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Designing a Superior Service Delivery Model in Education to Enhance Public Satisfaction

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A B S T R A C T

Purpose: The education system plays a crucial role in the growth and progress of any society and, as one of the main institutions developing intellectual capital and specialized human resources, it holds a sensitive responsibility in achieving sustainable development. Therefore, it should focus on improving the quality of its service delivery to meet people's expectations and increase their satisfaction. Accordingly, the aim of this study is to design a superior service delivery model in the field of education to enhance public satisfaction.

Methodology: This research is applied in purpose, exploratory in nature due to its qualitative research approach, and descriptive-survey in terms of data collection and implementation. In the first phase, the population consisted of scientific documents and records, from which 38 studies were selected as the research sample based on inclusion criteria and purposive sampling method. In the second phase, academic and organizational experts were chosen based on the principle of theoretical saturation and purposive sampling technique, totaling 16 individuals. The data collection tool in the first phase was a systematic review of scientific documents and records through meta-synthesis, and in the second phase, semi-structured interviews with experts through thematic analysis. Validity through the CASP tool and reliability through Cohen's kappa coefficient were obtained at 0.56. The validity and reliability of the interview tool were also examined based on criteria of accuracy, credibility, dependability, transferability, and confirmability, which were ultimately confirmed. Finally, the data were analyzed using thematic analysis in MAXQDA software.

Findings: The findings of this research identified 69 indicators, 13 components, and 3 dimensions for superior service delivery in the field of education to enhance public satisfaction. The dimensions of superior service delivery included: quality of educational services (with 9 components: tangibles, accountability, assurance, empathy, courtesy, dynamism, diversity, citizen-centricity, and monitoring and control), productivity of educational services (with 2 components: service efficiency and effectiveness), and intelligence of educational services (with 2 components: digitalization and the use of modern technologies). Ultimately, considering these dimensions, components, and identified indicators, the final model of the study was presented, which was found to be of suitable validity.

Conclusion: Considering the results obtained from the current study, it is possible to create conditions for the realization of superior service delivery in the field of education to enhance the level of public satisfaction.

Keywords: *Superior service delivery, education, public satisfaction.*

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1. Introduction

Today, the role of services in everyday life has become increasingly apparent, and alongside this, the construct of high-quality services has been established and recognized as a competitive advantage among organizations (Sibai et al., 2021). High-quality services are those that enable an individual to feel that they have received value in the transaction. In fact, the basis for defining high-quality services is the expectations and perceptions of the individual from the service. People often evaluate the concept of high-quality services by comparing the service they have received (perceptions) with the service they expected to receive (ideal expectations and minimum expected services) (Ali et al., 2021; Sibai et al., 2021). The goal of providing high-quality services is initially to meet the minimum expectations of people and then to eliminate the gap between ideal expectations and their perceptions of organizational services, addressing these differences in opinion (Suleiman Awwad & Mohammad Agti, 2011). One of the most important services that affects the growth, progress, and improvement of the cultural and social status of a society is providing people with high-quality educational services.

In today's world, education is of special importance, and the ongoing developments have led to increased attention to the issue of education. In the current era, education is considered one of the unavoidable needs of humans. Education and skill enhancement have become essential tools for dealing with the complex and evolving issues of today's world. Education, especially education that focuses on nurturing new generations, is one of the most basic necessities of a society and, given its ubiquity, the best method for achieving new developments and progress (Seidahmetov et al., 2014; Sharifi et al., 2022). Educational institutions play a crucial role in training future generations and the specialized workforce needed by society, such that there is a close relationship between the development of society and education (Zamani, 2019). In fact, the quality of activities of other social institutions largely depends on the performance of education. Quality is currently one of the main focuses of all educational discussions, and its enhancement is the most important duty of the Ministry of Education (Adabi et al., 2022; Amiri Roshkhar et al., 2021). The educational system needs to be in an optimal state in terms of the quality of educational services to achieve its goals (Heidari et al., 2023). The quality of educational services means the appropriateness of all features related to educational services and is now prevalent at the heart of every educational system worldwide (Zajda, 2020). Attention to the quality of services is considered a fundamental step in developing quality enhancement programs (Heidari et al., 2023). When discussing the quality of education, examining the professional competencies of teachers, educational staff, and school counselors [as service providers] is crucial and key. This is because they are considered the most important determinant of educational quality and play a vital role in the country's progress, nurturing a competent workforce, maintaining peace and harmony in society, socializing, and preparing individuals for social life, and transferring social values and cultures to future generations (Sharifi et al., 2022). However, in recent years, social, economic, and cultural changes, the rapid growth of information and communication technology, and globalization on the one hand, and the mismatch between the content of educational programs in schools and educational centers with the needs of society and the unsatisfactory knowledge and skills learned by learners on the other hand, have faced educational systems with serious challenges [regarding] the quality of educational services (Georgiadou et al., 2020). Therefore, research on the quality of education in schools is among the most important issues that, on the one hand, provide appropriate feedback for analyzing educational issues, fundamental decisions, and strategic planning for education officials, and on the other hand, enable teachers to improve their teaching methods and consequently the quality of their teaching with awareness of their performance quality (Adabi et al., 2022).

