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## THE EFFECT OF EDUCATION SERVICE AND EMOTIONAL INTELLIGENCE ON STUDENTS' LOYALTY AND SATISFACTION: A WARPPLS ANALYSIS<sup>5</sup>

*Academic institutions always seek to find and determine factors influencing the students' loyalty and satisfaction which leads to improving the quality service of e-learning and overall institutional performance. The relationship of education service and emotional intelligence with students' satisfaction and loyalty is investigated in this study. Several components in the second-order construct of emotional intelligence are investigated such as self-management, and self-awareness, as well as social awareness and relationship management.*

*Additionally, second-order constructs of service quality, such as reliability, responsiveness, assurance, tangibility, and empathy are also investigated. The data was analyzed by utilizing the WarpPLS software, and the results reveal that the relationships between the variables have varied degrees of significance and effect size. The second-order construct namely the quality of e-learning service is the most important compared with other factors as the study finds. The findings shed important light on the elements that influence student happiness and loyalty within the context of e-learning services and provide helpful insights as a result.*

*Keywords: Education Service; Emotional Intelligence; Student Satisfaction; Student Loyalty; WarpPLS*

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### 1. Introduction

Academic institutions always seek to enhance the service quality of the education process since it affects student enrollment and influences the outcome of the learning process. In this

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context, exploring the factors that have an impact on the student's loyalty faced many research challenges. Many researchers delve into the connection between emotional intelligence and students' loyalty and satisfaction by investigating how the students' perceptions can be affected and affect their satisfaction. Once it is recognized the importance of examining the relationship, the outcomes will appear in the learning environment and long-term student success. The student's satisfaction and loyalty to the academic institution have a great impact on the institution's performance and reputation. Finding the impact of these factors on each other and how one of them affects the other factor is a critical step since they are integral to the overall academic image of the institutions. Since there are many factors that may affect the overall performance, seeking and examining how factors like emotional intelligence and satisfaction may increase loyalty and engagement. Conversely, the loyalty factor may affect the student's engagement and reflect on the academic reputation of the institution. The academic institutions seek to identify the factors that affect student satisfaction and loyalty due to their critical impact on the local and international image of the institution (Hendriana et al., 2023; Hussein & Kamil, 2022; Nghiêm-Phú & Nguyễn, 2020; Sindhura, 2023; Yilmaz & Temizkan, 2022). Due to the increasing number of educational institutions around the world, academic decision-makers seek to find the relationship among different factors that affect students' success. According to Afridi et al. (2021) view, emotionally capable teachers are most likely to emphasize responsible student behaviours. As a result, an educator who has total emotional control can also encourage EI in their learners. As a result, the heart and soul of each educational program is an emotionally sound instructor, whereas emotionally intelligent pre-service teachers are better regulators of feelings. Many factors are investigated, such as students' satisfaction, students' loyalty, academic performance, financial status, and learning quality, to find their effect on the students' success and the overall institution's performance (Borishade et al., 2021; Shahsavari & Sudzina, 2017; Zahoor, 2018). The education process is a mixture of different components related to academic staff and different facilities that may affect the educational procedure. Many different studies investigated the relationship and the effect of the teacher as a main factor in the educational outcome (Argaw et al., 2023; Ewulley et al., 2023; Gultekin & Kara, 2022; Yu, 2023; Zakaria et al., 2021), while other studies investigate the effect of the learning style on the academic results (Mulyono et al., 2020; Rani & Nugraha, 2021).

Since it affects the overall academic performance and organization performance, the students' performance considered as primary objective. Many approaches are examined to measure students' performance and find the factors that affect the students' performance (Alhazmi & Sheneamer, 2023; Alija et al., 2022; Bhutto et al., 2020; Hamoud, 2018; "Improving Student Academic Performance through Knowledge Sharing," 2023; Khalaf Hamoud & Majeed Humadi, 2019; Liu et al., 2023; Pallathadka et al., 2023). Education institutions work hard to improve students' satisfaction and loyalty by pinpointing the primary factors that have an impact on these outcomes (Alija et al., 2023; Hamoud, 2016a, 2016b; Hamoud, 2018; Khalaf et al., 2017; Najm et al., 2022).

There are different tools for analyzing and measuring the relationships among the factors. WarpPLS is considered one of the most powerful tools due to its ability to handle small and huge data, its flexibility in the modelling process, its ability to investigate casual relationships among variables, and its multi-group analysis process. The WarpPLS tool proves its powerful ability and is utilized in many sectors, such as education, environmental science, finance,

social science, marketing, healthcare management, and many information systems. Different factors play vital roles in the overall students' performance and then in the overall organizational performance, such as time management, organizational skills, education service, learning style, healthy food, a healthy attitude, and social relationships with others. Emotional intelligence has evolved as a significant feature in the educational context, and it influences a variety of facets of the experience that a student has. In addition, the quality of the service is widely acknowledged as a vital factor in determining the level of satisfaction and loyalty felt by students (Aboubakr & Bayoumy, 2022; Hussein & Kamil, 2022; Rozak et al., 2022; Twum & Peprah, 2020; Yılmaz & Temizkan, 2022; Zhang et al., 2016).

There are many limitations to conducting this study, such as:

1. Since measuring emotional intelligence and education service is a subjective construct, it is biased to measure this construct.
2. The dataset used for this study reflects only the answers of the students at the selected school. This means that some questions are long, and the students may not read carefully the question and give an arbitrary answer, which affects the result analysis.
3. The constructs may affect each other, where the student's satisfaction may affect loyalty and vice versa.
4. Many other factors may affect student satisfaction, such as the culture, which makes the study open to measuring all factors alone.

Using a second-order construct approach, the main aim of this study is to evaluate and investigate the relationship between emotional intelligence and education service and students' satisfaction and loyalty. The results of examining this relationship are not only critical but also considered pivotal due to the sensitivity of the relationship to the overall reputation of the academic institutions. The importance of this investigation is the future impact on academic staff, stakeholders, and long-term strategic decisions. The scope of this study is to measure the effect of each construct (emotional intelligence and education service) on the student's satisfaction and loyalty based on the student's responses. The rest of the paper is organized as follows: Section 2 lists and discusses the related works, while the methodology and the factors examining the process and results are discussed and listed in Section 3. The final section lists the conclusion points and future works.

