International Journal of Innovative Research and Scientific Studies, 8(1) 2025, pages: 1654-1663

IJIRSS
International Journal of Innovative Research & Scientific Studies

**ISSN:** 2617-6548

URL: www.ijirss.com

# What drives satisfaction? Assessing field training in bachelor's social work programs

Reham Abu Ghaboush[1], Nesreen Nabil Atieh[2], Haya Hussein Tarawneh[3], Mohammad Alhur[4*], Manal Fathi Anabtawi[5]

[1,2,3,5]*Department of Social Work, Faculty of Arts, University of Jordan, Amman, Jordan.*
[4]*Faculty of Business, Al-Zaytoonah University of Jordan, Amman, Jordan.*

Corresponding author: Mohammad Alhur (*Email: Mohammadalhur@yahoo.com*)

## Abstract

Social work is a humanitarian profession that intersects with a variety of fields. It focuses on supporting individuals through the effective utilization of resources and the recognition of their potential. To practice effectively, social workers require substantial professional development, which includes extensive field training. This training is crucial as it allows them to apply theoretical knowledge in real-world settings while acquiring essential skills. Governments increasingly acknowledge the importance of field training in educating social workers. This study presents a unique contribution to the field of social work education by evaluating the impact of field training quality on student satisfaction among bachelor's students at the University of Jordan. To achieve this, a quantitative methodology was employed, surveying 137 bachelor students during the academic year of 2023/2024. The data were analyzed using Structural Equation Modeling (SEM). The findings highlight that factors such as assurance, tangibles, and responsiveness significantly influence student satisfaction with the field training program. Conversely, reliability and empathy did not significantly impact, suggesting a disconnect between what students expect and what is delivered. The structural model accounts for approximately one-third of the variation in satisfaction, underscoring the necessity to enhance service quality factors to improve the effectiveness of field training programs.

**Keywords:** Field training, Quality, Social work, The University of Jordan.

**DOI:** 10.53894/ijirss.v8i1.4714
**Funding:** This study received no specific financial support.
**History: Received:** 17 December 2024/**Revised:** 28 February 2025/**Accepted:** 7 February 2025/**Published:** 14 February 2025

**Competing Interests:** The authors declare that they have no competing interests.
**Authors' Contributions:** All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.
**Transparency:** The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.
**Publisher:** Innovative Research Publishing

## 1. Introduction

Social work is fundamentally a humanitarian profession that intersects with various fields. It aims to support individuals by effectively utilizing available resources and recognizing their potential [1]. To become highly competent in their roles, social workers must engage in professional development courses, which should include substantial field training [2]. This

practical experience allows social workers to apply their theoretical knowledge in real-world settings, acquiring essential skills and expertise [3].

Field training plays a crucial role in social workers' professional development and personal and educational advancement [4]. Participating in practical fieldwork grounded in scientific methods equips social workers to meet their professional duties efficiently. As noted by Mogea [5], field training significantly improves knowledge and skills while influencing professional attitudes and abilities, as long as it is carefully organized to meet specific goals.

The recognition of the importance of field training has not been limited to the academic sphere. Governments, both in the West and beyond, have increasingly invested in this area to enhance the quality of education [6]. In Western countries, experts have dedicated considerable effort to refining the evaluation processes of field training programs [5], a testament to the growing recognition of its significance.

Building on these insights, the present study is dedicated to assessing the impact of the quality of field training on student satisfaction among bachelor's students at the University of Jordan. The study is part of our commitment to continuously improve and update the curriculum, ensuring it aligns with the dynamic requirements of the field, the labor market, and the professional needs of students. This approach instills optimism and hope for the future of social work education.

To fulfill this objective, the article begins with a literature review that clarifies the concept of quality in field service and proposes a conceptual model. Following this, the methodology is outlined, detailing the sample selection, data collection methods, and measurements employed in the research. The analysis of the results will then be presented, culminating in a discussion of the findings and their broader implications.

### *1.1. Previous Studies and Theoretical Model*

Field training is essential in higher education, especially in connecting theoretical understanding with practical application [7]. It provides students with hands-on experience, enhancing their skills and preparing them for the labor market demands [7]. According to Pitan and Adedeji [8], there is often a mismatch between the competencies students develop during their university education and those required by employers. This discrepancy highlights the need for effective field training programs to align educational outcomes with market expectations [9]. Field training helps in skill development and boosts students' confidence and self-esteem, which are crucial for their successful integration into the workforce [10, 11].

Conversely, the SERVQUAL model is a popular framework for evaluating service quality in various industries, including education [12]. It assesses the disparity between customer expectations and their actual experiences with the service received, focusing on tangibility, reliability, responsiveness, assurance, and empathy [13]. Within higher education, SERVQUAL can measure the quality of educational offerings, such as field training programs [14]. By pinpointing deficiencies in service quality, educational institutions can implement strategic enhancements to their programs, ultimately improving student satisfaction and outcomes.

The SERVQUAL model has been widely utilized across various sectors to assess service quality; however, there is a significant gap in its application in evaluating university field training programs. Most existing research tends to concentrate on general educational services or specific academic courses, leaving the unique characteristics of field training underexplored. This discrepancy highlights the need for targeted research to adapt the SERVQUAL model to assess and enhance field training programs effectively. Such research could yield valuable insights into the specific shortcomings of these programs and propose strategies for improvement.

### *1.2. The Quality of Field Training*

The quality of professional development is considered a significant issue that has been receiving much attention from higher education institutions. Thus, it has become mandatory for higher education institutions to develop students professionally in all faculties and departments. This shall provide the labor market with qualified, well-educated people [15]. The quality of higher education is assessed based on the degree to which the delivered education meets the needs of the students and the demands of the labor market, society, and local and foreign institutions. Offering high-quality education requires using effective policies, human resources, and curricula, and carrying out effective operations to create circumstances that promote innovation and creativity. Such circumstances must enable students to reach the required competency level.

Total quality has been receiving much attention, especially when discussing educational reforms. Achieving high total quality has become an essential requirement that must be met in light of contemporary developments. Field training has become one of the essential elements of professional development [16]. This is because offering high-quality education requires creating an environment that enables students to observe things, gain knowledge, conduct experiments, and carry out practices. This shall enable students to perform their future professional roles effectively. It shall enable supervisors to ensure that students demonstrate good performance [17].

