THE QUALITY OF MANUALS AND REGULATIONS' GUIDELINES: THE UNIVERSITY CASE

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Abstract

Guidance is personalized support directed towards identifying barriers that obstruct a student's academic advancement and limit their engagement in academic and social realms. Its main aim is to help students overcome these challenges. Widely acknowledged as a fundamental element of the educational structure, guidance is deemed indispensable for students' educational development (Al-Qawasmi, 2014). This study aims to evaluate the degree of satisfaction among students at Prince Sattam bin Abdulaziz University towards the students' manuals and regulations' guidelines. In addition, this study identifies the differences between the averages of satisfaction among university students according to gender and the location of the university's branches. This study uses a survey-based methodology. The final sample consists of 1489 students. The results of this study showed that there is a high degree of satisfaction among the university students towards the manuals and regulations' guidelines provided by the university. Moreover, there are statistically significant differences in the students' attitudes towards these manuals and regulations' guidelines based on the gender of the students and the locations of the university's branches. Students from Hotat Bani Tamim were more satisfied, followed by Al-Salil, Wadi Al-Dawaser, Al-Kharj, and then Al-Aflaj. This study has several implications for the policymakers at the university level in terms of developing the university's manuals and regulations' guidelines.

Keywords: Students Attitudes, Educational Services, Manuals, and Regulations' Guidelines

1. INTRODUCTION

Higher education institutions are inclined to prioritize student satisfaction (SS) due to its potential influence on student motivation, retention rates, recruitment initiatives, and fundraising endeavors (Schreiner, 2009). Universities are pivotal in offering diverse educational services to promote student satisfaction and overall development. The mission of numerous higher education institutions includes not only the provision of high-quality education but also extensive support services such as academic advising, career counseling, and extracurricular activities. These services are intended to enrich students' learning experiences, aiding them in achieving academic success and

preparing for their future careers. Additionally, fostering an inclusive and dynamic campus environment is essential, as it enhances interpersonal interactions and creates a supportive community, which significantly boosts student satisfaction and retention (Wong & Chapman, 2023).

Hence, lots of accurate information and procedures should be offered for the student so as to fulfill this stage's requirements. So, the significance of guides and guiding regulations distinctly appears as a source of such vital information and the process of guidance in its comprehensive concept, which is what universities depend on to enable students to academic, psychological, and social adaptation to reality (Ahmad, 2015). Thus, this study is conducted to measure the students' opinions in concern with such manuals and guiding regulations in terms of its elucidating for the internal systems and the necessary proceedings to deal with all fundamental activities' domains at the university and yet in terms of easy access to the student and the extent of their determination of the responsibilities of students, their rules of behavior, and the systems that affect their demeanors and actions. As per Seymour (1993), prioritizing the development of content and satisfied students as a central goal in higher education is essential. Attaining elevated levels of SS at the university level is vital, as it will enhance the university's strategic objectives more effectively upon successful achievement. The students are the direct users of the university services, and they are the most aware of these services and their quality. Therefore, choosing them as a sample to study their satisfaction with these services is considered a logical choice. Further, students are the most in need of these services. They are the most committed to the university, where they spend most of their time in there.

Manuals and regulations clearly play a vital role in introducing students to the university education environment and what it requires from understanding the procedures that the student should follow in his/her scientific path. So, the problem of the current research is represented mainly in the level of the quality of these manuals and regulations and their ability to achieve their selected purpose, the degree of students' satisfaction with them, and the extent of their agreement in assessing its quality. As argued by Berry (1995), service stands out as a crucial element that adds value and can contribute positively to a college's success. The way students perceive satisfaction serves as a vital tool for improving the quality of service in universities. This study seeks answers to the following research questions:

RQ1: What is the level of satisfaction among university students regarding the quality of manuals and regulations guidelines provided by the institution?

RQ2: Are there statistically significant differences in the degree of satisfaction among students based on gender and the location of university branches?

Therefore, the objectives of this study are

1) to determine the level of university students' satisfaction with the quality of manuals and regulations' guidelines, and

2) to identify the statistical differences, if any, in the students' satisfaction degree based on the gender and the location of the university branches.

