

# Effect of Change Communication and Academic Service Quality on Student Satisfaction Faculty of Economics and Business at Tadulako University

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Submitted: 01/12/2025; Accepted: 07/01/2026; Published: 21/01/2026

**Abstract**—Delays in obtaining information, unclear instructions, ineffective use of language, and a lack of consistent communication media are all problems that students still experience. These conditions show that change communication, also known as change communication, has not been fully able to provide the sense of security, clarity, and certainty that students need when the academic system changes. This study examines how communication of change and academic service quality affect student satisfaction at the Faculty of Economics and Business, Tadulako University. Changes in the higher education system, institutional policies, and campus dynamics require effective communication and responsive academic services to maintain student satisfaction. This study employed a quantitative approach using a questionnaire distributed to 67 undergraduate students of the Faculty of Economics and Business, Tadulako University. Data were analyzed using multiple linear regression analysis, including t-tests (partial effects), F-tests (simultaneous effects), and coefficient of determination ( $R^2$ ). The results show that Change Communication and Academic Service Quality simultaneously explain 48.4% of the variance in student satisfaction ( $R^2 = 0.484$ ,  $F = 29.975$ ,  $p < 0.001$ ). Partially, Academic Service Quality has a significant effect ( $\beta = 0.637$ ,  $p < 0.001$ ), while Change Communication shows a positive but statistically insignificant effect ( $\beta = 0.075$ ,  $p = 0.588$ ).

**Keywords:** Change Communication; Service Quality; Student Satisfaction; Academic; Lecture

## 1. INTRODUCTION

Rapid changes in academic rules, digital transformation, service standardization, and adjustments in student expectations toward a more effective and transparent academic system have presented higher education institutions with more complicated issues in recent years. This also applies to Tadulako University's Faculty of Economics and Business. To improve institutional responsiveness to changing academic demands, a number of internal changes were put into place, including curriculum modifications, modernization of the academic information system, online KRS registration, restructuring of administrative processes, and enhancements to teaching and learning techniques.

(Mutu et al., 2022) stated, that academic services affect student satisfaction by 83.77%. Learning facilities and infrastructure, which only reached the "Fairly Satisfactory" category (68.29%), were the most striking. Waiting rooms, laboratories, air conditioning, Wi-Fi, and toilets were the main problems. These findings indicate that there is a discrepancy between the expected quality standards and the actual conditions. As a result, academic services and learning facilities must be improved. (Rahmadani, D., dan Kurniawan, 2020) stated, that the Academic Information System (AIS) is crucial to ensure that students and faculty receive academic information quickly, accurately, and easily, including when there are changes in academic policies or systems. The AIS enables real-time dissemination of information through features such as online registration, KRS/KHS management, lecture schedules, faculty evaluations, and academic notifications.

A number of factors continue to fall short of expectations, including the speed and precision of administrative services, the responsiveness of academic staff, and the sufficiency of physical and digital infrastructure. For example, students frequently identify issues with the availability of studying spaces, the dependability of the online academic system, and the physical infrastructure. These results show that academic service quality continues to be a key determinant of student satisfaction and institutional loyalty. The entire student experience inside the faculty is less than ideal when there are issues with both communication and service quality, particularly during times of academic reorganization.

Prior research has repeatedly shown that service quality and communication of change are powerful indicators of student satisfaction. For instance, a study by (Seitova et al., 2024) showed that aspects of service quality like responsiveness and dependability have a major impact on students' happiness in higher education. According to a different study by (De-Juan-Vigaray et al., 2024), student satisfaction and willingness to use institutional services are significantly influenced by capacity building and environmental support. In a similar vein, (Lokolo et al., 2024) shown that academic service quality and trust are significant factors that influence students' happiness in teacher education programs. In the meantime, (Dugenio-Nadela et al., 2023) emphasized that institutional support systems, staff competency, and consistent academic service all have a significant impact on student satisfaction.