### *1.3. Tangible Dimension of Service Quality*

Tangibles, which include physical facilities, equipment, and the overall environment of educational institutions, serve as critical indicators for students when evaluating service quality [18]. Research indicates that students often rely on tangible cues to assess the quality of their institutions' services, particularly in higher education, where many services are inherently intangible [19]. For instance, well-maintained classrooms, modern teaching equipment, and accessible libraries contribute significantly to students' perceptions of the educational environment. When these tangible elements meet or exceed students' expectations, they can enhance satisfaction levels, leading to a more favorable evaluation of their field programs [20].

Moreover, empirical studies have demonstrated a direct link between the quality of tangible elements and student satisfaction. For example, findings from various research efforts indicate that improvements in physical facilities and

resources correlate with higher student satisfaction ratings [21]. Students report feeling more satisfied when they experience conducive learning environments, including adequate seating, cleanliness, and well-equipped laboratories. This relationship underscores the importance of investing in tangible aspects within educational institutions to enhance student satisfaction. When students perceive that their learning environment is well-equipped and maintained, it boosts their immediate satisfaction. It fosters a sense of belonging and support within their academic community, ultimately enhancing their educational experience [22].

*$H_1$: There is a positive relationship between the tangibles dimension of perceived service quality and student satisfaction with the field program.*

### *1.4. Reliability Dimension of Service Quality*

Reliability, as defined within the SERVQUAL framework, pertains to the ability of an institution to deliver promised services accurately and dependably [23]. Research indicates that students who perceive high reliability in the services provided—such as timely information, consistent academic support, and dependable administrative processes—are more likely to express satisfaction with their educational experiences [24]. For instance, a study conducted on higher learning institutions in Tanzania found that reliability significantly predicts student satisfaction, highlighting its critical role in shaping students' perceptions of service quality [22].

Moreover, the connection between reliability and student satisfaction extends beyond mere service delivery; it encompasses the overall educational experience [25]. When students feel that their educational institution consistently meets their expectations regarding service quality, it fosters a sense of trust and confidence in the institution [26]. This trust can lead to increased engagement and a more positive attitude towards their field programs. Studies have shown that dimensions such as reliability not only correlate positively with satisfaction but also influence students' decisions to recommend their institution to others or continue their studies there [21]. Therefore, enhancing the reliability of services offered within field programs is essential for improving student satisfaction and achieving better educational outcomes.

*$H_2$: There is a positive relationship between the assurance dimension of perceived service quality and student satisfaction with the field program.*

### *1.5. Responsiveness Dimension of Service Quality*

Responsiveness, defined as staff readiness to assist students and deliver timely service, is recognized as a key element affecting student satisfaction [27]. Research indicates that higher levels of perceived responsiveness correlate strongly with increased student satisfaction [28]. For instance, a study utilizing the SERVQUAL model found a significant positive relationship between student satisfaction and responsiveness, with a Pearson correlation coefficient of r=0.723, indicating a strong connection between these two variables [29]. This suggests that when students perceive their educational institutions as responsive to their needs, their overall satisfaction with the educational experience improves.

Furthermore, the importance of responsiveness in enhancing student satisfaction is reinforced by findings that highlight its role alongside other service quality dimensions such as reliability and assurance [30]. In contexts where students feel that their concerns and requests are addressed promptly and effectively, they are more likely to report higher satisfaction levels. For example, research conducted in Saudi universities revealed that responsiveness significantly impacted student satisfaction, underscoring its relevance in the educational setting. This relationship indicates that educational institutions aiming to improve student satisfaction should prioritize enhancing their responsiveness to student needs, thereby fostering a more supportive and engaging learning environment [31].

*$H_3$: There is a positive relationship between the responsiveness dimension of perceived service quality and student satisfaction with the field program.*

### *1.6. Assurance Dimension of Quality Service*

Assurance is a critical factor in determining students' confidence and trust in the services offered by their educational institutions [32]. This concept encompasses various aspects, such as the staff's competence, friendliness, and reliability. Research has demonstrated that when students perceive a high level of assurance in their educational experiences, they report greater overall satisfaction. Studies have found a significant correlation between dimensions of assurance and overall student satisfaction, indicating that when students feel secure about the quality of education and support they receive, their level of satisfaction tends to increase correspondingly [31, 33].

The assurance dimension shapes students' immediate perceptions and plays a crucial role in their long-term loyalty and engagement with the institution. When institutions effectively convey their commitment to quality through knowledgeable and supportive staff, they create an environment where students feel valued and understood. This positive perception significantly enhances the overall educational experience, increasing satisfaction with academic and administrative services [34]. As institutions aim to improve service quality across various dimensions, a focus on enhancing assurance can provide considerable advantages in terms of student satisfaction and retention rates [29].

*$H_4$: There is a positive relationship between the responsiveness dimension of perceived service quality and student satisfaction with the field program.*

### *1.7. Empathy Dimension of Service Quality*

Studies have shown that empathy, which encompasses personalized attention and care from service providers, is crucial in shaping students' perceptions of the quality of services they receive [35]. For instance, research indicates a substantial positive correlation between students' satisfaction levels and their perceptions of empathy in service delivery. When students

feel understood and valued by their educators and administrative staff, their satisfaction increases significantly [29]. This connection is particularly relevant in educational settings, where the emotional and psychological support provided by faculty can enhance the learning experience and foster a more engaging academic environment [36].

Moreover, the SERVQUAL model, which assesses service quality across various dimensions, including empathy, reliability, and assurance, has consistently shown that higher levels of perceived empathy correlate with greater student satisfaction [31]. The findings from multiple studies indicate that students who perceive their institutions as empathetic are more likely to report higher satisfaction levels with their educational experiences [37]. This relationship underscores the importance of emotional intelligence in educational services, as it affects students' immediate experiences and influences their long-term loyalty and commitment to the institution [38]. Thus, enhancing the empathy dimension of service quality can be a strategic approach for educational institutions aiming to improve student satisfaction and retention rates.

