

## The Effect Of Staff Responsiveness, Classroom Management And Administrative Efficiency On Educational Service Quality In Higher Education Institutions

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### ABSTRACT

Institusi pendidikan tinggi menentukan Kualitas Layanan Pendidikan melalui kombinasi daya tanggap staf, manajemen kelas, dan efisiensi administrasi. Para peneliti melakukan studi mereka melalui metode kuantitatif yang menggunakan survei untuk mengumpulkan data dari 150 mahasiswa aktif yang mengisi kuesioner yang didistribusikan melalui pengambilan sampel bertujuan. Para peneliti menggunakan analisis regresi linier berganda untuk menyelidiki bagaimana variabel yang berbeda berinteraksi melalui efek terpisah dan gabungannya. Hasil studi menunjukkan bahwa daya tanggap staf dan manajemen kelas bersama dengan efisiensi administrasi menciptakan dampak substansial pada Kualitas Layanan Pendidikan. Ketiga variabel independen tersebut menunjukkan dampak positif yang mencapai signifikansi statistik untuk kualitas layanan pendidikan. Temuan penelitian menunjukkan bahwa kualitas layanan pendidikan tinggi meningkat ketika anggota staf menjadi lebih responsif, praktik manajemen kelas menjadi lebih baik, dan sistem administrasi beroperasi lebih efisien. Studi ini berkontribusi pada penelitian manajemen pendidikan melalui temuan teoritisnya sekaligus memberikan metode praktis kepada para pemimpin pendidikan tinggi untuk meningkatkan kualitas layanan. Hasil studi ini akan membantu institusi pendidikan menetapkan standar kualitas layanan mereka karena mendefinisikan titik acuan untuk strategi peningkatan layanan pendidikan mereka.

Higher education institutions determine Educational Service Quality through the combination of staff responsiveness and classroom management and administrative efficiency. The researchers conducted their study through a quantitative method which used a survey to collect data from 150 active students who completed a questionnaire that was distributed through purposive sampling. The researchers employed multiple linear regression analysis to investigate how different variables interact through their separate and combined effects. The study results show that staff responsiveness and classroom management together with administrative efficiency create a substantial impact on Educational Service Quality. The three independent variables showed a positive impact which reached statistical significance for educational service quality. The research findings demonstrate that higher education service quality improves when staff members become more responsive and classroom management practices become better and administrative systems operate more

efficiently. The study contributes to educational management research through its theoretical findings while providing higher educational leaders with practical methods to enhance service quality. The study results will help educational institutions establish their service quality standards because they define reference points for their educational service improvement strategies.



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## INTRODUCTION

The Educational Service Quality assessment serves as the primary method which universities use to measure their competitive standing and operational success throughout the ongoing global transition to digital technologies (Prayitno et al., 2024). Universities now function as providers of educational services who deliver knowledge to their students who constitute their main customer base. Educational institutions need to deliver their educational programs Educational institutions need to provide their required academic programs because their educational programs serve as essential requirements for both institutional accreditation and their particular needs of their students and the institutions they compete against (Teresya & Rahmad, 2023). The assessment process for service quality in this situation requires academic performance evaluations and complete assessment of student experiences which occur throughout their educational path. The three main factors which create student service quality perceptions include staff interactions with students and classroom management and administrative processes (Cahyautami & Rahmad, 2023). When educational institutions do not maintain their services at required quality levels this leads to decreased student satisfaction which results in lower student loyalty and damage to institutional reputation. Educational institutions can enhance their institutional standing by improving service quality which leads to increased student retention and better competitive advantages in the educational market (Fauziyah & Rahmad, 2023).

