The Influence of Islamic Nuances on Student Satisfaction (Case Study in Al Washliyah Universities in North Sumatra)

Hardi Mulyono[1,*] and Parapat Gultom[2]

[1]*Universitas Muslim Nusantara Al-Washliyah, Medan, Indonesia*
[2]*Universitas Sumatera Utara, Medan, Indonesia*
[*]*Corresponding author email: hardimulyono@umnaw.ac.id*

ABSTRACT

Student satisfaction is one of important factors to maintain sustainability of university especially in more competitiveness environment. A university has to create ways to increase student satisfaction; one of these is to establish the university with specific nuance such as Islamic Campus. The purpose of this study was to analyze the influence of Islamic nuances on student satisfaction which includes Islamic Servicescape University, Islamic Relationship, University Image, and Student Satisfaction. The research was conducted in three universities under Al-Washliyah, namely: The University of the Muslim Nusantara Al-Washliyah, Al-Washliyah University in Medan, and Al-Washliyah University in Labuhan Batu. Data analysis in this study includes descriptive analysis and Structural Equation Modeling (SEM) analysis using SmartPLs. The results showed that: (1) Islamic Servicescape University influences the University Image, (2) Islamic Relationship does not influence the University Image, (3) The University Image influences Student Satisfaction, (4) Islamic Servicescape does not influence Student Satisfaction, (5) Islamic Relationship influences Student Satisfaction, (6) Islamic Servicescape through University Image influences Student Satisfaction, and (7) Islamic Relationship through University Image does not influence Student Satisfaction.

Keywords: Islamic Servicescape University, Islamic Relationship, University Image, Student Satisfaction

1. INTRODUCTION

The development of higher education institutions in Indonesia has highly increased especially for private higher education institutions. In 2018, there were 122 public higher education institutions and 3,128 privates, and under Religious Ministry there were 97 public religious higher education institutions and 1,058 privates. While under government official, there were 181 institutions. The highly increasing number of the higher education institution causes the competition among private higher education institutions is getting higher. This condition implies to manager of the higher education institutions to reformulate their best strategy. One of these is to increase and maintain the satisfaction of the students. Research on student's satisfaction has been implemented in the area of

marketing. The influence of Servicescape University on student's satisfaction is not intensively discussed in literatures while many universities decide their strength on specific atmosphere of their campus such as ethnic and religious nuance). Similarly, partnership quality, as a part of marketing relationship which plays important role in marketing, is not intensively discussed on student's satisfaction.

The foundation of Al Washliyah which has three universities, decided its campus's strength on Islamic Atmosphere and Islamic relationship culture. Even though, these three universities followed the foundation's value, all of them have not developed equally. It implies to examine the determinant of student's satisfaction of universities with specific atmosphere in this case is Islamic.

The definition of satisfaction can be stated based the context of the research. For the education sector, students' satisfaction can be defined as a short-term attitude, resulting from an evaluation of students' educational experiences. It means that students' satisfaction is a function of relative level of experiences and perceived performance during the study period [1]. William et. al. [2] concluded that relationship quality had significant effect on customer's satisfaction. This conclusion was supported [3]. Abdullah et. al. [4] mentioned that image has positive effect on customer satisfaction. Similarly, Adeniji et. al. [5] concluded that corporate image significantly influenced customer satisfaction. Relationship quality will be depended by academic quality and student activity in campus. The good relationship between students and campus had high possibility to improve reputation and university image in education marketing.

Based on the above statement, then the following hypothesis can be stated:

H1: University Image has significantly effect on Student Satisfaction.

Servicescape had effect on the quality, satisfaction and the loyalty [6]. Theron [7] concluded that the physical element dimensions 'communicators' and 'virtual servicescape' most significantly influenced overall student commitment. Contrary to popular belief, the study revealed that social servicescape did not have a significant impact on student commitment. Kloosterman [8] concluded that servicescape influenced brand image. While Abdel-Aal and Abbas [9] stated that servicescape which consists of social and physic are the main driver of image.