*$H_5$: There is a positive relationship between the empathy dimension of perceived service quality and student satisfaction with the field program.*

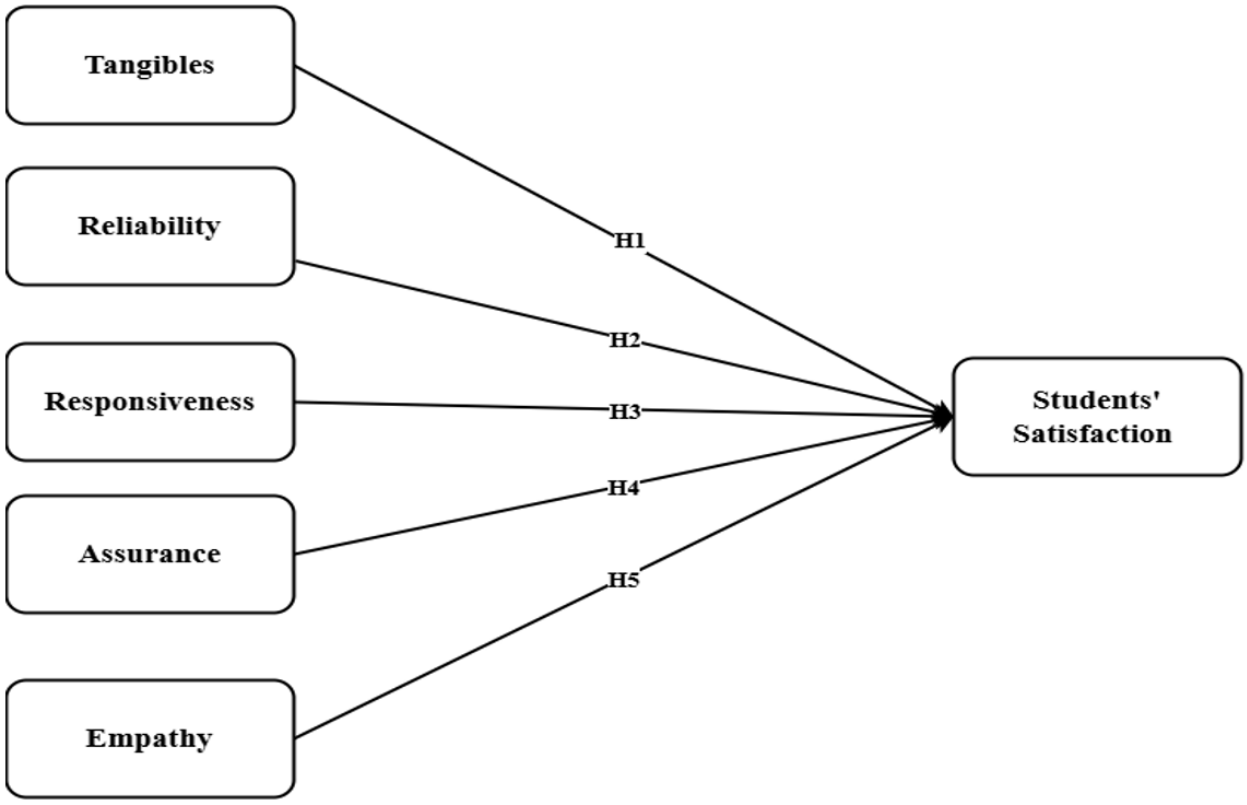


**Figure 1.**
Study model.

## 2. Methodology

This study examines the perceived quality of field training by bachelor students at the University of Jordan, emphasizing its significance across various domains.

The study employed a quantitative methodology to examine the factors influencing the perceived quality of field training among undergraduate students at the University of Jordan during the 2023/2024 academic year. It specifically focused on students enrolled in this prominent governmental institution. The study was meticulously conducted using convenience sampling to secure a representative sample, with 137 students participating in a survey distributed via Google Forms from March 1, 2024, to June 30, 2024.

The framework of our study was rigorously evaluated through Structural Equation Modeling (SEM), employing a meticulously designed questionnaire. Originally crafted in English and later translated into Arabic, this questionnaire comprises 22 items that assess student satisfaction and the quality of the training program, along with four demographic questions. Each scale utilized in this research has been thoroughly validated and demonstrated reliability in prior studies conducted by Parasuraman, et al. [39], Bwachele, et al. [22] and Seitova, et al. [32], thereby enhancing the credibility of our findings.

Prior to conducting our analysis, we systematically examined the data for any missing values or irregularities to ensure the highest possible quality. This detailed process significantly boosts confidence in the dependability of our outcomes. Determining an adequate sample size for SEM is critical to uphold the validity and reliability of the results. A sample size of 137 is recognized as sufficient for SEM analysis [40, 41], and we conducted a thorough exploratory factor analysis to delineate the dimensions relevant to each construct effectively.

*2.1. Sample Characteristic*

To meet the study's goals, all the members of the population were chosen. They are represented by all the students enrolled in the field training course (Level 1, Level 2, and Level 3) at the Social Work Department at the University of Jordan. It consists of 137 female and male students. The field training course (Level 1) includes 59 students, the field training course (Level 2) includes 36 students, and the field training course (Level 3) includes 42 students. These numbers were obtained from the Admissions and Registration Department at the University of Jordan.

**Table 1.**
Demographic data regarding the respondents.

| Variable | Frequency | Percentage |
|---|---|---|
| Gender | | |
| Male | 11 | 8.0 |
| Female | 126 | 92.0 |
| Total | 137 | 100.0 |
| Academic level | | |
| First-year | 2 | 1.5 |
| Second year | 45 | 32.8 |
| Third year | 63 | 46.0 |
| Fourth-year | 27 | 19.7 |
| Total | 137 | 100.0 |
| Major | | |
| Major as a whole | 94 | 68.6 |
| Academic course | 43 | 31.4 |
| Total | 137 | 100.0 |
| Name of the training course | | |
| Field training course (level 1) | 59 | 43.1 |
| Field training course (level 2) | 36 | 26.3 |
| Field training course (level 3) | 42 | 30.7 |
| Total | 137 | 100.0 |

## 3. Results

*3.1. Validity and Reliability of the Instrument*

The study employed a survey method using covariance-based structural equation modeling (CB-SEM) to explore causal relationships. CB-SEM analyzes the links between dependent and independent variables, particularly in reflective measurement models. It assesses model parameters to minimize the differences between observed sample covariances and those expected by a theoretical framework, evaluating the model's fit through goodness-of-fit indices.

