ANTECEDENTS AND OUTCOMES OF SERVICE RECOVERY SATISFACTION: A STUDY AMONG OPEN UNIVERSITY MALAYSIA STUDENTS IN KLANG VALLEY, MALAYSIA

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A dissertation submitted in partial fulfilment of the requirements for the degree of Doctor of Business Administration

Cluster of OUM Business and Management Open University Malaysia

2019

DECLARATION

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I hereby declare that this dissertation is the result of my own work, except for quotations and summaries which have been duly acknowledged.

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ABSTRACT

Researchers and practitioners often pay less attention to service recovery research compared to service quality or customer satisfaction particularly in the context of open and distance learning (ODL) in Malaysia. More importantly, the antecedents and outcomes of service recovery satisfaction are often given less emphasis by the ODL institutions in their efforts to gain advantages in the current higher education environment. Based on past literature, four dimensions of justice were used to develop a theoretical understanding of the antecedents of service recovery satisfaction and its outcomes. This study investigated the relationships between justice dimensions (distributive, procedural, interpersonal, and informational), university image, service recovery satisfaction, and customer future outcomes (trust, word of mouth, repurchase intention and loyalty). Data were collected through a survey of 303 OUM students in Klang Valley, Malaysia who experienced service failure and service recovery. This study proposed and tested a framework via Partial Least Square Structural Equation Modeling (PLS-SEM). The results reveal a significant relationship between justice dimensions and service recovery satisfaction in terms of procedural and interpersonal justice. Service recovery satisfaction had a significant effect on all customer outcomes understudy. The inclusion of the university image as moderators were found out does not moderate the relationship between justice dimensions and service recovery satisfaction, implying that the university image does not have a significant interaction effect on this relationship. Therefore, the result of the study will help the managers and professionals to better understand how the antecedents and outcomes of service recovery satisfaction are important for the organisation, and how to deal with the customers in service failure situations to maximise the organisation profit. These results have important implications for marketing theory and business practicality.

Keywords: Justice Dimensions, Service Recovery Satisfaction, University Image, Open and Distance Learning (ODL)

ANTISEDEN DAN HASIL KEPUASAN PEMULIHAN PERKHIDMATAN: KAJIAN DIKALANGAN PELAJAR UNIVERSITI TERBUKA MALAYSIA DI LEMBAH KELANG, MALAYSIA

MOHD RUSHIDI BIN MOHD AMIN

ABSTRAK

Penyelidik dan pengamal sering memberi kurang perhatian kepada penyelidikan pemulihan perkhidmatan berbanding dengan kualiti perkhidmatan atau kepuasan pelanggan, terutamanya di dalam konteks pembelajaran terbuka dan jarak jauh (PJJ) di Malaysia. Lebih penting lagi, antiseden dan hasil kepuasan pemulihan perkhidmatan sering diberikan kurang penekanan oleh institusi PJJ dalam usaha mereka untuk mendapatkan kelebihan di dalam persekitaran pendidikan tinggi semasa. Berdasarkan kepustakaan yang lepas, empat dimensi keadilan digunakan untuk membangunkan pemahaman teori mengenai antiseden dan hasil kepuasan pemulihan perkhidmatan. Kajian ini menyiasat hubungan antara dimensi keadilan (pengedaran, prosedur, interpersonal, dan maklumat), imej universiti, kepuasan pemulihan perkhidmatan, dan hasil tingkah laku pelanggan (kepercayaan, kata mulut ke mulut, niat belian dan kesetiaan). Data dikumpul melalui tinjauan 303 pelajar PJJ di Lembah Kelang, Malaysia yang mengalami kegagalan perkhidmatan dan seterusnya pemulihan perkhidmatan. Kajian ini mencadang dan menguji kerangka kerja melalui Model Persamaan Struktur Separa (PLS - SEM). Hasil kajian menunjukkan hubungan yang signifikan antara dimensi keadilan dan kepuasan pemulihan perkhidmatan dari segi keadilan prosedur dan interpersonal. Kepuasan pemulihan perkhidmatan mempunyai kesan yang signifikan terhadap semua hasil pelanggan yang dikaji. Dengan kemasukan imej universiti sebagai faktor penyederhana, ia didapati tidak mempunyai kesan ke atas hubungan antara dimensi keadilan dan kepuasan pemulihan perkhidmatan, menyiratkan bahawa imej universiti tidak mempunyai pengaruh interaksi yang signifikan terhadap hubungan ini. Oleh itu, hasil kajian ini akan membantu para pengurus dan profesional untuk memahami dengan lebih baik bagaimana antiseden dan hasil kepuasan pemulihan perkhidmatan adalah penting bagi organisasi bagaimana menangani pelanggan dalam situasi kegagalan perkhidmatan untuk memaksimumkan keuntungan organisasi. Keputusan ini mempunyai implikasi penting untuk teori pemasaran dan perniagaan.

Kata Kunci: Dimensi Keadilan, Kepuasan Pemulihan Perkhidmatan, Imej Universiti, Pembelajaran Terbuka dan Jarak Jauh

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LIST OF ABBREVIATIONS

ODL	-	Open and Distance Learning
WOM	-	Word of Mouth
PLS	-	Partial Least Square
SEM	-	Structural Equation Model
CFA	-	Confirmatory Factor Analysis
КМО	-	Kaiser Meyer Olkin
CB SEM	-	Covariance Based Structural Equation Model
CB SEM LV	-	Covariance Based Structural Equation Model Latent Variable
	- -	-
LV	- - -	Latent Variable
LV AVE	- - -	Latent Variable Average variance extracted

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In the global dynamic environment, the service sector has become one of the main key drivers for economic development. It is the fastest growing sector in the world Gross Domestic Product (GDP), where the sector itself has collectively accounted for about two third of the world services trade. The progress of globalisation and the rapid advancement of information and communication technology (ICT) contribute to the acceleration of this sector. The service sector is playing its role as one of the main economic pillars to many economies throughout the world such as the US, UK, Japan, Brazil, India, Singapore and most governments are putting greater emphasis on services sector in their countries' economic planning.

In Malaysia, the service sector is ranked as the second main contributor to the GDP and anticipated to be the main key contributor to the national growth in the coming years (MIDA, 2017). In 2005, it has recorded a remarkable performance where 62 per cent of the 5.3 per cent economic growth rate is represented by services trade (EPU, 2010). Some of the main services sectors that generated the revenues for the economy are tourism, telecommunications, education and financial services. In terms of world services exports, Malaysia is among the top 30 contributors with a total of USD 19.0 billion in 2005.

Due to its large potential for the economic growth of the nation, this sector is carefully crafted to further improve its competitiveness and resilience in the Eleventh Malaysia Plan (2016 – 2020). The government has aimed to further develop the potential of this particular sector and turn it into knowledge-intensive and innovation led as indicated in Service Sector Blueprint, 2015 (MITI, 2015). The growth rate of the service sector is 6.8 per cent annually that will yield up to 56.5 per cent of GDP in 2020 and provided 9.3 million employment. The services sector is an all-in-one environment whereby the importance of service business is easily exceeding beyond industry because of its complementing nature. The services industry could develop competently by itself as a sector but it could expand dynamically along with other industries growth. For example, the service sector such as transportation and logistics, telecommunications, financial services and professional services are essential to become the facilitator for other industries operations and productions.

Therefore, close co-operation and co-ordination between relevant services and other industries would further accelerate the services sector development. More importantly, the service sector also can be internationalised more conveniently as compared to other brick-and-mortar businesses. Due to it's intangible and inseparability of consumption in nature, many physical resources requirements can be eliminated when venturing abroad (Heidenreich, Wittkowski, Handrich, & Falk, 2015). For example, to transport of raw materials and heavy equipment's, it is not necessitated to start off a service business in another country. Services can be exported by using the franchising system, licensing a brand name and copyrighting of information.

All these business models can be done efficiently in a shorter period of time for service organisations to internationalise their businesses beyond domestic borders. Another potential opportunity of the services sector is the availability of the market space. With the emergence of the Internet, various types of e-service have been created and innovated. For instances, eBay, Lazada, Zalora and AliBaba is an online and ecommerce service that duplicate the common traditional and brick and mortar establishment. Service business has an advantage in permeating effectively into the market space and the easiness to transform and digitize most of the services to some degree into e-services contributes to this effectiveness. That, in turn, would enable efficient dissemination and transmission of services via the Internet. Currently, various service industries such as banking, telecommunication, music and entertainment have already exploiting successfully into the market space. As the development of the Internet continues to advance, the e-services sub-sector is expected to grow even further.

1.1.1 Educational Services

This subsector has been growing steadily following the liberalisation and deregulation of the education and training market since the late 1990s. There has been considerable import substitution of tertiary education but rapid expanding export market for higher education following greater private investment in the tertiary education industry. The national educational reform was introduced since the late 1990s that had far-reaching implication on the development of higher education in Malaysia.

These reforms affected both the provision of higher education by the public and private sector. Essentially there are two facets to these reforms, one strict central or federal government control over the provision of higher education by public institutions was relaxed and the responsibilities shifted to a corporate structure and private universities were allowed to operate. Both changes allowed greater interaction of market forces and contributed to the expansion of local education and training market. The reformation of education has encouraged the private sector to play a more dynamic and expanded role in higher education to meet excess demand and to produce sufficient skilled workers to overcome labour and skill shortages. Self-sufficiency in education is critical to the nation, to achieve developed nation status by the year 2020. The expanding of the higher education market began to attract overseas students and given a small domestic market to reposition itself as the regional centre of excellence in tertiary education to benefits from economies of scale.

In order to develop the tertiary education market, policy changes have been made such as the relaxation of rules in issuing permits for the operation of private higher education institutions. Furthermore, a number of fiscal and financial incentives were granted by the government such as tax exemption on educational materials and equipment and tax deductions were given to the corporate organisation that contributed cash and materials to government education institutes. Several amendments were also made to the existing legislation governing tertiary education and introduced a new one such as corporatisation of public universities that allowed for greater autonomy and flexibility in finance, human resource management and academic affairs. The policy changes also allowed the establishment of private universities including the establishment of local private universities, university colleges or setting up of branch campuses of foreign universities. The Malaysian Qualification Agency (MQA) was set up to ensure the quality of education was not compromised. Furthermore, the Ministry of Higher Education has launched the Malaysia Education Blueprint (MOHE, 2015) to chart the future direction of the development of private higher education with the aim to transform the nation into a regional centre of excellence for higher education. These changes led to an unprecedented development of tertiary education in Malaysia especially for the private universities including Open and Distance Learning (ODL) institutions. Public and private universities are charged on a commercial basis and public universities offer education for the public good and the fees are nominal.

The huge investment in tertiary education by the private sector has greatly expanded the market for tertiary education. In 2013, there are 60 private universities compared with only 20 public universities in Malaysia (MOE, 2014). The sharp rise in the supply of tertiary education is largely attributed to excess demand from local students due to severe shortages in the supply of public tertiary education and the high cost of overseas education. The domestic market is far too small for sustained expansion of the industry and also to sustain growth in the tertiary education industry in Malaysia including to attract more local and international students. The number of student's enrolment into private higher education institutions is 484,963 in 2013 compared with 560,359 in the public university.

Total students enrolment in tertiary education in Malaysia is 1,156,293 students including the enrolment in Polytechnic and Community College. In private higher education, a total of 134,420 students of new enrolment in the academic year of 2013 for various postgraduate and undergraduate program (MOE, 2014). The foreign students contributed an estimated RM 325 million in foreign exchange earnings based on the Bank Negara Malaysia cash balance of payment reporting and the Ministry of Higher Education targets to have about 100,000 foreign students by the year 2025 and this would translate to about RM 3.8 billion in export earnings from higher education.

