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Academic service quality, student role and WOM communication in higher education

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Abstract. Academic service quality in higher education is co-created by all participants of the educational process, including students. Word of mouth communication (WOM) in the education sector is among the main tools to assess the level of training services. In this context, the study investigates the relationship between the student role, academic service quality, word of mouth communication, and electronic word of mouth communication in higher education. The theoretical basis of the research is the principles of behavioural economics and service-dominant logic theory, in particular. Hypotheses were tested using the structural equation model. The research data collected using the questionnaire method were obtained from 164 students in the foreign language preparatory class at a state university in Kyrgyzstan. IBM SPSS AMOS 21 package program was used to test the structural relationships in the research model. The findings showed that student role positively affected academic service quality and WOM communication. In addition, it was concluded that academic service quality positively impacted word of mouth communication, which, in turn, affected electronic word of mouth communication. Among the directions of future research are studies with a larger sample and different research methods and designs used.

Keywords: service marketing; higher education; academic service quality; student role; word of mouth communication; electronic word of mouth communication; Kyrgyzstan.

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Взаимосвязь качества образовательных услуг, вовлеченности студентов и «сарафанного радио» в сфере высшего образования

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Аннотация. Качество образовательных услуг в вузах зависит от вовлеченности в образовательный процесс всех его участников. Одним из основных инструментов оценки данных услуг является мнение обучающихся. Статья посвящена определению взаимосвязи между отзывами студентов об обучении, качеством университетских услуг и «сарафанным радио» в устной и электронной формах. Методологический каркас исследования составили основы поведенческой экономики, в частности концепции сервис-доминантной логики. Проверка гипотез осуществлялась с помощью методов моделирования структурными уравнениями. Информационной базой послужили результаты опроса 164 студентов, обучающихся на подготовительных курсах иностранного языка в одном из государственных университетов Кыргызстана. Для обработки полученных данных использовался статистический программный пакет IBM SPSS AMOS 21. Подтверждена гипотеза о положительной взаимосвязи между качеством высшего образования и вовлеченностью студентов, а также значимость их роли как участников обмена информацией об обучении. Установлено существенное воздействие уровня академических услуг на содержание устных откликов. Также доказано, что устные рекомендации выполняют функцию медиатора при оценке влияния качества высшего образования на электронный обмен мнениями. Перспективными направлениями дальнейших исследований могут стать увеличение выборки, а также углубленный анализ рассмотренных взаимосвязей с использованием дополнительных научных методов.

Ключевые слова: маркетинг услуг; высшее образование; качество университетского образования; роль студентов; «сарафанное радио»; электронное «сарафанное радио»; Кыргызстан.

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INTRODUCTION

Marketing has gone through essential stages, including product, sales, and marketing understanding. This process has also shaped the perspectives of marketing thinkers. In comparison, the exchange of goods focuses on economic actions, people's lifestyles, welfare levels, participation rates in working life, etc. Along with many other changes, there have been developments in the service sector. In this sense, it has become very difficult to create value in today's competitive conditions. The abundance of alternatives, the level of consumers' knowledge, and benefit expectations require businesses to develop a comprehensive strategy. Producer and customer roles can no longer be considered separately [Gümüş, Aksoy, 2022]. It is mainly the services sector developments, looking at today's marketing, economy, and business world from a different perspective, that comprehensively reinterpret exchange relations, resources and market systems with the terminology developed by itself [Göğçe, 2020]. In modern environment, where customer-oriented understanding is dominant, service marketing is extensively researched in the literature. Therefore, service marketing, which contributes to the emergence and best promotion of the process or performance, is a vital activity for businesses, especially in the context of the current competitive market. It can be said that this situation is also valid for educational services. The perception of the service quality in higher education (HE) is a subject that has been researched around the world for many years due to its dynamic structure [El Alfy, Abukari, 2020]. The concept of quality in higher education institutions (HEIs) can be defined as meeting or exceeding students' educational expectations. When students' expectations are met or exceeded, services are considered of high quality; otherwise, the quality is considered low. Therefore, these outputs, intangible features in the service sector, are expected to provide a performance that will benefit students [Çinkır, Yıldız, Kurum, 2021].