Based on these explanations, then it can be defined the following hypotheses:

H2: Islamic Servicescape University has significantly affected on University Image;
H3: Islamic Servicescape University has significantly affected on Student Satisfaction;
H4: Islamic Servicescape University through University Image has significantly affected on Student Satisfaction.

Relationship quality has been conceptualized as a construct consisting of several components. These components include satisfaction, trust, commitment, and overall quality among others [10]. It was also concluded that relationship quality which consists of two aspects: satisfaction and trust, has positive effect on student satisfaction. Bergamo et. al. [11] stated that the relationship with student as a customer is prone to being loyal to their higher education institutions. Relationship quality positively and

significantly influences customer satisfaction [12]-[14]. Azar and Mahrani [15] concluded that relationship marketing has six key components of trust, bonding, relationship, shared values, empathy and reciprocity that their impact on brand equity.

Based on the abovementioned statements, then it can be defined the following hypothesis:

H5: Islamic Relationship has significantly affected on University Image;
H6: Islamic Relationship has significantly affected on Student Satisfaction;
H7: Islamic Relationship through University Image has significantly affected on Student Satisfaction.

The objectives of this research are to analyze the influence of Islamic nuances on student satisfaction through student satisfaction, as stated below:

(1) to examine the effect of Islamic Servicescape University on University Image, and Student Satisfaction;
(2) to examine the effect of Islamic Servicescape University through University Image on Student Satisfaction;
(3) to examine the effect of relationship quality on University Image and Satisfaction Students;
(4) to examine the effect of Islamic Relationship through University Image on Student satisfaction.

2. METHODOLOGY

This study was conducted in three Islamic universities under Al Washliyah in North Sumatra Province, namely: University of Muslim Nusantara Al Washliyah, Islamic University of Al Washliyah in Medan, and Islamic University of Al Washliyah in Labuhan Batu. The three universities have different number of student body. The populations of this research are students in the last semester (semester VII). These students were selected because they already have experiences of services provided by the universities. The number of populations of this research was 2,992 students from three universities. Sample of the research was selected using Multi Stage Random Sampling Technique where the first stage was to select study programs using proportional random cluster sampling, and the second stage to select students using incidental sampling. By using Slovin Formula then the sample size of this research were 352 students with the composition: 200 students from University of Muslim Nusantara Al Washliyah, 77 students from Islamic University of Al Washliyah in Medan, and 75 students from Islamic University of Al Washliyah in Labuhan Batu.

There were five variables of this research which are reflected by dimension. Each dimension was reflected by three indicators as described below:

- variable Student Satisfaction reflected by six dimensions: teaching and learning process, curriculum, leadership, lecturer, facility, and administration service;
- variable University Image reflected by four dimensions: lecturer image, institution image, study program image, and graduate image;
- variable Servicescape University reflected by four dimensions: physical, social, social symbol, and nature of environment;
- variable Relationship quality reflected by three dimensions: trust, commitment, and consistency.

These universities decide to create Islamic nuance as their strengths, this is reflected in the following aspects such as:

1. Islamic component in syllabi;
2. understanding of lecturer in Islamic norms and knowledge;
3. students and lecturer's activities on Islamic development;
4. campus environment with Islamic nuance;
5. worship time has to follow during teaching time;
6. student's ability to read Al-Quran as a requirement to finish the study;
7. the development of Islamic characteristic for student is the main basis;
8. the relationship in campus follows Islamic norms;
9. dressing in campus has to follow Islamic norms;
10. availability of a mosque for worship.

Data were collected by using a questionnaire, interview with the key persons, and documentation in each university.

2.1 Data Analysis Procedure

Data analysis of this research consisted of many stages as described as follows.