The study involved structural equation modeling (SEM) with two main components: the outer model, which shows relationships between observable and latent variables, and the inner model, which explains interactions among the latent variables. Two analytical models were used: a first-order measurement model to explore the dimensions of the outer model and a structural model to evaluate causal relationships between latent variables. IBM AMOS 23 software was used for all analyses.

The measurement model was fitted to the data, resulting in strong fit indices: $\chi 2$ (181) = 499.777, $\chi 2/df$ = 2.761, CFI = 0.946, SRMR = 0.041, RMSEA = 0.027, and a P-value above 0.05, as reported by Crawford and Kelder [42].

The results presented in Tables 2 and 3 demonstrate the reliability and validity of the research instrument. The Cronbach's alpha values for all constructs were greater than 0.70, indicating a strong level of internal consistency. The factor loadings ranged from 0.783 to 0.961, surpassing the recommended minimum of 0.50, which further supports item reliability. The Average Variance Extracted (AVE) values for each construct exceeded 0.50, confirming sufficient convergent validity [43, 44]. Descriptive statistics, such as means, standard deviations, skewness, and kurtosis, were also found to be within acceptable ranges [45, 46], as shown in Table 2, ensuring the data are appropriate for further analysis.

Convergent and discriminant validity were thoroughly assessed. All constructs had Composite Reliability (CR) values above 0.70, and Average Variance Extracted (AVE) values exceeded both Maximum Shared Variance (MSV) and Average Shared Variance (ASV). The intercorrelations among constructs were below 0.70, confirming discriminant validity [45, 47]. These findings meet the Fornell-Larcker criterion by demonstrating that constructs explain more variance from their indicators than from other constructs, validating the reliability and validity of the research instrument.

The Heterotrait-Monotrait (HTMT) ratios were calculated to check discriminant validity [44] as detailed in Table 4. All HTMT values were below the 0.80 threshold set by Henseler, et al. [48], confirming that the constructs are distinct. This solidifies the reliability and validity of the measurement model, making it appropriate for hypothesis testing and structural equation modeling.

**Table 2.**
CFA and descriptive statistics.

| Items | Loadings | α* | Mean & Standard deviation | Skewness | Kurtosis |
|---|---|---|---|---|---|
| Assu1 | 0.915 | 0.898 | 3.38(0.823) | -0.164 | -0.577 |
| Assu3 | 0.905 | | | | |
| Assu2 | 0.869 | | | | |
| Assu4 | 0.900 | | | | |
| Satis3 | 0.931 | 0.889 | 3.34(0.910) | -0.163 | -0.663 |
| Satis2 | 0.932 | | | | |
| Satis4 | 0.878 | | | | |
| Satis1 | 0.783 | | | | |
| Tan2 | 0.912 | 0.881 | 3.36(.871) | -0.263 | 0.996 |
| Tan1 | 0.878 | | | | |
| Tan4 | 0.863 | | | | |
| Tan3 | 0.892 | | | | |
| Rel1 | 0.886 | 0.859 | 3.11(.930) | -0.331 | -0.844 |
| Rel2 | 0.914 | | | | |
| Rel3 | 0.881 | | | | |
| Rel4 | 0.839 | | | | |
| Res2 | 0.935 | 0.848 | 2.67(.842) | 0.168 | -0.614 |
| Res4 | 0.919 | | | | |
| Res3 | 0.850 | | | | |
| Res1 | 0.828 | | | | |
| Emp2 | 0.824 | 0.832 | 3.01(1.023) | 0.011 | -0.584 |
| Emp1 | 0.961 | | | | |

**Note:** Assu: Assurance, Satis: Satisfaction, Tan: Tangibility, Rel: Reliable, Res: Responsiveness, Emp: Empathy. α= Cronbach's Alpha coefficient.

**Table 3.**
The Fornell-Larcker criterion and the intercorrelations among the constructs.

| Factors | CR | AVE | MSV | Max. R (H) | Assurance | Satisfaction | Tangibles | Reliability | Responsiveness | Empathy |
|---|---|---|---|---|---|---|---|---|---|---|
| Assurance | 0.943 | 0.806 | 0.397 | 0.945 | 0.898 | | | | | |
| Satisfaction | 0.934 | 0.780 | 0.257 | 0.947 | 0.507 | 0.883 | | | | |
| Tangibles | 0.936 | 0.786 | 0.334 | 0.938 | 0.553 | 0.455 | 0.886 | | | |
| Reliability | 0.932 | 0.775 | 0.513 | 0.936 | 0.630 | 0.471 | 0.577 | 0.880 | | |
| Responsiveness | 0.935 | 0.782 | 0.513 | 0.945 | 0.608 | 0.494 | 0.578 | 0.716 | 0.884 | |
| Empathy | 0.889 | 0.801 | 0.413 | 0.934 | 0.607 | 0.396 | 0.506 | 0.643 | 0.539 | 0.895 |

**Note:** Composite Reliability = (CR) > 0.70, Average Variance Extracted = AVE > 0.50, Maximum Shared Variance = AVE > MSV and McDonald Construct Reliability = MaxR(H) > 0.7.

**Table 4.**
Discriminant validity is the Heterotrait-monotrait ratio of correlations (HTMT).

| Factors | Assurance | Satisfaction | Tangibles | Reliability | Responsiveness | Empathy |
|---|---|---|---|---|---|---|
| Assurance | -------- | | | | | |
| Satisfaction | 0.515 | -------- | | | | |
| Tangibles | 0.545 | 0.466 | -------- | | | |
| Reliability | 0.666 | 0.504 | 0.539 | -------- | | |
| Responsiveness | 0.613 | 0.503 | 0.601 | 0.739 | -------- | |
| Empathy | 0.609 | 0.416 | 0.522 | 0.661 | 0.561 | -------- |

### *3.2. Results of Structural Model*

The service quality (SERVQUAL) model was confirmed for reliability and validity, leading to an analysis of the structural components of the research framework. This involved evaluating the model's explanatory power, predictive abilities, and the significance of the path coefficients, which are crucial to our study. Table 5 illustrates the structural model, analyzed using maximum likelihood estimation [46].

