

Assessment and Feedback Fairness Gaps Predicting Student Advocacy Intentions in Hotel Management Programmes in India

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Abstract

This study examined assessment and feedback fairness among undergraduates in government hotel management programmes in India by comparing students' expectations and experiences. It tested how the fairness gap predicted advocacy intention. A descriptive single cross-sectional research design was used. The sample comprised 303 undergraduate hotel management students from government colleges across India. Paired-samples t test results showed that expected fairness was significantly higher than experienced fairness, indicating a significant expectation–experience shortfall. Item-level gaps were larger for respectful evaluator conduct and perceived fairness of practical evaluation. Regression analysis revealed that the fairness gap negatively predicted advocacy intention. A robustness model showed experienced fairness as the dominant predictor of advocacy. Findings highlight assessment and feedback fairness as a salient quality dimension in hotel management education and show that fairness shortfalls are associated with weaker intentions to advocate among hotel management students.

Keywords: Assessment Fairness, Feedback Fairness, Expectation–Experience Gap, Advocacy Intention

Introduction

National Council for Hotel Management and Catering Technology (NCHMCT) reported that during the academic year 2024–25, the number

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of institutes under its umbrella was 95, including central, state, PSU-owned, private, and food craft institutes (National Council for Hotel Management and Catering Technology, 2025). As programme options increase, student experience and institutional credibility become key differentiators in attracting applicants and sustaining reputation. This quality challenge is particularly salient for hospitality and hotel management education because it operates at the interface of academic training and employability in the service sector.

In service sector research, behavioural intentions have long been treated as central consequences of perceived service quality, including favourable communication and loyalty-related actions (Zeithaml et al., 1996). In higher education specifically, empirical evidence supports that satisfied students are more likely to generate positive word-of-mouth and that perceived education quality strengthens this relationship (Lin et al., 2025). For professionally oriented programmes such as hotel management, advocacy matters because prospective students rely heavily on peers' feedback about programme credibility, practical training and fairness of academic evaluation.

Within the student experience, assessment and feedback are among the most consequential academic processes. If assessment and feedback are experienced as inconsistent, unclear or biased, students may question institutional credibility even when other elements of delivery are adequate. This is especially relevant in hotel management education, where assessments often include practical performance, demonstrations, service simulations, and work-integrated learning, and where standards and evaluator discretion can be highly visible to students (O'Mahony et al., 2024). In professional programmes such as hotel management, assessment frequently includes performance-based tasks, practical demonstrations, teamwork, presentations, service simulations, placements and internships.

It is important to examine assessment and feedback fairness gaps and study how these gaps influence student advocacy intention in hotel management programmes. By focusing on the expectation-experience discrepancy rather than experience alone, the study advances fairness measurement and extends fairness research toward student advocacy, which carries direct reputational relevance for hotel management programmes.

Literature Review

A. Global Studies: Assessment and Feedback Fairness

Assessment and feedback are considered critical to academic quality at the global level. Van der Kleij and Lipnevich (2020) showed that students do

not treat feedback solely as information. Rather, they judge whether feedback is clear, timely, and usable. Such global studies provide initial guidance on assessment and feedback as core dimensions of the student experience.

Colquitt (2001) discussed four dimensions of the justice framework, namely distributive, procedural, interpersonal, and informational justice. This four-dimensional framework is useful in education. Rasooli et al. (2019) extended this justice logic to the classroom. Tierney (2014) considered fairness as a multifaceted quality in classroom assessment. Wallace (2018) examined procedural and interactional fairness as predictors of students' judgments of justice in assessment.

Other international studies on feedback suggest that feedback is considered fair when it helps students understand and improve their performance. Playfoot et al. (2025) found that students also have criteria for judging feedback. According to them, students tend to value feedback and related comments when they are specific, constructive, and improvement-oriented. Ahmadi Safa and Nasiri (2025) further showed that fairness in classroom assessment affected motivation and teachers' perceived credibility. O'Mahony et al. (2024) also indicated that students' assessment and feedback experiences are shaped by clarity, guidance, and consistency. These studies show that feedback fairness combines multiple perspectives, such as cognitive usefulness, interpersonal justice, and informational justice.