Staff members need to show responsiveness because it helps them address student needs while they handle student questions and student problems. Institutions depend on staff responsiveness because it demonstrates their ability to deliver services through their speed and accuracy and service excellence. Students at higher education institutions spend time with both administrative staff members and academic staff members who provide academic assistance and administrative support and help students solve their issues (Hidayah et al., 2022). When services respond quickly to student requests, it establishes positive service delivery, which leads students to view educational services at the institution as better than they actually are. When customers experience slow service when they request assistance, their trust in the institution decreases, which leads to dissatisfaction and frustration (Alief et al., 2025). The process of classroom management exists as an important educational element because it establishes the way students experience their academic programs (Yilmaz & Temizkan, 2022). Classroom management allows lecturers to create interactive learning spaces that help students reach their academic objectives. A well-organized classroom environment enables students to practice active learning while studying the subject matter and developing their academic skills in a secure space (Seufert et al., 2022). Staff members need to show responsiveness because it helps them address student needs while they handle student questions and student problems. Staff members demonstrate institutional service delivery capacity through their ability to respond to requests with both speed and accuracy and service excellence. Higher education students interact with administrative staff and academic staff members who provide academic support and administrative assistance and help students resolve their problems (Rozak et al., 2022). When services respond quickly to student requests, it establishes positive service delivery, which leads students to view educational services at the institution as better than they actually are. The process of slow service delivery to customers leads to a decline in their trust for the institution, which results in their dissatisfaction through feelings of frustration (Bartolo & Tinmaz, 2024). The process of classroom management exists as an important educational element because it establishes the way students experience their academic programs. Lecturers use classroom management techniques to establish interactive learning environments which assist students in achieving their academic goals (Oliso et al.,

2024). A well-organized classroom environment enables students to practice active learning while studying the subject matter and developing their academic skills in a secure space.

The research examines how staff responsiveness together with classroom management and administrative efficiency measures Educational Service Quality in higher education institutions. The research will advance educational management science through its development of educational service quality assessment methods. The study presents new evidence about factors that affect Educational Service Quality which adds to existing research on this topic. The study results provide a basis for future research that will investigate related subjects. The study delivers practical advantages to higher education institution management by providing them with strategies to enhance their service delivery methods. The study findings establish a foundation for organizations to enhance their staff responsiveness and classroom management and administrative efficiency through decision-making processes.

## **METHOD**

The research study uses a quantitative methodology to investigate the effects of staff responsiveness classroom management and administrative efficiency on Educational Service Quality in higher education institutions. The study used a survey method which included a structured questionnaire to measure study variables through indicators that used a Likert scale range of 1 to 5. The researchers used purposive sampling to select their study population from students who were currently enrolled in educational institutions. The researchers required respondents to fulfill the requirement of being active students who had interacted with both academic staff and administrative personnel during their academic administration service usage. The study required 150 respondents as samples which proved suitable for analyzing multiple linear regression. The researchers used multiple linear regression analysis to study the independent variables relationship with the dependent variable through direct and indirect pathways. The researchers tested the research instrument for validity through t-test assessment while they used Cronbach Alpha to measure reliability which produced results above 0.70. The researchers conducted traditional assumption testing which included normality assessment through Kolmogorov-Smirnov tests and heteroscedasticity assessment through Glejser tests and multicollinearity assessment through Variance Inflation Factor and Tolerance value examination which showed the model had no multicollinearity issues because VIF <10 and Tolerance >0.10. The researchers used the t-test for hypothesis testing to examine how each independent variable affected the dependent variable while they used the F-test to assess overall effects at a significance level of 5%.

## **RESULT AND DISCUSSION**

The study results show that data processing results demonstrate all used instruments achieved both validity and reliability standards. The t-test results of validity tests show all statement items achieved t-value measurements which exceeded t-table values thus all indicators received validation. The reliability test results indicate that all research variables achieved Cronbach Alpha values above 0.70 which establishes research instrument reliability through consistent variable measurement. The regression model meets all testing requirements because classical assumption tests confirmed normal data distribution through normality tests and testing showed no pattern that would reveal heteroscedasticity and multicollinearity tests determined all independent variables had VIF values below 10 and Tolerance values above 0.10. The multiple linear regression analysis results show that staff responsiveness (X1) classroom management (X2) and administrative efficiency (X3) work together to create a substantial impact on Educational Service Quality (Y) because their F test significance value equals 0.05. The three independent variables established a positive and significant effect towards the dependent variable because each variable's t-test significance value reached beyond 0.05. The determination coefficient (R<sup>2</sup>) shows that three research model independent variables account for most Educational Service Quality variation while remaining variation results from external factors not included in the model.