To evaluate the structural model's quality, we computed both absolute and relative goodness-of-fit measures. The fit indices showed a chi-square to degrees of freedom ratio ($\chi^2$/df) of 2.951, a Root Mean Square Error of Approximation (RMSEA) of 0.052, a Standardized Root Mean Square Residual (SRMR) of 0.038, a Comparative Fit Index (CFI) of 0.937, and a P-value above 0.05. These results confirm the structural model's viability and statistical validation [43].

Standardized path coefficients were used to evaluate relationships in the structural model through Covariance-Based Structural Equation Modeling (CB-SEM). The bootstrap method assessed the significance of these coefficients. Our study found that assurance, tangibles, and responsiveness significantly affect student satisfaction with the field training program at the University of Jordan, supporting hypotheses H1, H2, and H4 with standardized beta values of $\beta = 0.23$ ($P < 0.001$), $\beta = 0.16$ ($P < 0.01$), and $\beta = 0.18$ ($P < 0.01$), respectively.

However, reliability and empathy did not significantly impact student satisfaction, leaving hypotheses H3 and H5 unsupported, with beta values of β = 0.11 (P > 0.05) and β = 0.013 (P > 0.05), respectively. In conclusion, our structural model accounts for 33.3% of the variance in student satisfaction with the field training program, as illustrated in Figure 2.

**Table 5.**
Hypotheses testing.

| Hypothesis | Predictors | Outcomes | Unstandardized beta | S.E.* | T-value | P value |
|---|---|---|---|---|---|---|
| H1 | Assurance | Satisfaction | 0.263 | 0.068 | 3.87 | *** |
| H2 | Tangibles | Satisfaction | 0.214 | 0.072 | 2.968 | 0.003** |
| H3 | Reliability | Satisfaction | 0.095 | 0.062 | 1.534 | 0.125 |
| H4 | Responsiveness | Satisfaction | 0.169 | 0.059 | 2.844 | 0.004** |
| H5 | Empathy | Satisfaction | 0.013 | 0.056 | 0.229 | 0.819 |

**Note:** S.E. = Standard Error, **P<0.01, *** P<0.001.

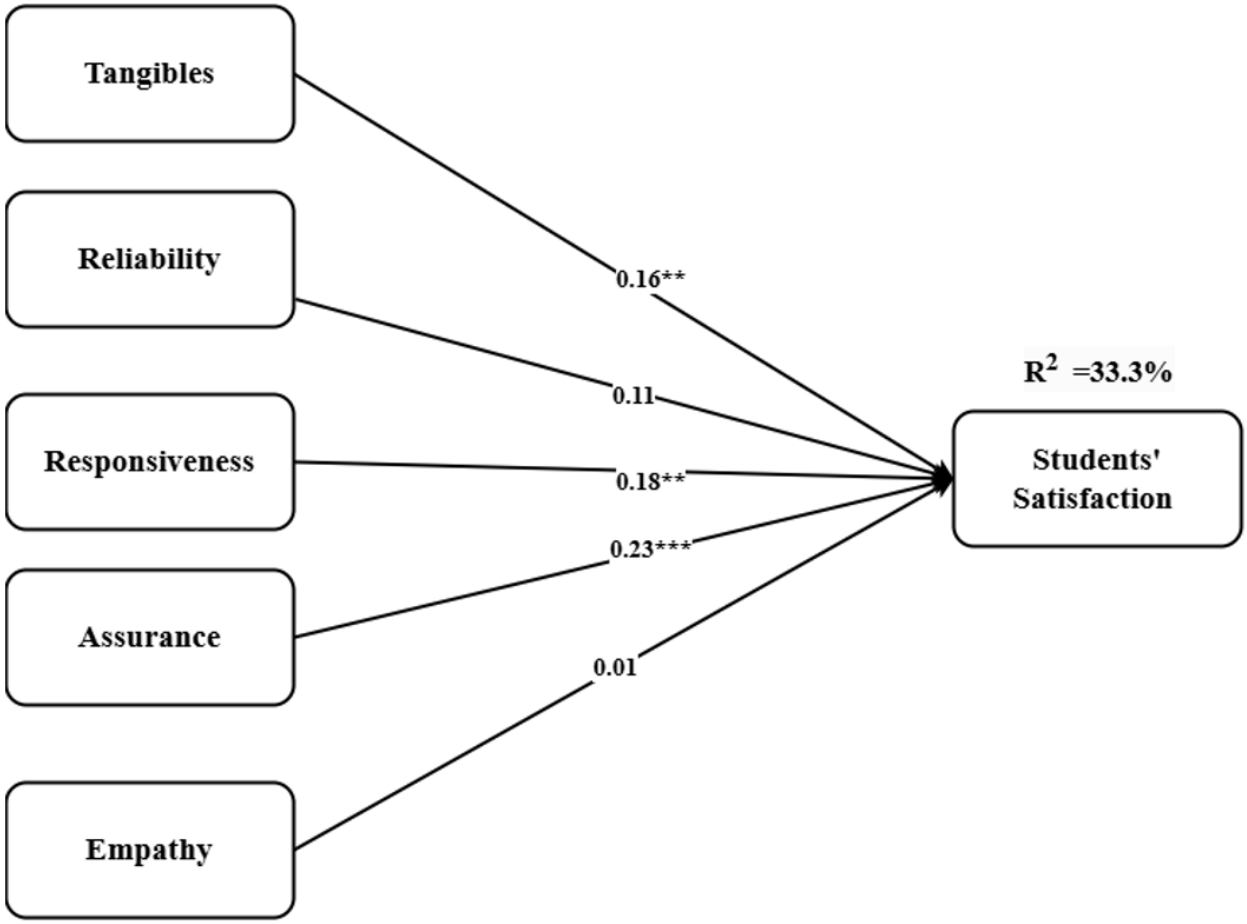


**Figure 2.**
Study model with standardized beta and R square.

## 4. Discussion

This study emphasizes the critical factors of assurance, tangibles, and responsiveness in influencing students' satisfaction with the field training program at the University of Jordan. These service quality dimensions are essential in shaping students' perceptions of their training experiences. Conversely, reliability and empathy did not significantly impact satisfaction levels, suggesting that these elements may not align closely with student expectations or experiences within this context. Overall, the structural model developed in the study accounts for approximately one-third of the variation in student satisfaction, highlighting the need to refine certain service quality factors to improve the effectiveness of field training programs.