1.1.2 Export Potential of Higher Education

Malaysia competitive advantages in the export of higher education depend on its ability to provide good quality education in selected fields at competitive prices. The cost of living is relatively low in Malaysia as compared to Singapore and Brunei which remains its competitor. Malaysia needs to build upon its current strength to capture the expanding overseas market for higher education. In order to do this, it has to have a more integrated strategy to promote its higher education services in targeted overseas markets. Promotional efforts such as those carried out by the UK, US, and Australia is vital in marketing and promoting Malaysia as a centre of excellence in higher education. At the domestic level, it has to revamp the policy and institutional framework governing tertiary education to remove the barriers that prevent the education industry from responding to changing market needs. Educational services have undergone significant development and the progressions have been driven by new developing economic opportunities, changing customer and stakeholder requirements, technology innovation, regulatory changes, and more competitive environment. The Malaysia government through Ministry of Higher Education has developed Malaysia Education Blueprint (MEB) based on the of five fundamental that consist of access, quality, equity, unity, and efficiency (MOHE, 2015). The Ministry aspires to increase access to and enrolment in higher education by 2025. If Malaysia were to successfully improve tertiary enrolment rates from 48 per cent to 70 per cent, this will bring Malaysia on par with the highest enrolment levels in ASEAN. This growth scenario will require an additional 1.1 million places by 2025 including private higher education institutions (HEI) including online learning. In 2012, the numbers of students in the private sector are 455,000 students and 545,000 students in public universities. However, in 2025, the projected growth for the number of students in public universities.

1.2 Problem Statement

The business landscape in educational sector becomes more complicated as many tertiary institutions offer similar academic programs. In addition, with a large number of universities and colleges in operation, one would expect hyper-competition ahead in the higher education industry in this country. The business nature of private higher education establishment is profit driven and to satisfy and retain their students remain one of the key objective of these institutions to sustain financially in the long term.

Contras with public universities which still received annual monetary funding from the government, the main revenue for the private universities are generated from the corporate endowment and fees from the students. Therefore, it is vital for private education institutions to keep on satisfying their existing students in order to finance their various expenditure and survive in this challenging time. It is important for these institutions to distinguish themselves from one another. Good service and satisfaction are among the common competitive advantages offered by these institutions to ensure their sustainability and growth. However, higher education institutions often neglect to recover back their student's satisfaction right after service failure happened and very little is known about service recovery satisfaction and its outcomes in ODL context. Park and Ha (2016) stated that delivering an effective service recovery is vital for sustainable business success because a recovery encounter plays a critical role in a customer's decision to stay with a business or not. After experiencing service failure, the customers are deliberate to re-evaluate the effort of the service provider for service provided in order to rectify the service failure (Chou, 2015). Past research indicated that the inability to recover during service recovery effort may cause the customer to leave and highly potential bring in decimating effects on the service provider financial bottom line (Harrison-Walker, 2019; Shapiro & Nieman-Gonder, 2006). Kumar, Umashankar, Kim, and Bhagwat (2014) indicate that in spite of organisations heavily invested in service improvements, services failures and customer dissatisfaction are still very high and remains a serious concern.

Service failure is unavoidable in the service industry due to the high-human contact related and if not managed appropriately, it is likely to have a vital damaging effect (Stratemeyer & Geringer, 2014). It is the mismatch performance between customer expectations and experience (Jin, Nicely, Fan, & Adler, 2019; Liat, Mansori, Chuan, & Imrie, 2017). While service failure is inevitable, the failure situation will get worse if the students are not provided with effective service recovery (Dabholkar & Spaid, 2012; Hoffman, Kelley, & Rotalsky, 2016). Dissatisfied students will lodge a complaint and having high numbers of complaints is signalling the management that something is not right somewhere along their service delivery process. Unsolved complaints or late rectification action by the service provider would further diminish and affect the student outcomes (Vaerenbergh & Orsingher, 2016).

Service recovery is an efficient way to retain and satisfy customers and is one of the important element for service provider success in the services industry (Hassan, Azhar, & Farooq, 2014). This is the reason the higher educational institution should not ignore the importance of service recovery as the competition in educational services is hyperintense and students are always tempted by competitors. It is costlier to acquire a new student than keep an existing one and higher education institutions are highly concerned in reducing attrition rate (Santhi & Ganesh, 2015). Regarding of the cost and profitability benefits that related with keeping an existing customer, only few research has been conducted on the area of service failure recovery as the customer retention strategy (Nadiri, 2016; Sciarelli, Nagm, Dakrory, Tani, & Khashan, 2017). Johnston and Michel (2008) and Lewis and McCann (2004) stated that research on service failure and recovery is still evolving and conducting more research in the area of service failure is very important to facilitate the process of providing satisfactory recovery and to alleviated back the dissatisfied students to satisfied level and at the same time to see whether recovery satisfaction would positively influence the students response or outcomes.

Past studies on service failure and recovery have studied service recovery from justice perspective (Juhari, Awais Bhatti, & Kumar Piaralal, 2016; Petzer, Meyer-Heydenrych, & Svensson, 2017; Kumar Piaralal, Kumar Piaralal, & Awais Bhatti, 2014; Singh & Crisafulli, 2016) and also the response from the perspective service organisation to the effects of justice (Matikiti, Roberts-Lombard, & Mpinganjira, 2018; Nikbin, Marimuthu, Hyun, & Ismail, 2015). Kim, Kim, & Kim (2009) mentioned there is still room of opportunities on how service organisation recovery efforts affect customer satisfaction and subsequent relationship with the organisation. Past studies has indicated that different dimensions of justice (distributive, procedural, interpersonal and informational justice) have a different effect on customer recovery and they suggested to analyse the effects of different dimensions of justice on satisfaction in a service failure and recovery context (Chebat & Slusarczyk, 2005; Kim, Yoo, & Lee, 2012; Maxham III & Netemeyer, 2002a). In addition, del Río-Lanza, Vázquez-Casielles, and Díaz-Martín (2009) stated that different dimensions of justice do not have the same level of importance in explaining satisfaction and they highlighted the requirement to analyse the dimensions of justice dimensions separately rather than in an aggregate form. However, Colquitt (2001) compares different models of perceived justice and find that a four-dimension model is significantly better than the three-dimension model.

The combination of each justice dimension or four dimension model yields significant result towards service recovery satisfaction comparing to three-justice dimension model as demonstrated in Lawkobkit and Blomer (2015), Nikbin, Ismail, Marimuthu, and Armesh (2012) and Petzer et al. (2017). Furthermore, Krishna, Dangayach, and Jain (2011) highlighted the significance of informational justice in service recovery studies and they recommended to include informational justice as part of the four dimensions of justice in the future service recovery research. Due to this matter, this study includes informational justice in the research model as a fourth dimension of justice. In addition, Shugan (2004) mentioned that additional research and extensions of current studies are needed and may offer more effective ways for minimising certain failures during service delivery to the customers.

Nikbin et al., (2015) found out that the effect of service recovery on satisfaction is not linear; then again, high recovery may not lead to high satisfaction while low recovery may not lead to low satisfaction. Based on his study, service recovery satisfaction may not be only associated with service recovery itself but also the attributes of the university image. Weun, Beatty, and Jones (2004) suggested that customer assessment of recovery strategies including the effect of recovery strategies on their future relationship with the service organisation should not be modelled in a linear fashion. They highlighted the importance of investigating interaction effects when trying to better understand these complex evaluation processes. Nikbin, Ismail, Marimuthu, and Jalalkamali (2010) recommends considering moderating factors in the relationship between perceived justice with service recovery and satisfaction. Among these variables, they recommend the organisation image or more specifically university image that applied in this study. However, despite the importance of the university image, little effort has been made to investigate the role of the university image in relation to perceived justice regarding service recovery efforts and recovery satisfaction. Therefore, it is essential for conducting research to investigate the moderating role of university image in the relationship between the justice dimension and recovery satisfaction. Although service failure and recovery has been studied in a wide range of service industries, it has not been well studied in the educational based services particularly in ODL context. Waqas, Ali, and Khan (2014) stated that the application of service recovery and justice theory in educational services is in its early phase.

While in recent years there are several studies on service recovery focusing on the education industry, they have mostly focused on higher education institutions in western context (Chahal & Devi, 2015; Chandra, Gruber, & Lowrie, 2013; Gruber, Chowdhury, & Reppel, 2011). Thus, there is a lack of research on service recovery in the Malaysia private higher education institutions specifically on Open University of Malaysia (OUM). The study by Waqas et al., (2014) is among the recent study which is looking at the service recovery in the education industry and mentions that service recovery in the education industry is very important and still at the early phase. However, their study did not consider all dimensions of perceived justice and determine which dimensions of justice is a stronger determinant of recovery satisfaction. Besides, their study did not examine the effects of service recovery satisfaction and its outcomes. Therefore, this study is filling this gap. To the best of the researcher knowledge, there are no studies conducted done in OUM to understand service recovery. This study concentrated to comprehend the antecedents and outcomes of service recovery satisfaction including the university image as the moderator. Service recovery satisfaction outcomes which consist of trust, word of mouth, loyalty and repurchase intention are also being examined. This study is undertaken among OUM learners who had experienced service failure.

1.3 Research Objectives

Based on the background of the research and the problem statement, the main focus of this study is to determine the relationships that constitute justice dimensions, service recovery satisfaction, university image and outcomes (trust, word of mouth, loyalty, repurchase intentions). This study is carried out in the context of open and distance learning (ODL) and the unit of analysis is the OUM learners who experienced service failure and service recovery. This study aims to offer some useful information about the variables under investigation with the expectation of contributing to the understanding and further development of knowledge in this particular field. Therefore, the main objectives of this study are to understand the antecedents and outcomes of service recovery satisfaction for OUM learners who have highlighted their experience of service failure. The specific objectives of this study are as follows:

RO₁: To examine the relationship between distributive justice and service recovery satisfaction.

RO₂: To examine the relationship between procedural justice and service recovery satisfaction.

RO₃: To examine the relationship between interpersonal justice and service recovery satisfaction.

RO₄: To examine the relationship between informational justice and service recovery satisfaction.

RO₅: To examine the relationship between service recovery satisfaction and repurchase intention.

 RO_6 : To examine the relationship between service recovery satisfaction and word of mouth.

RO₇: To examine the relationship between service recovery satisfaction and trust.

RO₈: To examine the relationship between service recovery satisfaction and loyalty.

RO₉: To determine the moderating effects of university image on the relationship between distributive justice and service recovery satisfaction.

 RO_{10} : To determine the moderating effects of university image on the relationship between procedural justice and service recovery satisfaction.

 RO_{11} : To determine the moderating effects of university image on the relationship between interpersonal justice and service recovery satisfaction.

RO₁₂: To determine the moderating effects of university image on the relationship between informational justice and service recovery satisfaction.

1.4 Research Questions

The background study presented in the previous section has prompted several research questions that this study seeks to further investigate. The fundamental purpose of this study is to investigate the associated variables. Based on the research objectives mentioned in the earlier section, this study aims to answer the following research questions:

RQ₁: Is there a significant relationship between distributive justice and service recovery satisfaction?

RQ₂: Is there a significant relationship between procedural justice and service recovery satisfaction?

RQ₃: Is there a significant relationship between interpersonal justice and service recovery satisfaction?

RQ₄: Is there a significant relationship between informational justice and service recovery satisfaction?