- The first stage of this research was to test the validity and reliability of the instrument. This was conducted to thirty students and the result showed that the instrument is valid and reliable.
- The second stage to analyze the characteristic of the respondent based on age, working status, living status, type of higher education, and Al Washliyah family status.
- The third stage to analyze the answers of respondents on each variable, dimensions, and indicators.
- The fourth stage to analyze the influences among variables for the direct effect, the indirect effect, and the total effect.
- The fifth stage to analyze the result of the research.

The model of this research was Structural Equation Modeling (SEM) that solved by using SmartPLS software with Second Order Model.

3. RESULTS AND FINDINGS

3.1. Descriptive Statistics

These statistics gives detailed description of respondents used for the study and answers of respondents on each variable.

3.2. Characteristic of the respondents

Characteristic of the respondents can be described as follows.

a. Based on sex, there were 92 males (26.23%) and 260 females (73.77%). This indicates the female has a high chance to attend higher education, not as stated long ago that female just stay at home.

b. Based on age, the average of student's age is 22.02 years. This value is slightly above normal age because in the private universities many students are working during their study. This is different from public university where most students are only study.

c. Based on working status. There were 128 working students (36.34%) and 224 not working students (63.66%). To accommodate the working students, the private universities provide after- working-hour classes (evening class).

d. Based on living status. There were 236 students (67.21%) living with family and parents and 116 students (32.79%) living with no family/parents. This indicates many of the students are from out of town where the university is located.

e. Based on type of high school graduated. There were 154 students (43.72%) graduated from general high school, 117 students (33.33%) graduated from vocational high school, and 81 students (22.95%) graduated from religious high school. Interesting to explain from this value since these universities are Islamic universities then it was expected the number of students who graduated from religious high school is higher than public high school and vocational high school. This can also explain that, in Indonesia, the number of general high schools is many more than vocational high school or religious high schools.

f. Based on Al Washliyah family status. There were 166 students (46.72%) from Al Washliyah family, and 186 students (53.28%) from not Al Washliyah family. This indicates that Al Washliyah family is loyal to Al Washliyah organization and institution.

3.3. Answers of respondents on variables of the research

Answers of respondents can be categorized into five categories based on the score average with the following interval value: very low (1.00-1.80), low (1.81-2.60), medium (2.61-3.40), high (3.41-4.20), and very high (4.21-5.00).

From data processing as stated in Appendix 1, the answers of respondents on each variable of the research can be described as below.

a. Student Satisfaction Variable. The average score of the answer of respondent for six dimensions are as follows: teaching and learning process (3.5733, high), curriculum (3.8667, high), leadership (3.9233, high), lecturer (3.7933, high), facility (3.3400, medium), and administrative service (3.3033, medium). It shows that administrative service is still bad. If it is observed more detail, the worst of this service is the speed to process of administration tasks is still low. The second worst is the facility. It shows that the worst factor is the facility of the campus, while the means for worship is better than other facilities. It means that university puts attention on providing facility for worship as this is its strength. Dimension that has the highest score average is leadership of both university leader and head of study program as well. From curriculum can be mentioned that the highest mean is on the curriculum creating Islamic characteristic and followed by syllabi contains Islamic norms.

b. University Image Variable. The average score of the answers of respondents on the four dimensions of university image is as follows: lecturer image (3.8033, high), institution image (3.9267, high), study program image (3.9267, high), and graduate image (3.7933, high). It shows that institution image and study program image have the highest average score. It means that institution image and study program image already have high value to reflect the university image. If it is analyzed more detail, image as an Islamic campus has the highest score (4.10), and followed by the certainty to get the Islamic characteristic (3.92). The graduate image has still low average score to reflect university image. This indicates that the graduate of these universities is still not very good.