## **2. Literature Review**

This section lists the investigation of researchers and the factors that may be correlated with and affect service quality or loyalty. As mentioned before, this relationship faced many investigations to find out how to improve the service quality and then the loyalty and which factors had an impact on them. In (Thi Hai et al., 2022), the researchers investigated the factors that affect the training quality and how to improve the training quality of students in Finance Banking teaching staff at Van Lang University, Vietnam. A questionnaire was implemented and 700 respondents were collected, and interviews were made with 12 students to measure the training quality. Five factors are measured namely (education program,

facility, instructor qualification, student interaction, and accessibility). All the factors in this study affect the training quality which mediated the relationship with the main factor. The quality of the training affected the students' satisfaction where the study found that to improve satisfaction it is required to improve the quality of the training.

In (Masserini et al., 2019), the researchers formulated and tested several hypotheses using a structural equation model in order to find an explanation for the relationship among constructs. A questionnaire was constructed to collect the answers of students at the University of Pisa, Italy, where the total number of answers reached 14,870 responses. The results show very important and valuable insight, they found that the main factors affecting students' satisfaction and loyalty are course organization, lectures and teaching, compared with other factors such as educational services and academic components. The study found that the role of university image has no direct or indirect effect on either loyalty and satisfaction or lectures and teaching.

Next in (Pham et al., 2019), the researchers examined the relationship among students' satisfaction and loyalty with e-learning service based on a questionnaire that was utilized to collect answers from 1232 students in Vietnam. The data were analyzed based on exploratory factor analysis and confirmatory factor analysis using SmartPLS3.0 and SPSS based on structural equation modelling (SEM). The results show that the second-order construct namely the quality of e-learning service is the most important compared with other factors. The most important factor in e-learning service quality is the quality of the e-learning system, while factors such as support service quality, e-learning administrator, e-learning instructor, and the quality of course materials are less important than e-learning system quality. The overall service quality of e-learning has a direct effect on the e-learning students' loyalty and satisfaction.

In (Phonthanukitithaworn et al., 2022), the researchers sought to determine the most important factors that affect the loyalty and satisfaction of international students in Thailand. A questionnaire is implemented, and 358 answers are collected from university students. A statistical analysis was performed using SEM, and the results show that the perceived education quality has a direct effect on the student's loyalty and satisfaction. The study recommended educating students about other self-learning skills and other knowledge cultures to build relationships with local students and understand different cultures. Next, (Bui et al., 2023), Ha Thi Thu Bui et al. examined the correlation and effect of service quality perceived by students and the loyalty and satisfaction of students at one of Vietnam's universities. A questionnaire was implemented to collect responses from 350 students who attended courses at the university. The analysis process was implemented based on regression models to measure the correlation between student satisfaction, loyalty, and service quality. The findings showed that student satisfaction was mediated by student loyalty and service quality.

Noor Hafiza Mohammed et al. (Mohammed et al., 2023) examined the feedback on the students' satisfaction and the relationship with the quality of services provided by the higher education institutions in Malaysia. The institution's image and reputation play a vital role due to their importance, as they are mediated by the variables conducted in the proposed study. The number of students in the study is 90, as the population size is 756 students, and

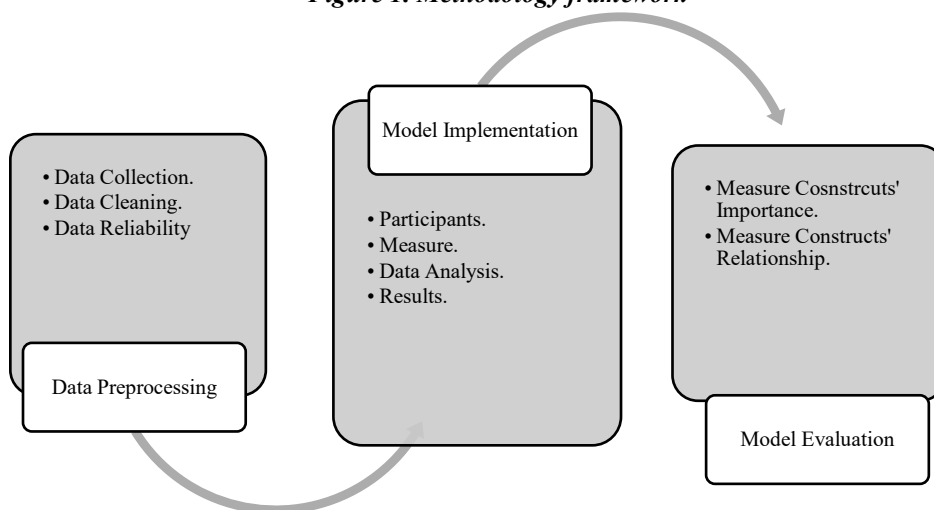
the questionnaire collected more than 350 students' answers. The PLS 3.3 tool is utilized to analyze and examine the relationship between programs and academic, and non-academic aspects. The student's satisfaction and the institution's image supported the hypothesis that the institutional image mediated the student's loyalty and satisfaction. The study found that the institutional image affected the students' satisfaction and loyalty.

Hossein Motahhari Nejad et al. proposed a model (Motahhari Nejad & Ahmadi Deh Ghotbaddini, 2023), to examine and determine the factors that affect the loyalty of the students. A sample of 696 students' answers was collected based on a questionnaire to implement the analysis process. The study found that social activity, facilities, and the quality of the services affect student satisfaction and the university's reputation. The predictor of loyalty is student satisfaction, as found by the study. The findings aim to understand the relationships between the variables to improve students' retention in educational institutions.

### 3. Methodology

The methodology framework consists mainly of three steps as shown in Figure (1) Data Preprocessing, Model Implementation, and Model Evaluation. The data preprocessing includes questionnaire implementation, responses collection, data cleaning, and data reliability evaluation. The next step includes the model implementation based on evaluating participants, measuring constructs' relationships, data analysis using WarpPLS 8.0, and aggregating results. The model evaluation step includes evaluating the final results of the construct' importance and relationships using WarpPLS 8.0.