RQ₅: Is there a significant relationship between service recovery satisfaction and repurchase intention?

RQ₆: Is there a significant relationship between service recovery satisfaction and word of mouth?

RQ₇: Is there a significant relationship between service recovery satisfaction and trust?

RQ₈: Is there a significant relationship between service recovery satisfaction and loyalty?

RQ₉: Does university image have a significant moderating effect on the relationship between distributive justice and service recovery satisfaction? RQ₁₀: Does university image have a significant moderating effect on the relationship between procedural justice and service recovery satisfaction? RQ₁₁: Does university image have a significant moderating effect on the relationship between interpersonal justice and service recovery satisfaction? RQ₁₂: Does university image have a significant moderating effect on the relationship between interpersonal justice and service recovery satisfaction?

1.5 Research Hypotheses

The following hypotheses will serve as a guide to answer all the research questions of the study:

H₁: Distributive justice has a significant relationship with service recovery satisfaction.

H₂: Procedural justice has a significant relationship with service recovery satisfaction.

H₃: Interpersonal justice has a significant relationship with service recovery satisfaction.

H₄: Informational justice has a significant relationship with service recovery satisfaction.

H₅: Service recovery satisfaction has a significant relationship with repurchase intention.

H₆: Service recovery satisfaction has a significant relationship with word of mouth.

H₇: Service recovery satisfaction has a significant relationship with trust.

H₈: Service recovery satisfaction has a significant relationship with loyalty.

H₉: The relationship between distributive justice and service recovery satisfaction will be stronger when the interaction effect of university image is significant.

 H_{10} : The relationship between procedural justice and service recovery satisfaction will be stronger when the interaction effect of university image is significant.

 H_{11} : The relationship between interpersonal justice and service recovery satisfaction will be stronger when the interaction effect of university image is significant.

 H_{12} : The relationship between informational justice and service recovery satisfaction will be stronger when the interaction effect of university image is significant.

1.6 Significance of the study

Studies that focused on service recovery in higher education warrant further investigations (Waqas et al., 2014). The antecedents of service recovery found in previous studies might also be different in various settings, and it tends to be industryspecific (Mattila, 2001). Therefore, this study contributed to the further understanding of the role of service recovery particularly in the context of ODL. OUM should adopt recovery strategies that will improve the relationship with their students that will further increase their overall satisfaction as suggested by Chahal and Devi (2015). Does not matter how rigorous the service or quality procedure that has been established by the OUM, service failure is inevitable particularly in the environment where there is no physical or direct interaction between the customer and service provider (Dabholkar & Spaid, 2012). When service failure happens, the students will feel dissatisfied, angry, not delighted, unhappy, and may leave the institution if their complaints are not adequately addressed (Gull & Iftikhar, 2012).

In the perspectives of OUM, having high numbers of complaints on a monthly basis is signalling the management that something is not right somewhere along their service delivery process. Whether the complaint is coming from an academic or nonacademic category, OUM management must address it appropriately and timely (Chahal & Devi, 2013). It is the aspiration of Multimedia Technology Enhancement Operations Sdn Bhd (METEOR) for OUM to be the leader of open and distance learning in Malaysia and its mission is to broaden the educational access and offer lifelong learning opportunities to adult learners by adopting flexible mode of learning, and providing conducive learning environment (Zabidi et al., 2017).

Service failure may dampen this aspiration and above all, it may affect the target set-up by the government as one of the main stakeholders to achieve the objectives of Malaysia Education Blueprint by 2025 (MOHE, 2015). Service failure can directly affect the institutions aim and diminished the professionalism of OUM management. If service failure is not recovered adequately, the students could lose faith, become less loyal, spreading negative word of mouth and above all may leave the institution (Arqawi, Al-hila, Naser, & Shobaki, 2018; Noor, Khalil, & Latif, 2016). Therefore, service failure must be overcome and OUM must have an effective service recovery in place. Service recovery through justice dimensions is one of the potential solutions that can reinstate back the level of satisfaction after the customer experienced service failure (Smith & Mpinganjira, 2015).

It is an on-going effort and OUM must see the application of service recovery as a fundamental requirement to maintain overall customer satisfaction. This, in turn, will have positive customer outcomes which can minimise customer defection and embrace the challenges positively (Knox & van Oest, 2014). This study will help OUM to provide a better understanding towards the essentials of providing service right for the first and second time in case if service failure does happen and also provides useful information to OUM service administrator to understand the dissatisfied customer and can plan a better next course of action.

Furthermore, OUM will be able to formulate effective service recovery and understand their customers' expectations whenever service recovery is required to enhance customer satisfaction and positive customer outcome (Umashankar, Ward, & Dahl, 2017; Vaerenbergh & Orsingher, 2016). Positive customer outcomes influenced by service recovery satisfaction will be further strengthened (Cheung & To, 2016). In term of practicality, a discussion on the managerial implications and recommendations from this study will be provided to assist OUM service staff to better comprehend the antecedents and outcomes of service recovery satisfaction. They can formulate appropriate service recovery strategies toward customer oriented strategies. This can be done by addressing specific customer requirements wherever possible. OUM can apply these results in the development of effective customer and support services, aimed at establishing a strong and durable customer relationship service, strategic relationship marketing strategies and could lead to increased profitability and sustainability. It is hoped that this study will enable OUM to evaluate their current practice and improve their existing service delivery to their learners. The significance of this study should enhance the students' satisfaction and reduce students' dissatisfaction in order to bring down defection and attrition rates which are greater in the segment of ODL.

1.7 Scope of study

The scope of this study focuses on three aspects, which includes the variable under study, respondents and the industry. Among the reason that choosing higher education setting, particularly in the ODL context, is that this sub-sector is identified as one of the main pillars that contribute to the growth of the country economic and it is projected to be one of the potential and largest contributors to the education service sector in Malaysia.

This is in line with the Government's aim to establish Malaysia as an education hub in meeting the globalisation demand by 2025. With the large investment made by the government specifically focusing on the education industry, has turn ODL to be one of the important players in the industry. This study is limited to Open University of Malaysia (OUM). Therefore, this research examined the antecedents and outcomes of service recovery satisfaction of OUM students. Data is collected through survey questionnaires and the respondents of this study are the OUM students who have the experience service failure and service recovery provided by the institution. The survey questionnaire is developed and validated based on the constructs consist of justice dimensions (distributive, procedural, interpersonal and informational justice), service recovery satisfaction, customer outcomes (trust, word of mouth, loyalty and repurchase intention) and university image. The questionnaire comprises of statements to established student recovery satisfaction and to collect demographic data in relation to OUM. Items in the research instruments were adapted from previous research.

This study is conducted at OUM branches in Klang Valley, Malaysia (OUM Shah Alam Learning Centre, Petaling Jaya Learning Centre, Bangi Learning Centre, Sri Rampai Learning Centre and Kuala Lumpur Learning Centre) and the respondents must be active students and at least has studied one semester. This is to ensure that the respondents have experienced and familiar with the OUM services such as academic and examination procedure, finance regulation, library services, student support service and others. The respondents are expected to reveal truthful and sincere response on the perception on the constructs understudies and they are independent in completing the survey without any influence by the researcher as this will intimidate them in any possible way.

1.8 Definition of Key Variables

Main variables are defined and particularly identified according to the research objectives of this study, in order to give a better comprehension of the measurement concepts.

1.8.1 Distributive Justice

Distributive justice can be defined as the extent to which the final outcome is perceived as fair (Cengiz, ER, & Kurtaran, 2007). Distributive justice refers to the distribution of resources and outcomes expressed by the customer. It is the customer who determines the fairness of the distribution through comparison with others and deals with the perception of whether the outcome is fair or otherwise, which forms the basis of the concept of distributive justice. Distributive justice also concerned with the reality that not all customers are treated alike; the allocation of outcomes is differentiated in the organisation.

1.8.2 Procedural Justice

Procedural justice can be defined as the extent to which the policies and procedures used to achieve the final outcome are perceived as fair (Cengiz et al., 2007). It is the perceived fairness of procedures which are used to determine outcome decisions and these procedures should be consistent, bias-free, take into account the concerns of all parties and be morally acceptable. The customer is concerned about whether the decision process is fair and the process used to determine the outcome just.

1.8.3 Interpersonal Justice

Interpersonal justice can be defined as the extent to which the individual received the treatment with dignity and respect during the time when the procedure is being carried out (Colquitt, 2001). It is concerned with how information is communicated and whether the customers affected by a decision and are treated in a courteous and polite manner. In a service recovery situation, interpersonal justice represents whether the employees show adequate sensitivity towards the customer and treat them with respectfully.

1.8.4 Informational Justice

Informational Justice is the extent of perceived adequacy and truthfulness in relaying information and explaining the causes of unfavourable outcomes (Colquitt, 2001). Informational justice emphases on the amount and quality of information provided concerning procedures and outcomes. Clarity, adequacy and sincerity of communications regarding a decision are an important component of informational justice and involve adequate information related to an outcome or actions are provided to the customers at the recovery stage.

1.8.5 Service Failure

Service failure refers to the problems that occur during the customers' experience with the service provider (Maxham III, 2001). It represents situations of conflict between the customer and the service provider which involves any service related problems that occur during the service delivery. Customers are satisfied when the service delivery meets or exceeds expectations, however, they would complain when the service delivery is below expectations. Research often refers to service failures as the moments of truth to denote situations where the service delivery fails and the relationship between customer and service provider can be undermined.

1.8.6 Service Recovery

Service recovery refers to the actions and activities that a service provider takes in response to a service failure in the service delivery, aimed at rectifying it, in order to elevate the dissatisfied customer to a satisfied level (Gronroos, 1990). Service recovery is a process that identifies service failures, effectively resolves customer problems, determines their root causes and provides valuable information that allows service providers to enhance their service delivery in the future. Service recovery differs from complaint management because it focuses on service failures and attempts to solve it at the service encounter level even before they leave the encounter dissatisfied.

1.8.7 Service Recovery Satisfaction

Service recovery satisfaction refers to the customers' overall affective feelings about the service provider as a result of its complaint handling (Maxham III & Netemeyer, 2002b). Satisfaction alone is not sufficient for acceptable customer perceptions of the desired service. Service recovery satisfaction is the extent to which customers are satisfied with the recovery efforts after experiencing service failures and it is <u>the</u> degree of overall pleasure or contentment felt by the customer, resulting from the ability of the service to fulfil the customer's desires, expectations and needs in relation to the service.

1.8.8 Loyalty

Loyalty refers to a customer's willingness to make an investment in order to strengthen his or her relationship with the service provider (Kau & Loh, 2006). It is a commitment to patronise a preferred service consistently in the future, thereby causing repetitive same service even though situational influences and marketing efforts have the potential to cause switching intention.

1.8.9 Word of Mouth (WOM)

Word of mouth refers to the extent to which a customer informs an acquaintance about an event that has created a certain level of satisfaction (Kau & Loh, 2006). It is an informal communication between the customers regarding the evaluation of goods and services offered by the service provider. WOM also some sort of casual communication to evaluate products/services between private parties, between customers and a service provider such as compliments and complaints. It is similar to the exchange of thoughts, ideas, or comments between two or more customers, none of whom is a marketing source.

1.8.10 Trust

Trust refers to the customer's confidence in the service provider's reliability and integrity (Kau & Loh, 2006). In service recovery context, trust is the customer willingness to accept vulnerability on the basis of a positive expectation of the service failure resolution. Trust also referred as a willingness to be vulnerable to the other party's actions and as an intention to accept vulnerability as a consequence of the actions or attributes of the trustee irrespective of the ability to monitor or control. The trustor makes the decision to trust, whereas the trustee is the party wishing to be trusted. Trust is the trustor's believe in the trustee.