None of these studies explicitly examine the relationship between change communication and academic service quality in the context of ongoing institutional transformation, especially in the context of public universities in eastern Indonesia, despite the fact that they reiterate the significance of communication and service quality. This gap emphasizes the need for studies that concentrate on how students react to organizational changes when they are supported or not by excellent academic services and good communication. The growing need for educational institutions to maintain their

adaptability and transparency during times of transition is what makes this research urgent. Every time new academic regulations, procedures, or technology systems are implemented, students anticipate prompt, accurate, and compassionate communication. Confusion, resistance, and discontent may arise when communication falls short of these standards. Similarly, poor service quality has a direct impact on students' academic experiences, whether it is because of subpar facilities, sluggish administrative procedures, or unresponsive employees. Institutional decisions must be guided by an understanding of how these two factors affect student happiness, particularly for faculties undertaking or contemplating academic reforms.

Thus, the purpose of this study is to examine how academic service quality and change communication affect student satisfaction at Tadulako University's Faculty of Economics and Business. The study offers a thorough analysis of how students' perceptions and experiences are shaped throughout times of institutional change by communication strategies and service delivery systems. In order to investigate student satisfaction in a dynamic academic setting, this research integrates change communication theory with the SERVQUAL model, which is a state-of-the-art approach that has rarely been used in prior studies, especially in the context of Indonesian higher education. This study makes a theoretical and practical contribution. The study provides empirical evidence on the partial and simultaneous effects of academic service quality and change communication on student satisfaction, which theoretically adds to the body of literature. From a practical standpoint, this study offers leaders in higher education strategic insights on how to improve communication and service quality to improve student experiences, build institutional trust, and facilitate the effective execution of academic reforms. It is anticipated that this contribution would assist universities in creating more efficient communication plans and providing top-notch academic services that meet the changing needs of their students.

Research Question a) Does Change Communication significantly affect Student Satisfaction?. b) Does Academic Service Quality significantly affect Student Satisfaction?. c) Do Change Communication and Academic Service Quality simultaneously affect Student Satisfaction?. Research Hypotheses a) H1: Change Communication and Academic Service Quality simultaneously affect Student Satisfaction. b) H2: Change Communication has a significant effect on Student Satisfaction. c) H3: Academic Service Quality has a significant effect on Student Satisfaction.

## 2. RESEARCH METHODS

### 2.1 Basic Research Framework

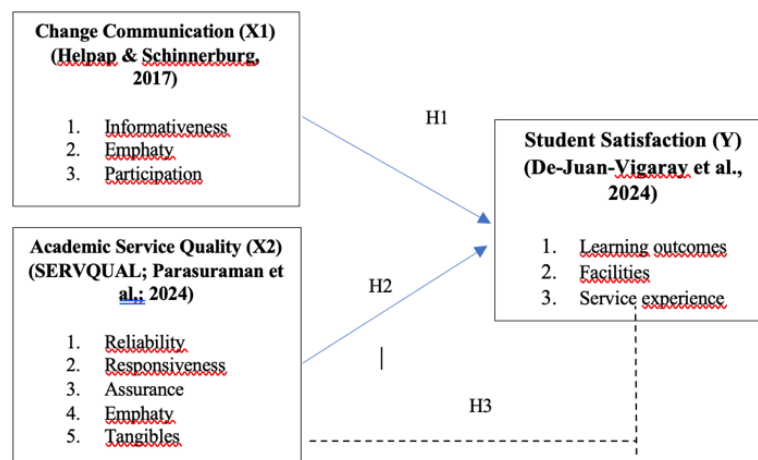
This study employed a quantitative research approach, which was considered appropriate for determining the influence of specific factors on student satisfaction and for examining causal relationships among variables. Quantitative methods offer the advantage of producing empirical evidence that can be generalized to a broader population, provided the sample is selected appropriately. In this context, the study aimed to investigate the effect of Change Communication (X1) and Academic Service Quality (X2) on Student Satisfaction (Y) within the Faculty of Economics and Business at Tadulako University. This research design was chosen to generate measurable data regarding the direction and magnitude of relationships between variables and to test hypotheses derived from the theoretical framework in a structured and systematic manner.

