

QUALITY OF HIGHER EDUCATION ESTABLISHMENTS: DETERMINANTS OF THE
SATISFACTION OF FOREIGN STUDENTS IN MOROCCO

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**QUALITÉ DES ÉTABLISSEMENTS D'ENSEIGNEMENT SUPÉRIEUR :
DÉTERMINANTS DE LA SATISFACTION DES ÉTUDIANTS ÉTRANGERS
AU MAROC**

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QUALITY OF HIGHER EDUCATION ESTABLISHMENTS: DETERMINANTS OF THE SATISFACTION OF FOREIGN STUDENTS IN MOROCCO**ABSTRACT**

The higher education is a field which has its own specific features. The concept of "quality" in the matter gives rise to rich debates when integrated in its evaluation. Indeed, few researchers have shared interest in the quality of higher education institutions on which this research will focus. It is well known that any quality evaluation process begins with defining the institution's customer. Satisfying customers is usually based on the knowledge of their requirements and expectations. This moreover is a subject which led to the origin of several strong debates (Becket, 2006)) and studies which have concluded that the main client of the higher education of any institution is "the student"(Owlia and Aspinwall, 1996; Thonhauser and Passmore, 2006). The purpose of this paper is to shed light on the determinants of the satisfaction of foreign students, enrolled in the college of medicine at the Moroccan University. For this purpose, direct interviews method was used on a sample made of 17 randomly selected students. They were asked to evaluate in their own way the quality of the training they are having. They were asked to evaluate their satisfaction concerning the quality of their institution, using qualitative approach through an interview questionnaire. With such small sample (17 students), this is not an evaluative study of the quality that we would like to conduct, but it is rather a study aimed at getting the most important variables that are likely to make these students satisfied or not. Our study shed light on 35 determinants of satisfaction mainly associated with the educational dimension. Indeed, we wanted to classify them according to the dimensions of the SERVQUAL model, but our determinants did not all belong to the dimensions of the model, this led us to develop our own dimensions.

KEY WORDS: The higher education, Quality, Satisfaction

RÉSUMÉ

Le secteur de l'enseignement supérieur est un secteur qui a ses particularités. Ainsi la notion « qualité » suscite plusieurs débats lorsqu'elle est intégrée dans ce secteur. En effet, sauf travaux de l'OCDE et l'Union européenne, rares sont les chercheurs qui se sont intéressés à la qualité de l'établissement de l'enseignement supérieur qui représente la pièce maitresse de notre étude. Nous savons que toute démarche qualité commence d'abord par préciser qui est le client de l'établissement, en effet nous ne pouvons pas satisfaire un client sans connaître ses exigences, d'ailleurs c'est un sujet qui a été à l'origine de plusieurs débats (Becket, 2006), plusieurs études ont conclu que le principal client de l'établissement de l'enseignement supérieur était « l'étudiant », notamment les études de "(Owlia and Aspinwall, 1996; Thonhauser and Passmore, 2006)L'objet de notre article est de mettre la lumière sur les déterminants de la satisfaction des étudiants étrangers, inscrits en filière médecine dans l'une des universités internationales marocaines spécialisée dans les sciences de la santé. Nous avons interrogé ces étudiants sur leur satisfaction quant à la qualité de leurs établissements d'enseignement supérieur, nous avons procédé par approche qualitative à travers un guide d'entretien auprès de 17 étudiants, ce n'est pas une étude évaluative de la qualité de ces établissements que nous souhaitons mener, mais c'est plutôt une étude visant à détecter les points susceptibles de rendre ces étudiants satisfaits ou insatisfaits, ces points constitueront

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dans notre étude , les déterminants de la satisfaction de ces étudiants . Notre étude a mis la lumière sur 35 déterminants de la satisfaction majoritairement associés à la dimension éducative. En effet nous avons souhaité les classifier selon les dimensions du modèle SERVQUAL, mais nos déterminants n'appartenaient pas tous aux dimensions du modèle, ce qui nous a amené à élaborer nos propres dimensions.