1.8.11 Repurchase Intention

Repurchase intention refers to the customer's aim to maintain a relationship with a particular service provider and to make his or her next purchase with the same provider (Maxham III & Netemeyer, 2002b). It is the customer's judgement about buying again a designated product or service from the same service provider, taking into account their current situation and likely circumstances. Repurchase intention denotes to the subjective probability that an individual will continue to purchase products from the service provider or store in the future.

1.8.12 University Image

University image is the extent of the student's perception of the university as a result of the student's previous involvement with the university and contributes towards the whole image of the institutions (Andreassen, 2001; Azoury, Daou, & Khoury, 2014). It is regarded as a basic fundamental in the general evaluation of any organisation on the account of the quality that lies in the customers' minds when hearing the name of the organisation. University image also is seen as a perception of services provided which is partly communicative and partly cognitive.

1.8.13 Open and Distance Learning (ODL)

ODL is a multi-dimensional concept aimed at closing the gap between time, geographical, economic, social, educational and communication barriers between the

student, the learning institution and peers (Antwerpen, 2015). It referred to a system of teaching and learning characterised by separation of tutor and learner in time and/or place; uses multiple media for delivery of instruction; involves two-way communication and occasional face-to-face meeting for tutorials and learner-learner interaction (Chawinga & Zozie, 2016). It is an alternative approach of education and training in which using the learning resources, rather than attending classroom sessions, is the central feature of the learning experience.

1.9 Organisation of the study

This study consists of five chapters, whereby Chapter 1 discusses the introduction, background of the study, problem statement, research objectives, research questions, the significance of the study, and scope of the study. Chapter 2 reviews the literature to develop a theoretical framework to be examined in the study. It also consists of a brief introduction on higher education and ODL in Malaysia, reviews relevant literature on theories and empirical findings on service recovery that aligns antecedents and outcomes of service recovery satisfaction, justice dimensions, university image. In this chapter, streams of research related to service recovery satisfaction are critically reviewed. Chapter 3 contains the research methodology that covers the research paradigm, research design and methodology, pre-test, pilot test, sampling technique, data collection procedure and analysis. Operational definitions of each construct, items to be identified and scaling are also explained. Chapter 4 provides empirical evidence on data analysis and findings to address the issues of this quantitative research. This chapter explains the data analysis process and the results

obtained in this study. Chapter 5 concludes the research findings and discussed in the light of extant research on antecedents and outcomes of service recovery satisfaction. Furthermore, the study implications for theory, practice and managerial perspectives are discussed, along with implications, limitations and directions for future research.

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APPENDIX A

Appendix Questionnaires

Antecedents and Outcomes of Service Recovery Satisfaction: A Study Among Open University Malaysia Students In Klang Valley, Malaysia

Dear Respondents,

This questionnaire is purely an academic exercise that is intended to understand the effects of service recovery satisfaction in Open University Malaysia. It has been undertaken to fulfil the partial requirement of the degree of Doctor of Business Administration at OUM.

If you are a OUM student that experienced service failure and service recovery, we would like to invite you to participate in this study. Your participation in this study is voluntary. There is no right or wrong answer and we are interested only in your honest opinion.

Your response is very valuable for the success of this study. All information provided will be kept confidential and used solely for the purpose of this research.

Should you have any queries or if you are interested to know the outcome of this study, please do not hesitate to contact me.

Thank you again for your kind support, cooperation, and precious time.

Yours sincerely

Mohd Rushidi bin Mohd Amin DBA Candidate Open University Malaysia (OUM) Kuala Lumpur Part I: Demographic Information (Bahagian I: Maklumat Demografik)

The following personal information is necessary for validation of the questionnaire. All responses will be kept confidential. Your co-operation in providing this information will be greatly appreciated.

(Maklumat peribadi berikut diperlukan untuk mengesahkan soal selidik ini. Semua jawapan akan dirahsiakan. Kerjasama anda dalam menyediakan maklumat ini sangat dihargai).

Please answer all questions. (Sila jawab semua soalan)

1) Gender (Please tick one) Male Female (Jantina: Sila pilih satu) (Lelaki) (Perempuan) 2) Age? (Umur anda?) 25-29 years 24 years and below 30-34 years 35-39 years 40-44 years 45-49 years 50-54 years 55-59 years 60 years and above 3) Country of origin ? (Anda berasal dari negara mana?) Malaysia China Iran Sudan Vietnam Somalia

4) Level of study:

(Peringkat pengajian)

Diploma	Bachelor degree	Master degree	PhD/Doctorate
(Diploma)	(Ijazah Sarjana Muda)	(Ijazah Sarjana)	(PhD/Kedoktoran)

5) Program:	Accounting	
(Program Pengajian)	Business Administration	
	Information Technology	
	Management	
	Human Resource Management	
	Occupational Safety and Health Management	
	Nursing	
	Islamic Studies	
	Early Childhood Education	
	Communication	
	TESL	

6) Current year of study:	Year 1	Year 5	
(Tahun pengajian semasa)	Year 2	Year 6	
	Year 3	Year 7	
	Year 4	Year 8	

7) This question contains series of statements that relate to your University. Please indicate the level of satisfaction with the university by circling or ticking ($\sqrt{}$) the responses in the scales provided.

(Soalan ini mengandungi siri kenyataan yang berkaitan dengan Universiti anda. Sila nyatakan tahap kepuasan dengan Universiti anda dengan membulatkan atau tanda ($\sqrt{}$) bagi maklumbalas dalam skala yang disediakan).

Very Dissatisfied	Dissatisfied	ither Dissatisfied no	Satisfied	Very Satisfied
(VD)		Satisfied (DS)		
angat tidak puas hati		a ada tidak berpuash atau berpuashati)		(VS)
angut traun paus nati	(Tidak puas hati)	uluu oorpuushuli)	(Puas hati)	(Sangat puas hati)
1	2	3	4	5

Lev	rel of satisfaction with the University in terms of its:	VD		DS		VS
a.	Students financial record (Rekod kewangan pelajar).	1	2	3	4	5
b.	University policies/procedures (Polisi/prosedur Universiti).	1	2	3	4	5
C.	University customer service/student support service	1	2	3	4	5
	(Perkidmatan pelanggan/perkhidmatan sokongan pelajar					
	Universiti).					
d.	Learning Center/faculties (Pusat pembelajaran/fakulti).	1	2	3	4	5
e.	Assignment, examination and course grading/marking	1	2	3	4	5
	(Penggredan/permarkahan tugasan, peperiksaan dan kursus)					
f.	Lecturers/e-tutor explanation/course delivery	1	2	3	4	5
	(Penjelasan pensyarah/e-tutor penyampaian kursus).					
g.	Teaching equipment/classrooms facilities.	1	2	3	4	5
-	(Peralatan mengajar/fasiliti kelas).					

h.	Library books /online academic material.	1	2	3	4	5
	(Buku diperpustakaan/bahan akademik dalam talian).					
i.	ICT facilities (Internet connection/WiFi/MyVLE).			3	4	5
	(Fasiliti ICT (Penyambungan Internet, WiFi, MyVLE)					
j.	The University staffs.	1	2	3	4	5
	(Pekerja Universiti).					
k.	Overall, level of satisfaction with this University?	1	2	3	4	5
	(Secara keseluruhannya, tahap kepuasan anda den					
	Universiti ini?)					

8) Experienced service failure? Yes/Ya No/Tidak (Pernah mengalami pengalaman kegagalan perkhidmatan ?)

(If your answer to this question is 'Yes', please proceed to next question. If 'No', thank you for your interest and participation).

(Jika jawapan anda kepada soalan ini adalah 'Ya', sila ke soalan berikutnya. Jika 'Tidak', terima kasih di atas minat dan penyertaan anda).

9) Type of service failure experienced ? (You can choose more than one): Jenis/kategori kegagalan perkhidmatan yang pernah anda alami? (Boleh pilih lebih dari satu):

a.	Outstanding and payment issues.	
	(Tunggakan dan isu pembayaran).	
b.	University policies/ procedures.	
	(Polisi/procedur Universiti).	
c.	Unfriendly customer service.	
	(Perkhidmatan pelanggan Universiti tidak mesra).	
d.	Unsatisfactory student support service.	
	(Perkhidmatan sokongan pelajar university tidak memuaskan).	
e.	Course grading/marking unfair.	
	(Penggredan/Permarkahan kursus tidak adil).	
f.	Unhelpful academic advisory.	
	(Nasihat akademik tidak memuaskan/membantu).	
g.	Out of date teaching method.	
	(Kaedah mengajar pensyarah yang lama).	
h.	Lack of professionalism among teaching staffs/e-tutor	
	(Kurang sikap profesionalisme di kalangan tenaga pengajar/e-tutor).	
i.	Unfunctional teaching equipment (computer, LCD projector).	
	(Peralatan mengajar tidak berfungsi (komputer, projektor LCD).	
j.	Broken classroom facilities (air conditioning/furniture).	
	(Kemudahan kelas rosak (penyaman udara / perabot).	
k.	Library books / academic material is not up to date.	
	(Buku-buku akademik / bahan akademik di perpustaakaan tidak dikemas kini).	
1.	Downtime Internet connection/WiFi/MyVLE too long.	
	(Ketidaksambungan internet/WiFi/MyVLE terlalu lama).	

Others(please indicate):..... Lain-lain (Sila nyatakan):

10) Have you complaint on above service failure?

Yes/Ya No/Tidak

If your answer to this question is 'No', please proceed to Question 11 and 17. If 'Yes', proceed to the Question 12, 13, 14, 15, 16 and 17)

(Jika jawapan anda kepada soalan ini adalah 'Tidak', sila ke Soalan 11 dan 17. Jika 'Ya', sila ke Soalan 12, 13, 14, 15, 16 dan 17).

11) Why you did not complaint ?

(Kenapa anda tidak membuat aduan ?).

Difficult to make a complaint (Susah membuat aduan).

I believe no action will be taken (Saya percaya tiada apa-apa tindakan akan dibuat).

 \Box I feel pointless if the complaint is made (Saya berasa sia-sia sahaja jika aduan tersebut dibuat).

□ No convinient way to make a complaint (Tiada cara mudah untuk membuat aduan).

□ No one cares about the complaint (Tiada sesiapa pun peduli aduan berkenaan).

Others (please indicate):
 Lain-lain (sila nyatakan)

12) How you make a complain? (You can tick more than one option) (Bagaimana anda membuat aduan? (Anda boleh menandakan lebih daripada satu pilihan)).

Telephone (Telefon).

 \Box Letter (Surat).

□ In-Person (Berjumpa).

E-mail (Emel).

 \Box e-CRM.

Others (please indicate):..... Lain-lain (sila nyatakan) 13) Who did you complain to? (You can tick more than one option)(Kepada siapakah anda membuat aduan? Anda boleh menandakan lebih daripada satu pilihan).

- □ Manager (Pengurus).
- Employees (Pekerja/Staf).
- Customer Service Personnel (Staf Khidmat Pelanggan).
- Learning Centre director (Pengarah Pusat Pembelajaran).

Others (please indicate):..... Lain-lain (sila nyatakan)

14) What was the problem that led to the complaint? (You can tick more than one option) (Apakah masalah yang menyebabkan aduan itu? (Anda boleh menandakan lebih daripada satu pilihan)).

Outstanding and payment issues (Tunggakan dan isu pembayaran).

Students financial record (Rekod kewangan pelajar).

University policies/procedures (Polisi/prosedur Universiti).