The significance of this study stems from the fact that examining the students' satisfaction with university services could be advantageous for both the university and its students. This research will aid the university in gauging the extent of SS and identifying the most crucial aspects. Additionally, it will be valuable during periods of change within the university. In addition, the results of this study could improve the quality of these services and make them more responsive to their needs. In addition, improving the quality of university services, and identifying areas that need improvement in university services, leads to improving the quality of these services and making them more responsive to student needs. The results of this study can enhance the university's reputation by showing that the university is concerned with the quality of services provided to students. Furthermore, the results of this study will also assist universities in Saudi Arabia in better catering to students in the future, enhancing the quality of their services to boost SS.

The remainder of this paper is organized as follows: Section 2 reviews both theoretical and empirical literature and develops the testable hypotheses; Section 3 highlights the data and methodology; Section 4 addresses the results and discussion; and the final Section 5 concludes the study.

2. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Guidance is a specialized service designed to identify barriers that impede a student's educational attainment and hamper their capacity to effectively engage with the demands of academic and social aspects of life. Its purpose is to assist students in overcoming the challenges they encounter. Guidance is widely recognized as a crucial pillar in the educational process, serving as an indispensable service that is integral to the educational journey (Al-Qawasmi, 2014). There are many manuals and regulations or guidelines provided to the students at Prince Sattam bin Abdulaziz University, from such ones the most important are: 1) the manual of university studies and tests, 2) the manual of the higher education council and its regulations, 3) guidelines for the use of the blackboard learning system, 4) guide of using the university website, 5) guide of an electronic syllabus deleting and adding applications, 6) manual of academic guide of students, 7) manual of procedures, 8) guide to the use of the admission portal for students, and 9) manual of the use of an electronic portal for students (https://www.psau.edu.sa/).

The concept of educational service quality (SQ) at a university encompasses a comprehensive set of attributes and qualities that are essential for the effective provision of education. One of the fundamental traits and attributes that is crucial is the capacity to furnish kids with a learning

environment that is both safe and secure. These attributes are necessary to ensure that the educational service enables students to successfully complete their studies, acquire knowledge, skills, and experiences, and ultimately graduate as competent individuals capable of fulfilling their personal and societal developmental aspirations (Khadija, 2022). The study by Grace (2022) investigated the relationship between the quality of educational services at the Higher Language Institute in Damascus and student satisfaction. Using a descriptive approach and data from 124 English Language Department students, the study employed SPSS for analysis. Results showed a strong correlation between service quality and student satisfaction, with empathy having the greatest impact, while reliability and assurance ranked lowest. Most students expressed high satisfaction, except for the registration process and exam accuracy. Suggestions were made to enhance empathy, tangibility, reliability, and responsiveness to maintain and improve student satisfaction and the Institute's competitive position.

Hunduma et al. (2023) investigated the perception and implementation of continuous assessment (CA) in Ethiopian government higher learning institutions. Their study, conducted from February 2020 to November 2020, employed a survey research design integrating qualitative and quantitative methods with a concurrent triangulation approach. A total of 354 participants, including students, instructors, college deans, department heads, and Quality Assurance and Cooperative Learning Coordinators, were involved. The findings indicated positive attitudes towards CA among both teachers and students. However, the actual implementation of CA was found to be deficient. This suggests a misalignment between the potential benefits of CA in improving student learning and academic achievement and its current practices, which do not adhere well to established assessment guidelines, such as those outlined by the Ministry of Education.

Chandra et al. (2018) investigated how SQ affects SS and loyalty in higher education institutions in Riau Province. The study involved a sample of 1,000 students from 13 universities and colleges in the region. This study reported a positive impact of SQ on SS and a significant positive influence of SS on student loyalty. However, the study did not find a significant positive influence on the relationship between SQ and student loyalty. In addition, Petruzzellis et al. (2006) conducted a study to assess university performance by testing SS. It tries to provide universities with some solutions to improve their performance. This study indicated that the universities have to concentrate their efforts on the improvement of the quality of teaching and non-teaching services, in order to promptly respond to the target, and foster a stronger relationship with surrounding economic and productive systems. A recent study examined the clarity and usefulness of university manuals and regulations' guidelines at Lancaster University. The study, conducted in 2023, assessed the Manual of Academic Regulations and Procedures (MARP), which includes policies, regulations, and procedures that govern academic provisions. The findings indicated that while the manual is comprehensive

and accessible, some students and staff found certain sections difficult to navigate due to complex language and extensive content. Recommendations were made to simplify the language and improve the user interface of the online version to enhance usability and understanding for all users (Lancaster University, 2023).