The issue of creating value in the service process is a process where consumers are involved in more functions and co-creation of value with the business. Value creation can also be expressed as a process in which the customer benefits from the products and services offered by him [Grönroos, 2008]. With the service-dominant logic (SDL) theory, it is stated that creating value is not a one-sided responsibility of the business to the customer, but on the contrary, it is a process that emerges because of mutual interaction with customers [Aydinocak, 2015]. In contrast to the general economic view, SDL explains how one actor creates value for another with knowledge and skill. What is exchanged here is not the product but the knowledge and skill of the actors [Vargo, Lusch, 2014]. HEIs are also organizations that create value with trainers, students, and other personnel. In the co-creation of value in higher education, student and trainer staff should be of appropriate quality. It would not be wrong to say that

the teaching staff should be knowledgeable, interested, egalitarian, and enthusiastic in this process because co-creation value is a phenomenon that occurs in the interaction process. In this process, students should have critical thinking, working habits, intelligence, a sense of responsibility, strong personality, and communication skills [Díaz-Méndez, Gummesson, 2012]. In this context, both marketing theory and HE literature support the service role of students in co-creating value service quality [El Alfy, Abukari, 2020]. It is also stated that the interaction between the service, the environment, and the value is co-creation. The learning process occurs in the social context due to the interaction between the stakeholders [El Alfy, 2021]. Although HEIs are organizations that create value with all stakeholders, the current study deals with a particular sample within HEIs. For this reason, co-creation only includes faculty and students. In this context, it is seen in the literature that co-creation, word of mouth communication (WOM), and electronic word of mouth communication (EWOM) are related variables [Cheung, To, 2021; Uslu, Ergün, 2021].

Since universities are non-profit organizations, WOM is seen as the most natural and appropriate marketing technique with limited resources [Chen, 2016]. WOM is the transfer of non-commercial information about a product or service from person to person [Arndt, 1967]. Many studies state that WOM, the oldest source of information about products or services, is the most likely tool to affect consumer behaviour [Huete-Alcocer, 2017]. WOM is conceptualized as informal verbal communication about a product or service [Shao-Chang, 2013; Pandey, Sahu, 2020]. Service marketers have long recognized that WOM significantly impacts other consumers' attitudes and behavioural tendencies [Mazzarol, Sweeney, Soutar, 2007; Mohtasham, Sarollahi, Hamirazavi, 2017]. It is accepted that consumers' perception of service quality plays an essential role in spreading positive words [Gholipour Soleimani, Einolahzadeh, 2018]. Consumers exposed to WOM may show a stronger tendency to purchase services [Mazzarol, Sweeney, Soutar, 2007]. However, it is stated that the effects of service quality on WOM depend on the sector [Harrison-Walker, 2001]. It is also noted that, especially in the service sector, its power is more than in the industrial sector [Sun, Qu, 2011]. Traditional WOM is dependent on face-to-face communication. Jalilvand and Heidari [2017] stated that it is more reliable than EWOM due to obtaining information from known sources. Eisingerich et al. [2015] argue that WOM will be different from each other because it is one-to-one verbal interaction and EWOM is multiple communication. However, because of developments in information and communication technologies, people worldwide can now share their product or service experiences with the help of the internet. In this way, people can convey their ideas all over the world.

Service quality in HE is vital for the sustainability of organizations. Service evaluations of students in HE are based on their experiences with specific service qualifications [El Alfy, Abukari, 2020]. Studies have addressed the relationship between service quality, satisfaction, and loyalty due to students' evaluations of educational services in HE [Annamdevula, Bellamkonda, 2016; Teerooven-gadum et al., 2019; Borishade et al., 2021]. However, studies also explain the relationship between education service evaluations and WOM [Jiewanto, Laurens, Nelloh, 2012; Chang, Jeng, Hamid, 2013; Casidy, 2014; Manohar, 2018]. However, very little research focuses on the relationship between student role, service quality, and WOM in HE. Understanding WOM or EWOM, which is reliable communication between service providers and students, becomes even more critical for service providers. For this reason, the current study investigates the relationship between student role, academic service quality, and WOM-EWOM in the education service sector with a particular sample. In this context, the research algorithm is as follows: first, a literature review was made to determine the research hypotheses, and the relationships between the variables were tried to be explained. Then, information about the statistical tests of the research data is given. Finally, hypothesis tests were applied and presented in the conclusion section.