MOTS CLES : Enseignement supérieur, Qualité, Satisfaction

INTRODUCTION

The notion of satisfaction emerged following the first works of Day and Hunt in the sixties. Since then, the notion of satisfaction has become a very important aspect in the study of consumer behavior (Rupin, 2018). For Gauthier (2001), Customer satisfaction is the result of the association between customer expectations and perceptions for each aspect of the service, successful organizations place it at the heart of their interests. Park (2007) explains that today the concept of customer satisfaction takes different definitions according to the context. The notion of satisfaction means "providing what is wanted until it is enough" (Vanhamme, 2001). Vanhamme (2002) defines satisfaction as "a psychological state resulting from a purchase and / or consumption and relative experience". The relativity of satisfaction is expressed by the fact that it's the fruit of the comparison between the experience (which remains relative from one consumer to another) and a standard of comparison (Évrard, 1993). For Vanhamme (2002), the fact that satisfaction is observable through the consumer's psychological state. Our study analyzes consumer satisfaction in the higher education context, especially determinants of student satisfaction, and mainly foreign students in the medical field (Faculties of private medicine in Morocco).

1. LITERATURE REVIEW

1.1. Customer Satisfaction and quality of service:

(Vandamme, 2002) distinguishes two aspects of customer satisfaction, one associated to the purchase experience and another related to the consumer experience or both at the same time. According to (Cantin et Rocheleau, 2006), satisfaction is assessed according to three ways. First, the satisfaction as a result of a service, then the satisfaction as a means for assessing performance and finally performance as a means to assess the quality of the service offered. For (Roy, 2004), the customer satisfaction is the result of the gap between expectations and perceived quality. (Park, 2007) explains that consumer expectations and perceived quality prove that consumer satisfaction occurs in two stages related to the time of

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purchase. First a process before purchase and then a process after purchase. In the first step, the consumer expects a given performance from prior ideas. In the second step he assesses his satisfaction according to his prior expectations.

To know the consumers' judgment concerning the organization's services, it is important to define the determinants of their evaluations. To achieve this, the consumer begins by identifying the components of the service. These can be organized into general themes called "dimensions", "drivers", "determinants", "key factors", or "components" (Tremblay, 2006).

According to the authors (Frédérique, 2009), (Ilunga, 2011) and (Park, 2007) consumer satisfaction is determined by the following determinants: accessibility; friendliness; insurance; confidentiality; friendliness; credibility; empathy; Aesthetics; reliability; functionality; thoughtfulness; price; speed; flexibility;

“Perceived quality” can be confused with satisfaction (Ngobo, 1997), many researchers have shed light on these two concepts. Parasuraman, Zeithaml and (Berry, 1985) define the quality of service according to consumers' perception, it is the gap between their expectations and their perception of the service's performance. Parasuraman, Zeithaml and (Berry, 1988) explain that “The distinction between quality of service and satisfaction is based on the gap between attitude and satisfaction, quality of service represents a global judgment concerning the superiority of a service, while satisfaction is associated to a specific transaction. The literature has shed light on the causal link between satisfaction and quality of service, (Cronin and Taylor, 1992) announces that quality of service is a precedent of satisfaction. (Bitner, 1990) as well as (Bolton and Drew, 1991) explain that satisfaction is a precedent of quality of service, As for (Teas, 1993) explains that the study of causality between these two concepts depend on the analytical framework according to the author, so when we analyze a specific transaction, the perceived quality is a precedent of satisfaction and when we analyze several transactions at the same time, the perceived quality is a function of Satisfaction.

1.2. Quality assessment models

(De Ketele, 2014) notes that the evaluation aims to guide decision-making or the establishment of a judgment, For (Romainville, 2013) and (Hadji, 2012), evaluation is the result of the union between two elements, "expectations" perceived as criteria and "significant aspects of reality" converted into indicators (Endrizzi, 2014).

1.2.1 The model of (Sasser, Olson and Wyckoff 1978)

According to the model of (Sasser, Olson and Wyckoff 1978), the consumer has his own expectations. These expectations refer to the basic service and the peripheral services. (André and Ayoub, 2009), For (Sasser, Olson and Wyckoff, 1978), the consumer assesses the quality of service according to the difference between the actual attributes of the service and the desired associated to these attributes. The desired attributes are grouped into seven categories, namely, consumer safety, easy access to services, reliability of service and standardization, friendliness of staff in contact with consumers, variety of services set up for the realization of the service, the general framework of the progress of the service, the respect of the timing in the realization of the service.