The research conducted by Okon et al. (2022) aimed to investigate the relationship between students' perception of school discipline and their adherence to rules and regulations in two public universities in Cross River State, Nigeria. Utilizing a survey design, the study enrolled 431 undergraduate students through a combination of purposive and accidental sampling methods. Data were collected using validated questionnaires, which demonstrated high reliability as confirmed by Cronbach alpha tests with values of 0.84 and 0.83. Statistical analysis involved a population t-test and linear regression, with a significance level of 0.05. The findings revealed a high level of compliance among students, which was significantly influenced by their perception of school discipline. The study's conclusion is that students' compliance is high and positively correlated with their perception of discipline. The researchers recommend enhancing student awareness of rules and involving them in disciplinary decisions to improve compliance. Abu Maleh and Al-Siddiqi (2018) investigated the quality of services in education and its impact on the satisfaction of students. This study aimed to identify the quality of services at Taif University, and its impact on the satisfaction of students. The sample of this study consisted of 534 students from both genders. The results showed that a level in the quality of services reached 3.2. Also, the study showed that students' satisfaction has an impact on the quality of services provided by Taif University. Al-Qudaht and Khalifat (2013) tested the university students' satisfaction with the university services. This study was conducted through a questionnaire distributed over a sample amounting to 449 students. Hence, the study documented that there is an intermediate level of satisfaction and there are statistical differences regarding such services due to faculties variables in favor of Human Faculties. Moreover, the study indicated that there were no statistically significant differences due to the gender variable, and hence it presented a set of recommendations.

The research conducted by Fekadu (2019) aimed to investigate the consequences of institutional policies on students' perceptions of promoting appropriate behavior at Sabian Secondary School in Dire Dawa, Ethiopia. By employing a mailed survey, data were gathered from 438 participants, and Pearson's Chi-squared test was utilized for data analysis. The results revealed that approximately 66.9% of students held a positive view of school rules and regulations that promote good behavior. A statistically significant correlation was observed between students' knowledge of these rules and their perception of their effectiveness (p-value = 0.015). Additionally, students' attitudes, parents' educational levels, and scores in civics and ethics education significantly influenced their perceptions. The study concluded that students' understanding and awareness of school rules, in conjunction with parental education, are critical

factors in fostering positive behavior. These findings underscore the importance of clear, effectively communicated disciplinary policies in shaping student behavior and attitudes. Othman (2016) examined the relationship between educational SQ and SS among attendees of Al-Baath University. The study's results demonstrate a noteworthy impact of each educational SQ dimension on the degree of satisfaction experienced by university students. Shaldan (2017) assessed the level of satisfaction among students enrolled in the College of Education at the Islamic University of Gaza on the academic services offered to them. The sample of this study encompasses 264 students. The findings of this study indicate that there are satisfaction levels have reached a substantial weight of 74.4%, indicating a high degree of satisfaction. Furthermore, there are insignificant differences between SS levels, and any variations observed are in favor of a cumulative average of 75% or lower. Consequently, the researcher proposed the implementation of monthly meetings wherein students can engage in discussions pertaining to their concerns and collaboratively seek resolutions for those concerns. The study conducted by Henneman et al. (2017) examined the consequences of institutional regulations on academic entrepreneurship. To accomplish this, the researchers analyzed 611 companies that were spun off from 64 Italian STEM universities between 2002 and 2012. The study found that supportive regulations have a positive impact on the creation of academic spin-offs, but the effectiveness of these regulations varies depending on the characteristics of the university department. This can sometimes lead to substitution rather than complementary effects. Additionally, the design of the regulations influences the decisions of academic staff to start new ventures, with the impact peaking four years after the regulations are introduced and then declining. This research contributes to ongoing discussions about evaluating policies that promote science-based entrepreneurship. The study by Acosta-Gonzaga (2023) explores the impact of self-esteem and motivation on academic engagement and performance among 243 university students. It finds that self-esteem affects emotional and behavioral disengagement, while motivation strongly influences academic engagement. Metacognitive engagement, which involves planning, monitoring, and self-regulating learning, is a key predictor of academic performance. The study suggests that promoting metacognitive strategies can significantly enhance students' academic outcomes by improving their ability to effectively manage their learning processes.