c. Islamic Servicescape University Variable. The answers of the respondents on servicescape can be analyzed from each dimension as follows: physics (3.8867, high), social (3.8100, high), social symbol (4.1500, high), and natural environment (3.9800, high). It shows that social symbol has the highest score that reflected by Islamic symbol as the graduate's requirement with

average score 4.33, followed by Islamic symbol for dressing in campus (4.14), and Islamic symbol for teaching (3.98). This shows how Islamic symbols have the main factors for students on Servicescape University. As the same, the Islamic environment is the also factor in reflecting Islamic campus.

d. Islamic Relationship Variable. The answers of the respondents on relationship quality can be described from each dimension as follow: commitment (3.8767, high). It shows that commitment has the highest score average which is reflected by commitment to increase satisfaction to Al Washliyah (3.9300, high), commitment to increasing Islamic faith (3.8600, high), and improve Islamic character (3.84, high). It reflects that Islamic nuance has the main factors in relationship in campus.

e. Among all variables, it shows that the average score of each is as follows: Student Satisfaction (3.5900, high), University Image (3.8600, high), Servicescape University (3.8600, high), and Relationship Quality (3.9500, high). It shows that the students stated that relationship quality has the highest value among all variables, followed by Servicescape University and University Image. Students' Satisfaction is still not so good. It means that student satisfaction is still needed to be improved.

3.4. Validating Measurement Model and Validating Structural Model

In this research, in order to test the construct validity, composite reliability coefficient was chosen instead of Cronbach's alpha coefficient. This chosen, according to Götz et. al. [16], also Lutz and Thompson [17], composite reliability provides a much less biased estimate of reliability than Cronbach's alpha coefficient.

To test the reliability, convergent validity and discriminant validity of all the items in the measurement scale, the confirmatory factor analysis (CFA) was conducted, as shown in Table 1.

Table 1 shows each construct and dimension as well, has composite reliability above 0.7, thus the reliability of outer model is accepted. Validity test of outer model is used convergent validity and discriminant validity. The convergent validity is based on average variance extracted (AVE) of each construct. Hair et. al. [18] mentioned that AVE more than equal to 0.5 is the acceptance for convergence validity. From Table 1, it shows that AVE value for each construct and its dimension is above 0.5, thus it can be concluded that convergent validity test is accepted.

Table 1 Reliability and Validity of Constructs

Constructs	Dimension	Cronbach's Alpha	Composite Reliability	AVE	R^2
STUDENT SATISFACTION		0.936	0.944	0.685	0.734
	Teaching and Learning Process	0.891	0.932	0.821	0.667
	Curriculum	0.902	0.953	0.911	0.591
	Leadership	0.811	0.888	0.726	0.641
	Lecturer	0.894	0.934	0.826	0.618
	Facility	0.846	0.907	0.765	0.750
	Administration Services	0.755	0.859	0.671	0.594
UNIVERSITY IMAGE		0.897	0.915	0.676	0.610
	Lecturer Image	0.763	0.863	0.677	0.743
	Study Program Image	0.719	0.796	0.566	0.607
	Graduate Image	0.860	0.915	0.782	0.622
ISLAMIC SERVICESCAPE UNIVERSITY		0.899	0.915	0.676	
	Physics	0.790	0.877	0.704	0.644
	Social	0.822	0.894	0.738	0.721
	Social Symbol	0.728	0.845	0.646	0.706
	Natural	0.804	0.885	0.719	0.652
ISLAMIC RELATIONSHIP		0.869	0.897	0.700	
	Commitment	0.812	0.914	0.841	0.712

Tabel 2 Coefficient (Fornell Larcker) and Squared Root of AVE

Constructs	Student Satisfaction	University Image Islamic	Servicescape University	Islamic Relationship	√AVE
Student Satisfaction	0.696				0.828
University Image Islamic	0.771	0.690			0.822
Servicescape University	0.684	0.773	0.690		0.822
Islamic Relationship	0.783	0.651	0.743	0.707	0.837

The discriminant validity test of the model can be evaluated by using two methods: (1) by comparing the correlation of each construct with the squared root of the AVE based on Fornell-Lacker criteria, and (2) by comparing loading factor with cross loading of each indicator [19]. Based on the Fornell- Larcker Criterion and squared root of AVE value as shown in Table 2, it indicates that the value of squared root of AVE more than equal to coefficient correlation (Fornell-Larcker), thus it can be concluded that the discriminant validity of the model is accepted.