The population of this study comprised all undergraduate students enrolled in the Faculty of Economics and Business from 2023 to 2025. These students were selected because they had directly experienced various institutional shifts, including administrative reforms, the digitalization of academic services, and adjustments to academic procedures. Given the study's emphasis on variables related to change processes, a purposive sampling technique was employed. Purposive sampling was deemed appropriate because the research required participants who possessed specific characteristics relevant to the study variables, namely exposure to academic and administrative changes. Based on methodological recommendations by (Memon et al., 2025), a minimum sample size of 30 to 100 respondents is considered sufficient for regression analysis. Therefore, a final sample of 67 students was selected, which met the criteria for statistical adequacy and ensured that the results would be reliable and valid for inferential purposes.

Data were collected using a standardized Likert-scale questionnaire consisting of three sections. The first section measured the dimensions of Change Communication (X1), which included participation, empathy, and informativeness. These indicators assessed the extent to which lecturers and academic staff communicated institutional changes clearly, showed concern for students' needs, and provided opportunities for feedback and involvement. The second section measured Academic Service Quality (X2) using the SERVQUAL framework, which encompasses reliability, responsiveness, assurance, empathy, and tangibles. This part of the questionnaire captured students' perceptions regarding the accuracy and dependability of academic services, staff willingness to help, the competence of academic personnel, the empathy shown during service delivery, and the adequacy of physical facilities. The final section assessed Student Satisfaction (Y), focusing on perceptions of learning outcomes, the overall academic environment, administrative service experiences, and general contentment with academic processes.

To ensure the quality of the instrument, the questionnaire underwent expert validation and a pilot test. Reliability was examined using Cronbach's alpha, and all variables achieved coefficients above 0.70, indicating acceptable internal consistency. Data collection was conducted through both offline and online methods to increase participation and accommodate students' differing access and preferences. The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive analysis, including means and standard deviations, was used to summarize response patterns and identify trends. Inferential analysis involved multiple linear regression to determine the partial and

simultaneous effects of Change Communication (X1) and Academic Service Quality (X2) on Student Satisfaction (Y). Assumption tests normality, heteroscedasticity, and multicollinearity were performed to ensure the validity of the regression model. All data analyses were conducted using SPSS version 25.



Figures 1. Research Model

### 3. RESULTS AND DISCUSSION

#### 3.1 Descriptive Statistics of Variables

The purpose of descriptive analysis is to explain the empirical trends of each indicator that makes up the variables of communication change (X1), academic service quality (X2), and student satisfaction (Y).

Table 1. Descriptive Statistics of Change Communication (X1)

Indicator	N	Mean	Std. Deviation	
Diversity of communication channels used (X1.1)	66	4.3485	.75432	Highest
Clarity and completeness of the information provided (X1.2)	66	3.7879	.90324	
Lecturers or staff provide moral support and solutions to student difficulties (X1.3)	66	3.9242	.86488	
Communication is conducted using polite language (X1.4)	66	3.6667	.7303	Lowest
Students are involved in discussions or socialization of academic changes (X1.5)	66	3.803	.84525	
Communication takes place interactively (X1.6)	66	3.7879	.83233	
Valid N (listwise)	66			

Table 1 shows that indicator X1.1 (“diversity of communication channels”) obtained the highest mean value (4.34), meaning students perceive that various channels WhatsApp groups, SIKAD announcements, lecturers, and faculty information boards have been optimally utilized. Conversely, X1.4 (“polite language use”) shows the lowest mean (3.66), indicating students still feel communication styles from some academic units are inconsistent during the change process. This condition represents an area that still requires improvement.

Table 2. Descriptive Statistics of Academic Service Quality (X2)

Indicator	N	Mean	Std. Deviation	
Condition of physical facilities (X2.1)	66	2.8788	.95297	Lowest
Accuracy and precision of academic services (X2.2)	66	3.1515	.91555	
Readiness to help students (X2.3)	66	3.3182	.82572	
Student confidence in the abilities of lecturers/staff (X2.4)	66	3.6515	.81321	Highest
Staff & lecturers' concern for student needs (X2.5)	66	3.5303	.82685	
Valid N (listwise)	66			

As shown in Table 2, indicator X2.4 (“competence of lecturers/staff”) has the highest mean (3.65), implying that respondents trust lecturers and staff in managing academic services. Meanwhile, X2.1 (“physical facilities”) receives the lowest value (2.87), suggesting that infrastructure such as classrooms, laboratory spaces, Wi-Fi, and learning equipment remain below student expectations.