Alauddin et al. (2021) examined the level of SS as well as the reputation of the university by assessing the level of SQ. The sample of the study encompasses 270 students attending the International Islamic University Chittagong (IIUC). The findings indicated that medical and athletic facilities have both direct and tangential substantial impacts on the general level of contentment felt by the student body, whereas conveyance services have only an indirect influence. In addition, the quality of the administrative services and the research facilities has a substantial secondary impact on the general satisfaction of the students. Rahman et al. (2020) investigated the extent to which students attending public universities in Bangladesh are pleased with the services — specifically, the accommodations, transportation, and recreational and sporting opportunities — that are made available to them by their institutions. In addition, the purpose of the research is to determine the primary aspects of student support services that contribute to their overall satisfaction in the nation's public higher education institutions. The final sample consisted of 500 students. According to the findings, the availability of recreational and sporting facilities has the greatest influence on the level of contentment experienced by students attending Bangladesh's public institutions. The availability of adequate transportation has a favorable and substantial bearing on the level of contentment experienced by students. On the other hand, the research reported a negative association between the accommodation facilities and the satisfaction of students, which suggests that students are not satisfied with the accommodation facilities that are supplied by public institutions.

Ahmad (2015) revolved around recent trends in the development of academic guidance for students of technical streams at the undergraduate level and beyond. It aimed at identifying recent trends in the development of academic guidance for students of technical fields at the undergraduate level and beyond. Also, the research followed the descriptive analytical approach. Hence, two questionnaires were used by the researcher so as to test the hypotheses of the study; the first was used to identify academic guidance and its role in the educational process for students of technical disciplines; whereas the second questionnaire was associated obviously with admission and registration services. The final sample of this study consists of 75 male students at the Bachelor of Arts (BA) stage and 30 female students from the postgraduate level. The study reported that there is no clear conception of the guidance process in the minds of university professors.

Chin Wei and Sri Ramalu (2011) investigated the connection between SQ and SS through a field study involving 100 undergraduate students at a Malaysian university. The study's outcomes indicate that SQ plays a crucial role in determining the level of SS. In particular, the research findings suggest that an enhanced SQ from the university corresponds to an increased level of SS. Napitupulu et al. (2018) explored the impact of SQ on user satisfaction and found a discrepancy between respondents' perceptions and expectations, with negative values observed for each item. This indicates that the "XYZ" service facility at the university currently falls short of meeting the expectations of society members. Among the service facilities assessed, the laboratory (2.56), computer and multimedia (2.63), and Wi-Fi network (2.99) received the lowest perception scores from respondents. The correlation between satisfaction and the quality of service facilities was strong and positive at 0.725. The influence of service facility quality on SS was calculated to be 0.525, indicating that the quality of service facilities explains 52.5% of the variation in SS.

Farahmandian et al. (2013) conducted a study to assess SS levels and the connection between SS and the quality of services at the International Business School, Universiti Teknologi Malaysia Kuala Lumpur. The outcomes of this investigation revealed that a substantial majority of students expressed satisfaction with the quality of services provided by the university. Additionally, the research demonstrated that factors such as facilities, advisory services, curriculum, and financial assistance, including tuition costs, exerted positive and significant influences on SS. Manik and Sidharta (2017) conducted an investigation using the SERVQUAL measuring tool to assess SS with academic services. The study, employing an explorative method, focused on students from computer science and management high schools in Bandung city. The findings revealed a substantial impact of SERVQUAL on SS, suggesting that enhancing SERVQUAL could lead to increased satisfaction with academic services. Based on the above discussions, the following hypotheses are developed:

H1: University students are satisfied with the manuals and regulations' guidelines.