The progress of any society depends on the capability of its educational system, and the efficiency of any educational system can be estimated by measuring the extent to which its graduates have achieved educational goals. For this reason, progress has been one of the most important indicators of success and effectiveness of any scientific activity and educational organization, especially since the formal and compulsory implementation of education (Amiri Roshkhar et al., 2021; Khosravi, 2018). Education, as an educational, cultural, and social institution, plays an effective role in human resource development and the growth and prosperity of society (Mobus, 2018) and is considered the largest educational institution of any country, playing a significant role in gathering intellectual capital, growth and nurturing of informational and skillful individuals, and preparing and employing them for the production and services, which requires improving the quality of educational services in it (Seidahmetov et al.,

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2014). Observing the quantitative and qualitative trends of education globally, especially in the Third World countries in recent decades, it is clear that enhancing the quality of education is an extremely sensitive issue, one of the signs of which is the emergence of a global educational crisis. The quality of schools is one of the main concerns of the education system in most countries of the world. Some countries have reduced this concern in the past two decades through continuous evaluation and have strived to address it. Quality in the educational system is of special importance, and its goal is the optimal use of resources and facilities. Continuous improvement of education quality is the ultimate goal of the country's educational evaluation (Sobhani et al., 2020).

The opinions of the general public [students and their parents], as one of the main stakeholders in the field of education, are of great importance, and their perceptions and expectations are considered the main determinant of quality (Sirvanci, 2004). Some scholars have considered achieving public satisfaction as a key factor in overcoming many problems. Also, based on studies conducted, attention has been paid to satisfaction as an indicator that can be the result of providing high-quality services (Olsen, 2015). Therefore, paying attention to the quality of educational services and utilizing its results can empower managers and planners to prevent quality decline, lead to better management of the ensemble, and improve service quality and performance (La Rotta et al., 2020), ultimately leading to satisfaction.

Adabi et al. (2022) conducted research on "Presenting a model for improving the quality of education in Ahvaz city schools using a grounded theory method." The methodology of this study is applied in purpose, qualitative in data, and of the grounded theory type. The population consisted of a group of experts including teachers and school administrators, educational specialists, and experts selected based on purposive sampling and considering the principle of theoretical saturation. Two tools were used for data collection: literature review and then semi-structured interviews. Ultimately, 185 concepts were obtained, which classified these concepts into 23 sub-categories and, in the axial coding stage, 10 main categories including teachers, management and schools, school organizational structure, school environment, school facilities, curriculum content, resources, satisfaction level, academic progress, and academic motivation were classified (Adabi et al., 2022).

Amiri Rashtkhar et al. (2021) in their article addressed "Designing and validating the quality of educational services based on student satisfaction based on Khan's model." The methodology of this research was qualitative and quantitative, and the population for the qualitative part consisted of faculty members and experts of the Islamic Azad University, totaling 20 individuals, and for the quantitative part, all students of the Islamic Azad University, Mashhad branch, were selected as the statistical sample through simple random sampling according to Cochran's formula, totaling 384 individuals. The data collection tool included interviews and a 57-question researcher-made questionnaire based on Khan's model. The research results showed that the organizational dimension with a factor load of 0.589 had the most importance in the factors identified as effective in student satisfaction, and the technology dimension with a factor load of 0.511 had the least importance, with other dimensions placed in subsequent degrees (Amiri Roshkhar et al., 2021).