**Figure 1. Methodology framework**



#### *Participants*

The Demographic information of the participants is shown in Figure 2-A, where the participants consisted of 240 students (93 males and 147 females) attending a selected

Technical High School in Klina, Republic of Kosovo. Students were quite evenly distributed by grades (10, 11, and 12). 32.1% of sample respondents were in grade 10, while 37.1% and 30.8% of the sample respondents were in grade 11, and 12 respectively. The program study of the students are (22 Lab biology, 129 in nursing, 53 in accounting, and 26 in informatics), 77 of them with (10 years), 89 with (11 years), and 74 with (12 years) of study. The data was collected in the summer semester of 2022, which mostly recruiting the groups of participants in their classes. Trained research assistants conducted in data collection where the participants were informed to consent before the questionnaire administration to ensure the consideration of the anonymity and confidentiality regarding the received data in the study by completing the questionnaire designed to assess the quality of the educational service, students' loyalty and satisfaction and emotional intelligence.

**Figure 2. Respondents' answers to demographic information**

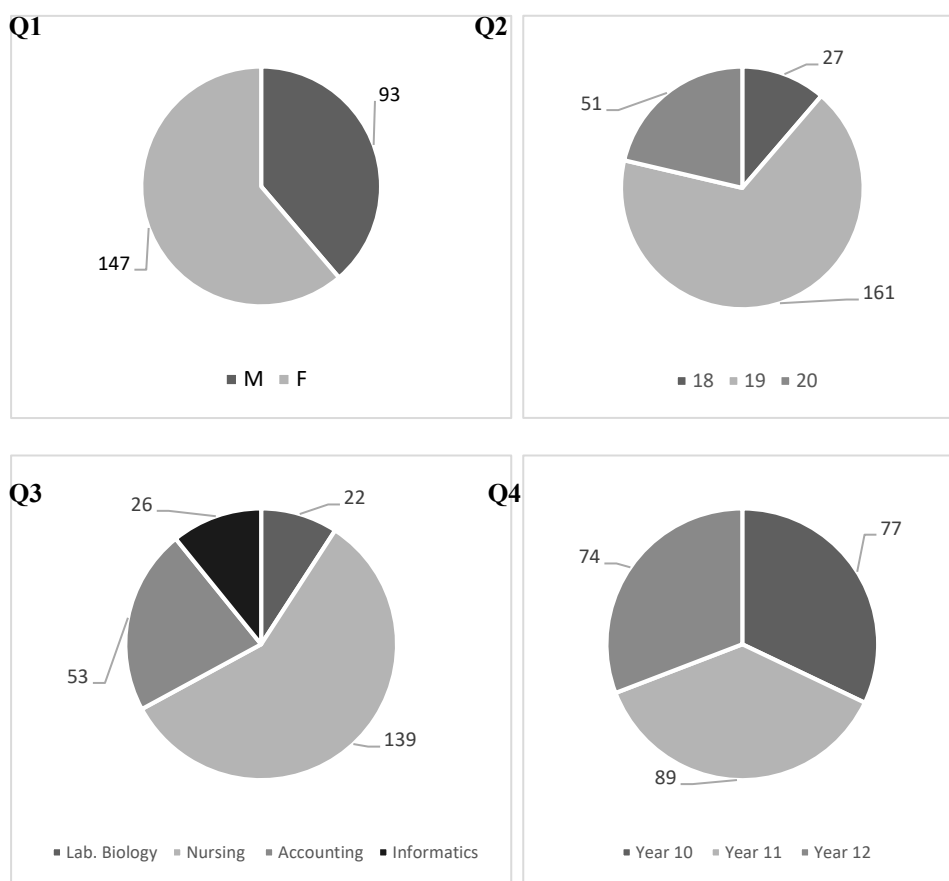
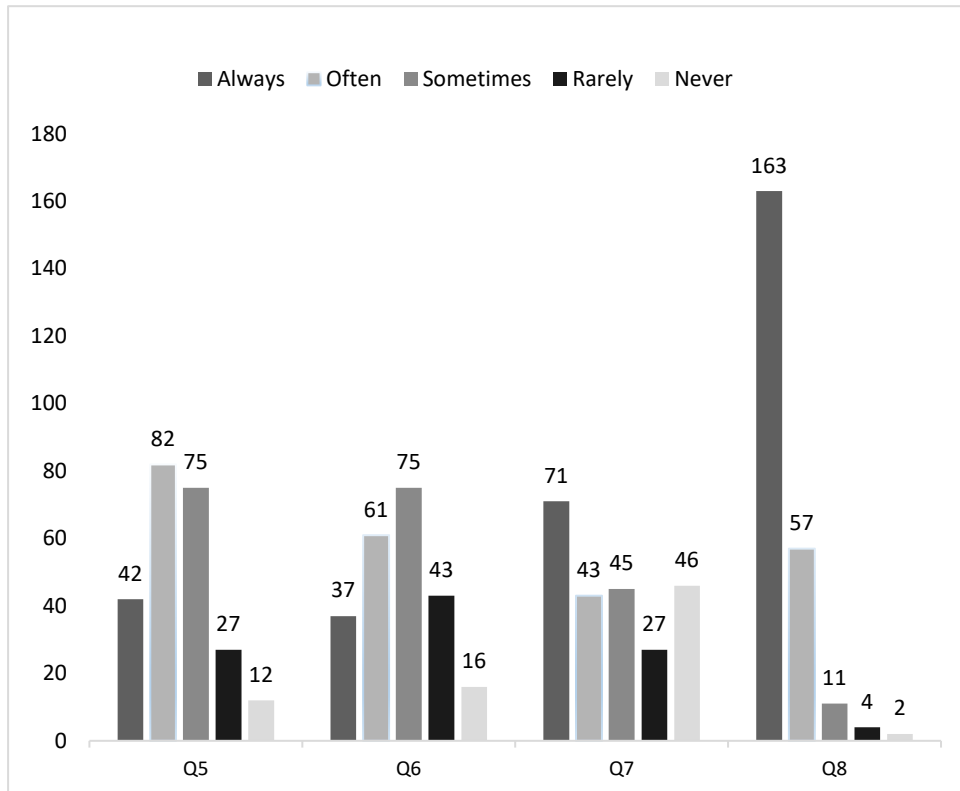
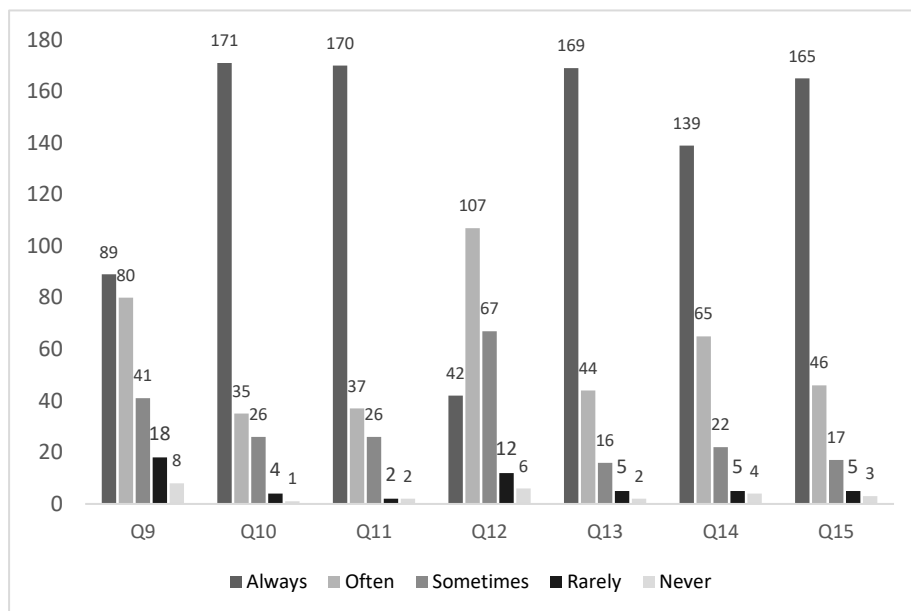