H2: There is a statistically insignificant difference, at a significance level of 5%, in the mean levels of SS in terms of gender.

H3: There is a statistically insignificant difference, at a significance level of 5%, in the mean levels of SS in terms of the location of the university's branches.

3. DATA AND METHODOLOGY

3.1. Study method

There are different methods that can be used to achieve the objectives of this study. These include:

1. *Focus group discussions*: Conducting focus group discussions with small groups of university students can provide qualitative insights into their perceptions and experiences regarding manuals and regulations' guidelines. This method allows for an in-depth exploration of participants' opinions, attitudes, and suggestions for improvement. Focus groups can be organized based on factors such as gender, academic discipline, or year of study to capture diverse perspectives.

2. *Observational studies*: Observational studies involve direct observation of students interacting with manuals and regulations' guidelines in real-world settings, such as classrooms, libraries, or study spaces. Researchers can observe how students navigate through manuals, interpret guidelines, and seek assistance when faced with challenges. This method offers valuable insights into actual usage patterns and areas of difficulty that may not be captured through self-report measures alone.

3. *Content analysis*: Content analysis involves systematically analyzing the content of manuals and regulations' guidelines to identify themes, patterns, and areas for improvement. Researchers can examine factors such as clarity of language, organization of information, and alignment with student needs and expectations. Content analysis can be conducted using qualitative coding techniques or quantitative measures to assess readability and comprehensibility.

4. *Longitudinal studies*: Longitudinal studies involve tracking changes in student perceptions and satisfaction over an extended period of time. Researchers can administer surveys or interviews at multiple time points to assess how perceptions of manuals and regulations' guidelines evolve over the course of students' academic journey. Longitudinal studies can provide insights into the long-term impact of interventions aimed at improving manual quality.

5. *Mixed-methods approach*: Combining qualitative and quantitative methods in a mixed-methods approach can offer a comprehensive understanding of the research topic. For example, researchers can use surveys to gather quantitative data on overall satisfaction levels and use focus groups or interviews to explore underlying reasons and nuances in students' experiences. This approach allows for triangulation of findings and deeper insights into complex phenomena.

Each of these methods offers unique advantages and insights into the quality of manuals and regulations' guidelines among university students.

This study is a quantitative method that was designed to examine the university students' satisfaction with the university manuals and regulations' guidelines at Prince Sattam bin Abdulaziz University. This study used the questionnaire as an appropriate data collection instrument for the purpose of answering the determined research questions. The model of this study is adapted from the extant research (Schreiner, 2009; Wong & Chapman, 2023; Seymour, 1993; Berry, 1995; Al-Qawasmi, 2014; Khadija, 2022; Al-Qudaht & Khalifat, 2013). This study uses descriptive statistics to describe the characteristics of the population and address the theoretical part of the study. Specifically, this study utilizes descriptive and analytical statistical techniques such as calculating means and standard deviations, utilizing T-test distribution, and doing an analysis of variance.

3.2. Population and sample size

3.2.1. Target population

The research aims to evaluate the overall SS towards the SQ of university manuals and regulations guidelines among university students in both sections (males and females) and among all the locations of the university's branches, namely: Al-Kharj, Hotat Bani Tamim, Al-Aflaj, Al-Salil, Wadi Al-Dawasir at Prince Sattam bin Abdulaziz University (PSAU) in Saudi Arabia. So, the target population is the graduate students studying at PSAU in Saudi Arabia. In particular, the target population was 42,000 male and female students.

3.2.2. Sample size

The sample size of this study is determined based on Thomson's (2012) formula:

$$n = \frac{NZ^2 p_{(1-p)}}{NZ^2 p_{(1-p)} + \varepsilon^2} \tag{1}$$

where,
- n = required sample size;
- N = total population size;
- Z = z-score corresponding to the desired confidence level;
- p = estimated proportion of the population with the attribute of interest;
- ε = margin of error.