Sharifinejad et al. (2020) conducted a study on "Designing a model for measuring the quality of educational services in Tehran's district seven education." This study was applied in purpose and quantitative in execution method, of the correlational type. The research population consisted of managers, deputy managers, teachers, and experts of Tehran's district seven education. Data were collected using a 29-item researcher-made questionnaire, the content validity of which was confirmed by experts, and its construct validity was confirmed through exploratory factor analysis, and its overall reliability was calculated using Cronbach's alpha method at 0.76. For data analysis, factor analysis methods and structural equation modeling in SPSS 23 and LISREL 8.8 software were used. The results showed that the model for measuring the quality of educational services in education had five factors: organizational management structure, human resources, comprehensive planning, and quality management. The results of structural equation modeling showed that the model for measuring the quality of educational services in education had a suitable fit, and all five factors had a direct and significant effect on educational services (Sharifinejad et al., 2020).

Khosravi (2018) in an article addressed "Designing and validating a model for the quality of educational services in virtual institutes and universities in Iran." This research used a mixed method including the Delphi method and the survey method. In the Delphi method, initially, by studying various models of service quality in general and educational service quality in particular, a proposed model for evaluating the quality of educational services in virtual educational institutions was presented. After evaluating and analyzing the experts' opinions, the questionnaire was distributed

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electronically among 246 MBA students of a virtual university. To confirm the proposed measurement model, questionnaire data were analyzed using AMOS software through structural equation modeling. The results indicate that four axes can be used to evaluate the quality of education: quality of provided education, quality of behavior by virtual education stakeholders, quality of service delivery system, and perceived support quality (Khosravi, 2018).

Given the above, it is clear that the issue of government service provision, to increase the level of public satisfaction with the country's education system, holds a very special place and attention to it is essential. Despite the very long history of service provision in this area and the many efforts that have been made to develop it, this issue still does not have an appropriate position in terms of implementation. On the other hand, in practice, we see that some of the services provided in this area to the people do not have the expected quality and ultimately do not lead to satisfaction. One reason for this dissatisfaction is the lack of a comprehensive model for optimal service provision that stems from understanding people's expectations and analyzing the gap between these expectations and reality. Another reason can be found in the ineffectiveness of opinion polling and survey processes from people regarding the quality of services and how they are provided. Also, transparent and accurate reports and feedback from surveys conducted on opinions and the level of public satisfaction with the quality of educational services provided by organizations and service providers are not presented. However, since organizations carry out actions based on their missions and responsibilities, which should be evaluated and reviewed in a scientific, transparent, and logical process in terms of nature, operational and delivery of service, there is a need to study and review the service provision processes in these organizations and also to review them in accordance with scientific and global standards so that as a result, the improvement and enhancement of the service capabilities and abilities and creating added value for the people in this area can be realized. Therefore, considering the importance of focusing on the provision of high-quality educational services at an affordable price and in a short time, the goal of the current research is to design a superior service delivery model in the field of education to enhance the level of public satisfaction.

2. Methods and Materials

2.1. Study Design and Participants

This research, in terms of its purpose, is applied; by the nature of its research, it is qualitative and exploratory; in terms of data collection and execution, it is descriptive and employs a survey research method; and in terms of its time frame, it is cross-sectional. The study was conducted in two stages: the first stage involved a systematic review of theoretical literature, and the second stage involved interviews with experts. The population in the first stage consisted of scientific documents and records based on inclusion criteria for the research (published in Persian and English; in the form of doctoral dissertations and articles; research conducted in the last 10 years—domestically from 2014 to 2023, and internationally from 2014 to 2023) and was selected through a purposive approach. Out of 269 identified works, 38 scientific works were selected as the sample. In the second stage, academic and organizational experts were chosen based on the principle of theoretical saturation and purposive non-random sampling according to the inclusion criteria (academic experts: holding a doctoral degree and being a faculty member in the field of public administration; having expertise and scientific and research experience in areas related to public management, service delivery, satisfaction including articles, books, research projects, etc.; having at least 5 years of teaching and study experience related to the subject; organizational experts: officials with at least 5 years of experience in the management of organizations and public institutions; having at least a master's degree) as the sample.