1.2.2 The Grönroos model (1984):

The (Grönroos, 1984) model explained that there are three dimensions of perceived quality.

First, the technical quality (called "technical quality of the outcome"), it can be measured objectively by referring to the characteristics of the service offered. Second, functional quality (called "functional quality of the process") Associated with the service delivery process, it concerns the process of delivery of the service. Thirdly, the image of the company which represents the result of the technical quality and the functional quality of the service offered (André and Ayoub, 2009).

1.2.3 The model of Eiglier and Langeard (1987):

According to (Eiglier and Langeard, 1987), "quality is made up of two elements, an objective element and another subjective". Objective quality refers to the material support of the service offered while subjective quality is automatically associated to customer satisfaction.

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This model places subjective quality at the heart of the quality of the service, it lists three evaluation criteria First “the output of the elementary service” which assesses the way in which the service is able to respond correctly to the client's expectations, then the elements of “the servuction” which represents the material support and the front office of the service , and finally the process itself which includes all the variables related to the consumer contact and personal in contact. (Eiglier and Langeard 1987).

1.2.4 The model of (Parasuraman, Ananthanarayanan, et al. 1988)

Since its establishment in 1989, The SERVQUAL has been the main model for assessing the quality of service. (Parasuraman, Berry and Zeithaml , 1985) Who implemented this model define it as “a multi-item, synthetic scale with good levels of reliability and validity, the SERVQUAL can be used by retailers to improve their understanding of consumers' expectations and perceptions of service and consequently of improving the service offered”, according to (Churchill and Gilbert , 1979), This model was designed to apply to a wide range of services. According to (Perron, 1996), the quality of service represents the gap between consumers' expectations and their perceptions of service provision. Consumer expectations represent perfect service in the eyes of the consumer and correct service provided by the provider (Prakash, 1984).

(Parasuraman, Berry and Zeithaml, 1985) explained that there are three characteristics of the quality of service. First, assessing the quality of service is more difficult than the quality of goods. Secondly, the perception of the quality of the service is the result of a comparison between the expectations of the client and the performance of the service, the evaluation of the service process is at the heart of the approach. Firstly (Parasuraman, Berry and Zeithaml , 1985) drew up ten dimensions of service quality, namely, tangible elements, reliability, helpfulness, communication, credibility, security, competence, courtesy, understanding / knowledge of the consumer and accessibility .After their first quantitative studies (Parasuraman, Berry and Zeithaml , 1985), these authors set up another scale containing only five dimensions, namely, the tangible elements of the service, the reliability of the service provider, the helpfulness of the service provider, the insurance of the provider, and empathy

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of the provider (Zeithmal and Berry , 1990). Indeed, (Eiglier, Langeard and Dageville , 1989) explain that the SERVQUAL is a general model, deeply marked by the marketing vision of the authors .

By studying the quality of service, we have found that it is theoretically linked to customer satisfaction, (Lewis, 1993) explains that quality of service is the main strong point of a service? It defines the level of the consumer satisfaction. For (Berry and Brown, 1989) Quality of service involves consumer satisfaction among other consequences.

1.3. The quality of higher education institutions:

(Endrizzi, 2014) notes three levels of influence on the education quality, first the establishment, second the training and third the individuals. In this study we will focus on the establishment level. Indeed, the Establishment component is the first component mentioned by (Endrizzi, 2014), this component is associated to the compliance with standards (each higher education institution should be based on a standard of quality standards), the evaluation of quality refers to predefined standards. In particular the text Standards and Guidelines for Quality Assurance in the European Higher Education (Area, 2015). (Alexia and Paul-André , 2017), (Endrizzi,2014) explains that higher education establishments are increasingly involved in guaranteeing the quality of their training, and this through several points, in particular by ensuring better employability, being part of a lifelong learning perspective, being present in terms of initial and continuous training, taking into account the balance between research and teaching and also by improving their attractiveness both nationally and International There are many elements to take into consideration when talking about a quality assessment process within an educational establishment, The management mode "leadership, management, politics" , The students and their orientation and satisfaction, the grants, the teaching staff and the support staff and the resources, their working mode their management and their means, The quality of the teaching process and its management mode , the quality of the programs, International partnerships, international relations, relations with all stakeholders, the quality of activities supporting the teaching process, The results of the establishment of higher education and finally the place given to