B. Global Studies: Expectation-Experience Gap and SERVQUAL, Trust and Advocacy Intention

Parasuraman et al. (1985) underlined that service quality can be understood through gaps between expected and perceived service. SERVQUAL later operationalised this comparison approach by measuring expectation-perception differences (Parasuraman et al., 1988). Bhattacharjee (2001) argued that continuance intention depends on whether experiences confirm or disconfirm prior expectations. Applied to assessment and feedback, this means that students judge fairness not only by what they receive but also by whether their actual experience meets what they expected from the institution.

Higher education service quality research has consistently connected academic and non-academic service experiences with student satisfaction, trust, loyalty, and positive word-of-mouth. Abdullah (2006) developed HEDPERF to measure service quality in higher education. Sultan and Wong (2012, 2013) showed that service quality influences trust, satisfaction, and institutional image. Fairness also contributes to trust in institutional

authority. Główczewski and Burdziej (2022) found that procedural fairness predicted perceived legitimacy of university authorities. At the behavioural level, Zeithaml et al. (1996) linked service quality with favourable behavioural intentions. Lin et al. (2025) showed that satisfied students generate positive word-of-mouth, especially when perceived education quality is higher. Thus, multiple global studies support the view that fairness gaps may influence students' advocacy intentions.

Taken together, these global studies provide a theoretical base for the current study. A review of a significant number of global studies establishes that a) fairness is multidimensional, b) feedback is judged through usefulness and respect, c) service experiences are evaluated through expectation-experience comparison and d) unmet expectations affect behavioural outcomes such as loyalty and advocacy.

C. Indian Studies: Higher Education Service Quality and Student Experience

Indian higher education has been explored rigorously from the perspective of service quality. Annamdevula and Bellamkonda (2012) developed HiEdQUAL for measuring service quality. This measure indicated that Indian students evaluate fairness through both academic and administrative expectations.

Indian hotel management education provides a more specific local base in this regard. Government hotel management institutions operate within a professional education system often linked to hospitality and tourism. The National Council for Hotel Management and Catering Technology has established a framework for hotel management education (National Council for Hotel Management and Catering Technology, 2025). The entrance examination for admission to IHMs reflects the formalised nature of this professional education system (Press Information Bureau, Government of India, 2025). In these institutions, too, the fairness of assessment and feedback shapes perceptions of institutional credibility.

Indian service quality literature provides a useful foundation. But it does not sufficiently explain whether students' fairness expectations about assessment, practical marking, viva conduct, explanation of marks and feedback usefulness are actually met in hotel management programmes. This creates an important local research need because government hotel management students experience a mix of academic, practical and professional evaluation. Therefore, studying fairness gaps in Indian hotel management programmes extends global fairness and service quality theory into a clearly defined Indian educational setting.

D. Synthesis of Global and Indian Literature

Global literature establishes the theoretical relationship among fairness, service quality, expectation–experience gaps, trust and advocacy-related behavioural intentions. Indian literature and policy establish the relevance of applying this logic to Indian higher education and hotel management programmes. Accordingly, the present study integrates both streams by treating assessment and feedback fairness as a measurable gap between expected fairness and experienced fairness. This synthesis supports H1: students' fairness expectations would be significantly higher than their experienced fairness, and H2: fairness gaps would negatively predict student advocacy intention.

Summary of Literature

Fairness is treated as multidimensional (Colquitt, 2001; Tierney, 2014; Rasooli et al., 2019) and affected by procedures, communication, interpersonal treatment and outcome justification (Wallace, 2018; Eltahir et al., 2023). Service-quality research emphasizes comparisons between expectations and experiences as the basis of evaluation (Parasuraman et al., 1985, 1988) and expectation–confirmation models demonstrate that disconfirmation reduces continuance and favourable intentions (Bhattacharjee, 2001; Chen et al., 2012). Higher education models show service quality predicts trust, satisfaction and behavioural intentions (Sultan & Wong, 2012, 2013). Behavioural outcomes such as word-of-mouth and loyalty emerge from perceived quality and satisfaction (Zeithaml et al., 1996; Austin & Pervaiz, 2017; Lin et al., 2025).

Thus, identifying the gap between expectation and experience with respect to assessment and feedback fairness and its impact on advocacy intention in hotel management programmes is a conceptually supported framework.

Figure 1 presents conceptual framework.