Figure 4. Self-awareness respondents' answers

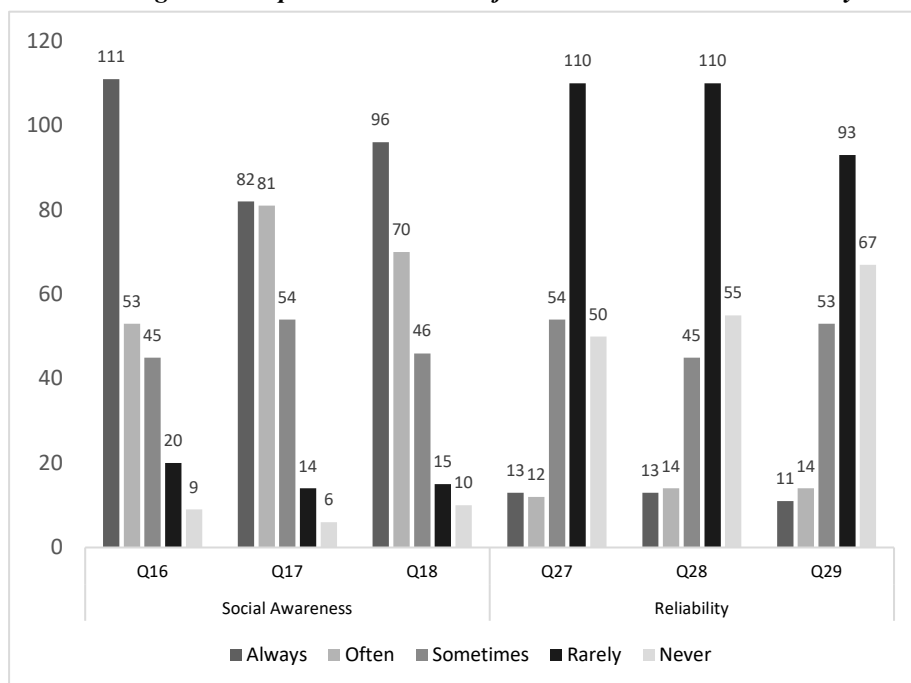


According to the self-awareness variable, the emotions reorganization was answered with (42 with always, 82 with often, 75 with sometimes, 27 with rarely, and 12 with never). The students that recognize the impact of their emotions on the other are (37 with always, 61 with often, 75 with sometimes, 43 with rarely, and 16 with never). The students who knew their weakness and strength points are answered with (71 with always, 43 with often, 45 with sometimes, 27 with rarely, and 46 with never), while the students with self-confidence are (163 with always, 57 with often, 11 with sometimes, 4 with rarely, and 2 with never). The responses of the self-management variable in Figure 5, showed that most of the students keep their impulses and disruptive emotions under control, while most of them found themselves to be trustworthy and have a conscience. Most of the students often find themselves flexible with changes, while most of them have the ability to achieve goals, drive to improve themselves, and initiative for more work.