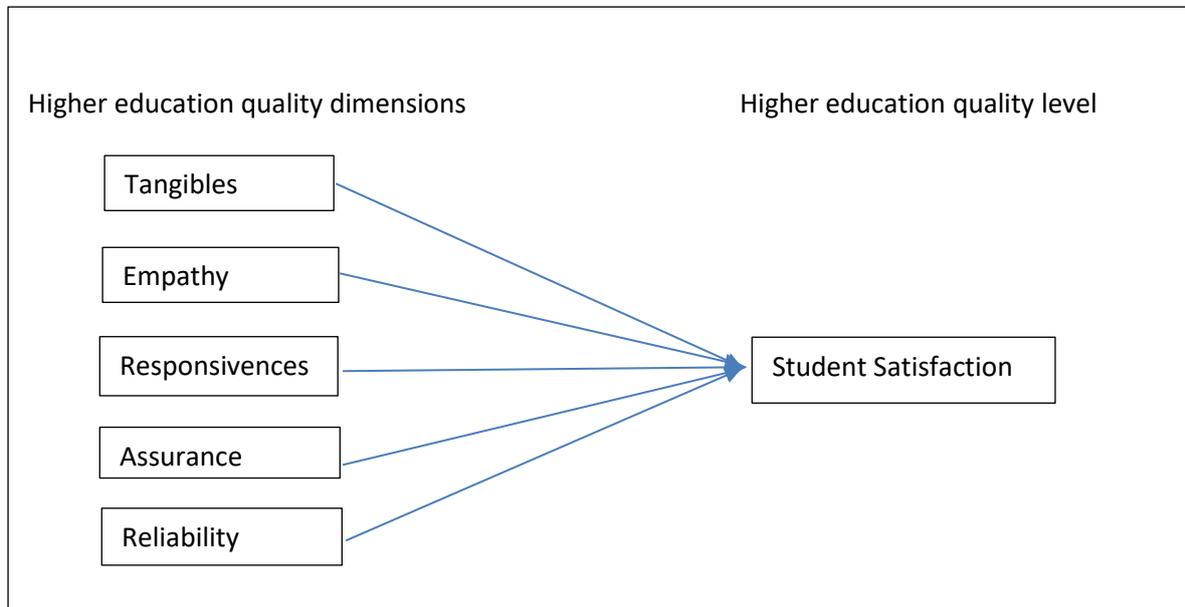
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quality in a higher long-term perspective (Sylin, Delausnay and Schoreels , 2004). There are many quality assurance models developed in higher education establishments, mainly the centralized state model based on a logical control with a bureaucratic logic and the liberal model, based on accreditation and classification procedures. In this sense, the Anglo-Saxon countries tend to follow the liberal model, while the European countries tend to follow the hybrid model (Jean-Richard, 2013).

1.4. The satisfaction of students in higher education institutions

Starting from the observation that companies place quality in their center of interest, universities are also interested by the “service quality” with the aim of improving their competitiveness. In this perspective, students represent customers, their satisfaction can only be achieved by improving the quality of their services. (T. Nguyen, 2012). In the higher education sector, student satisfaction is directly associated to the quality of services, indeed for (Cronin and Taylor,1992) the quality of service is the source the students satisfaction in universities. (Cronin, Brady and Hult, 2000) explain that the satisfaction of students impacts the relation between the student and the satisfaction, this can justifies the relation between the quality of service and the satisfaction of students. The literature sheds light on the relationship between satisfaction and quality in the field of higher education. (Alnaser, 2012) Have established a model that reflects the relationship between student satisfaction and dimensions of the SERVQUAL model. Indeed, student satisfaction is directly linked to the quality of their university. (Alnaser, 2012) Explain that the dimensions of SERVQUAL impact positively the students’ satisfaction, which represents a competitive advantage for the university.