LITERATURE REVIEW AND HYPOTHESES

Due to technological, social, and environmental changes, service quality in HE continues to be an area of increasing interest. The basis of HE, which has a dynamic structure, is undoubtedly students. Recognizing their attitudes requires understanding the concept of service quality [Tsiligiris, Hill, 2021]. It is seen that service quality in HE is measured from different perspectives. For example, Casidy [2014] measured service quality in HE with the SERVQUAL scale dimensions, empathy and tangible. Sultan and Wong [2019] analysed three dimensions: academic service, facility, and management quality. HE's service quality includes education, physical facilities, and campus life. However, recent studies have discovered that academic service quality can be multidimensional, such as courses and trainers [El Alfy, 2021]. In this sense, Abbas [2020] developed the HEISQUAL scale and examined educational service quality as a teacher profile. However, the current study has focused only on the quality of service related to the trainer due to its purpose and limitations. In this context, the SDL theory, in which knowledge, skills and value are revealed [Vargo, Lusch, 2014], is a phenomenon that co-creation values by involving consumers in the service process. HEs are service organizations where value is co-creation with trainers and students.

Trainers and students are resource integrators [Vargo, Lusch, 2004]. Therefore, the role of the student in co-creation value is essential and affects the quality of academic service [El Alfy, 2021]. The current study includes students

talking positively about their university and relevant trainers. Since WOM is a more reliable source of information than other communication channels [Chang, Lee, Huang, 2010], it can impact students' decisions. The literature states that the co-creation of value fully mediates the impact of customer engagement on perceived service performance and WOM [Cheung, To, 2021]. It has been reported that the co-creation of value in hotel services also impacts WOM [Uslu, Ergun, 2021]. Based on this information, the following hypotheses have been proposed:

H1: Student role in HE positively affects academic service quality.

H2: Student role in HE positively affects WOM.

HEs focus on service quality to gain a competitive advantage and achieve their goals. There is much evidence in the literature for the relationship between service quality and satisfaction. In this context, HEs also show great interest in student satisfaction in academics and practice. Focusing on satisfaction ensures student participation in the co-creation process, especially in education delivery [Judson, Taylor, 2014]. The effects of service quality on WOM in educational institutions have been proven [Casidy, 2014; Manohar, 2018; Tan, Choong, Chen, 2021; Lubis, Rini, Silalahi, 2021]. Sultan and Wong [2019] found that student satisfaction mediated the relationship between service quality and behavioural intention in HE. Therefore, it is reported that student satisfaction mediates the effect of service quality on WOM [Chang, Jeng, Hamid, 2013; Tan, Choong, Chen, 2021]. As a result of this information, the following hypothesis was determined:

H3: Academic service quality in HE positively affects WOM.

WOM is a more reliable tool than traditional media because it is independent of the market [Cheung, Thadani, 2012; Huete-Alcocer, 2017]. With today's information and technological developments, WOM can be transferred to electronic media. This situation is conceptualized as the EWOM [Yang, 2017]. While consumers rely on WOM from their immediate surroundings, they can look up online reviews for information about a product or service [Nieto, Hernández-Maestro, Muñoz-Gallego, 2014]. It is stated that written interpretations such as EWOM will strengthen WOM as it can be changed or distorted as a source of information. EWOM is also an essential resource for rapid dissemination and validation of data received with WOM [Huete-Alcocer, 2017]. Therefore, the current study assumes that students' WOM will impact EWOM. Thus, the following hypothesis has been proposed:

H4: WOM positively affects EWOM.