2.2. Data Collection and Analysis

In addition to the literature review and background, interviews were conducted with experts. The data collection tool in the first stage was a systematic review of scientific documents and records using a meta-synthesis approach. In meta-synthesis, systematic review refers to a thorough study of existing scientific works on a specific topic, including search, identification, selection, and synthesis of literature and background, where ultimately 38 scientific works were selected, and their validity was confirmed through the CASP tool, and reliability was determined using Cohen's kappa coefficient as 0.56. In the second stage, semi-structured interviews were used for the interview part. In addition to presenting the results of the meta-synthesis stage to the interviewees, 5 preliminary questions derived from the research topic and objectives were used. Additionally, the researcher posed other sub-questions to understand the

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experiences of the interviewees. After necessary arrangements, the researcher visited the interviewees' workplaces and recorded the interview conversations with a mobile phone, with the interviewee's permission, to extract codes. This process was repeated after each interview, and it was noted in interviews 17 and 18 that no new codes were added to the previous codes; therefore, the interview process was not continued with the next interviewee. Apart from the researcher, a statistics expert and a university professor also provided feedback on the codes. During the interview, opinions on indicators, components, and desired dimensions were collected, and the main factors were examined and finalized. It is noteworthy that the duration of the interviews ranged from 30 to 75 minutes. The validity and reliability of the semi-structured interview tool were also examined based on the criteria presented in the Guba and Lincoln (1982) model (accuracy, credibility, dependability, transferability, and confirmability), which were confirmed. Finally, the data obtained from the research were analyzed using thematic analysis technique in MAXQDA software.

3. Findings and Results

In this study, the Delphi questionnaire tool was used for data collection, which was distributed among 16 academic and organizational experts in 3 stages. Table 1 presents information related to the demographic characteristics of the experts.

Table 1

Demographic Characteristics of Experts

No.	Type of Expert	Field of Study	Education Level	Gender	Age Range	Years of Experience
1	Academic Expert	Public Management	Doctorate	Male	Above 55	Above 20
2	Academic Expert	Public Management	Doctorate	Male	Above 55	Above 20
3	Academic Expert	Public Management	Doctorate	Male	Above 55	Above 20
4	Academic Expert	Public Management	Doctorate	Male	Above 55	Above 20
5	Academic Expert	Public Management	Doctorate	Male	Above 55	Above 20
6	Academic Expert	Public Management	Doctorate	Male	Above 55	Above 20
7	Academic Expert	Public Management	Doctorate	Male	Above 55	11 to 20
8	Academic Expert	Public Management	Doctorate	Male	51 to 55	11 to 20
9	Academic Expert	Public Management	Doctorate	Male	51 to 55	11 to 20
10	Academic Expert	Public Management	Doctorate	Female	51 to 55	11 to 20
11	Academic Expert	Public Management	Doctorate	Female	45 to 50	11 to 20
12	Organizational Expert	Public Management	Doctorate	Male	Above 55	Above 20
13	Organizational Expert	Public Management	Doctorate	Male	51 to 55	Above 20
14	Organizational Expert	Public Management	Doctorate	Female	51 to 55	11 to 20
15	Organizational Expert	Public Management	Master's	Male	45 to 50	Below 10
16	Organizational Expert	Public Management	Master's	Male	45 to 50	Below 10

As presented in Table 1, 11 of the experts were academic, and 5 were organizational. Additionally, other matters related to the demographic characteristics of the research population are visible in this table. Subsequently, the dimensions, components, and indicators related to superior service delivery in the field of education to enhance public satisfaction are presented in Table 2.

Table 2

Dimensions, Components, and Indicators Related to Superior Service Delivery in Education to Enhance Public Satisfaction

Dimensions	Components	Indicators
Quality of Educational Services	Tangibles	Considering a suitable environment for teaching (ventilation, lighting, heating/cooling systems, etc.), using up-to-date and modern educational equipment and facilities in schools, maintaining cleanliness and tidiness of the school environment, orderly and well-presented appearance of teachers, visual attractiveness of the school environment (building façade, coloring, decor, etc.)
	Responsibility	Teachers' enthusiasm for providing quality education, support for the education provided, sensitivity and alertness towards students, appropriately responding to students in the best way possible
	Assurance	Teachers' knowledge, skills, and ability to respond to students, trustworthy behavior and inducing a sense of calm in students during teaching, using experienced and specialist personnel in teaching, adherence to laws and regulations, avoiding discrimination and inequality in service provision, avoiding subjective and individual