This formula generated a sample size of 384 students. The returned usable questionnaires from the students were 1489 questionnaires, exceeding the target sample generated by the formula four times. As a consequence, the larger sample size received gives more reliable results because it has smaller margins of error and a lower standard of deviation. Furthermore, the larger sample allows for control of the risk of reporting false-negative or false-positive findings. Therefore, the greater the number of samples, the greater the precision of the results. Table 1 shows the distribution of the sample based on the university branch and gender.

Table 1. Distribution of the respondents based on gender and branches

Gender	Kharj	Hawta	Al-Aflaj	Sulayel	Wadi Addawaser	Total
Male	320	51	49	77	127	624
Female	575	37	89	89	73	865
Total	895	88	138	166	200	1489

Source: Authors' elaboration.

4. RESULTS AND DISCUSSION

The results of this study are displayed as 1) the results of the descriptive study in general according to the research variables, and the answer to *H1* of the research, and 2) the results of the differences analysis, to answer *H2* and *H3* of the research. To test the *H1*, the descriptive statistics were analyzed as shown in Table 2.

Table 2. Descriptive statistics of the responses according to gender

Items	Male		Female		Total	
	Mean	Std. dev.	Mean	Std. dev.	Mean	Std. dev.
General	3.71	0.97	3.53	0.92	3.61	0.94

Source: SPSS outputs.

Table 2 shows that there is a high degree of response by university students towards the quality of manuals and regulations, which amounted to 3.61, with a homogeneity of 0.94 in general. On the gender level, the degree of response of male students reached 3.71, with a homogeneity of 0.97, as well as in the degree of response for females 3.53 with a homogeneity of 0.92. Accordingly, there is a high degree of response among university students towards the quality of the manuals and regulations provided to them, but the responses of males were higher than those of females. Thus, *H1* is accepted.

The descriptive results reported by Table 2 show the statistical differences, if any, in the students' satisfaction based on gender which aims to test *H2*. Table 2 exhibits that there are differences between the averages of the responses between males and females. To have a deeper understanding of the significance of these differences between the responses of students due to gender, it is necessary to compare the averages of the responses at a level of significance of 5%. Thus, the results of analyzing these differences are shown in the following Table 3.

Table 3. T-test and the Levene's test for homogeneity

Items	Gender	N	Mean	Std. dev.	t	df	Sig. (2-tailed)
General	Male	624	3.71	0.97	3.57	1487	0.00
	Female	865	3.53	0.92	3.54		

Source: SPSS outputs.

Table 3 shows the results of the T-test and Levene's test for homogeneity, that the gender variable reveals statistically significant differences in the total estimation. Specifically, male responses yielded a mean of 3.71, whereas female responses yielded a mean of 3.53. Consequently, the Sig. (p-value) for the total estimation is reported as 0.00, indicating that it is below the 5% threshold. Therefore, this implies that there exist statistically substantial differences in favor of males. Therefore, the *H2* is rejected.

Table 4 shows the descriptive results which confirms differences in the averages of students' responses due to the location of the university's branch.

Table 4. Descriptive statistics of responses based on the location of the university's branch

Branch	Mean	N	Std. dev.
Kharj	3.63	895	0.881
Hotat Bani Tamim	3.82	88	0.74
Al-Aflaj	3.29	138	1.08
Al-Salil	3.67	166	1.08
Wadi Al-Dawaser	3.57	200	1.04
Total	3.61	1487	0.94

Source: SPSS outputs.

To test *H3*, the average responses at a level of significance of 5% should be compared to identify the statistically significant differences between students' responses as shown in Table 5.

Table 5. Variance test (one-way-ANOVA)

Description		Sum of squares	df	Mean square	F	Sig.
General	Between groups	20.054	5	4.011	4.546	0.000
	Within groups	1308.482	1483	0.882		
	Total	1328.536	1488			

Source: SPSS outputs.

Table 5 depicts that there are statistically significant differences in the means of the respondents based on the location of the university's branch. This result gives support to *H3*. Accordingly, we will determine the source of these differences based on the Levene test for homogeneity, which in turn will determine the type of test needed to determine the source of the differences.