Today, people benefit from technological opportunities to be informed. HE students also use digital options to stay informed and up-to-date [Ferreira et al., 2020]. In this context, the current study expresses the information exchange of students about HEs and trainers in online environments with EWOM. The relationship between service quality and EWOM has been proven in different

industries. Bogicevic et al. [2017] stated a relationship between airline services and EWOM. Pandey and Sahu [2020] found that service quality in the tourism sector positively affects EWOM intention. Lubis, Rini and Silalahi [2021] found that service quality dimensions had a direct effect on EWOM and an indirect effect on student satisfaction. Therefore, the following hypothesis has been determined:

H5: WOM is mediating the impact of academic service quality on EWOM.

METHODOLOGY

The population of this study consisted of foreign language preparatory students at a state university in Kyrgyzstan. These students took only Turkish education for one year while starting HE. Language education for students was provided by trainers whose native language was Turkish. There are trainers from Kyrgyzstan and Turkey in many departments of the relevant HEI. However, only trainers from Turkey work in the Turkish language preparation department. This situation supports the sampling and precise selection of this student category in line with the purpose and scope of the research. The online survey was conducted in Spring 2022. Data collected from 164 students were analysed with the convenience sampling method. The sample of the study is sufficient for the structural equation model (SEM) [Hair et al., 2017], considering the number of variables [Stevens, 2012; Tabachnick, Fidell, Ullman, 2007]. Since the sample was students who received language education, only gender data were taken from the demographic variables. Among the students participating in the research, 98 were female, and 66 were male. The number of women and men was in line with the student distribution stated in the university's annual report.

This study used a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). Scales were adapted from scales approved in the literature. The research includes preparatory class students. Therefore, physical or technical scales were not used. The academic service quality (ASQ) is related to trainers whose native language is Turkish. Therefore, the scale related to trainers, which is one of the dimensions of the service quality scale specified in the literature, was used in this study. The ASQ scale was adapted from the studies of Lagrosen, Seyyed-Hashemi and Leitner [2004] and Annamdevula and Bellamkonda [2016]. SDL theory accepts students as co-creators of educational value [El Alfy, Abukari, 2020]. The student role (SR) scale was adapted from [El Alfy, 2021] in this context. WOM is a dimension of behavioural intention in the marketing literature [Jiewanto, Laurens, Nelloh, 2012]. EWOM also emerges as an essential concept because of the penetration of the internet into our lives, mainly because of technological developments. In this context, the WOM scale by Chang, Jeng and Hamid [2013] and the EWOM scale by Goyette et al. [2010] were designed to collect empirical data to recommend the university.

ANALYSIS OF RESEARCH DATA

The data were processed into the IBM SPSS Statistics 24 package program. Descriptive statistics were applied. First, exploratory factor analysis was performed using varimax rotation. Then, confirmatory factor analysis was applied. CB-SEM was used because the research model was not complicated, and the data were normally distributed [Astrachan, Patel, Wanzenried, 2014; Hair et al., 2017]. IBM SPSS AMOS 21 package program was used to test the structural relationships in the research model. The study first applied descriptive analysis of mean, standard deviation, skewness, and kurtosis [Huang, Lee, Ho, 2004]. The results are shown in Table 1.

Table 1 – Descriptive statistics
Таблица 1 – Описательная статистика

Question	Mean	Std. deviation	Skewness	Kurtosis
ASQ1	4.20	0.899	-1.165	1.251
ASQ2	4.15	0.961	-1.138	0.990
ASQ3	4.20	1.008	-1.158	0.886
ASQ4	4.14	1.114	-1.487	1.738
ASQ5	4.10	0.800	-1.325	2.663
WOM1	4.22	1.051	-1.414	1.489
WOM2	4.19	1.083	-1.382	1.431
WOM3	4.35	0.911	-1.536	2.296
EWOM1	3.88	1.225	-1.019	0.163
EWOM2	3.96	1.230	-1.179	0.489
EWOM3	3.88	1.232	-0.840	0.318
SR1	4.16	1.017	-1.222	0.978
SR2	3.96	0.987	-0.845	0.429
SR3	4.14	0.843	-1.143	2.080
SR4	4.05	0.980	-0.982	0.719