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		treatment, considering the interests of all students, attention to the accuracy and correctness of the teachings provided
	Empathy	Special attention to each student considering their characteristics, kindness and compassion, valuing and allocating sufficient time for students, instilling a sense of importance in students, being helpful to students
	Courtesy	Observing politeness and respect and friendly treatment of students, humility, commendable behavior, welcoming with an open approach and pleasant tone
	Dynamism	Adaptability of educational systems in response to diverse needs, evolution of educational systems in relation to technological changes, adapting to sudden and significant environmental changes, allocating resources and developing contingency plans in special circumstances, flexibility of service delivery processes to adapt to new conditions, advancing with the trend and speed of changing conditions
	Diversity	Diversity in designing educational services to ensure inclusivity according to everyone's needs, diversity in the components of education that can be offered to students, diversity in teaching methods in schools
	Citizen-centricity	Reducing time and financial costs for families using educational services, the possibility of receiving opinions, criticisms, and suggestions from parents and students, parents and students' approval of the educational content and its delivery, attention to students' legal rights, striving to meet the expectations of society, effective opinion polling and surveying of people regarding the quality of education, creating opportunities for public participation in the educational policy-making process
	Monitoring and Control	Precise and continuous monitoring to identify and address problems and challenges, efficient supervision of school performance, creating and expanding inspection units, periodic or surprise visits by officials to schools, having an appropriate mechanism for measuring the satisfaction levels of students and parents, updating indicators and quality metrics of services, utilizing timely and effective feedback mechanisms, improvement-oriented control in the educational service delivery process
Productivity of Educational Services	Service Efficiency	Balance between the amount of education provided and the budget used, balance between the duration of education provided and the cost per unit of it, balance between the amount of education provided and the number/working hours of teachers, precise, objective, and logical allocation of resources
	Service Effectiveness	Improving the satisfaction of students and parents, creating and enhancing a positive mental attitude in students and parents, focusing on achieving service delivery goals
Intelligence of Educational Services	Digitalization	Accessibility to educational materials, electronic support and information dissemination, equipping schools with electronic educational systems, mechanizing the processes of educational service provision, expanding the coverage of educational services available through non-physical portals
	Utilization of Modern Technologies	Expanding the mobile version of educational applications, expanding and developing the use of the internet, utilizing the potentials of virtual social networks in providing educational services, using artificial intelligence, employing Internet of Things (IoT) technology, Virtual Reality (VR), blockchain, etc., employing cloud computing and edge computing

As observable in Table 2, for superior service delivery in the field of education to enhance public satisfaction, 69 indicators, 13 components, and 3 dimensions were identified. In this study, the dimensions are: quality of educational services (with 9 components: tangibles, accountability, assurance, empathy, courtesy, dynamism, diversity, citizen-centricity, and monitoring and control), productivity of educational services (with 2 components: service efficiency and effectiveness), and intelligence of educational services (with 2 components: digitalization and the use of modern technologies).

4. Conclusion

The education system in any society plays a crucial role in its growth and development and, as one of the main institutions for developing intellectual capital and specialized human resources, bears a sensitive responsibility towards achieving sustainable development. Thus, the educational system in any country must focus on improving the quality of its service delivery to meet the expectations of the people and lead to their satisfaction. This can be achieved through the implementation of effective models, provided they are designed in accordance with the values of that society. Accordingly, the aim of this research was to design a superior service delivery model in the field of education to enhance public satisfaction. The findings from this research identified 69 indicators, 13 components, and 3 dimensions for superior service delivery in the field of education to enhance public satisfaction. In this study, the dimensions of superior service delivery included: quality of educational services (with 9 components including tangibles, accountability, assurance, empathy, courtesy, dynamism, diversity, citizen-centricity, and monitoring and control), productivity of educational services (with 2 components: service efficiency and effectiveness), and intelligence of educational services (with 2 components: digitalization and the use of modern technologies).

In interpreting the findings of this research, it is understood that in the dimension of quality of educational services, indicators such as considering a suitable environment for teaching (ventilation, lighting, heating/cooling systems, etc.), using up-to-date and modern educational equipment and facilities in schools, maintaining cleanliness and tidiness of the school environment, orderly and well-presented appearance of teachers, visual attractiveness of the school environment (building façade,