**Figure 5. Self-management respondents' answers**



**Figure 6. Respondents answers of social-awareness and reliability**

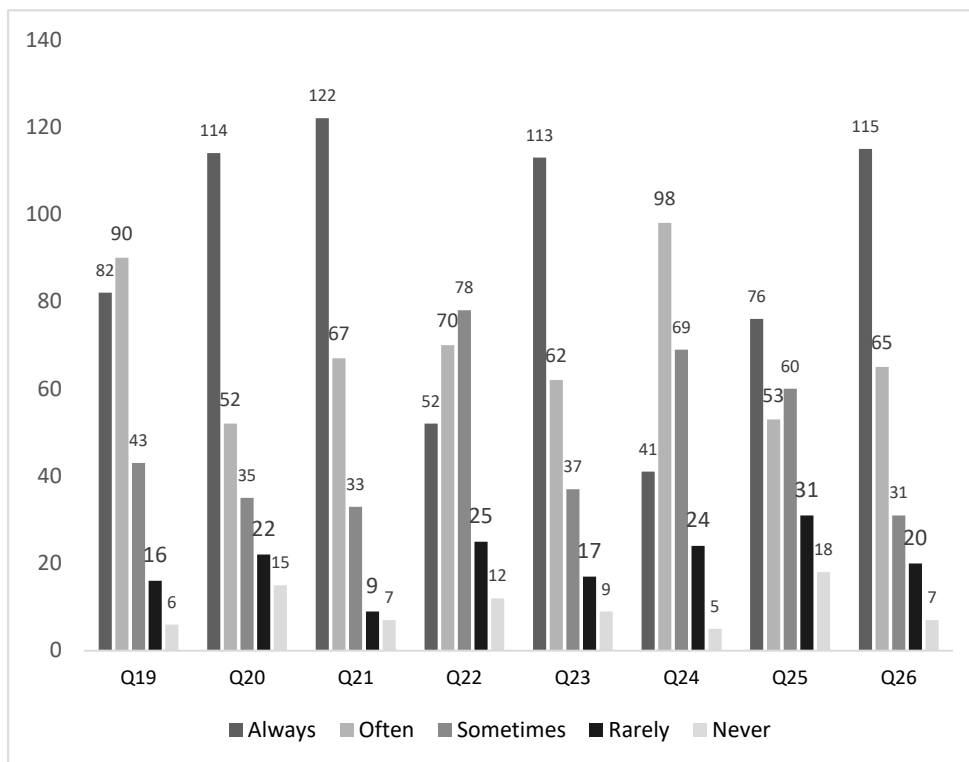




According to the social awareness of the teaching members in Figure 6, most of the students found that the teaching staff members understand the students, their needs and take an active interest of the students, show sympathy for the group problems, and understand the students needs and try to meet them. While the reliability variable of the teaching staff member, showed that there were weak responses in providing promising educational service, and the educational service did not meet the students' needs. While most of the responses showed that the educational services did not provide with fairness.

The relationship management variable of the teaching staff member from the students' points of view in Figure 7, showed that the teaching staff member (always, and often) sensed the development needs of the others and supported their abilities. Most of the teaching staff members inspired others and guided them to develop themselves. Most members sometimes have interpersonal influence tactics, while most students often send clear messages through the educational process. The process of managing and initialing changes in effective ways is performed by teaching staff members as found by most students, while the disagreements between the institution and the students are often resolved by the teaching staff members. The teaching staff members believe in collaboration and teamwork as found by most students.

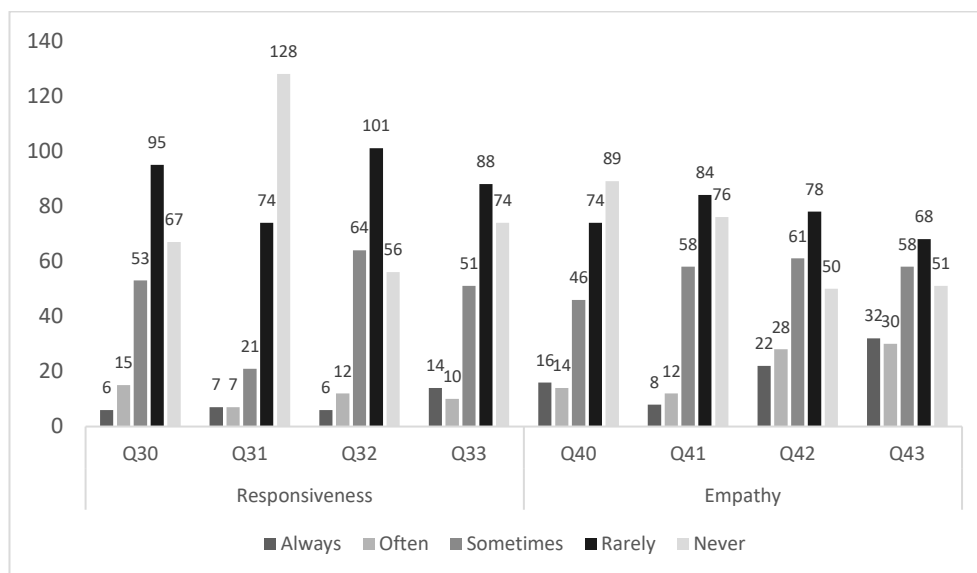
**Figure 7. Respondents' answers about relationship management**



According to the responsiveness variable of the teaching staff member in Figure 8, most students found that sometimes the teaching staff members responded to the educational problems quickly, and never answered students' questions. Sometimes the teaching staff members commit to provide educational services according to students' abilities as students found, while members rarely provide the best educational services according to students' needs as they found. The empathy variable of teaching staff members, they did not give sufficient attention to students and sometimes their offices are appropriating for students as the students found. Students' desires are sometimes the high interest of teaching staff members and give the students their personal attention as the students found.

The assurance variable of the teaching staff members as shown in Figure 9, the members rarely inspired the students' confidence, their attitudes were never courteous and positive toward students, while the most of students did not find highly knowledgeable teaching staff members. While the tangibility of the teaching staff members is not satisfied by the most of students.

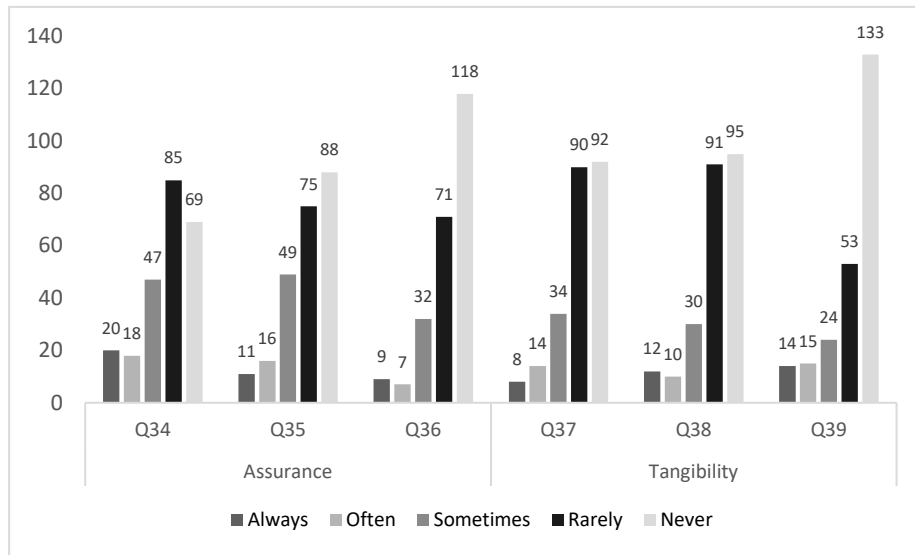
**Figure 8. Respondents' answers of responsiveness, and empathy**