Figure 1 : Relationship between the quality dimensions of higher education and the quality service



Source: (Alnaser, 2012)

(Alnaser, 2012) Conclude that quality influences positively the satisfaction of students. As part of the insurance dimension, it is considered important because the information and knowledge received must be reliable and credible. The empathy dimension is also important because the attention towards students influences strongly their satisfaction. Concerning tangible elements, the students are very satisfied when the teaching material and equipment are of good quality. For reliability it is very significant when it is linked to the administration. On the other hand (Alnaser, 2012) shed light on the insignificant effect of the reactivity dimension.

1.5. DEBATES ON THE DETERMINANTS OF STUDENT SATISFACTION IN HIGHER EDUCATION INSTITUTIONS:

Referring to empirical studies dealing with the determinants of student satisfaction in higher education, we found that the review of empirical literature on this subject is very limited in this area, however we will cite the study of (Aldemir and Gülcan , 2004), the main purpose of this study is to find out the degree and the (determining) reasons for student satisfaction. The results of this study concerning the satisfaction factors show that the educational component,

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in particular satisfaction about the faculty, explains student satisfaction more than the other factors. (GUOLLA, 1999), (CASHIN and DOWNEY, 1992), (MARSH, 1991), (CONANT, BROWN and MAKURA 1985) stress the importance of the quality of teachers and the communication with the teacher during and outside of lessons. Indeed (HONG, 2002) (FREDERICKSEN and PICKETT, 2000) note that the quality of teaching (as well as the textbooks) intervene in student satisfaction. Although several studies have correlated extracurricular activities (such as campus life) with student satisfaction, concerning extracurricular activities, no significant relationship has been found in the research of (Aldemir and Gülcan, 2004). Of the five sub-factors, such as the existence of student clubs, medical services, housing services, transportation, sports and cultural activities, only medical services are related to satisfaction.

One of the most discussed studies about quality in the field of higher education in our country concerns the influence of the quality of higher education on student satisfaction, (CHROKI and Okar, 2015) uses THE SERVQUAL developed by (Cronin and Taylor 1992), they adapt the specific elements of this model to the characteristics of Moroccan higher education, then they study the impact of the five variables of the model on the satisfaction of students in Moroccan universities, for their research these authors chose a sample of 94 enrolled in Moroccan higher education establishments. Their results indicate that the SERVQUAL model has a positive impact on "quality service" in Moroccan universities. The researchers note a homogeneity in the five variables considered. Insurance dimension is the highest (3.18) compared to all dimensions. This can be explained by the importance of the different insurance elements in defining the satisfaction of the students, indeed the insurance refers to the mastery of the courses, the good transmission of the teachers, their availability to deal with the requests of the students, coordination between the administrative, safety and ultimately the friendly environment within the establishment. Secondly, reliability has an average of (2.73) which is linked to the respect of timetables for and courses, the consideration of student requests and their problems, the level of usefulness of learning materials. The percentage of the variance of tangible elements is the highest, 79.11%, which explains the high dispersion of this variable, compared to other dimensions. The authors associated this with the importance of materials and facilities for students.

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The research field is decisive, for (D'Amboise and Audet, 1996) the research field allows the researcher to be close to his research object and to know and observe the phenomenon studied in its natural setting. As we mentioned earlier (Endrizzi, 2014) highlights three levels of influence on the quality of education, firstly the institution, secondly the training and thirdly the individuals. As part of our study we chose to shed light on the quality of higher education institutions, to achieve this, we proceeded by survey within a single university (UIASS). The choice of this higher education institution is based on:

- The management regime of the university: public-private partnership, specialized in the health field.
- The existence of a faculty of medicine, indeed our research concerns the medicine sector
- The large number of foreign students enrolled in this establishment; the medical school is attached to an international university.
- The visibility and notoriety of this institution.

The target audience concerned by this study is made up of 18 people. Students interviewed are in the first year, the second, or the fifth year. These students come from different countries, notably, Tunisia, Senegal, Cameroon, Mali, Burkina-Faso, Chad and Togo. These students were chosen by the method of convenience.