3.5. Inner Model Analysis

The relationship among all variables in this research is shown in Figure 1. Structural Equation Modeling (SEM) of these relationships can be stated as follows.

Sub-model 1 (Direct Effect):
$$UI = f(SU, RQ),$$
then it can formulated as
$$UI = \rho_1 \cdot SU + \rho_2 \cdot RQ + \varepsilon_1.$$
Sub-model 2 (Direct Effect):
$$SS = f(SU, RQ, UI),$$
then it can formulated as:
$$SS = \rho_3 \cdot SU + \rho_4 \cdot RQ + \rho_5 \cdot UI + \varepsilon_2.$$
where UI is University Image, SU is Servicescape University, RQ is Relationship Quality, and SS is Student Satisfaction.

Testing of Hypotheses
Direct Effect
The direct effect of relationship between constructs is summarized in Table 3. Based on the result in Table 3, it shows that the Islamic Relationship has significantly affect on Students' Satisfaction with path coefficient 0.5270. Islamic Relationship also has significantly affect

on University Image with path coefficient 0.1720 but not significant. Similarly, it can be concluded that Islamic Servicescape University has effect on Student Satisfaction with path coefficient 0.017 but not significant. Similarly, University Image has significantly affect on Student Satisfaction with path coefficient 0.5010. From all variables which has significantly effect, can be concluded that the dominant variable that directly effect on Student Satisfaction is Islamic Servicescape University. These results imply that in order to improve Student Satisfaction, then the improvement of Islamic Relationship is the main factor. For the improvement of University Image, then Islamic Servicescape University is the main factor to be considered.

Table 3 t-statistics for Path Estimates of Direct Effect

| Hypothesis	Path Coefficient	t-test	p-value	Result
Islamic Relationship & Student Satisfaction	0.527	5.127	0.000	Accept
Islamic Relationship & University Image	0.172	1.229	0.220	Reject
Islamic Servicescape University & Student Satisfaction	-0.094	0.930	0.353	Reject
Islamic Servicescape University & University Image	0.645	4.710**	0.000	Accept
University Image & Student Satisfaction	0.501	5.519**	0.000	Accept