**Table 3.** Descriptive Statistics of Student Satisfaction (Y)

Indicator	N	Mean	Std. Deviation	
The faculty treats students with respect and friendliness (Y1.1)	66	3.6667	.84732	
Lecturer Methods and Abilities (Y1.2)	66	3.6515	.83191	
Conformity of learning outcomes with expectations (Y1.3)	66	3.8939	.65934	Highest
Effectiveness of faculty support (Y1.4)	66	3.803	.8982	
Convenience of learning facilities (Y1.5)	66	3.3182	1.01009	Lowest
Valid N (listwise)	66			

Table 3 shows that Y1.3 has the highest average (3.89), meaning students generally feel learning outcomes are aligned with academic expectations. However, Y1.5 (“facility convenience”) records the lowest average (3.31), indicating again that physical campus facilities are a consistent weakness affecting satisfaction.

### 3.1.1 Hypothesis Testing

Hypothesis testing was conducted to examine H1, H2, and H3 as proposed in the research framework. Simultaneous Test (F-Test)

**Table 4.** ANOVA – Simultaneous Effect of X1 and X2 on Y

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	333.438	2	166.719	29.975	<.001 <sup>b</sup>
Residual	355.965	64	5.562		
Total	689.403	66			

a. Dependent Variable: Students Satisfaction  
b. Predictors: (Constant), Change Communication, Service Quality

Table 4 indicates that the significance value is < .001, meaning both Change Communication and Academic Service Quality simultaneously have a significant effect on Student Satisfaction. The F value (29.975) also exceeds the critical threshold, proving the model is statistically meaningful.

### 3.1.2 Partial Test (t-Test)

**Table 5.** Coefficients – Partial Effect of X1 and X2 on Y

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.421	1.781		3.605	<.001
1 X1	.062	.115	.075	.545	.588
X2	.633	.137	.637	4.62	<.001

a. Dependent Variable: Y

a. Change Communication → Student Satisfaction: Not significant (Sig = 0.588).

b. Academic Service Quality → Student Satisfaction: Significant (Sig < .001).

This means that even though communication channels and procedures exist, students do not feel that such communication directly affects their satisfaction.

Coefficient of Determination (R<sup>2</sup>)

**Table 6.** Model Summary

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.695 <sup>a</sup>	.484	.468	2.358	

a. Predictors: (Constant), X2, X1

The independent variables explain 48.4% of changes in student satisfaction, while the remaining 51.6% are influenced by other variables not included in the model (e.g., lecturer performance, campus image, peer interaction, administrative speed).

### 3.2 Discussion

The purpose of this section is to interpret the findings and compare them with the hypotheses and relevant literature. Three main points are discussed: (1) simultaneous influence of variables, (2) non-significance of change communication, and (3) strong influence of academic service quality.

### 3.2.1 Simultaneous Influence of Change Communication and Academic Service Quality

The simultaneous test indicates both variables significantly influence student satisfaction, supporting H1. This finding aligns with (Seitova et al., 2024), who emphasize that the integration of effective communication and high-quality services strengthens student perceptions of institutional reliability. Similarly, (Lokolo et al., 2024) concluded that service quality and trust create a positive academic environment that enhances satisfaction.

The significance of the simultaneous effect suggests that communication and service quality function as a system. In the context of change, students expect clear information (communication) followed by tangible service performance (service quality). When both aspects run consistently, students evaluate the institution more positively.

### 3.2.2 Change Communication Does Not Significantly Affect Student Satisfaction

Although theoretically communication is central to organizational change (Helpap & Schinnenburg, 2017), the partial test shows Change Communication has no significant direct effect. Thus, H2 is rejected. Three reasons explain this finding:

a. Students prioritize outcomes over information.