2.2. COLLECTION OF DATA**2.2.1. THE SAMPLE**

For this study, we were interested in a single Moroccan international university. We interview foreign students registered in the medical sector. We selected our sample by the reasoned choice method. In fact, a sample made up of a reasoned choice refers to theoretical criteria determined by the researcher's judgment (Thietard, 2007), for the sector we selected the medicine sector and for the nationality we have retained any foreign student available to

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answer to our questions. It was essential for us to have a relevant sample referring to the structure of our target population. We selected a convenience sample of seventeen students who responded to our interview guide. Regarding the sample size, we referred to the saturation criterion. (Glaser and Strauss , 1967) explains that the ideal sample size is that which gives rise to theoretical saturation.

2.2.2. DATA COLLECTION TOOLS

A single interview guide has been developed for foreign students in a private Moroccan medical school. The interview guide allows a good exploration, it also allowed us to identify the determinants of satisfaction of foreign students regarding their faculties. Indeed, before each interview, each guide has been pre-tested before administration.

2.2.3. DATA COLLECTION MODE

Regarding the types of research interviews, there are three types of interviews, the directive interview, the non-directive interview and the semi-structured interview. Concerning our study, we used semi-structured interview, the most preferred mode in the collection of data in management sciences. In this context we used semi-structured interview face to face, we respected the four basic principles advanced by (Teneau, 2011). First to be careful not to interrupt the interviewee with questions, letting the interested person think, addressing the interviewee only to deepen ideas or limit the waiting time and finally to listen objectively without giving information or evaluating and interpreting the words of the interviewee.

2.2.4. DATA COLLECTION METHOD

As part of this study, we conducted individual interviews with 17 students, we interviewed three students per day of promotions combined and mainly in one of the promotions announced, each interview lasted from 6 to 13 minutes, we have asked each student to assist us in collecting data from these classmates. It took place in a meeting place suitable for the interview, we recorded the interviews then we transcribed them. A Summary of each interview was produced then submitted to the students for validation. The purpose and process of each interview were explained to the students.

2.3. DATA ANALYSIS

2.3.1. PROCESSES AND METHODS OF PROCESSING IN THE ANALYSIS OF QUALITATIVE DATA

The first stage in the data processing and analysis process that we have adopted is called pre-analysis or organization of data, it involves segmentation and de-contextualization. The second stage is crucial and long comparing to the first one, it involves the coding, counting or enumeration operations. At this stage, we proceed to the exploitation of the collected data. Regarding the last and third step, we first proceed to interpret the results following the synthesis of these.

2.3.2. PROCESSING AND ANALYSIS WITH NVIVO SOFTWARE IN OUR RESEARCH:

Finally, for the analysis and processing of the data we were helped by a processing software called NVIVO 11. Indeed "NVIVO" is a software used in the processing and analysis of qualitative data. We started the analysis after we finished transcribing the interviews. We entered the qualitative data that we collected through the interview guide in Word. Following this, we started the NVIVO software and created the project (name and description of the study), then we imported the responses entered in Word into our software, it allowed us to consult the data directly on NVIVO to test their completeness, after creating the nodes, we encoded the responses to the existing nodes to export the content of the nodes to Word. This process allowed us to synthesize the responses.

In this perspective, we used an analytical method which allowed us to:

- Analyze the data collected from students;
- make an interpretation of the results obtained;

3. THE RESULTS:

Seventeen interviews with African private medical students from three specialties were analyzed as part of this study. We asked the selected students about the determinants of their satisfaction and dissatisfaction. Among the respondents there are 10 girls and 7 boys. The majority of the subjects come from wealthy families. We base this research on our own dimensions by referring to the "service quality assessment models" we have presented in our

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theoretical literature review to categorize the determinants of satisfaction of foreign students. It allows us first to shed light on the most determining dimensions and on the most significant determinants.

3.1. SUMMARY OF OUR RESULTS:

While consulting our results, we found that we obtained 35 determinants of satisfaction, some of them are addressed several times, others a few times and other once. It pushed us to categorize our determinants according to the number of times they were addressed. Then we classified them according to three categories, the level 3 (determinants represents factors addressed from 1 to three times), level 2 (represents more significant factors than those of the preceding group). And finally, the level 1 (represents determinants very significant according to interviewees since they were mentioned by more than 8 people).