Table 6. Levene test

Test of homogeneity of variances					
Description		Levene statistic	df1	df2	Sig.
General	Based on mean	7.122	5	1483	0.000
	Based on median	5.564	5	1483	0.000
	Based on the median and with adjusted df	5.564	5	1369.291	0.000
	Based on trimmed mean	6.769	5	1483	0.000

Source: SPSS outputs.

Table 6 shows that the condition for achieving homogeneity of variance is not fulfilled at the level of the general estimate and consequently, the source of the differences is determined by the Kruskal-Wallis test in this case.

Table 7. Kruskal-Wallis test

Test statistics	
Kruskal-Wallis H test	17.880
df	4
Asymp. sig.	0.001

Note: Grouping variable: Branch.
Source: SPSS outputs.

Table 7 depicts that there are statistically significant differences in the general estimate due to the location of the university's branch, and these differences are revealed by the ranks table for the same test as shown in Table 8.

Table 8. The ranks

Branch		N	Mean rank	Rank
General	Al-Kharj	894	744.51	4
	Hotat Bani Tamim	88	829.39	1
	Al-Aflaj	138	617.02	5
	Al-Salil	166	792.70	2
	Wadi Al-Dawaser	200	747.61	3
	Total	1486		

Source: SPSS outputs.

Table 8 shows that the location of the university's branch with the highest rank is the most appreciative of the level of satisfaction. The locations of the university branches are ranked as Hotat Bani Tamim, Al-Salil, Wadi Al-Dawaser, Al-Kharj, and then Al-Aflaj. In particular, the differences in the rank among the locations of the university's branches are statistically significant rank which is confirmed by the Chi-squared values, as they are less than 0.05.

5. CONCLUSION

This study aims to evaluate the degree of satisfaction among students at Prince Sattam bin Abdulaziz University towards the students' manuals and regulations' guidelines. In addition, this study identifies the differences between the averages of satisfaction among university students according to gender and the location of the university's branches,

namely: Al-Kharj, Hotat Bani Tamim, Al-Aflaj, Al-Salil, and Wadi Al-Dawaser. The final sample of this study consists of 1489 students from all the university's branches and across both male and female sections. The study's findings revealed a significant level of satisfaction among the university students regarding the manuals and regulations' guidelines provided by the university. Additionally, there were statistically significant differences in students' attitudes toward these guidelines, based on both gender and the locations of the university's branches. Students from Hotat Bani Tamim exhibited the highest satisfaction, followed by those from Al-Salil, Wadi Al-Dawaser, Al-Kharj, and finally, Al-Aflaj.

This study generally recommends the process of improving the quality of the university's manuals and regulations guidelines, seeking to provide them in appropriate numbers, improving their efficiency, and making periodic reviews for all the guides and regulations for students. In specific, this study suggests that the university should pay a greater amount of attention to the contentment of students as a component of quality and certification standards, as well as making every effort to cater to the requirements of students and live up to their anticipations. In addition, the university is advised to continuously analyze, on a consistent basis, the degree to which students are satisfied with the services that are regularly offered to them because of the significance of this factor in the ongoing process of improving and developing the educational system. Further, the university should also be aware that there is a growing inclination towards the exploration of this field of study, accompanied by a heightened emphasis on research within this domain. This is done with the intention of recognizing the multitude of services provided by the university to its staff members, while also ensuring the high standard and effectiveness of these services. Furthermore, the university is recommended to undertake further study and investigations in this domain, encompassing other variables and incorporating perspectives from other populations, including employees and faculty members. Additionally, the university is recommended to raise the quality of manuals and the regulations' guidelines, as well as to work hard to ensure that sufficient quantities of them are available. Also, the university should

improve the quality of guides, manuals, and regulations, and conduct several reviews on a regular basis of all student guides and regulations.

This study possesses certain limitations that could be addressed by future research. For instance, future studies could focus on evaluating the quality of manuals and regulatory guidelines from the perspective of faculty members. Additionally, there is potential for future research to explore the correlation between students' satisfaction and the quality of manuals and guiding regulations through linear regression analysis. Expanding the sample to include students from other local Saudi universities could be valuable to investigate potential variations in satisfaction levels with university manuals and regulations. Moreover, future studies might consider employing a combination of methodologies, incorporating both questionnaires and interviews.

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