Note: **significant at 5% level (t > 1.96)
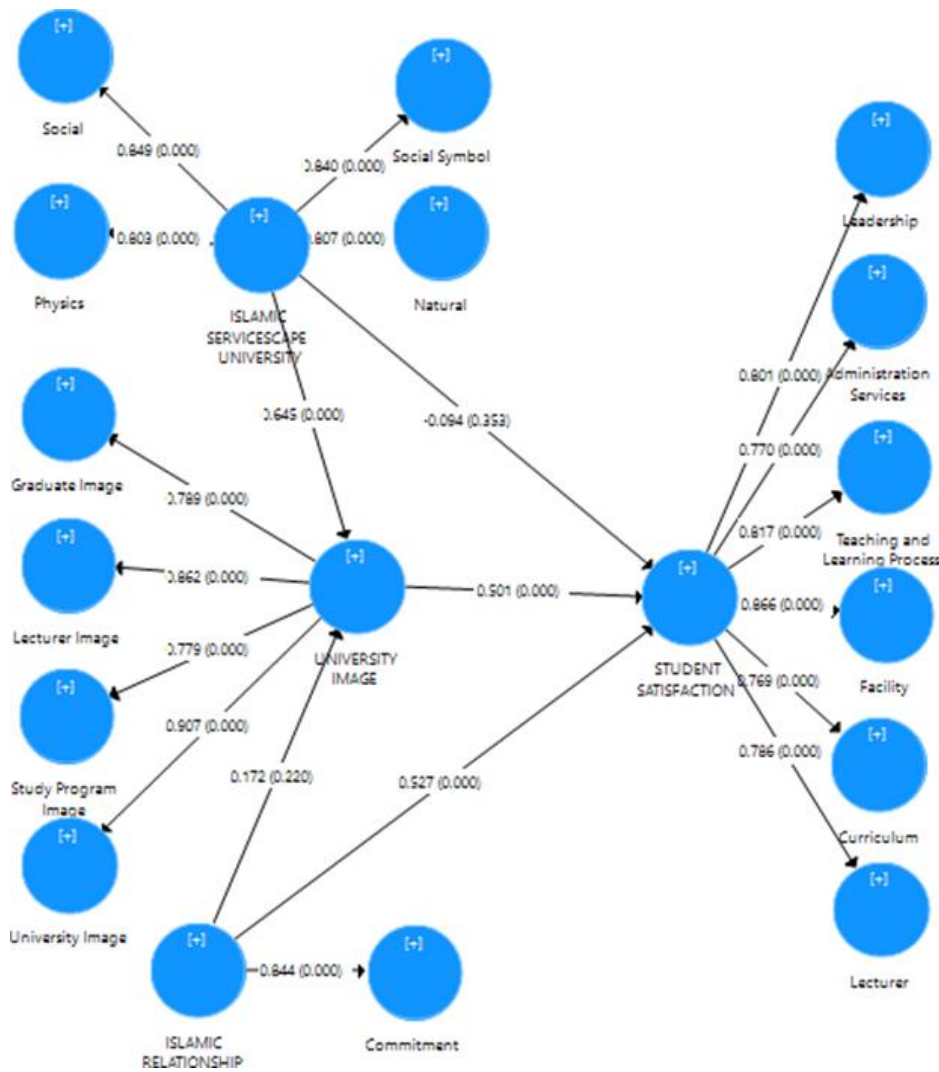
Figure 1 Inner Model

Indirect Effect

From Inner Model, Figure 1, it can be obtained that there is one path from Islamic Relationship toward Students Satisfaction through University Image. Similarly, for Islamic Servicescape University, it can be through University Image. The value of path coefficient and p-value for each these combined paths are stated in Table 4.

The results shown that Islamic Relationship does not significantly affect on Student Satisfaction through University Image with path coefficient 0.086. Similarly, for Islamic Servicescape University, it has significantly affect on Students Satisfaction through University Image with path coefficient 0.323.

Table 4 t-statistics for Path Estimates of Indirect Effect

Hypothesis	Path Coefficient	t-test	p-value	Result
Islamic Relationship University Image Student Satisfaction	0.086	1.227	0.220	Reject
Islamic Servicescape University University Image Student Satisfaction	0.323	3.190[**]	0.002	Accept

Note: [**]significant at 5% level (t > 1.96)

Total Effect

The total effect, the direct effect plus the indirect effect, between constructs (variables) is stated in Table 5. In total, the variable which has the highest effect on Student Satisfaction is Islamic Serivescape University, followed by Islamic Relationship, and University Image. The variable that has the highest effect on University Image is Islamic Servicescape University. It means, the improvement of Islamic Servicescape University will increase University Image.