University customer service/student support service (Perkhidmatan pelanggan/perkhidmatan sokongan pelajar).

- Learning Center/faculties (Pusat pembelajaran/fakulti).
- Others (please indicate):..... Lain-lain (sila nyatakan)

15) How important was the problem to you, which led to the complaint? (Seberapa pentingnya masalah tersebut kepada anda, yang membawa kepada aduan berkenaan?)

- □ Not Very Important (Sangat Tidak Penting).
- □ Not Important (Tidak Penting).
- □ In between important and not important (Di antara penting dan tidak penting).
- □ Important (Penting).
- □ Very Important (Sangat penting).

16) How difficult was the process of complain to the University? (Adakah sukar proses untuk membuat aduan kepada Universiti?)

□ Very Difficult (Sangat susah).

 \Box Difficult (Susah).

In between difficult and easy (Di antara susah dan mudah).

 \Box Easy (Mudah).

□ Very Easy (Sangat mudah).

17) Received any service recovery for the failure that you encountered ?

Pernah menerima sebarang pemulihan perkhidmatan untuk kegagalan perkhidmatan yang anda alami ?

Yes/Ya No/Tidak

Service recovery refer to the actions and activities that the University takes in response to service failures to satisfy an inconvenienced customer.

(Pemulihan perkhidmatan merujuk kepada tindakan dan aktiviti dimana Universiti mengambil tindakan susulan kepada kegagalan perkhidmatan untuk memuaskan semula pelanggan).

If your answer to this question is 'Yes', please proceed to next Section A. If 'No', thank you for your interest and participation.

(Jika jawapan anda kepada soalan ini adalah 'Ya', sila ke seksyen A. Jika 'Tidak', terima kasih di atas minat dan penyertaan anda).

Part II: Research Model (Bahagian II: Model Penyelidikan)

Section A (Seksyen A)

The following statements refer to the service recovery that you received from the University in response to the service failure you had encountered. Kindly answer each statement below by ticking ($\sqrt{}$) the space that best reflect your degree of agreement or disagreement with the following statement.

(Pernyataan berikut merujuk kepada pemulihan perkhidmatan yang anda terima dari Universiti sebagai tindak balas terhadap kegagalan perkhidmatan yang anda pernah alami. Sila jawab setiap pernyataan di bawah dengan menandakan ($\sqrt{}$) ruang yang paling sesuai dengan persetujuan atau tidak yang anda fikirkan sesuai dengan pernyataan berikut).

Strongly disagree (Sangat tidak setuju)	Disagree	Neutral	Agree	Strongly agree
(Sungue eluan Secuja)	(Tidak setuju)	(Neutral)	(Setuju)	(Sangat setuju)
1	2	3	4	5

		1	2	3	4	5
1.	Although this event caused me problems, but the University					
	effort to fix it resulted in a very positive outcome for me.					
	(Walaupun peristiwa ini menyebabkan masalah kepada saya,					
	tetapi usaha Universiti untuk membetulkannya menghasilkan					
	hasil yang sangat positif bagi saya).					
2.	The final outcome I received from the University was fair given					
	time and hassle.					
	(Hasil akhir yang saya terima dari Universiti adalah adil					
	berbanding dengan masa dan kerumitan yang berlaku).					
3.	Given the inconvenience caused by the problem, the outcome I					
	received from the University was fair.					
	(Memandangkan kesulitan yang disebabkan oleh masalah ini,					
	hasil yang saya terima dari Universiti adalah adil).					
4.	The service recovery outcome that I received in response to the					
	problem was more than fair.					
	(Hasil pemulihan perkhidmatan yang saya terima hasil tindak					
	balas terhadap masalah itu adalah lebih adil).					
5.	With respect to its policies and procedures, the University					
	handled the problem in a fair manner.					
	(Berkenaan dengan dasar dan prosedurnya, Universiti					
	mengendalikan masalah ini secara adil).					
6.	I believe the University has fair policies and practices to handle					
	problems.					
	(Saya percaya Universiti mempunyai dasar dan amalan yang					
	adil untuk menangani masalah).					
7.	I feel the University responded in a timely fashion to the					
	problem.					
	(Saya rasa Universiti ini menangani masalah ini dalam masa					
	yang tepat).					

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(Sangat tidak setuju)	(Tidak setuju)	(Neutral)	(Setuju)	(Sangat setuju)
1	2	3	4	5

		1	2	3	4	5
8.	Despite the hassle caused by the problem, the University responded fairly and quickly.					
	(Walaupun mengalami kerumitan disebabkan oleh masalah ini, pihak Universiti memberi maklum balas dengan pantas dan cepat).					
9.	The employees of the University showed interest in my problem.					
	(Kakitangan Universiti menunjukkan minat terhadap masalah saya.).					
10.	The employees of the University did everything possible to solve my problem. (Kakitangan Universiti melakukan segala yang mungkin					
	untuk menyelesaikan masalah saya).					
11.	The employees of the University were honest when dealing with my problem.					
	(Kakitangan Universiti berlaku jujur ketika berurusan dengan masalah saya.).					
12.	The employees of the University proved to have enough authority to solve the problem. (Kakitangan Universiti terbukti mempunyai kuasa yang					
13.	mencukupi untuk menyelesaikan masalah ini).					
13.	The employees of the University dealt with me courteously when solving the problem.					
	(Kakitangan Universiti telah berurusan dengan saya dengan sopan ketika menyelesaikan masalah ini).					
14.	The employees of the University remained fair when			-		
17.	solving the problem.					
	(Kakitangan Universiti tetap berlaku adil ketika menyelesaikan masalah).					
15.	The treatments of the University employees to solve the problem were acceptable.					
	(Layanan daripada kakitangan universiti untuk menyelesaikan masalah itu boleh diterima).					
16.	Overall, the employees of the University interacted with me					
	in an acceptable manner.					
	(Secara keseluruhan, kakitangan Universiti berinteraksi					
17	dengan saya dengan cara yang boleh diterima).					
17.	The University was straightforward in its communication with me.					
	(Universiti ini berterus terang dalam berkomunikasi dengan					
	dengan saya).					

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(Sangat tidak setuju)				
	(Tidak setuju)	(Neutral)	(Setuju)	(Sangat setuju)
1	2	3	4	5

		1	2	3	4	5
18.	The University explanations regarding the procedures were reasonable. (Universiti ini memberi penjelasan yang munasabah mengenai prosedur).					
19.	The University explained the procedures thoroughly. (Universiti menerangkan prosedur dengan teliti).					
20.	The University communicated the details in a timely manner. (Universiti menyampaikan butirannya tepat pada masanya).					
21.	The University tailored its channel of communications to my specific needs. (Universiti ini menyesuaikan saluran komunikasinya dengan keperluan spesifik saya).					
22.	Overall, the University communicated with me in an acceptable manner. (Secara keseluruhan, Universiti ini berkomunikasi dengan saya dengan cara yang boleh diterima).					

Section B (Seksyen B)

The following questions deal with your attribution of university image of your institutions, your satisfaction with service recovery in a manner in which your complaint was handled and your outcome (trust, word of mouth (WOM), repurchase intentions and loyalty). Please respond the following questions by ticking $(\sqrt{)}$ the space that most closely corresponds to your evaluations.

(Soalan-soalan berikut berkait dengan penyatuan imej universiti institusi anda, kepuasan anda dengan pemulihan perkhidmatan dengan cara aduan anda ditangani dan hasil tingkah laku anda (amanah, kata mulut ke mulut (WOM), niat belian semula dan kesetiaan). Sila jawab soalan berikut dengan menandakan $(\sqrt{})$ ruang yang paling sesuai dengan penilaian anda).

Strongly disagree (Sangat tidak setuju)	Disagree	Neutral	Agree	Strongly agree
(Bullgut Hour Soluju)	(Tidak setuju)	(Neutral)	(Setuju)	(Sangat setuju)
1	2	3	4	5

		1	2	3	4	5
1.	I have a positive perception about the University. (Saya mempunyai persepsi positif mengenai Universiti ini).					
2.	I am satisfied with the way the University presents itself to the public (e.g., through advertising, attitudes the University expresses, etc.) (Saya berpuas hati dengan cara Universiti mempersembahkan dirinya kepada orang ramai (contohnya, melalui pengiklanan, cara bagaimana Universiti ini menyatakan, dll.)					
3.	I perceive the University as customer oriented. (Saya beranggapan Universiti ini sebagai berorientasikan pelanggan).					
4.	Overall, the University has a good image. (Keseluruhannya, Universiti ini mempunyai imej yang baik).					
5.	I am satisfied with the manner in which the service failure was resolved. (Saya berpuas hati dengan cara kegagalan perkhidmatan ini dapat diselesaikan).					
6.	This University response to the service failure was better than expected. (Respons Universiti ini terhadap kegagalan perkhidmatan adalah lebih baik daripada yang dijangkakan).					
7.	Now I have a positive attitude towards this University. (Kini saya mempunyai sikap yang lebih positif terhadap Universiti ini).					
8.	Regarding this particular event, I am satisfied with the University recovery effort. (Mengenai permasalahan ini, saya berpuas hati dengan usaha pemulihan perkhidmatan Universiti).					

Strongly disagree (Sangat tidak setuju)	Disagree	Neutral	Agree	Strongly agree
(Sangat nuak setuju)	(Tidak setuju)	(Neutral)	(Setuju)	(Sangat setuju)
1	2	3	4	5

		1	2	3	4	5
9.	Overall, I am satisfied with the service I received. (Secara keseluruhan, saya berpuas hati dengan perkhidmatan yang saya terima).					
10.	I believe the University can be relied upon to keep its promises. (Saya percaya Universiti ini boleh dipercayai untuk memastikan/menunaikan janji-janjinya).					
11.	I believe the University is trustworthy. (Saya percaya bahawa Universiti ini boleh dipercayai).					
12.	I find it necessary to be cautious in dealing with this University. (R) (Saya merasa adalah perlu untuk berhati-hati dalam berurusan dengan Universiti ini).					
13.	I feel pretty negative about this University. (R) (Saya berasa sangat negatif mengenai Universiti ini).					
14.	The University can be counted on to help the students. (Universiti boleh diharap untuk membantu para pelajar).					
15.	I recommend others to enrol/study in this University. (Saya cadangkan orang lain untuk mendaftar / belajar di Universiti ini).					
16.	My recommendations about this University would have been positive. (Cadangan saya tentang Universiti ini pastinya positif).					
17.	I have only good things to say about this University. (Saya hanya mempunyai perkara yang baik untuk dikatakan mengenai Universiti ini).					
18.	I complaint to my friends and relatives about this University. (R) (Saya mengadu/membuat aduan kepada kawan-kawan dan saudara-mara saya tentang Universiti ini).					
19.	I will continue to further study with this University. (Saya akan terus belajar di peringkat yang lebih tinggi dengan Universiti ini).					
20.	I intend to enrol in same University for my next degree. (Saya berhasrat untuk mendaftar di Universiti yang sama untuk ijazah seterusnya).					
21.	If I were to further study in the near future, I would not choose the same University as my institution education provider. (R) (Sekiranya saya ingin melanjutkan pengajian dalam masa terdekat, saya tidak akan memilih Universiti yang sama sebagai institusi pendidikan saya).					