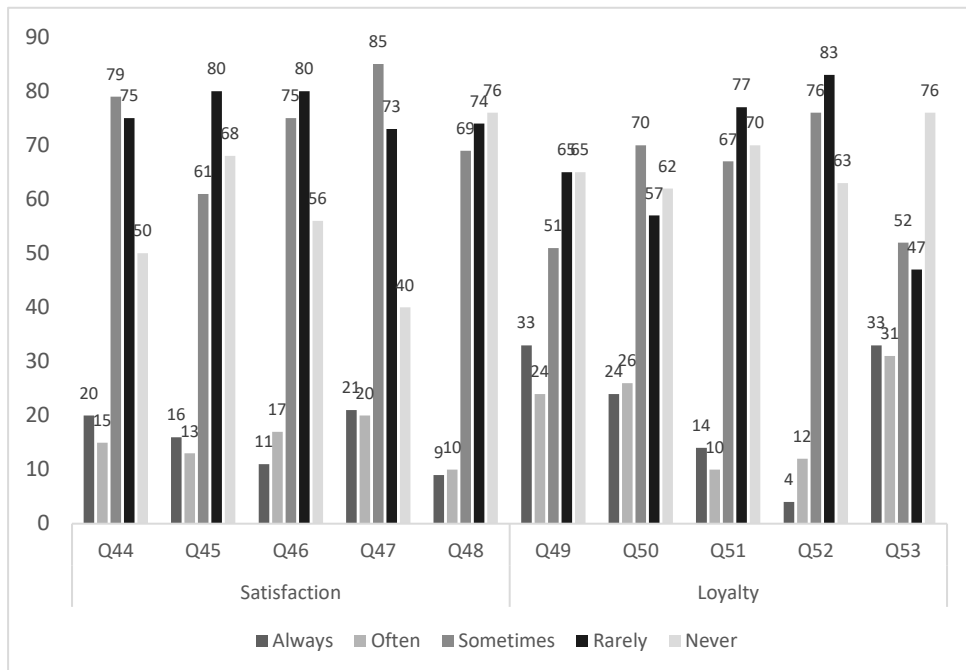
In the student satisfaction variable according to Figure 10, most students found they were sometimes satisfied with educational service quality, while most students were rarely satisfied with the performance and educational level of the teaching staff members. Sometimes most students found that the educational service matched their expectations, while they were not satisfied with the educational service and did not provide new knowledge. Related to the loyalty of the students, most students chose (rarely, and never) the school if they had to choose again, while sometimes, students will recommend the school to their friends. Most of the students rarely gave positive feedback about their high school, and

did not contribute to reserve the school's reputation, and did not consider their high school as the best for them compared with another school.

**Figure 9. Respondents' answers of assurances, and tangibility**



**Figure 10. Respondents' answers of student satisfaction, and loyalty**



The data reliability evaluation is a critical step in the data preprocessing since it measures the data consistency, reliability, future decision-making, data validation, and data quality assurance, and makes the analytical results more satisfactory. Table 1 shows the statistics of the dataset reliability where the number of respondents is 240 they answered 53 questions in the questionnaire, with 100%, and 0.8 scores of coefficient's alpha.

**Table 1: Data Reliability.**

Number of Respondents	240
Questions	53
Coefficient's Alpha	0.8
% of Respondents	100%

The data reliability is measured where the Cronbach's (Coefficient's) alpha is measured based on the equation 1:

$$Cronbach's\ Alpha = \frac{K}{K-1} \left( \frac{1-IV}{VS} \right) \quad (1)$$

Where K represents the number of questions, IV represents the sum of Items(questions) Variances, and VS represents the Variance of total Scores of the Items (Questions).

The Coefficient's Alpha shows that the score ( $0.8 \leq \text{Coefficient's} \leq 0.9$ ) represents that the data reliability is good (Carson, 2017; Goforth, 2015; Sekaran & Bougie, 2016; Y. Jugessur, 2022).

### *Measures*

To investigate and explore the level of emotional intelligence, different factors were utilized, such as social awareness, self-awareness, self-management, and relationship management. The reliability, assurance, responsiveness, tangibility, and empathy subscales were used to conduct the study that determined the quality of the service. The levels of satisfaction and loyalty felt by students were measured with recognized instruments.