It was seen that the kurtosis and skewness values confirming the normality of the data were between -3 and +3 [Byrne, 2010]. As a result of the reliability analysis, the overall Cronbach's alpha (CA) value of the scales was found to be 0.841. However, when the "SR2" question was deleted, the overall CA value was determined as 0.849. The CA values of the variables were ASQ = 0.751, SR = 0.691, WOM = 0.840, and EWOM = 0.814. CA was at a reasonable level, showing the scales' internal consistency [Cortina, 1993]. First, explanatory factor analysis was applied to test the scales' validity. At this stage, since the factor load of "ASQ4" was less than 50 %, it was eliminated, and factor analysis was repeated. As a result of the factor analysis, the KMO value was 0.827 and was considered excellent [Kaiser, 1974]. Bartlett's test of sphericity ($p = 0.000$) showed that the correlation between measurement items was sufficient and suitable for factor analysis. The Eigen-total value of each variable was greater than 1 and was grouped under a single factor. Therefore, cumulative variances (minimum threshold of 50 %) can be considered good values. Factor loads are above the threshold value [Hair et al., 2010]. The findings reported above are presented in Table 2.

Table 2 – Factor analysis results
Таблица 2 – Результаты факторного анализа

Question		Factor Load		Eigen-value	Cumulative variance, %
		Confirmatory	Exploratory		
ASQ1:	Trainers are sensitive about our education	0.727	0.764	4.720	36.309
ASQ2:	I can easily reach trainers	0.711	0.723		
ASQ3:	Trainers treat all students equally	0.641	0.768		
ASQ5:	Trainers always make an effort to inform	0.663	0.712		
WOM1:	I recommend my university	0.842	0.831	1.760	49.845
WOM2:	I am proud to say this university	0.764	0.739		
WOM3:	I say positive things about trainers to others	0.806	0.796		
EWOM1:	I recommend my university on digital platforms	0.811	0.825	1.364	60.334
EWOM2:	I say positive things about trainers on digital platforms	0.719	0.858		
EWOM3:	I am proud to say this university on digital platforms	0.781	0.799		
SR1:	Students' interest in the lesson increases productivity	0.700	0.805	1.014	68.131
SR3:	Helping students facilitate learning	0.581	0.627		
SR4:	Students are motivated to learn together	0.692	0.785		
KMO: 0.827 Bartlett's Test of Sphericity: df: 78 Sig: 0.000 Approx. Chi-Square: 794.319					

Table 3 shows CA, composite reliability (CR), average variance explained (AVE) and correlation between variables. AVE is an indicator of the convergent validity of structures. CR indicates AVE and its square. These values are within the recommended threshold [Hair, Gabriel, Patel, 2014]. There was also a positive correlation between variables.

STRUCTURAL MODEL AND HYPOTHESIS TESTS RESULTS

The structural model is the equation that measures the relationship between latent variables. The structural model has SR external, ASQ, WOM, and EWOM internal variables. The most substantial aspect of SEM is that it facilitates the discovery of relationships between variables and can be examined to reduce the error in the model. Therefore, this method helps model structures at a higher level [Hair, Gabriel, Patel, 2014]. This study tested the

general fit of SEM with the conceptual model and hypotheses. The structural model and fit indices are shown in Table 4 and Figure.

It is stated that χ^2/df used in evaluating the fit between data and model should take a value below 2.5 if the sample number is less than 250. Otherwise, it is recommended to be below 5. χ^2/df : 1.251 is between the recommended level. The RMSEA value is 0.039. Especially in AMOS, it is recommended to use a 90 % confidence interval to confirm this value. Table 4 shows that the lower RMSEA confidence interval is 0.000, and the upper bound is 0.065. PCLOSE is 0.727 ($p > 0.50$). Thus, it can be said that the model fits the data well [Byrne, 2010]. The researcher may use a few goodness-of-fit indices or prefer to use all of them [Schumacker, 2006; Yeniçeri, Yücel, 2009]. The structured model's data fit was at the recommended level [Hair et al., 2010].