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(Sangat tidak setuju)				
	(Tidak setuju)	(Neutral)	(Setuju)	(Sangat setuju)
1	2	3	4	5

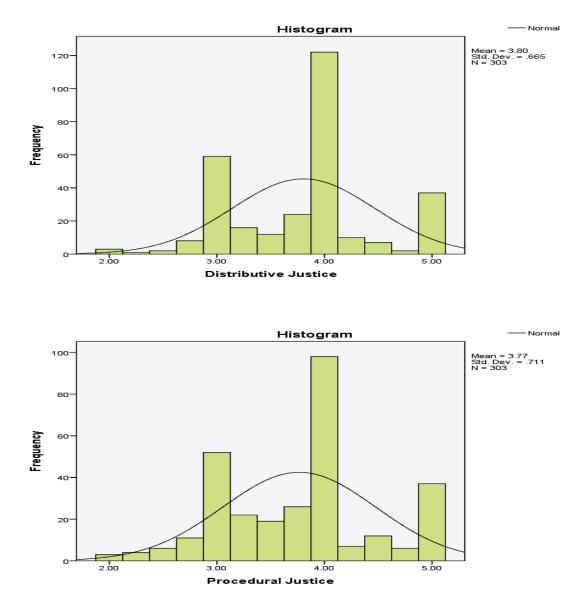
		1	2	3	4	5
22.	I have high intentions to further study with this University again. (Saya mempunyai niat yang tinggi untuk melanjutkan pengajian dengan Universiti ini lagi).					
23.	I consider this University as my first choice compared to other educational institutions. (Saya menganggap Universiti ini sebagai pilihan pertama saya berbanding institusi pendidikan lain).					
24.	I consider myself to be a loyal learner of this University. (Saya menganggap diri saya sebagai pelajar yang setia Universiti ini).					
25.	I will continue to stay with the University. (Saya akan terus/tetap bersama dengan Universiti ini).					
26.	In the near future, I intend to use more of the services provided by this University. (Dalam masa terdekat, saya berhasrat menggunakan lebih banyak perkhidmatan yang disediakan oleh Universiti ini).					
27.	I would not change University in the future even after graduated. (Saya tidak akan mengubah Universiti di masa hadapan walaupun setelah tamat pengajian).					

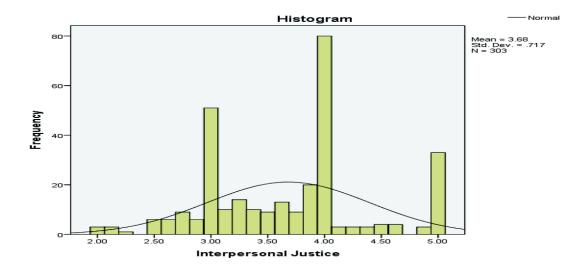
What could the University have done to satisfy you in term of service recovery ? (Apa yang dapat dilakukan oleh Universiti untuk memuaskan anda dalam pemulihan perkhidmatan ?)

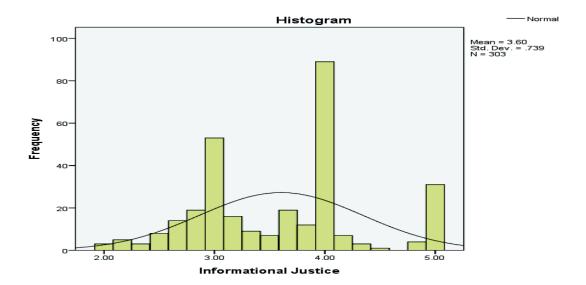
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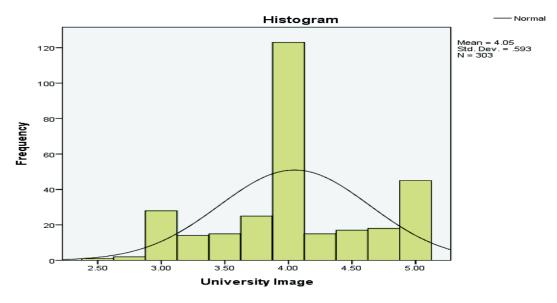
Thank you for your kind cooperation. (Terima kasih di atas kerjasama anda).