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coloring, decor, etc.), teachers' enthusiasm for providing quality education, support for the education provided, sensitivity and alertness towards students, appropriately responding to students in the best way possible, teachers' knowledge, skills, and ability to respond to students, trustworthy behavior and inducing a sense of calm in students during teaching, using experienced and specialist personnel in teaching, adherence to laws and regulations, avoiding discrimination and inequality in service provision, avoiding subjective and individual treatment, considering the interests of all students, attention to the accuracy and correctness of the teachings provided, special attention to each student considering their characteristics, kindness and compassion, valuing and allocating sufficient time for students, instilling a sense of importance in students, being helpful to students, observing politeness and respect and friendly treatment of students, humility, commendable behavior, welcoming with an open approach and pleasant tone, adaptability of educational systems in response to diverse needs, evolution of educational systems in relation to technological changes, adapting to sudden and significant environmental changes, allocating resources and developing contingency plans in special circumstances, flexibility of service delivery processes to adapt to new conditions, advancing with the trend and speed of changing conditions, diversity in designing educational services to ensure inclusivity according to everyone's needs, diversity in the components of education that can be offered to students, diversity in teaching methods in schools, reducing time and financial costs for families using educational services, the possibility of receiving opinions, criticisms, and suggestions from parents and students, parents and students' approval of the educational content and its delivery, attention to students' legal rights, striving to meet the expectations of society, effective opinion polling and surveying of people regarding the quality of education, creating opportunities for public participation in the educational policy-making process, improving the literacy level of the populace through the development of the educational system, precise and continuous monitoring to identify and address problems and challenges, efficient supervision of school performance, creating and expanding inspection units, periodic or surprise visits by officials to schools, having an appropriate mechanism for measuring the satisfaction levels of students and parents, updating indicators and quality metrics of services, utilizing timely and effective feedback mechanisms, improvement-oriented control in the educational service delivery process played a role in the process of service delivery in people's satisfaction. Additionally, the findings of this research were consistent with the findings of prior research (Amiri Roshkhar et al., 2021; Khosravi, 2018; Sharifinejad et al., 2020).

In the dimension of educational service productivity as well, balancing between the amount of education provided and the budget used, the balance between the duration of education provided and the cost per unit of it, the balance between the amount of education provided and the number/working hours of teachers, precise, objective, and logical allocation of resources, improving the satisfaction of students and parents, creating and enhancing a positive mental attitude in students and parents, focusing on achieving service delivery goals played an effective role in the topic of satisfaction. The findings of this research in this regard were consistent with the prior findings (Adabi et al., 2022).

In the dimension of intelligence of educational services as well, factors such as accessibility to educational materials, electronic support and information dissemination, equipping schools with electronic educational systems, mechanizing the processes of educational service provision, expanding the coverage of educational services available through non-physical portals, expanding the mobile version of educational applications, expanding and developing the use of the internet, utilizing the potentials of virtual social networks in providing educational services, using artificial intelligence, employing Internet of Things (IoT) technology, Virtual Reality (VR), blockchain, etc., employing cloud computing and edge computing played an effective role in the topic of this research study. Also, the examination of the results indicates that the findings of this research were somewhat consistent with the findings of previous research (Adabi et al., 2022).

Among the limitations of this research were the limited and time-consuming access to experts for conducting interviews and obtaining the consent of interviewees for recording interviews due to the potential non-observance of ethical considerations. In this regard, a commitment by the interviewer to adhere to the principle of confidentiality and secrecy, deletion of recorded interviews after the conclusion of the research, anonymity of interviews, non-disclosure of interviewees' names, etc., were fully explained to the experts.

Considering the results and findings from this research, it is suggested that for data collection and analysis, the use of mixed methods should be considered. Quantitative methods can be used through surveys and questionnaires for data

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collection; while qualitative methods will include interviews, content analysis, and participation in group sessions. Combining these two methods can provide a more comprehensive analysis of data and results for the researcher. Another recommendation is that after designing a model, it is appropriate to evaluate it in an environment. This evaluation can help examine the performance and effectiveness of the model and improve it if necessary. It is also suggested that other researchers identify the influential factors, outcomes, contexts, strategies, and policy-making interveners in the field of protecting citizens' rights in the form of a paradigmatic model. In general, the results of this research can assist experts and planners in the field of education in assessing the quality of educational services and improving it, playing a crucial role in enhancing the quality of educational services. In fact, considering the results obtained from this research, conditions can be created for the realization of superior service delivery in the field of education to enhance the level of public satisfaction. Moreover, these results can be used in the process of policy-making, legislation, and planning in the area of improving service delivery in service-providing organizations, especially educational services.

Authors' Contributions

The authors of this study actively and constructively participated in all stages of the research.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

No conflict of interest was reported.

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Ethical Considerations

Researchers endeavored to adhere to all ethical standards, including confidentiality and individuals' freedom to participate or not participate in the research.

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