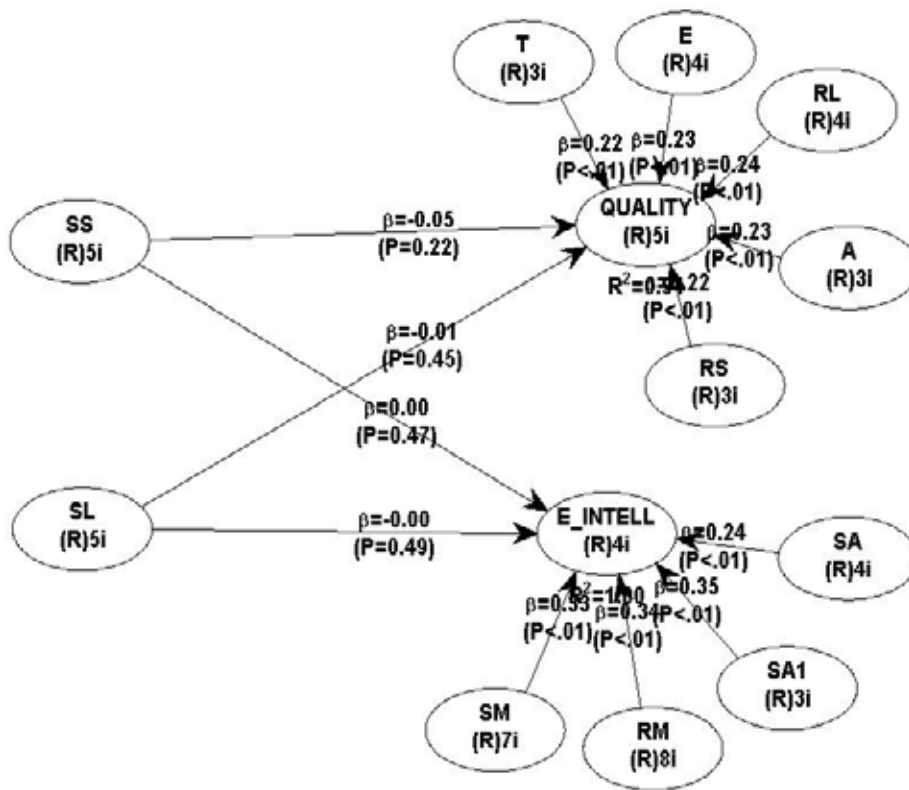
### *Data Analysis*

This step is the main process of the model implementation, where the data will be analyzed and the relationship among factors will be examined. The importance of data analysis in the model implementation is finding the correlation among factors and measuring these relationships. To analyze the data gathered from the questionnaire, WarpPLS 8.0 (software for partial least squares (PLS-SEM)) is utilized. The purpose of the study was to investigate the connections between emotional intelligence, the quality of educational services and the degree of students' satisfaction and loyalty.

Results

The results of the data analysis in the previous step showed the relationship among the factors based on the results of the structural model. Structural Model contains a presentation of the findings obtained from the WarpPLS study. Path coefficients (Beta) and significance levels (P) for the links between variables in the structural model in Figure (11). The values of R squared that were discovered for emotional intelligence were 1.00, whereas the value of R squared for service quality was determined to be 0.94.

Figure 11. Structural Model



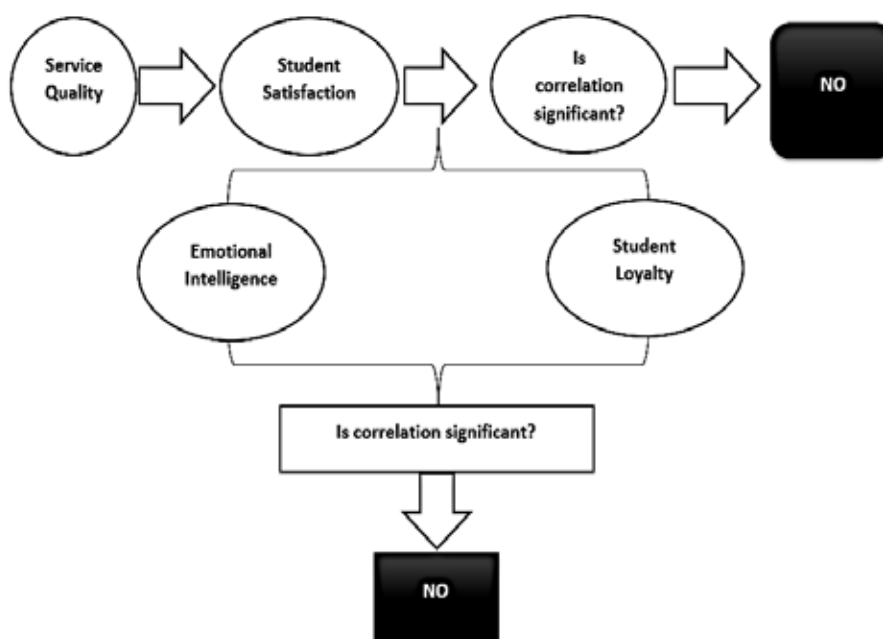
Model Evaluation

Regarding the relationship between service quality and students' satisfaction, the results show that the correlation between student happiness and service quality is shown to be positive (Beta = 0.05, P = 0.22), this finding does not meet the criteria for statistical significance. Even if the extent of the effect is quite insignificant, it appears that enhancements in service quality may have a little beneficial impact on the level of satisfaction experienced by students. While the findings related to the relationship between emotional intelligence and students' satisfaction show that there is a statistically insignificant and

insignificant association between the level of student satisfaction and emotional intelligence (Beta = 0.00, P = 0.47). According to these data, emotional intelligence might not be a significant predictor of student satisfaction within the framework of educational services. Next, according to the results, the findings related to the relationship between Students' loyalty and service quality indicate that there is a connection between student loyalty and service quality; however, this connection is not statistically significant (Beta = 0.04, P = 0.45). In spite of the fact that the effect size is quite small, this finding suggests that improving service quality may have very little impact on increasing student loyalty. Whilst, according to the relationship between student loyalty and emotional intelligence, the results demonstrate that there is no significant correlation between student loyalty and emotional intelligence (Beta = 0.00, P = 0.49) in the same way as there is no significant correlation between satisfaction with learning and emotional intelligence. So, based on these results and based on the service quality context, it has been clear that emotional intelligence is not a good predictor of student loyalty.

#### *Implications and Interpretation*

**Figure 12. Flowchart for the research result acquisition**



This section demonstrated the interpretation and implications of the study as shown in Figure 1. The flowchart demonstrated how to measure the correlation between student satisfaction and loyalty with service quality and emotional intelligence. The results offer new perspectives related to the quality of educational service, and how it can affect student loyalty

and satisfaction. Even though there is a significant correlation between student satisfaction and loyalty with the educational service and emotional intelligence, emotional intelligence is not a major element for student satisfaction and loyalty predictors. This is supported by the fact that these associations were examined using correlation and regression analyses. Other elements, such as the quality of the teaching, the design of the curriculum, or extracurricular activities, may have a more significant impact on the level of satisfaction and loyalty felt by students. When it comes to service quality, the fact that there is a positive relationship – albeit a non-significant one – between satisfaction with education and loyalty suggests that there is a possibility that improving service quality will have some effect on the enhancement of these outcomes. Even though the effect sizes were rather modest, even slight enhancements to the level of service provided could lead to a more satisfying educational experience for the student and build a sense of attachment to the educational establishment. It is essential to take note of the fact that the high R-squared values (0.94 for service quality and 1.00 for emotional intelligence), which suggest that the proposed second-order constructs explain a considerable amount of the variance in their respective latent variables, indicate that it is crucial to highlight. This lends credence to the idea that the selected subscales of emotional intelligence and service quality sufficiently represent their respective dimensions within the population that was used for the study.