The study results demonstrate that staff responsiveness through their first metric X1 delivers positive effects which improve Educational Service Quality through their primary metric Y. The students perceive better educational services when staff members deliver faster services to students. Students create their best service experience through staff members who provide them with fast answers and correct details about their academic needs. The student service experience in higher education settings

depends on the interactions which students have with staff members during their entire college experience. Students receive better institutional services when staff members provide immediate correct assistance which makes them feel valuable and unique. Students will view the academic institution as less competent when staff members take too long to help them with their academic needs. The research results support service quality theory which identifies responsiveness as a key factor that determines service quality assessment. The current research results confirm previous findings which established that staff responsiveness directly affects customer satisfaction and their evaluation of service quality. Higher education institutions need to develop training programs which will assist staff members to gain service skills while they enhance their professional conduct and organizations design customer service systems which will boost their service effectiveness. Educational institutions should make staff responsiveness their primary method for achieving better service quality because it leads to improved Educational Service Quality.

The study results demonstrate that classroom management practices (X2) lead to positive and substantial effects on Educational Service Quality (Y) according to the study findings. The results show that successful classroom management leads to better educational service quality which students perceive through their assessment of lecturers. The components of classroom management include the lecturer's capability to manage learning activities and establish a suitable classroom environment and drive student participation through active learning methods. Effective classroom management techniques will improve student learning participation according to teachers who use these strategies because students will understand content better and enjoy their studies more. Students experience dullness when teachers fail to manage classrooms properly which results in reduced engagement and decreased academic achievement. The primary element of educational service quality at higher education institutions operates through classroom management. The research study shows that the quality of classroom management affects students' assessment of institutional service standards. The findings support learning theory which states that lecturers create effective learning environments through their teaching activities. The research findings confirm that teaching quality together with classroom management practices directly influences how satisfied students feel according to previous studies. Institutions must enhance lecturer pedagogical skills through training programs which include workshops and regular assessment of their teaching abilities. The organization will achieve better Educational Service Quality results through the improvement of classroom management practices.

The research discovered that administrative efficiency (X3) produced a strong positive effect on Educational Service Quality (Y) according to the study results. The research results show that higher education institutions with better administrative systems deliver higher quality educational services to students. The concept of administrative efficiency includes three elements which are service process speed and access simplicity and accurate information delivery to students. The effective administrative system enables students to complete their academic requirements by providing support for Student Study Program creation and payment activities and academic document management. Negative student evaluations will emerge for the institution because students face administrative issues which create additional challenges for their academic tasks. Organizations in the digital age need to adopt information technology systems because these systems act as essential resources for running their business operations. The implementation of an integrated and user-friendly academic information system can significantly improve service quality. The research results support service management theory which explains that operational efficiency affects users' perception of service quality. The study results show that administrative service quality directly affects student satisfaction according to research studies that came before this one. Higher education institutions must enhance their administrative efficiency through digitalization and staff development and service process enhancement. Administrative efficiency serves as a fundamental element which improves Educational Service Quality because it affects all elements of educational services.

## **CONCLUSION**

The study investigates how staff responsiveness together with classroom management and administrative efficiency impacts the quality of Educational Services provided by higher education institutions. The analytical results show that all three independent variables exhibit positive statistical impacts which affect educational service quality assessment both when tested separately and when tested

together. The combination of staff responsiveness with effective classroom management and administrative efficiency improvements functions as primary drivers which enhance student assessment of educational service quality. The combination of fast staff service delivery with accurate information and effective classroom management practices enables students to achieve their maximum learning potential while optimal administrative efficiency grants them effortless access to academic services. The three variables function as essential foundations which enable higher education institutions to enhance their competitive advantage. The study results show that higher education institutions need to implement ongoing staff service training programs which will enhance staff competencies. The institution needs to establish a continuous process which tests educational service quality by using student input to determine necessary improvements. The research model should include additional variables which include learning facilities and educational technology as well as institutional leadership according to the research recommendation.

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