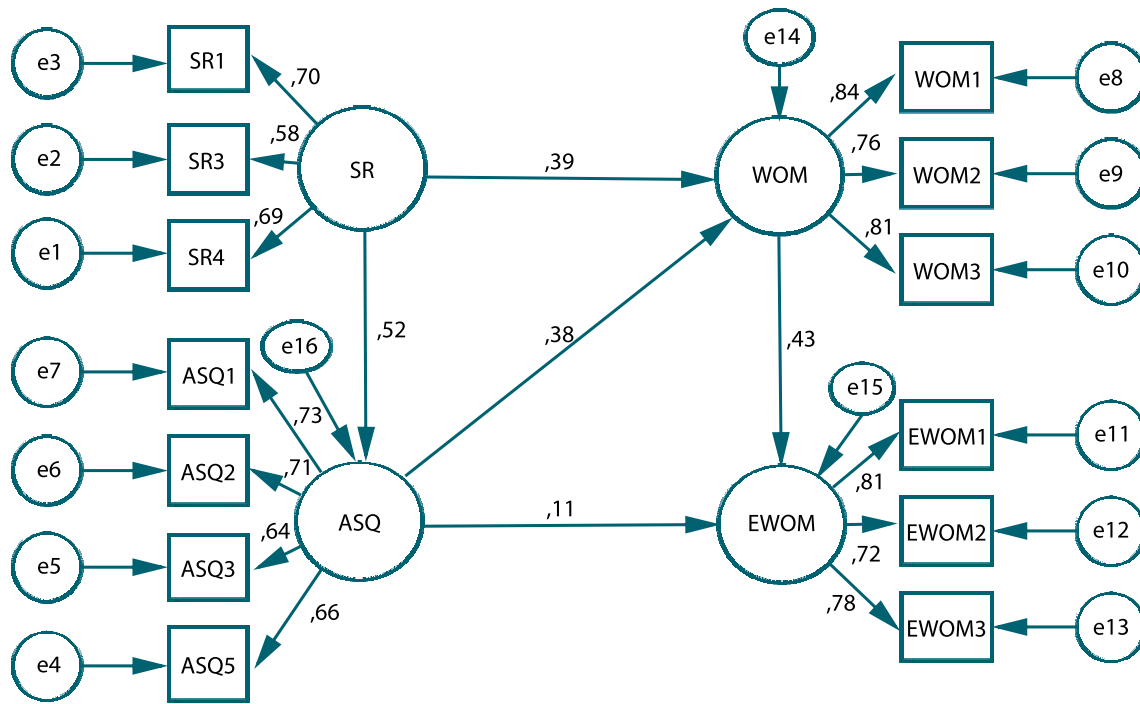
Table 3 – Construct reliability and correlations
Таблица 3 – Показатели надежности и корреляции

Variable	Mean	SD	CA	CR	AVE	ASQ	WOM	EWOM	SR
ASQ	4.187	0.712	0.751	0.781	0.686	1	0.481*	0.291*	0.381*
WOM	4.252	0.885	0.840	0.846	0.804	–	1	0.423*	0.465*
EWOM	3.890	1.049	0.814	0.815	0.770	–	–	1	0.186*
SR	4.119	0.746	0.691	0.697	0.658	–	–	–	1

* Correlation is significant at the 0.01 level (2-tailed)

Table 4 – Model fit indices
Таблица 4 – Индексы соответствия модели

Fit Indices	P	CMIN/DF	RMSEA			GFI	CFI	IFI	TLI	NFI
			LO90	HI90	PCLOSE					
Structural model	0.000	1.251	0.039			0.933	0.980	0.980	0.974	0.908
			0.000	0.065	0.727					



Structural model of the study
Структурная модель исследования

Table 5 shows the relationships between hidden variables considered significant at the 0.05 significance level. SR was found to affect ASQ and WOM positively. Therefore, it was concluded that ASQ is effective on WOM and EWOM. Therefore, H1, H2, H3, and H4 were supported.