The findings are consistent with numerous studies that underscore the significance of assurance, tangibles, and responsiveness in educational settings [49, 50]. For example, previous research highlights that tangible aspects, such as modern facilities and well-organized training environments, play a crucial role in shaping students' satisfaction with educational programs [51]. Likewise, responsiveness—including timely feedback and proactive support from instructors—has greatly enhanced student satisfaction [52]. The importance of assurance, which reflects the competence and trustworthiness of instructors, is corroborated by studies emphasizing its influence on students' confidence in training programs [53]. However, the limited impact of reliability and empathy contrasts with findings from other sectors, such as healthcare and retail, identifying these as critical factors.

Compared to previous research, the variation in the significance of reliability and empathy in our findings could be attributed to the distinctive nature of academic field training. In contrast to customer-centric industries, where consistent service delivery (reliability) and emotional connections (empathy) are crucial, students in field training may prioritize practical outcomes, such as skill acquisition and professional confidence.

Additionally, cultural or institutional influences at the University of Jordan may affect these priorities. For instance, within a collectivist culture, students might emphasize structured and tangible aspects of their training over interpersonal elements. Furthermore, the specific design of the program or certain administrative practices may have overshadowed the perceived importance of reliability and empathy in this setting.

### *4.1. Study Implications*

The study's findings carry significant theoretical implications for the field of education. They support existing literature that underscores the importance of various service quality dimensions, in line with SERVQUAL models, which assert that service quality comprises multiple dimensions that directly influence customer satisfaction. The results indicate that while traditional dimensions like reliability and empathy are frequently emphasized across different sectors, their limited impact in this educational context suggests a deeper investigation into the contextual factors influencing student expectations and experiences. This discrepancy encourages researchers to refine theoretical frameworks to better address the distinct characteristics of educational services compared to other industries. Ultimately, this could enhance our understanding of how service quality dimensions interact within academic settings.

Practically, the implications of this study are vital for higher education institutions aiming to enhance student satisfaction and retention. Universities can prioritize improvements in these areas by identifying assurance, tangibles, and responsiveness as critical factors to create a more conducive learning environment. For instance, investing in modern facilities and ensuring timely instructor support can significantly elevate students' perceptions of their training experiences. Moreover, understanding that reliability and empathy may not resonate as strongly with students in field training contexts allows administrators to tailor their strategies more effectively. This targeted approach can lead to better resource allocation and program design that align with student needs and expectations, ultimately fostering a more satisfying educational experience.

### *4.2. Limitations and Future Research*

One notable area for improvement in the study is its exclusive focus on the University of Jordan, which may limit the generalizability of the findings. The university's distinct cultural, administrative, and educational context may not accurately represent students' experiences at other higher education institutions, especially those in different geographical or socio-economic environments. To enhance understanding, future research could benefit from comparing multiple universities across various regions to assess whether specific service quality dimensions consistently impact student satisfaction.

Another limitation to consider is the potential for response bias in student surveys. Individual perceptions may vary greatly based on personal experiences and expectations, which can result in significantly distorted outcomes. Additionally, social desirability bias may lead students to provide more positive evaluations than their experiences truly reflect. Therefore, future studies could adopt mixed-methods approaches that integrate quantitative surveys with qualitative interviews or focus groups. This combination would likely yield a more comprehensive understanding of student satisfaction and perceptions of service quality.

## References


[1] M. R. Islam, "Introduction to social work BT - Fieldwork in social work: A practical guide (M. R. Islam." Switzerland: Springer Nature, 2024, pp. 1–26.

[2] E. Reith-Hall and P. Montgomery, "Communication skills training for improving the communicative abilities of student social workers: A systematic review," *Campbell Systematic Reviews*, vol. 19, no. 1, p. e1309, 2023. https://doi.org/10.1002/cl2.1309

[3] C. Meredith, P. Heslop, and C. Dodds, "Simulation: Social work education in a third place," *Social Work Education*, vol. 42, no. 6, pp. 917-934, 2023. https://doi.org/10.1080/02615479.2021.1991908

[4] E. W. Prastyaningtyas, A. M. A. Ausat, L. F. Muhamad, M. I. Wanof, and S. Suherlan, "The role of information technology in improving human resources career development," *Jurnal Teknologi Dan Sistem Informasi Bisnis*, vol. 5, no. 3, pp. 266-275, 2023.

[5] T. Mogea, "The importance of human resources training to improve organizational performance," *CENDEKIA: Jurnal Ilmu Sosial, Bahasa dan Pendidikan*, vol. 3, no. 2, pp. 58-72, 2023. https://doi.org/https://doi.org/10.55606/cendikia.v3i2.954

[6] H. Badawi, "Learning from Japan: Advancing education in the Arab and Islamic world through creative approaches," *Nazhruna: Jurnal Pendidikan Islam*, vol. 6, no. 2, pp. 290-305, 2023. https://doi.org/10.31538/nzh.v6i2.3516

[7] Y. Nordkvelle, O. R. Stalheim, T. Fossland, T. de Lange, A. L. Wittek, and M. B. Nerland, "Simulating: Bridging the gap between practice and theory in higher professional education," *Ensuring Quality in Professional Education Volume I: Human Client Fields Pedagogy and Knowledge Structures*, pp. 53-72, 2019. https://doi.org/10.1007/978-3-030-01096-6_3

[8] O. S. Pitan and S. O. Adedeji, "Skills mismatch among university graduates in the Nigeria labor market," *Online Submission*, vol. 1, pp. 90–98, 2012. https://doi.org/1548-6613