Even if communication about changes is provided, students prioritize how changes affect their learning, schedules, and academic services. This is consistent with (Wahyuni & Kamaruddin, 2023), who found that communication alone does not improve satisfaction unless supported by structural improvements.

b. The lowest indicator (X1.4) shows communication style issues.

Students feel that “polite and empathetic language” is inconsistently implemented. Prior research indicates that emotional tone influences acceptance of change (Helpap & Schinnenburg, 2017).

c. Communication channels may be diverse but unstandardized.

Information from academic staff, program coordinators, and lecturers may differ, causing confusion. Such inconsistency weakens the positive impact of communication.

Hence, communication is necessary but not sufficient to elevate satisfaction. The regression coefficient for Change Communication ( $B = 0.062$ ) shows a very slight positive effect, although being statistically insignificant, indicating that its practical impact on student satisfaction is minimal. This result is in line with indicator X1.4's low mean score, demonstrating that communication by itself cannot significantly raise satisfaction in the absence of improved services.

### 3.2.3 Academic Service Quality Significantly Influences Student Satisfaction

The strongest finding of this study is that Academic Service Quality has the most significant effect supporting H3. This aligns with:

a. (Amoako et al., 2023): service responsiveness and staff competence are dominant predictors of satisfaction.

b. (Mantiri et al., 2024): academic service quality directly increases satisfaction.

c. (Mantiri et al., 2024): facilities and staff performance shape students' loyalty.

In this study, indicator X2.4 (“competence of lecturers/staff”) was consistently the highest. Students value knowledgeable staff who respond quickly and handle academic needs effectively. However, the lowest score for X2.1 (“physical facilities”) indicates that the main weakness remains infrastructure. This finding aligns with (Hidayat et al., 2024), who emphasized that SERVQUAL's tangibles dimension remains a common complaint in Indonesian universities. Thus, students may tolerate communication gaps but remain highly sensitive to service delivery and academic support.

### 3.2.4 Novelty and Contribution of This Research

This study contributes to the growing literature in several ways:

a. Shows that communication does not always directly influence satisfaction.

This contradicts many models assuming communication is always a driver of satisfaction and highlights that students weigh service quality more heavily.

b. Uses updated literature (2020–2025) to contextualize findings in the post-pandemic academic era, where digitalization of services is rising.

c. Provides empirical evidence from a transitioning academic environment, offering insight for institutions undergoing similar changes.

d. Suggests that improving physical and digital facilities will yield the greatest increase in satisfaction.

## 4. CONCLUSION

According to the study's findings, academic service quality and change communication both significantly affect student satisfaction at the same time, accounting for 48.4% of its variation ( $R^2 = 0.484$ ). Change Communication exhibits a positive but statistically negligible influence ( $\beta = 0.075$ ,  $p = 0.588$ ), but only Academic Service Quality exhibits a substantial partial effect ( $\beta = 0.637$ ,  $p < 0.001$ ). These results show that during times of institutional transition, students choose concrete academic services over informational communication. The study makes significant contributions to theoretical advancement as well as academic practice. From a practical standpoint, the findings emphasize the necessity for academic institutions to improve their infrastructure, strengthen the ability of academic staff to provide high-quality services, and improve their academic service systems. Simultaneously, communication techniques need to be refined to

become more structured, interactive, and sympathetic. Theoretically, by showing how these factors interact within the framework of continuous academic transformation, the integration of change communication and service quality contributes to the body of existing literature. In general, enhancing communication techniques and raising the caliber of academic services will help create a more productive and student-focused learning environment. In order to give a more complete model of student happiness, future research is advised to incorporate additional variables such digital literacy, teaching quality, institutional image, and learning environment.

## ACKNOWLEDGMENT

I would like to thank everyone who has helped with this research. In particular, I would like to thank Ms. Pricylia Chintya Dewi Buntuang, Mrs. Syahir Natsir, Tadulako University, and everyone who responded. I would like to thank you for your help and time.

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