeter, the Scheffe satisfactory test, the overlap coefficient, and the values for VIF (Variation Inflation Factor) and Tolerance (permissible variance values). These analyses were performed in version (21) of the Statistical Package for the Social Sciences (SPSS). For the purpose of judging the arithmetic averages, the following statistical criterion was performed:

$$\text{Range} = \text{Scale Up} - \text{Scale Down} = 5 - 1 = 4$$

$$\text{Category length} = \text{range} / \text{number of judgments} = \frac{4}{3} = 1.33$$

Accordingly, the score was considered high in the range (3.67-5.00), medium in the range (2.34-3.66), and low in the range (1.00-2.33), as shown in the following table No. (4).

Schedule (4): The significance of the arithmetic mean.

low	middle	high
1-2.33	2.34-3.66	3.67-5

STUDY RESULTS AND DISCUSSION

The first study aims to answer the question: What is the quality level of student services at Jordanian universities from the perspective of students?

The arithmetic means and standard deviations for the areas of student service quality were extracted and arranged in descending order based on their arithmetic averages To answer the first question of the study, as shown in Table No (5)

Schedule (5): Arithmetic means and standard deviations for the areas of student services quality and arranged in descending order according to their arithmetic averages

Rank	the field	SMA	standard deviation	Class
1	Quality of teaching and assessment	3.46	0.66	Medium
2	Effective Communication	3.30	0.68	Medium
3	Academic Advising	3.19	0.63	Medium
4	Infrastructure and facilities	3.13	0.63	Medium
	Quality of student services as a whole	3.27	0.65	Medium

As can be observed from Table No (5), the quality of student services at Jordanian universities, as perceived by their students, falls at an average level on the overall scale. The arithmetic average score is (3.27) with a standard deviation of (0.65). Within this context, the "Quality of Teaching and Evaluation" category ranks highest with an average score of (3.46) and a standard deviation of (0.66), indicating a moderate level of satisfaction. Following closely is the "Effective Communication" category, with an arithmetic average of (3.30) and a standard deviation of (0.68). In the third position, we find the "Academic Advising" category, with an average score of (3.19) and a standard deviation of (0.63), also reflecting a moderate level of satisfaction. The "Infrastructure and Facilities" category, with an arithmetic average of (3.13) and a standard deviation of (0.63), ranks lowest, again indicating a moderate level of satisfaction. Due to their significant impact on improving the quality of the educational process, Jordanian educational institutions emphasize curriculum development and teaching methodologies, which is the cause of these results. Moreover, universities, in particular, prioritize staying up-to-date with the latest methods for assessing students' performance and improving their research skills, recognizing their role in providing solutions to community issues. Furthermore, arithmetic means, standard deviations, and rankings were computed for each category within the scale assessing the quality of student services in Jordanian universities from the perspective of their students, as presented in Table No. (6)."

Rank	the field	SMA	standard deviation	Class
Area Quality of teaching and assessment				
1	Diversifying the methods of evaluating students in a way that suits their levels fairly and objectively, and providing feedback to students about their strengths and weaknesses.	3.63	0.66	Medium
2	The faculty member implements modern teaching strategies based on active learning	3.56	0.68	Medium
3	Students are trained to prepare research and projects based on community problems	3.47	0.74	Medium
4	Courses and study plans include modern programs that are compatible with smart labor markets	3.21	0.59	Medium

Area Quality of teaching and assessment as a whole		3.46	0.66	Medium
The field of effective communication				
5	The university's website meets the needs of students in all fields	3.51	0.77	Medium
6	The university fulfills its expected role in serving the community by diversifying the services provided	3.41	0.69	Medium
7	Effective continuous communication between students, faculty and staff through various means	3.20	0.58	Medium
8	Effective response to students' complaints and grievances through modern technical means	3.08	0.71	Medium
The field of effective communication as a whole		3.30	0.68	Medium
The field of academic advising				
9	The academic advising unit on the university's platform meets the advising needs of students	3.48	0.55	Medium
10	The academic advisor monitors the progress of students through various means of communication	3.21	0.67	Medium
11	The academic advisor contributes to developing students' ideas towards investing in artificial intelligence technologies in their field of specialization	3.19	0.62	Medium
12	The academic advisor prepares explanatory brochures and publishes them through artificial intelligence techniques to benefit the largest number of students	2.91	0.71	Medium
The field of academic advising as a whole		3.19	0.63	Medium
Area Infrastructure and facilities				
13	Availability of modern infrastructure in the field of heating, air conditioning and sanitary facilities	3.42	0.77	Medium
14	Availability of modern computer laboratories and an advanced library	3.20	0.59	Medium
15	Lecture halls are equipped with modern devices and equipment that keep pace with technological developments	3.08	0.54	Medium
16	Availability of sports and health facilities and cultural clubs	2.84	0.63	Medium
Area Infrastructure and facilities as a whole		3.13	0.63	Medium
Scale Quality of student services in universities as a whole		3.27	0.65	Medium