[9] M. S. Alhur, S. Alshamari, J. Oláh, and H. Aldreabi, "Unsupervised machine learning to identify positive and negative themes in Jordanian mhealth apps," *International Journal of E-Services and Mobile Applications*, vol. 14, no. 1, pp. 1-21, 2022. https://doi.org/10.4018/IJESMA.313950

[10] P. G. Devine and T. L. Ash, "Diversity training goals, limitations, and promise: A review of the multidisciplinary literature," *Annual Review of Psychology*, vol. 73, no. 1, pp. 403-429, 2022. https://doi.org/10.1146/annurev-psych-060221-122215

[11] A. Q. Bataineh, D. Qasim, and M. Alhur, "The impact of digital banking channels and organizational culture on operational excellence in Jordanian banking," *Banks and Bank Systems*, vol. 19, no. 4, pp. 163–176, 2024. https://doi.org/10.21511/bbs.19(4).2024.13

[12] U. S. Hoque, N. Akhter, N. Absar, M. U. Khandaker, and A. Al-Mamun, "Assessing service quality using SERVQUAL model: An empirical study on some private universities in Bangladesh," *Trends in Higher Education*, vol. 2, no. 1, pp. 255-269, 2023. https://doi.org/10.3390/higheredu2010013

[13] A. Rolo, R. Alves, M. Saraiva, and G. Leandro, "The SERVQUAL instrument to measure service quality in higher education–A case study," presented at the In SHS Web of Conferences (Vol. 160, p. 01011). EDP Sciences, 2023.

[14] A. Alemu, "Assessing service quality in tertiary Education using adapted SERVQUAL scale," *Cogent Education*, vol. 10, no. 2, p. 2259733, 2023. https://doi.org/10.1080/2331186X.2023.2259733

[15] M. Abualhasan, N. Batrawi, A. Zaid, and D. Watson, "A validated and stability indicating HPLC method for analysis of diminazene aceturate and antipyrine combination in a ready injectable solution," *Drug research*, vol. 63, no. 06, pp. 300-304, 2013.

[16] M. F. Anabtawi, S. A. Taha, M. Alhur, and R. A. Ghabush, "Unaccompanied refugee children's aspirations: striving for a better life in host countries," *Human Arenas*, pp. 1-22, 2024. https://doi.org/10.1007/s42087-024-00464-9

[17] H. Alhaj *et al.*, "Identifying the knowledge and attitudes towards suicidal warning signs among university students in the UAE," *BJPsych Open*, vol. 9, no. S1, pp. S43-S44, 2023.

[18] Y. Suhartini, "Analysis of the influence of tangibles, empathy, responsiveness of service quality on student parents satisfaction," *Journal of Artificial Intelligence and Digital Business*, vol. 1, no. 2, pp. 51–57, 2023. https://doi.org/10.31004/riggs.v1i2.61

[19] K. Khanna, J. Singh, and S. S. Bedi, "Mechanism for developing brand equity of higher education institutes using intangible resources: a serial-multiple mediation analysis," *Marketing Intelligence & Planning*, 2024. https://doi.org/10.1108/MIP-11-2023-0645

[20] J. N. Kimaita, H. Kabue, P. Ochola, and M. S. N. Kiriinya, "Influence of service tangibility on student satisfaction in schools of business of chartered universities in Kenya," *International Journal of Research and Innovation in Social Science*, vol. 7, no. 9, pp. 47-52, 2023.

[21] R. N. Ezeokoli and K. O. Ayodele, "Dimensions of service quality encountered by students on sustainability of higher education in Nigeria," *Dimensions*, vol. 4, no. 6, pp. 147-156, 2014.

[22] V. W. Bwachele, Y.-L. Chong, and G. Krishnapillai, "Perceived service quality and student satisfaction in higher learning institutions in Tanzania," *Humanities and Social Sciences Communications*, vol. 10, no. 1, pp. 1-12, 2023. https://doi.org/10.1057/s41599-023-01913-6

[23] K. Yousapronpaiboon, "SERVQUAL: Measuring higher education service quality in Thailand," *Procedia-Social and Behavioral Sciences*, vol. 116, pp. 1088-1095, 2014.

[24] E. O. Onditi and T. W. Wechuli, "Service quality and student satisfaction in higher education institutions: A review of literature," *International Journal of Scientific and Research Publications*, vol. 7, no. 7, pp. 328-335, 2017.

[25] I. C. Ng and J. Forbes, "Education as service: The understanding of university experience through the service logic," *Journal of Marketing for Higher Education*, vol. 19, no. 1, pp. 38-64, 2009.

[26] H. AlDreabi *et al.*, "The role of digital communication in developing administrative work in higher education institutions," *International Journal of Data and Network Science*, vol. 8, no. 2, pp. 1261-1274, 2024. https://doi.org/10.5267/j.ijdns.2023.11.008

[27] S. H. Khan, "Student satisfaction with the university shared service operating model in Australia ", Doctoral Dissertation, Victoria University, 2024.

[28] A. Gunness, M. J. Matanda, and R. Rajaguru, "Effect of student responsiveness to instructional innovation on student engagement in semi-synchronous online learning environments: The mediating role of personal technological innovativeness and perceived usefulness," *Computers & Education*, vol. 205, p. 104884, 2023. https://doi.org/10.1016/j.compedu.2023.104884

[29] G. Stankovska, F. Ziberi, and D. Dimitrovski, "Service quality and student satisfaction in higher education," *Bulgarian Comparative Education Society*, 2024.

[30] Z. Kankhuni, C. Ngwira, M. B. Sepula, and F. Kapute, "Modelling the relationship between higher education service quality, student engagement, attachment, satisfaction, and loyalty: a case of a Malawian public university," *Journal of Teaching in Travel & Tourism*, vol. 23, no. 2, pp. 229-252, 2023.