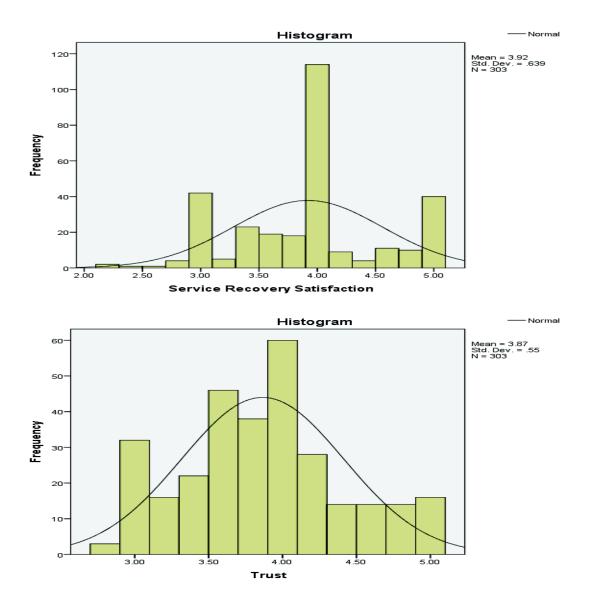
APPENDIX B

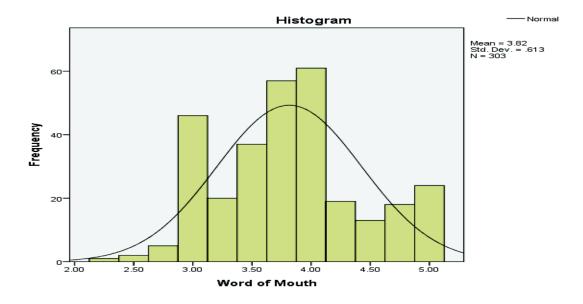


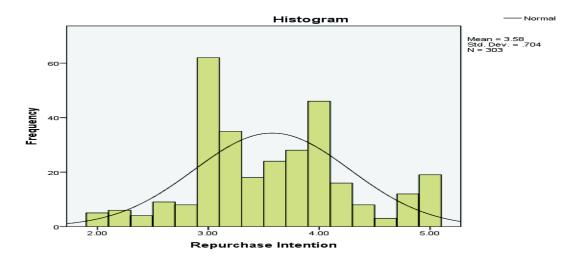


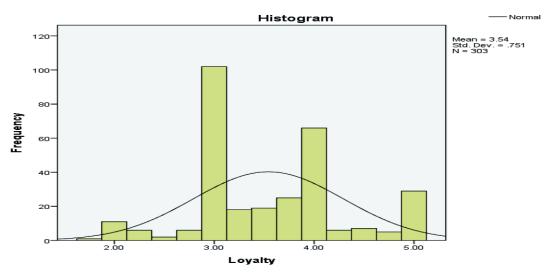


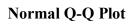


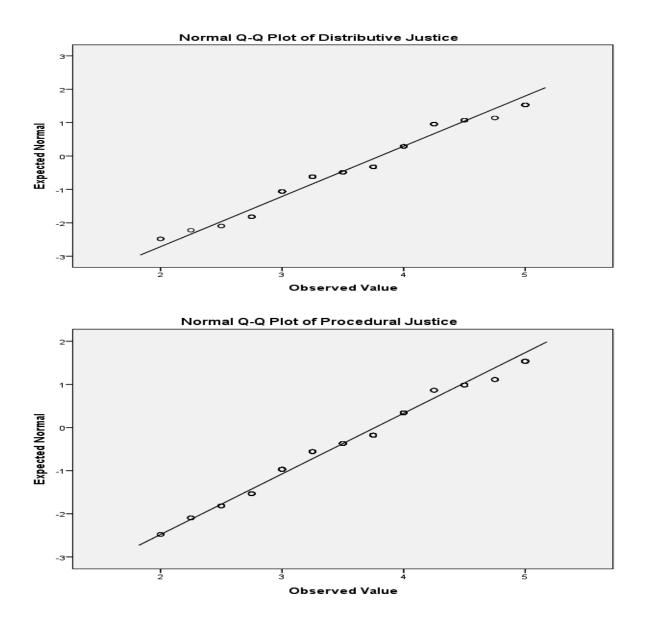


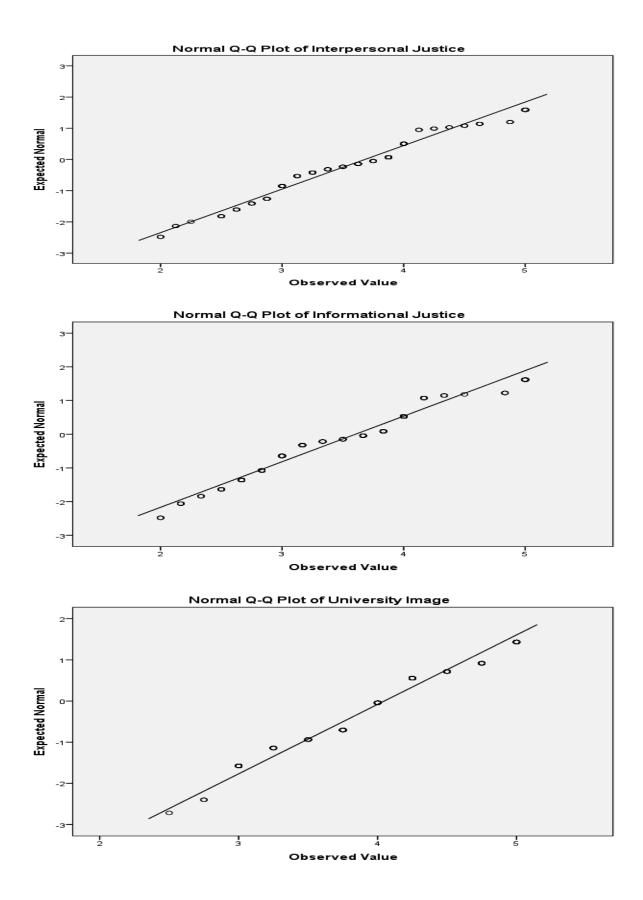


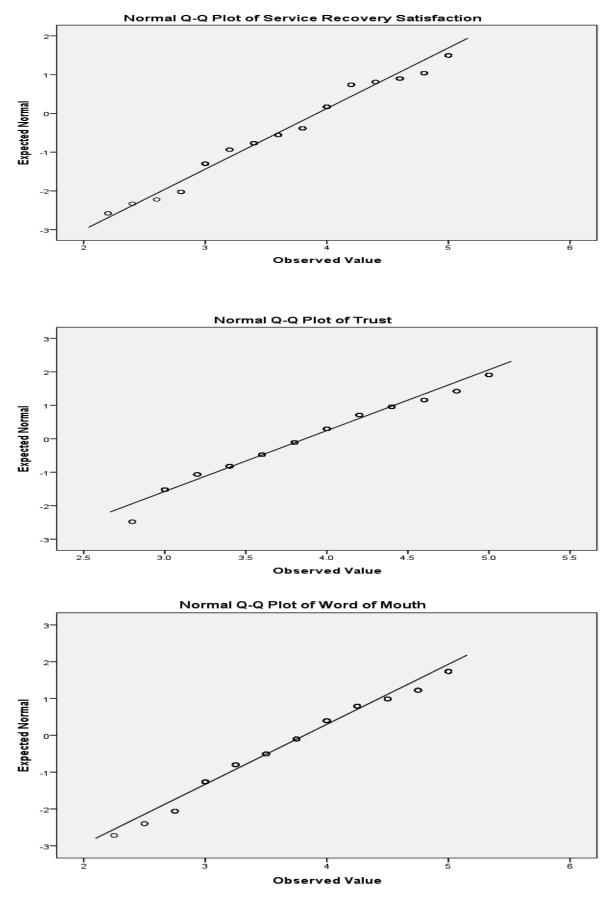


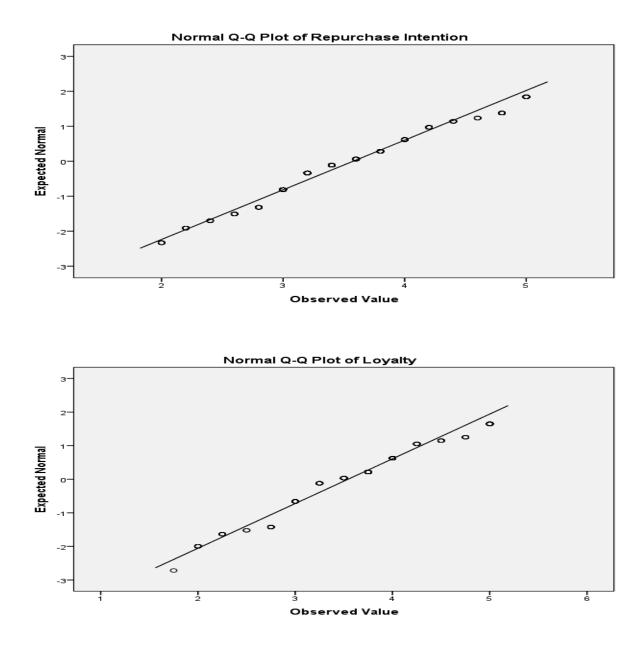


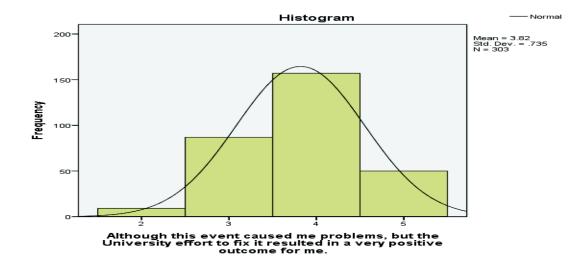


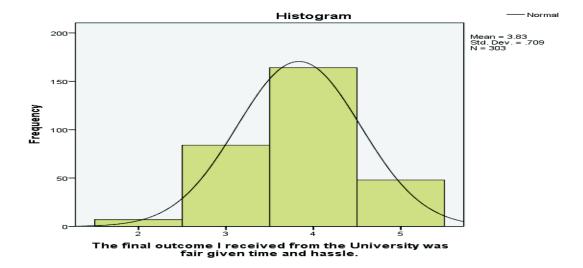


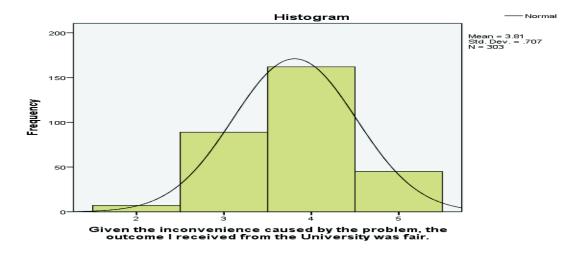


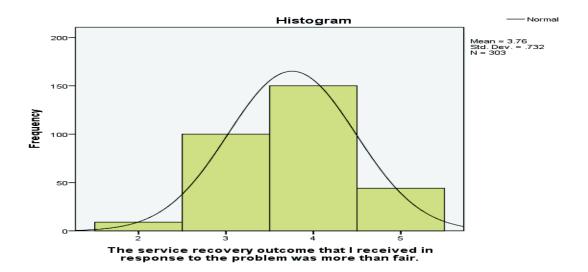


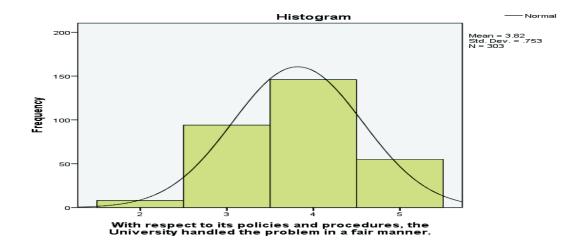


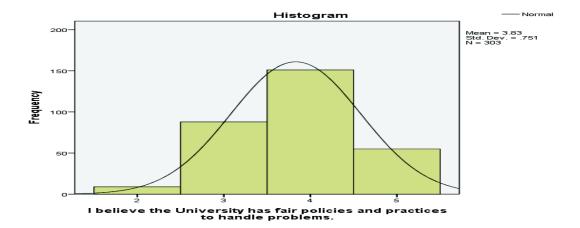


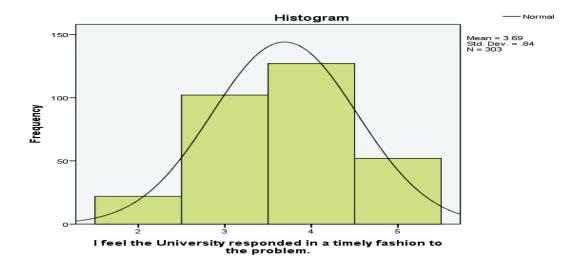


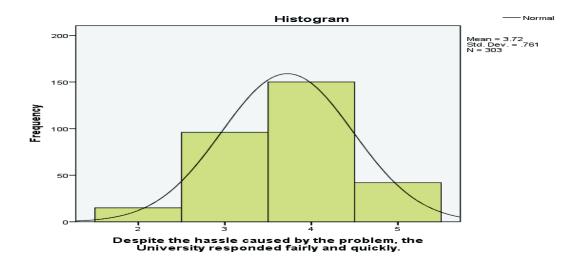


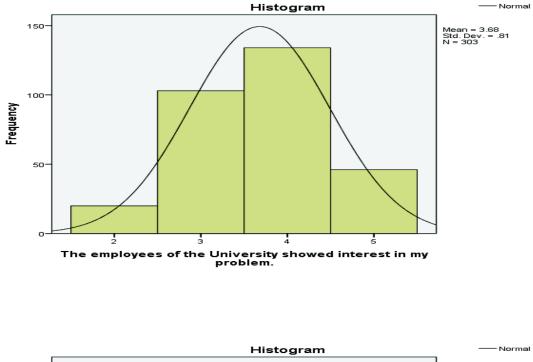


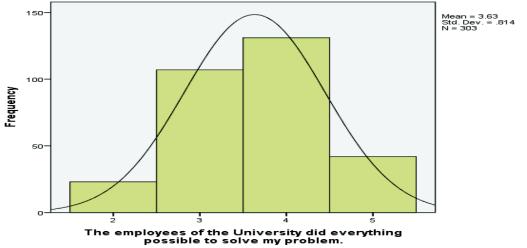


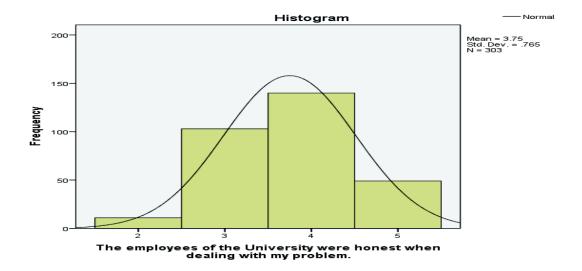


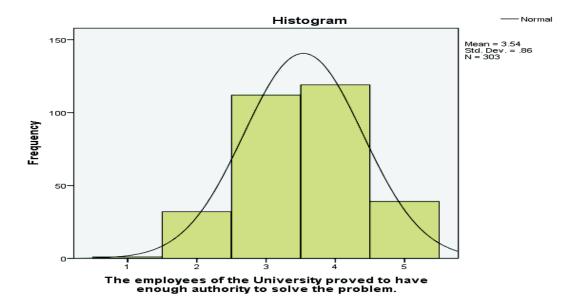


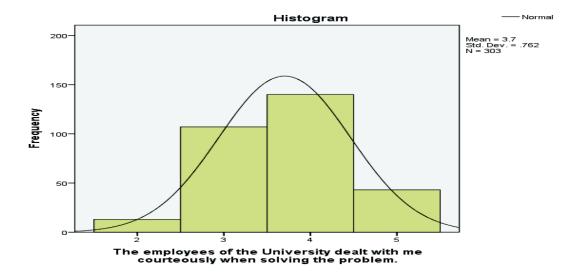


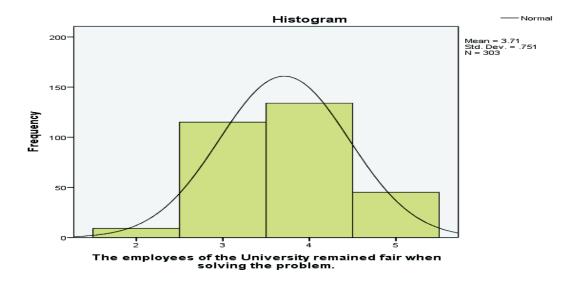


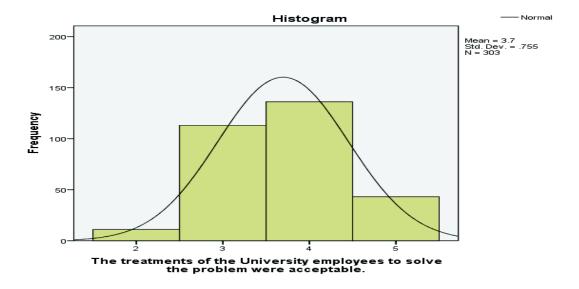


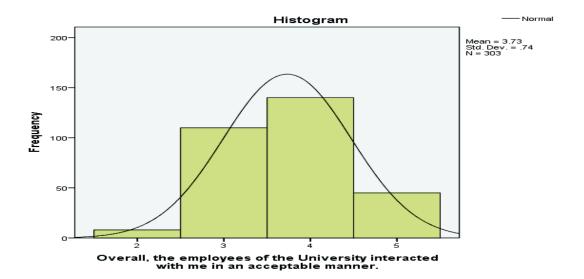


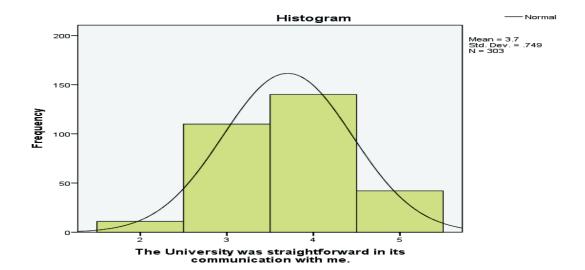