#### **4. Conclusion and Future Works**

Enhancing the service quality of educational institutions is considered the main aim. This goal represents one of the strategic goals of educational institutions since it affects overall outcomes. This investigation may affect the students' enrollment and recruitment in the future, the financial stability of the institution, alumni engagement, the quality of education, and the continuous improvement of students and institutions. In summary, the purpose of this research was to evaluate the connections between emotional intelligence, quality of educational service, level of satisfaction with education, and commitment on the part of students. According to the data visualization in the data preprocessing step, it is obvious that the students' satisfaction and loyalty toward teaching staff members and the school are very weak. After analyzing the data, it was found that service quality and emotional intelligence had a positive link with student loyalty and satisfaction. The findings showed that the students will be very satisfied with educational service if the service quality is enhanced and meets their needs and expectations. The complexity of each variable examined in this study made the analysis process more complex. The variables that measure the institution's performance and teaching staff members are examined such as (self-awareness, self-management, social awareness, relationship management, reliability, responsiveness, assurance, tangibility, and empathy). Many other variables can be examined in the future, such as curriculum design, teaching quality, institutional support, and the attitude and lifestyle of the staff members and how they can affect student satisfaction and loyalty which can, in result, affect the school's reputation. The effect of other factors such as demographic information, healthcare, and academic performance on student loyalty and satisfaction will be examined. The enhancements of the educational service after this work should be examined to find how student loyalty and satisfaction will be enhanced. The results of such investigations can guide the strategic plan of the institutions where the weak points can be overcome. These results

can also help decision-makers, academic staff, and other stakeholders work together in order to improve the overall outcomes.

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### **Questionnaire Template**

Variable	Abbreviation	Question	Data
Demographic characteristics	Q1	Your gender?	M=Male, F=Female
	Q2	Your age?	1=18, 2=19, 3=20, 4=21, 5=22, 6=23 and more
	Q3	Programs	1=Lab. Biology, 2=Nursing, 3=Accounting, 4=Informatics
	Q4	Your Study Year?	1=Year 10, 2=Year 11, 3=Year 12
Self-awareness:	Q5	Recognize his emotions	1=Always, 2= Often, 3=Sometimes, 4= Rarely, 5= Never
	Q6	Recognize the impact of his emotions on others	
	Q7	Know his strengths and weaknesses	
	Q8	Have Self-confidence	
Self -management	Q9	Keep his disruptive emotions and impulses under control	1=Always, 2= Often, 3=Sometimes, 4= Rarely, 5= Never
	Q10	Is trustworthy& honest	
	Q11	Have Conscience	
	Q12	Flexible with changes	
	Q13	Have the ability to achieve	
	Q14	Drive to improve	
Social awareness	Q15	Have the initiative for more work	1=Always, 2= Often, 3=Sometimes, 4= Rarely, 5=Never
	Q16	Understand the students, and take an active interest in their concerns of students	
	Q17	Show sympathy for the group's problems	
Relationship management	Q18	Recognize the educational needs of students and try to meet these needs	1=Always, 2= Often, 3=Sometimes, 4= Rarely, 5= Never
	Q19	Sense other's development needs and bolster their abilities	
	Q20	Inspire students	
	Q21	Guide students to develop themselves	
	Q22	Have interpersonal influence tactics	
	Q23	Send clear conveying messages during the educational process	
	Q24	Initiate and manage change in an effective way	
Reliability	Q25	Have the ability to resolve disagreements between the students and the High School	
	Q26	Believe in teamwork and collaboration	
	Q27	Committed to provide the best educational services promised	

Variable	Abbreviation	Question	Data
	Q28	Provide the best educational services to the students in line with their educational needs	1=Always, 2= Often, 3=Sometimes, 4= Rarely, 5= Never
	Q29	Provide educational service with fairness	
Responsiveness	Q30	Respond to students' educational problems quickly	1=Always, 2= Often, 3=Sometimes, 4= Rarely, 5= Never
	Q31	Willing to answer students' questions	
	Q32	Committed to providing educational services in line with the students' abilities	
	Q33	Provide the best educational services to students as soon as the students' needs it	
Assurance	Q34	Inspire confidence in students	1=Always, 2= Often, 3=Sometimes, 4= Rarely, 5= Never
	Q35	His attitude is positive and courteous	
	Q36	Have high knowledge and capabilities	
Tangibility	Q37	His general appearance is professional	1=Always, 2= Often, 3=Sometimes, 4= Rarely, 5= Never
	Q38	His documents/papers are tidy and organized	
	Q39	His attire is appropriate for the High School	
Empathy	Q40	Give sufficient attention to all students	1=Always, 2= Often, 3=Sometimes, 4= Rarely, 5= Never
	Q41	His office hours are appropriate for students	
	Q42	The desires of the students are of high interest to him	
	Q43	Give personal attention to each student	
Students satisfaction	Q44	I am satisfied with the education service quality at the High School	1=Always, 2= Often, 3=Sometimes, 4= Rarely, 5= Never
	Q45	I am satisfied with the performance of the faculty members at the High School	
	Q46	I am satisfied with the educational level of the School members	
	Q47	I feel that the educational service provided exactly matches my expectations	
	Q48	I feel that the educational service provided is ideal and provides me with new knowledge	
Students Loyalty	Q49	If I had the choice again; Technical High School "Fehmi Agani" is my first choice to study in the future	1=Always, 2= Often, 3=Sometimes, 4= Rarely, 5= Never
	Q50	I Strongly recommend Technical High School "Fehmi Agani" for friends and acquaintances and others seeking my advice about studying at the Technical High School "Fehmi Agani"	
	Q51	I Say positive things to others about Technical High School "Fehmi Agani"	
	Q52	I Contribute to preserve the reputation of the Technical High School "Fehmi Agani" in the community	
	Q53	I consider Technical High School "Fehmi Agani" the best for me in comparison with other High School	