Table 5. T-Statistics for Path Estimates of Total Effect

Hypothesis	Path Coefficient	t-test	p-value	Result
Islamic Relationship & Student Satisfaction	0.613	5.994[**]	0.000	Accept
Islamic Relationship & University Image	0.172	1.229	0.220	Reject
Islamic Servicescape University & Student Satisfaction	0.228	2.194[**]	0.029	Accept
Islamic Servicescape University & University Image	0.645	4.710[**]	0.000	Accept
University Image & Student Satisfaction	0.501	5.519[**]	0.000	Accept

Note: [**]significant at 5% level (t > 1.96)

3.6. Discussion of Findings

Based on the previous discussion, the answers of all hypotheses of this research is summarized in Table 6. Islamic Servicescape University has significantly affect on University Image. This conclusion supports Kloosterman [8], also Abdel-Aal and Abbas [9]. Servicescape University has significantly affect on Students' Satisfaction. This conclusion is in line with the conclusion by Hussainy et. al. [6] and Theron [7]. This contradicts the conclusion by Hussainy et. al. [6] that concluded that servicescape had effect on quality, and satisfaction.

It can be concluded that Islamic Relationship does not significantly affect on University Image. This conclusion is contradicting with conclusion stated by Deng [10] and Bergamo et. al. [11]. Similarly, Relationship quality has

significantly affect on Students' Satisfaction. This conclusion supports statement of Azar and Mahrani [15] which stated that relationship marketing has six key components of trust, bonding, relationship, shared values, empathy and reciprocity that their impact on brand equity. Islamic Relationship has effect on Student Satisfaction but not significant. This conclusion contradicts with conclusion stated by Lian [12], Abdul-Rahman and Kamarulzaman [13], also Giovanis [14]. However, Relationship quality through University Image has effect on Student Satisfaction. Similarly, Islamic Relationship through University Image has effect on Student Satisfaction. These statements imply that Relationship quality has significant effect on Student Satisfaction if it is followed by University Image.

Table 6 Answers of Research Hypotheses

No	Hypotheses	Result
1	Islamic Servicescape University has significantly affected on University Image	Accept
2	Islamic Servicescape University has significantly affected on Students' Satisfaction	Reject
3	Islamic Relationship has significantly affected on University Image	Reject
4	Islamic Relationship has significantly affected on Students' Satisfaction	Accept
5	University Image has significantly affected on Student Satisfaction	Accept
6	Islamic Servicescape University through University Image has effect on Student Satisfaction	Accept
7	Islamic Relationship through University Image has effect on Student Satisfaction	Reject

4. CONCLUSION

The influence of Islamic atmosphere which was examined in this research includes four factors: Islamic Servicescape University, Islamic Relationship, University Image, and Students' Satisfaction. Islamic Servicescape University, in direct way, does not significantly affect on Student Satisfaction, but indirect way. Contrary, Islamic quality, in direct way, significantly effects on Student Satisfaction, but not indirect way. Islamic Servicescape through University Image has an effect on Student Satisfaction. Islamic Servicescape University which is reflected by Islamic nuances, has effect on Student Satisfaction if it is followed by University Image. Similarly, Islamic Relationship which is reflected by Islamic norms, has effect on Student Satisfaction.

In total, Student Satisfaction is dominantly affected by Islamic Servicescape University, thus it is suggested leaders of universities under Al-Washliyah to improve their Islamic Servicescape University which is reflected by physical aspects, social aspects, social symbols, and Islamic environment. To improve University Image, the leaders are suggested to improve lecturer image, institution image, study program image, and graduate image. The main focus on to build Islamic characteristic for graduates should be defended.

This research can be developed by taking other factors to be considered such as culture, service quality, and community support. Another suggestion for the future research is to do comparison among three universities with Islamic environment within Al-Washliyah Foundation.

REFERENCES

[1] K. Carey, R. L. Cambiano, J. B. De Vore, Student to Faculty Satisfaction at a Midwestern University in the United States. HERDSA, (2002), 93-97.

[2] P. William, N. J. Ashill, E. Naumann, E. Jackson, Relationship quality and satisfaction: Customer-perceived success factors for on-time projects. International Journal of Project Management, 33 (2015), 1836-1850.

[3] S. E. Nauroozi, S. K. Moghadam, Seiroos Korahi, The Study of Relationship Marketing with Customer Satisfaction and Loyalty (Case Study: Customers of Ghavamin Bank in Sistan and Baluchestan Province). International Journal of Innovation and Research in Educational Sciences, 2 (2) (2015), 96-101.