MEDIATION ANALYSIS

In the structural model of the research, direct relationships between the variables were determined. The literature shows the relationship between academic service quality and behavioural trends [Binnawas, Khalifa, Bhaumick, 2021], word-of-mouth and electronic word-of-mouth has been tested with different variables [Torabi, Bélanger, 2021; Lubis, Rini, Silalahi, 2021]. However, studies examining conceptual structures allowed us to recognize the gap

and test the model with the mediation variable. Therefore, the mediating effect of WOM in the relationship between ASQ and EWOM was tested. The bias-corrected (BC) bootstrap method, which is applied in the SEM literature [MacKinnon, Lockwood, Williams, 2004], was used to measure the significance of the mediating effect.

Before we can prove a mediating effect, ASQ must significantly affect EWOM. When the mediator variable is included in the model, this effect is expected to decrease or disappear completely (see Figure). Table 6 shows the results based on 2,000 bootstrap samples mediation analysis. The results suggest that WOM fully mediates ASQ's effects on EWOM. Thus, in this study, the H5 hypothesis was also supported.

Table 5 – Hypothesis test results
Таблица 5 – Результаты теста гипотез

Hypothesis	Direction	Standardized effect	Standard error	P-value	Result
H1	Academic service quality ← Student role	0.522	0.095	0.000	Accept
H2	Word of mouth communication ← Student role	0.391	0.153	0.000	Accept
H3	Word of mouth communication ← Academic service quality	0.377	0.186	0.000	Accept
H4	Electronic word of mouth communication ← Word of mouth communication	0.430	0.134	0.000	Accept

Table 6 – Mediation test result
Таблица 6 – Результаты теста на медиацию

Direction		Standardized effect		Standard error	P-value	Result	
H5	EWOM ← ASQ		0.368		0.193	0.000	Accept
	Variables	Standardized indirect effect	Lower bounds	Upper bounds	Two-tailed significance	Mediation p < 0.05	
	ASQ – EWOM – WOM (Mediator)	0.162	0.062	0.360	0.010	Full	

CONCLUSION

The findings obtained in this study showed that SR had a positive effect on ASQ and WOM. In addition, it was concluded that ASQ had a positive impact on WOM, and WOM had a positive effect on EWOM. As a result of the research, it was determined that SR has a high impact on ASQ compared to the other variables. In addition, the mediation effect of WOM on the impact of ASQ on EWOM was tested in the study. As a result of the analysis, it was determined that WOM was the full mediator in the effect of ASQ on EWOM. The research was conducted for Turkish preparatory class students of a state university in Kyrgyzstan. HEIs provide essential services to societies both globally and nationally. The concept of service and its marketing is an area that has been emphasized in the literature for years.

Education services have also been a critical area in service business and marketing in recent years. In this context, today's student profile is changing in parallel with all the developments. Due to information and communication technology developments, interest in service quality research continues to increase. Therefore, this study, supported by SDL theory, investigated SR in the educational service process, ASQ, and the relationship between WOM-EWOM. Since services are produced and consumed simultaneously, providing an output of suitable quality is very difficult. It is also true for HEIs in the service sector. In HEIs, value is co-created with students. For this reason,

the appropriate quality presentation of the trainer may not be sufficient on its own. Therefore, features such as students' interest in the lesson, their proper behaviour, and their adaptation to the classroom environment can be expressed as factors that will increase productivity.

WOM in HE is vital for students to recommend their universities, comment on their trainers, and carry it online. Therefore, HEIs should focus on providing quality services so that positive WOM messages can be spread by current students [Amani, 2022]. If this is successful, it can be said that students who applied WOM messages will also turn to EWOM. This issue must be considered because most students are online today. However, studies on SR, ASQ, and WOM-EWOM are limited in the literature. Therefore, more comprehensive studies are needed in the related field. Thus, the current study contributes to the service marketing discipline by providing a model to guide future research. Nevertheless, there are also limitations. First of all, the department of foreign languages of a state university in Kyrgyzstan includes Turkish preparatory class students for the study. Therefore, it can be said that the study should be evaluated within the framework of this particular sample. Consequently, it is recommended to conduct future studies with a larger sample. In addition, it would be beneficial to use different research methods and designs in this context. ■

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