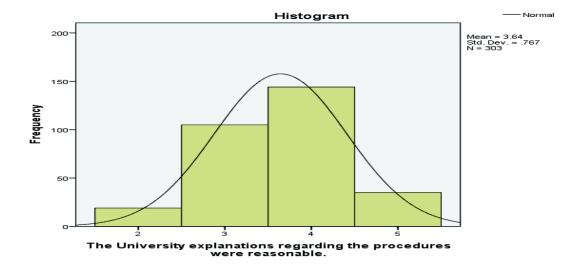


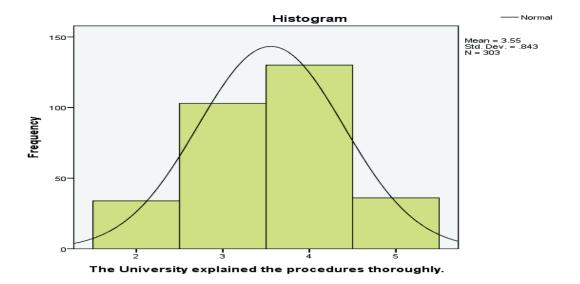


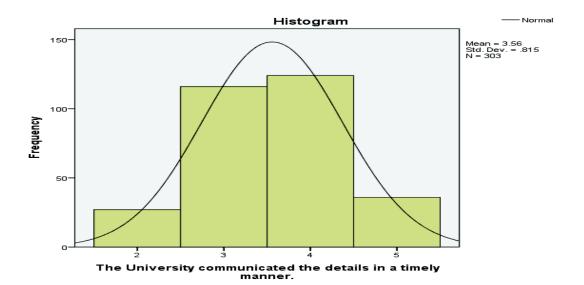


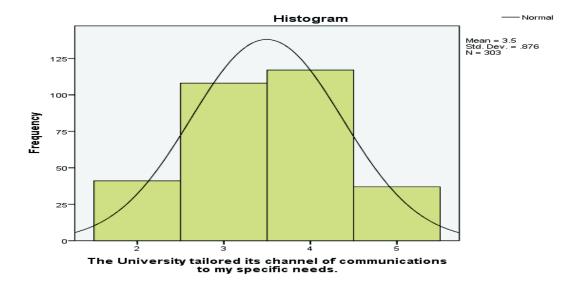


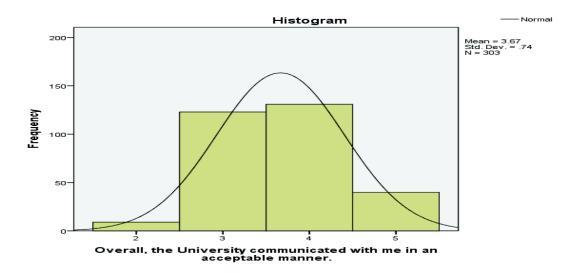


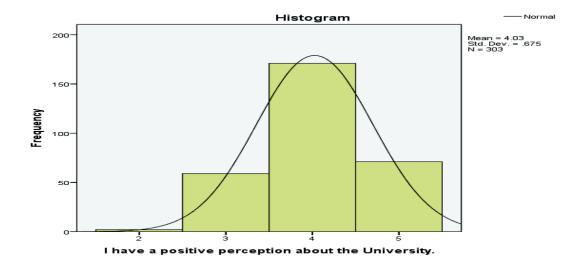


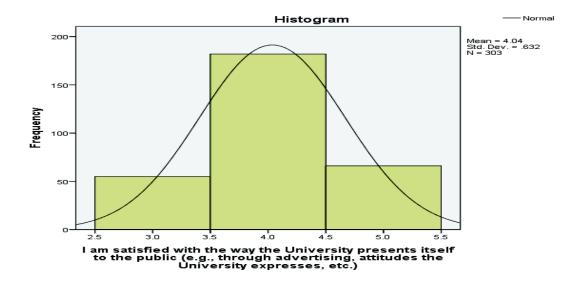


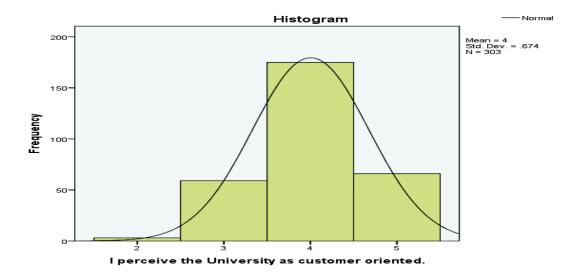


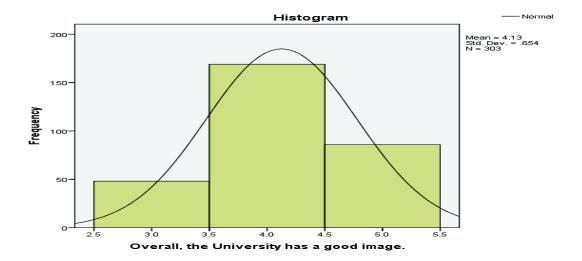


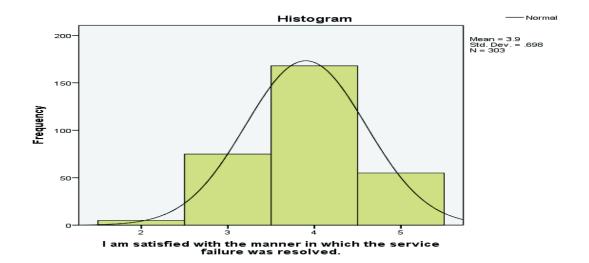


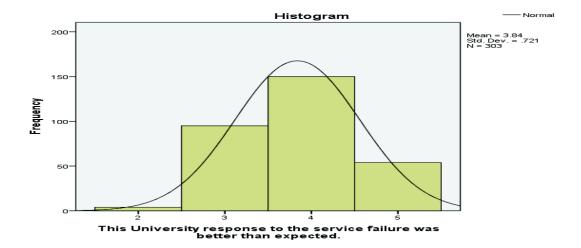


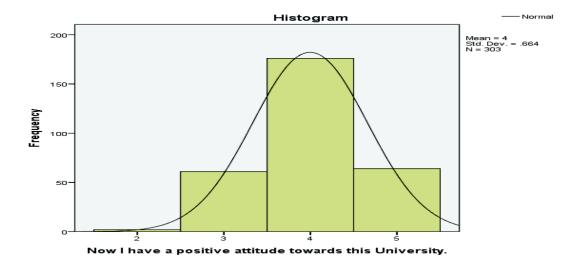


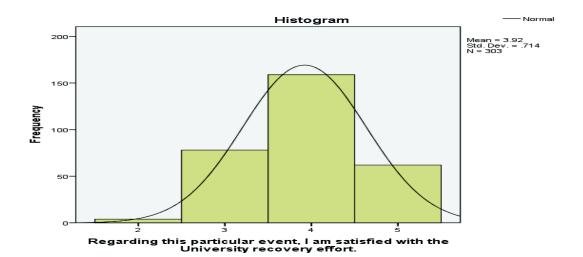


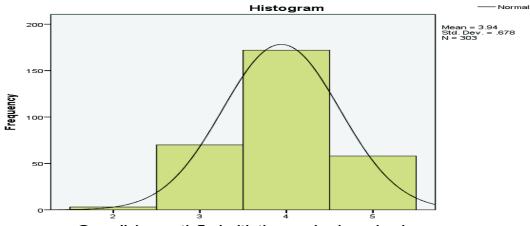




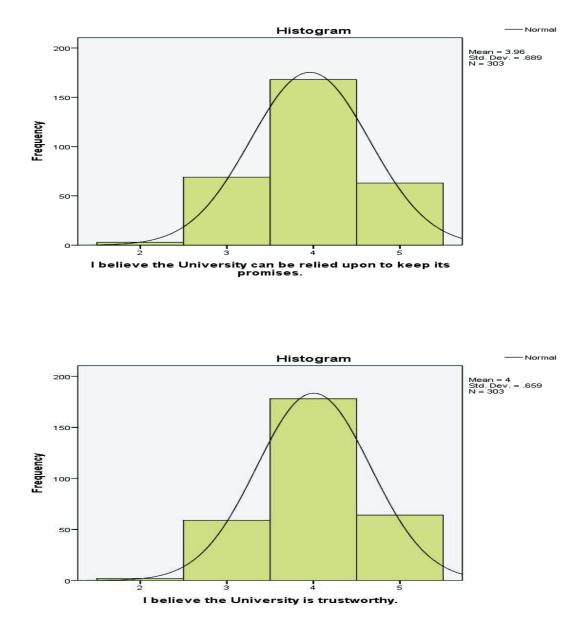




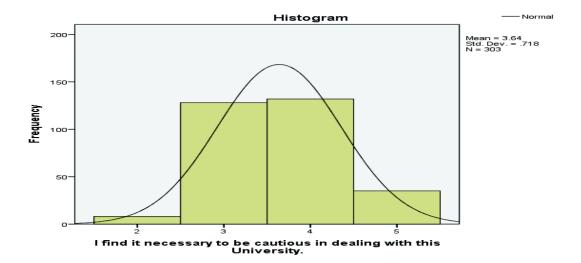


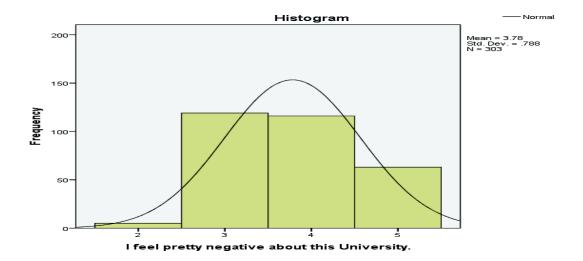


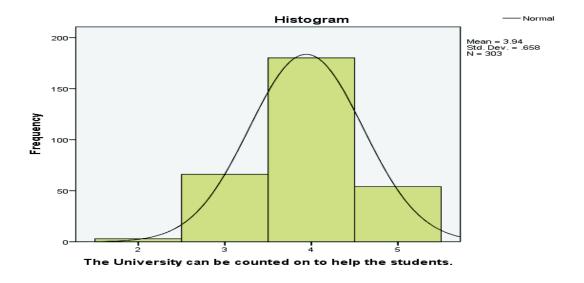
DISTRIBUTION OF 5 ITEMS OF TRUST



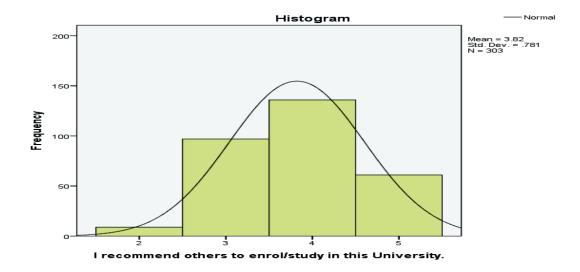
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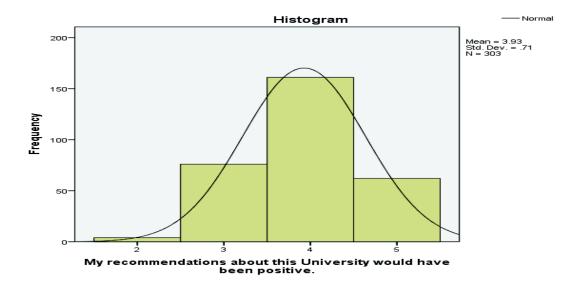


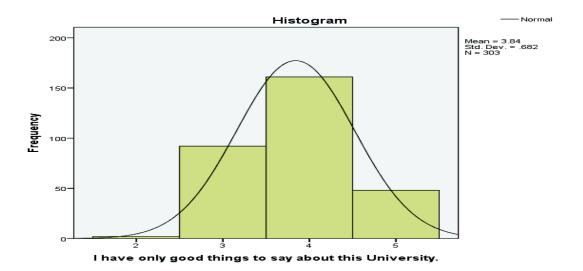


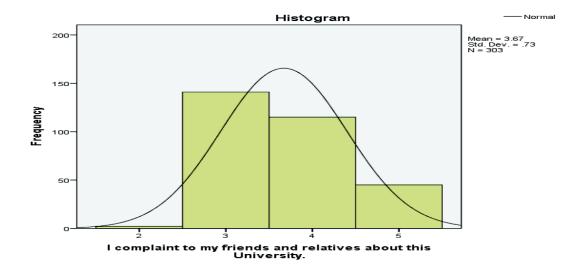


DISTRIBUTION OF 4 ITEMS OF WORD OF MOUTH









DISTRIBUTION OF 5 ITEMS OF REPURCHASE INTENTION