[4] M. Abdullah, A. D. Al-Nasser, N. Husain, Evaluating functional relationship between image, customer satisfaction and customer loyalty using general maximum entropy. Total Quality Management, 11 (2000), 826-82.

[5] A. A. Adeniji, A. O. Osibanjo, A. J. Abiodun, E. E. Oni-Ojo, Corporate Image: A Strategy for Enhancing Customer Loyalty and Profitability. Journal of South African Business Research, 2015 (2015), 13 pages.

[6] S. K. Hussainy, U. Tari, Umair, E. Khan, A Preliminary Investigation of the Effects of Servicescape on Consumers' Loyalty Intentions. KASBIT Business Journal (KBJ), 10 (2017), 101-130.

[7] E. Theron, Using Servicescape to Manage Student Commitment Towards A Higher Education Institution. South African Journal of Higher Education, 31 (5) (2017), 225-245.

[8] M. E. Kloosterman, The Impact of Servicescape on the Brand Image and Brand Identity of Boutique Hotels,

Thesis. Finland: Haaga-Helia University of Applied Sciences, 2017.

[9] E. Abdel-Aal, J. E. Abbas, Assessing Social and Physical Servicescape as Drivers of Hotels' Image Formation: Customers Perspective. International Journal of Heritage, Tourism, and Hospitality, 10 (1/2) (2016), 142-160.

[10] Z. Deng, Y. Lu, K. K. Wei, J. Zhang, Understanding Customer Satisfaction and Loyalty: An Empirical Study of Mobile Instant Messages in China. International Journal of Information Management, 30 (2009), 289-300.

[11] F. V. M. Bergamo, W. A. C. Giuliani, S. H. C. R. V. Camargo, F. Zambaldi, M. C. Ponchio, Student loyalty based on relationship quality: An analysis on higher education institutions. Brizilian Business Review, 9(2) (2012), 26-46.

[12] S. B. Lian, The Role of Relationship Quality on Customer Loyalty: The Effectiveness of Strategic Relationship Marketing. Proceedings of 112th The IIER International Conference, Tokyo, Japan, (2017), 21-24.

[13] M. Abdul-Rahman, Y. Kamarulzaman, The influence of relationship quality and switching costs on customer Loyalty in the Malaysian Hotel Industry. Procedia - Social and Behavioral Sciences, 62 (2012), 1023-1027.

[14] A. Giovanis, Relationship quality and consumer loyalty in high-tech services: The dual role of continuance commitment. International Journal of Strategic Innovative Marketing, (2015).

[15] N. K. Azar, H. Mehrani, The Effect of Relationship Marketing Orientation on Brand Equity (Case Study: Privileged Branches of Sepah Bank in Tehran). International Review of Management and Marketing, 7 (5) (2017), 153-163.

[16] O. Götz, K. Liehr-Gobbers, M. Krafft, Evaluation of Structural Equation Models Using the Partial Least Squares (PLS) Approach. In Handbook of Partial Least Squares, (2010), 691-711.

[17] A. Lutz, E. Thompson, Neurophenomenology: Integrating Subjective Experience and Brain Dynamics in the Neuroscience of Consciousness. Journal of Consciousness Studies, 10 (9-10) (2003), 31-52.

[18] J. F. Hair, C. M. Ringle, M. Sarstedt, PLS-SEM: Indeed a Silver Bullet. Journal of Marketing Theory and Practice, 19 (2) (2011), 139-152.

[19] J. F. Hair, Jr., G. T. M. Hult, C. Ringle, M. Sarstedt. A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM). SAGE Publications, 2016.

[20] O. Helgesen, E. Nesset, What accounts for students' loyalty? Some field study evidence. International Journal of Educational Management, 21 (2) (2007), 126-143.