[31] M. S. Sohail and M. Hasan, "Students' perceptions of service quality in Saudi universities: The SERVPERF model," *Learning and Teaching in Higher Education: Gulf Perspectives*, vol. 17, no. 1, pp. 54-66, 2021. https://doi.org/10.1108/LTHE-08-2020-0016

[32] M. Seitova, Z. Temirbekova, L. Kazykhankyzy, Z. Khalmatova, and H. E. Çelik, "Perceived service quality and student satisfaction: A case study at Khoja Akhmet Yassawi University, Kazakhstan," *Frontiers in Education*, vol. 9, 2024. https://doi.org/10.3389/feduc.2024.1492432

[33] R. Rahmawati, J. Permana, D. Nurdin, C. Triatna, and F. Fadhli, "Analysis of university student satisfaction levels with the learning process on five dimensions of service quality (SERVQUAL)," *Al-Ishlah: Jurnal Pendidikan*, vol. 15, no. 2, pp. 1944-1957, 2023. https://doi.org/10.35445/alishlah.v15i2.2355

[34] O. Rachuonyo and P. Kiriri, "Impact of assurance and responsiveness dimensions on customer satisfaction in higher education sector: A case of universities in Kenya," *Journal of Public Policy & Governance*, vol. 2, no. 2, pp. 1-22, 2018.

[35] C. E. Nell and M. C. Cant, "Servqual: Students' perception and satisfaction with regards to quality of service provided by student administration departments within tertiary institutions," *Corporate Ownership and Control*, vol. 11, p. 4, 2014. https://doi.org/10.22495/cocv11i4c2p2

[36] J. Zeqiri, T. R. Dania, L.-T. D. Adriana, K. Gagica, and K. Gleason, "The impact of e-service quality on word of mouth: A higher education context," *The International Journal of Management Education*, vol. 21, no. 3, p. 100850, 2023. https://doi.org/https://doi.org/10.1016/j.ijme.2023.100850

[37] S. Saori, A. A. Alghamdi, and M. Fahlevi, "Influential factors on student satisfaction in high school sports education: Unravelling the roles of instructor empathy, system quality, and reputation," *Revista de Psicología Del Deporte (Journal of Sport Psychology)*, vol. 32, no. 3, pp. 29–41, 2023.

[38] R. Anvari, V. Kumpikaitė-Valiūnienė, R. Mobarhan, M. Janjaria, and S. Hosseinpour Chermahini, "Strategic human resource management practitioners' emotional intelligence and affective organizational commitment in higher education institutions in Georgia during post-COVID-19," *PLOS One*, vol. 18, no. 12, p. e0295084, 2023. https://doi.org/10.1371/journal.pone.0295084

[39] A. Parasuraman, L. L. Berry, and V. A. Zeithaml, "Refinement and reassessment of the SERVQUAL scale," *Journal of Retailing*, vol. 67, no. 4, pp. 114-135, 1991. https://doi.org/10.1016/S0022-4359(02)00118-1

[40] J. C. Westland, "Erratum to" Lower bounds on sample size in structural equation modeling"[Electron. Commerce Res. Appl. 9 (6)(2010) 476-487]," *Electronic Commerce Research and Applications*, vol. 11, no. 4, p. 445, 2012. https://doi.org/10.1016/j.elerap.2012.06.001

[41] E. J. Wolf, K. M. Harrington, S. L. Clark, and M. W. Miller, "Sample size requirements for structural equation models: An evaluation of power, bias, and solution propriety," *Educational and Psychological Measurement*, vol. 73, no. 6, pp. 913-934, 2013. https://doi.org/10.1177/0013164413495237

[42] J. A. Crawford and J.-A. Kelder, "Do we measure leadership effectively? Articulating and evaluating scale development psychometrics for best practice," *The Leadership Quarterly*, vol. 30, no. 1, pp. 133-144, 2019. https://doi.org/10.1016/j.leaqua.2018.07.001

[43] R. B. Kline, *Principles and practice of structural equation modeling*, 4th ed. New York: Guilford Publications, 2015.

[44] M. F. Mdanat, M. Al Hur, O. M. Bwaliez, G. A. Samawi, and R. Khasawneh, "Drivers of port competitiveness among low-, upper-, and high-income countries," *Sustainability*, vol. 16, no. 24, p. 11198, 2024. https://doi.org/10.3390/su162411198

[45] M. Alhur, J. Caamaño-Alegre, and F. Reyes-Santias, "A public value-based model to understand patients' adoption of eHealth: Theoretical underpinnings and empirical application," *Digital Health*, vol. 10, p. 20552076241272567, 2024. https://doi.org/10.1177/20552076241272567

[46] J. F. Hair, W. C. Black, B. J. Babin, and R. E. Anderson, "Multivariate data analysis (P. Prentice. (ed.); 8th, illustr ed.). Cengage," Retrieved: https://books.google.es/books/about/Multivariate_Data_Analysis.html?id=0R9ZswEACAAJ&redir_esc=y. 2019.

[47] J. Gaskin and J. Lim, *Gaskination's statwiki*. Stats Tools Package. https://doi.org/http://statwiki.gaskination.com/index.php?title=Data_Prep, 2017.

[48] J. Henseler, C. M. Ringle, and M. Sarstedt, "A new criterion for assessing discriminant validity in variance-based structural equation modeling," *Journal of the Academy of Marketing Science*, vol. 43, pp. 115-135, 2015. https://doi.org/10.1007/s11747-014-0403-8

[49] F. A. Alhazmi, "Saudi university students' perceptions of service quality in higher education," *Educational Planning*, vol. 29, no. 4, pp. 7-26, 2022. https://doi.org/10.5539/jel.v9n5p151

[50] D. Barua and M. S. Uddin, "Service quality dimensions of higher education institutions and students' satisfaction: Bangladesh perspective," *International Journal of Social Science Studies*, vol. 9, no. 2, p. 13, 2021. https://doi.org/10.11114/ijsss.v9i2.5126

[51] T. J. Nwuke and T. K. Nwanguma, "Provision and utilization of physical resources for effective teaching and learning effectiveness in public universities in Rivers State," 2024.

[52] L. Grebennikov and M. Shah, "Monitoring trends in student satisfaction," *Tertiary Education and Management*, vol. 19, no. 4, pp. 301-322, 2013. https://doi.org/10.1080/13583883.2013.804114

[53] A. Greere, "Training for quality assurance in higher education: Practical insights for effective design and successful delivery," *Quality in Higher Education*, vol. 29, no. 2, pp. 165-191, 2023. https://doi.org/10.1080/13538322.2021.2020978