Table (6) shows that overall scores for the elements and categories that make up the scale used to determine how well colleges in Jordan serve their students are mediocre. The mean score on the scale was (3.27), and the standard deviation was (0.65). With a mean score of (3.46) and a standard deviation of (0.66), the 'quality of teaching and evaluation' category came out on top. The section on "diversifying the methods of evaluating students in a way that suits their levels fairly and objectively, and providing feedback about their strengths and weaknesses" received the highest average score (3.63, SD = 0.66) in this category. In contrast, the section on "the courses and study plans include modern programs that are compatible with smart labor markets" received the lowest score (3.21, SD = 0.66) in this category.

With a mean of (3.30) and a standard deviation of (0.68), the 'effective communication' category came in at number two. With a mean score of (3.51) and a standard deviation of (0.77), the section highlighting "The university's website meets the needs of students in all fields" ranked first in this category, while the section addressing "Effective response to students' complaints and grievances through modern technical means" ranked last with a mean score of (3.08) and a standard deviation of (0.71).

The 'Academic Advising' domain ranked third, with a mean of (3.19) and a standard deviation of (0.63). With a mean score of (3.48) and a standard deviation of (0.55), the paragraph "The academic advising unit on the university's platform meets the advising needs of students" rated top in this category. Compared to other paragraphs in this sector, the one about how an academic adviser "prepares explanatory brochures and publishes them through artificial intelligence techniques to benefit the greatest number of students" ranked dead last (2.91/0.71).

With a mean of (3.13) and a standard deviation of (0.63), "Infrastructure and Facilities" claimed the fourth and final spot. With a mean score of (3.42) and a standard deviation of (0.77), the section mentioning "the availability of modern infrastructure in the field of heating, air conditioning, and sanitary facilities" topped the category. On the other hand, the 'availability of sports and health facilities and cultural clubs' section came in dead last with a mean score of (2.84) and a standard deviation of (0.63); This result is consistent with the findings of a study (Ismail et.al,2023) and a study (Sheryan, 2023) and a study(Hamdan, 2021).

The second study aims to answer the question: **Are there any statistically significant differences at the significance level $\alpha \leq 0.05$ in improving the quality of services provided to students at the University of Jordan, as perceived by students, attributable to the gender variable (male vs. female)?**

To answer this question, the t-test was used, and the arithmetic means and standard deviations were extracted, as shown in the following table No. (7):

Schedule (7): Test Results (T) to indicate the differences in the improvement of the quality of services provided to students at the University of Jordan, as perceived by gender variables (male and female)

the field	Sex	the number	SMA	standard deviation	value (v)	Degrees of freedom	Significance level
Improving the quality of services provided to students	male	4364	3.37	0.59	0.448	498	0.694

The previous table (Table 7) shows no statistically significant differences between males and females regarding how well university students perceive the quality of the services offered to them. The calculated value of "T" was (0.448), which means it is not statistically significant at the significance level (0.05). These results suggest that the services provided to students are not limited to males or females; instead, they are provided and improved to enhance learning outcomes for all students, regardless of their gender differences.

The third study aims to answer the question: Are there any statistically significant differences, at the significance level of $\alpha \leq 0.05$, in the improvement of the quality of services provided to students at the University of Jordan from their perspective, based on variables such as the student's academic degree (Intermediate Diploma, Bachelor's, Postgraduate)?

To answer this question, arithmetic averages and standard deviations were extracted to enhance the quality of services provided to Jordanian university students based on their perspectives, considering the variable "Class Scientific " for the students. The results of the one-way analysis of variance are presented in the following tables (8-10):

Schedule (8): Utilizing arithmetic averages and standard deviations to enhance the quality of services offered to students at the University of Jordan, as perceived by students enrolled in the Science program, categorized by their academic level (Intermediate Diploma, Bachelor's, Postgraduate).

the field	Class Scientific For the student	the number	SMA	standard deviation
Improving the quality of services provided to students	Intermediate diploma	2648	3.29	0.64
	Bachelor's	5864	3.58	0.62
	Postgraduate	1488	3.62	0.61

It is evident from the preceding Table (8) that there are discernible differences in the averages related to enhancing the quality of services provided to Jordanian university students from their perspective, based on the variable 'Scientific Class' for students. A one-way variance analysis was employed to ascertain whether these differences were statistically significant. The following section presents the results of this analysis:

Schedule (9): Results of a one-way analysis of variance are presented to ascertain differences in the quality of services provided to Jordanian university students, as perceived by them, based on the variable 'Scientific Class' for the student.