Tableau 1 : classification of satisfaction determinants according to their frequency among the interviewees

Level 3	Level 2	Level 1
High-performance materials / 2	Staff responsible for foreign students / 4	Quality of teaching / 10
Extra-academic activities / 2	Listening and communication with the administration / 4	Quality of teachers / 8
Rating system / 2	Dissemination of information / 4	
Rating system / 1	Administration organization / 4	
Continuous monitoring system / 1	Responsiveness of the administration / 5	
Restoration system / 3	Quality of technical installations / 6	
Number of administrative staff / 3	Quality of internships / 4	
University proximity / 1	Quality of supervision / 6	
Study conditions / 1	Program quality / 6	
University organization / 1		
Course schedule / 1		
Teachers' explanation / 1		
Quality of training outcomes / 1		
Quality of TP / 1		
Payment method / 1		
Student insurance terms offered by the institution / 1		
Student reflections / 1		
Teachers' reflections / 1		
Teachers' explanation / 1		

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Consideration for foreign students / 1 University cleanliness / 3 Respect of the schedule / 2 Quality of training / 2 Course quality / 1		
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Source: established by us

After having categorized our determinants according to their frequency and their degrees of importance, we classify them according to the dimensions of the SERVQUAL model.

3.2. RESULTS BY DIMENSIONS

3.2.1. THE EDUCATIONAL DIMENSION

Concerning the educational dimension, the results of our research showed that this component include many determinants of satisfaction according to the interviewees, in addition to that, it is the most important concerning their frequency , in fact the most common determinants are Quality of teaching, Quality of teachers, Quality of supervision and Quality of programs. Indeed, students are primarily interested in the quality of their training in terms of learning. The quality of internships is also important, but less significantly. In this same section we found other determinants which remain important but not for the majority of the students questioned, we will call them “third level determinants” which are mainly associated to the grading system, the continuous control system , the conditions of studies, the courses, the explanation of the professors, the quality of knowledge and training, the quality of the practical work, the explanation of the professors, the respect of the calendar, the quality of the training, and the quality of the courses.

3.2.2. THE ADMINISTRATIVE DIMENSION

Regarding the second dimension, it mainly concerns the points related to "administration". The relations with the administration are very decisive for foreign students (after the educational dimension), the main factors appear at the level 2 and, namely the staff in charge of foreign students, communication with the administration, the dissemination of information, the organization of the administration, the responsiveness of the administration.

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In this same dimension we find other factors still related to the administration but addressed less often since they belong to class 1 representing level 3, namely the number of administrative staff, the terms of payment and the consideration for foreign students.

3.2.3. THE EXTRA-ACADEMIC DIMENSION

We noted after analysis of our results that the dimension extra-academic is significant, the frequency of the determinants associated to this dimension is not very significant but it remains decisive, the determinants that emerged from this section are mainly the student insurance, the methods offered by the establishment, extra-academic activities, catering systems, proximity to the university, students' reflections and professors' reflections.

3.2.4. THE TECHNICAL AND ESTETIC DIMENSION

In our research, the technical and aesthetic dimension consists of 4 determinants, three of which belong to level 3, namely, high-performance materials, the organization of the university and the cleanliness of the university and the quality of the Technical Installations associated to the level 2.

3.3. DISCUSSION OF RESULTS:

By comparing our results to the empirical literature review, we note that we have 4 main results. First, the educational dimension that was judged very important, the number of determinants associated to this dimension was numerous and then the level of frequency was quite high. Indeed, the results of the research of (Aldemir and Gülcan, 2004) which aimed to investigate the degree and the (determining) reasons for student satisfaction with Turkish higher education establishments also show that the educational component, especially satisfaction about the establishments, explains student satisfaction more than the other factors. (GUOLLA, 1999), (CASHIN and DOWNEY, 1992), (MARSH, 1991) as well as (CONANT, BROWN and MAKURA 1985), also highlight the importance of the quality of teachers and the communication with the teacher during and outside of lessons. For (HONG, 2002) (FREDERICKSEN and PICKETT, 2000), the quality of teaching provided by teachers as well as course materials are involved are decisive.