	Source of variance	Sum of squares	Degrees of freedom	Square of means	value (q)	Significance level
Improving the quality of services provided to students	Between groups	3.354	4	2.336	5.887	0.05
	During groups	112.264	436	0.345		
	the total	114.136	429			

Table (9) shows that overall scores for the elements and categories that make up the scale used to determine how well colleges in Jordan serve their students are mediocre. The mean score on the scale was (3.27), and the standard deviation was (0.65). With a mean score of (3.46) and a standard deviation of (0.66), the 'quality of teaching and evaluation' category came out on top. The section on "diversifying the methods of evaluating students in a way that suits their levels fairly and objectively, and providing feedback about their strengths and weaknesses" received the highest average score (3.63, SD = 0.66) in this category. In contrast, the section on "the courses and study plans include modern programs that are compatible with smart labor markets" received the lowest score (3.21, SD = 0.66) in this category.

With a mean of (3.30) and a standard deviation of (0.68), the 'effective communication' category came in at number two. With a mean score of (3.51) and a standard deviation of (0.77), the section highlighting "The university's website meets the needs of students in all fields" ranked first in this category, while the section addressing "Effective response to students' complaints and grievances through modern technical means" ranked last with a mean score of (3.08) and a standard deviation of (0.71).

The 'Academic Advising' domain ranked third, with a mean of (3.19) and a standard deviation of (0.63). With a mean score of (3.48) and a standard deviation of (0.55), the paragraph "The academic advising unit on the university's platform meets the advising needs of students" rated top in this category. Compared to other paragraphs in this sector, the one about how an academic adviser "prepares explanatory brochures and publishes them through artificial intelligence techniques to benefit the greatest number of students" ranked dead last (2.91/0.71). With a mean of (3.13) and a standard deviation of (0.63), "Infrastructure and Facilities" claimed the fourth and final spot. With a mean score of (3.42) and a standard deviation of (0.77), the section mentioning "the availability of modern infrastructure in the field of heating, air conditioning, and sanitary facilities" topped the category. On the other hand, the 'availability of sports and health facilities and cultural clubs' section came in dead last with a mean score of (2.84) and a standard deviation of (0.63).

Schedule (10): Utilize the Scheffe test to identify the source of variation in statistical differences related to the degree of improvement in the quality of services provided to students based on the variable 'Class Scientific For the student'.

	Category (I)	Category (J)	The difference in the mean (IJ)	Standard error	Significance level
Improving the quality of services provided to students	Intermediate diploma	BSC	*.36458	.69458	.018
		Graduate Studies	.13648	.54238	.764

It can be observed from the previous table (Table 10) that there are statistically significant differences in the responses of students, who represent the study sample, concerning improving the quality of services provided to students based on the variable 'Class Scientific' for the benefit of students in undergraduate and postgraduate studies. This significance is noted at a level of (0.018).

SUMMARY OF RESULTS

The results of the study can be summarized as follows:

1. With a mean of (3.27) and a standard deviation of (0.65), Jordanian universities' overall student service quality scored moderately on the scale. Within this context, the category of "quality of teaching and evaluation" took the top position, with a mean of (3.46) and a standard deviation of (0.66), indicating an average score. Following closely, "Effective Communication" ranked second with a mean of (3.30) and a standard deviation of (0.68), denoting a moderate degree of satisfaction. In the third position was

"Academic Advising," with a mean of (3.19) and a standard deviation of (0.63), reflecting a medium level of satisfaction. The lowest-rated category was "Infrastructure and Facilities," with a mean of (3.13) and a standard deviation of (0.63).

2. There were no statistically significant differences between males and females at the significance level (0.05) regarding enhancing the quality of student services.
3. Statistically significant differences were observed at the significance level of 0.05 in improving the quality of services provided to students due to the variable "Class Scientific For the student" and the academic level, including Bachelor's degree students and postgraduate studies.

Recommendations and the Proposals

Based on the results obtained, the study recommends the following:

1. Develop and enhance the academic advising department available on the platform or at the mosque to provide necessary guidance to students using appropriate methods, ensuring accessibility to more students.

Conduct more field and survey studies among university students, whether in Jordan or other countries, Arab or international. The objective is to understand the strengths and weaknesses of the services offered at the mosque and promptly address any shortcomings. Additionally, identify emerging trends in student services that students anticipate and aim to fulfill those needs.

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