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In the Moroccan context and with reference to the research of (CHROKI and Okar , 2015) concerning the influence of the quality of higher education on student satisfaction (based on the SERVQUAL developed by (Cronin and Taylor , 1992)) in Moroccan higher education institutions , we note that , Concerning the educational dimension , the results of this study show that reference to the mastery of the courses, the good transmission of the teachers and their availability to deal with student are the main determinants of satisfaction of the students questioned. Indeed, our results have shed light on determinants belonging to the educational dimension and which have not been addressed in our review of empirical literature, namely, the quality of supervision, the quality of programs, the quality of internships, Study conditions, course development, explanation of teachers, quality of practical work. On the other hand, the determinants "course materials" (manual) was mentioned in our literature review.

Secondly, concerning the Administrative dimension, (Aldemir and Gülcan , 2004) neglect this category, on the other hand , (CHROKI and Okar , 2015) concluded that the administrative dimension is significant , namely, coordination between the administrative and faculty, the consideration of student requests and problems.

Third, with regard to the extra-academic dimension, (Aldemir and Gülcan, 2004) concludes that there is no correlation between extracurricular activities and student satisfaction. (CHROKI and Okar, 2015) Joins the study of (Aldemir and Gülcan, 2004) and concludes that there is no correlation between extracurricular activities and student satisfaction. However, our results shed light on 5 determinants, namely, the student insurance methods offered by the establishment, extra-academic activities, the catering system, the proximity of the university, the students' reflections and the professors' reflections.

Finally, concerning the aesthetic and technical dimension, only the determinant "materials and facilities for students" was addressed by (CHROKI and Okar, 2015).

3.4. MANAGERIAL IMPLICATIONS:

Several studies have examined the impact of satisfaction on word of mouth, including the research of (GMACH, 2009) which concluded that the satisfaction of the customers pushes

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them to recommend the organization with which they transact. Our empirical study will allow the leaders of Moroccan higher education establishments to develop strategic actions relative to the attractiveness of foreign students, the decision-makers will find in our results the way to increase the number of foreign students enrolled in their establishments, because the more satisfied the foreign students are, the more they will recommend the establishment and the more they will attract others. In terms of management, they should develop strategies to satisfy students by acting on the quality associated with the following determinants:

- Quality of teaching
- Quality of teachers
- Staff responsible for foreign students
- Listening and communication with the administration
- Dissemination of information
- Organization of the administration
- Responsiveness of the administration
- Quality of technical installations
- Quality of internships
- Quality of supervision
- Quality of programs
- High-performance materials
- Extra-academic activities
- Evaluation system
- Grading system
- Continuous control system
- Restoration system
- Number of administrative staff
- Proximity to the university
- Study conditions
- Organization of the university

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- Course schedule
- Explanation of the teachers
- Quality of training outcomes
- Quality of practical work
- Payment method
- Student insurance terms offered by the establishment
- Student reflections
- Teachers' reflections
- Explanation of the teachers
- Consideration for foreign students
- University cleanliness
- Respect of the calendar
- Quality of training
- Course quality

Certainly, several studies have studied "the determinants of student satisfaction in higher education institutions", but this is the first study oriented "foreign students". We think that this is the main added value of our study.

QUALITY OF HIGHER EDUCATION ESTABLISHMENTS: DETERMINANTS OF THE SATISFACTION OF FOREIGN STUDENTS IN MOROCCO**CONCLUSION**

Lovitts (2001) observes that the satisfaction of graduate students is associated to their different degrees of access to material and intellectual resources required. the satisfaction of foreign students in higher education establishments in Morocco depends first on the quality of education with human and technical resources, on the responsiveness of the administration and finally and especially on the consideration of “foreign student” status by all of the establishment's stakeholders. Our research has contributed modestly to shed light on the main strategies that can be adopted by decision-makers in the higher education sector to improve their attractiveness for foreign students. Through our research we have found that foreign students enrolled in Moroccan higher education establishments (especially Moroccan international universities) are generally coming from countries belonging to the African continent. We estimate that the presence of students Africans in our universities is essential insofar as King Mohammed IV insisted in several of his speeches on the interest of developing links between Morocco and other African countries. In order to attract students from countries other than Africa, we conclude our research by posing the following question: To what extent can Moroccan universities interest foreign students from countries outside the African continent?

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