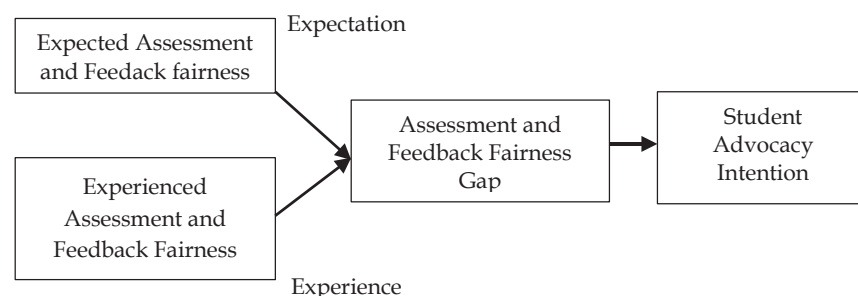


Figure 1: Conceptual framework

Research Gap

Service quality models strongly emphasized expectation–experience comparisons but the gap logic has not been sufficiently integrated into assessment and feedback fairness research in hotel management programmes. Service quality and justice studies link institutional performance to satisfaction, trust, legitimacy and behavioural intentions but student advocacy intention is still less explored as a direct consequence of fairness gap. Existing studies hardly test whether assessment and feedback fairness gaps specifically predict advocacy in hotel management programmes in Indian context. This study addressed these gaps by quantifying fairness discrepancies, gap areas and modelling the fairness gap as a predictor of advocacy intention in hotel management programmes.

Research Methodology

The study focused on three research objectives: 1) to study whether students' expectations of assessment and feedback fairness are different from their experienced fairness in hotel management programmes, 2) to identify assessment and feedback areas that show significant gaps between expectation and experience and 3) to study the impact of assessment and feedback fairness gap on student advocacy intention. A descriptive single cross-sectional research design was used to achieve the research objectives. The target population comprised UG students enrolled in government hotel management institutions across India. Using convenience sampling, data were collected through a structured questionnaire. Respondents were students who were currently pursuing hotel management programmes from government hotel management institutions in India. A total of 303 responses were collected through the convenience sampling method.

The questionnaire included two matched sets of items measuring assessment and feedback fairness and a separate measure of advocacy intention. Assessment and feedback fairness was measured twice using the same 12 statements: Expectations (E-AF1–E-AF12) and Experience (P-AF1–P-AF12) adapted from the organizational justice framework validated by Colquitt (2001). Advocacy intention was measured using three items (ADV1–ADV3) and it captured recommendation, positive word-of-mouth and willingness to choose the programme again. It was adapted from the behavioural intentions framework of Zeithaml et al. (1996). Composite scores were computed using mean values for expected fairness (EAF), experienced fairness (PAF) and advocacy intention (ADV). Fairness gap was calculated as $GAP_AFO = EAF - PAF$, where higher positive values indicate greater unmet fairness expectations consistent with expectation–performance comparison logic (Parasuraman et al., 1988).

A paired-samples t-test was used to test whether expected fairness exceeded experienced fairness (H1). To test whether the gap predicted advocacy intention (H2), linear regression was performed with advocacy intention as the dependent variable and gap score as the predictor. Regression assumptions were evaluated using residual diagnostics, Durbin-Watson for independence and VIF/tolerance for multicollinearity and these were consistent with applied statistical guidance (Durbin & Watson, 1951; Field, 2018; O'Brien, 2007).

Data Analysis

The final sample comprised 303 respondents, of whom 232 were male (76.57%) and 71 were female (23.43%).

Reliability

Table 1: Reliability

Scale	N of items	Cronbach's alpha
Expected Assessment and Feedback	12	0.983
Experienced Assessment and Feedback	12	0.991
Advocacy Intention	3	0.965

The internal consistency estimates indicated excellent reliability for all study scales. Expected assessment and feedback fairness (12 items) showed a very high Cronbach's alpha ($\alpha = .983$), and experienced assessment and feedback fairness (12 items) also showed a very high alpha ($\alpha = .991$), indicating that items within each scale measured a highly consistent underlying construct. Advocacy intention (3 items) demonstrated similarly strong internal consistency ($\alpha = .965$). These values exceed commonly cited thresholds for acceptable reliability ($\alpha \geq .70$) and align with guidance that higher alpha values indicate stronger internal consistency for multi-item scales (Cronbach, 1951; Field, 2018; Nunnally & Bernstein, 1994).

Construct Descriptive Stats

Table 2: Construct Descriptive Stats

Construct	Mean	SD
Expected Assessment and Feedback	4.1922	0.78865
Experienced Assessment and Feedback	3.7384	1.07904
Gap Between Expected and Experienced Assessment and Feedback	0.4538	0.89861
Advocacy Intention	3.7129	1.12536

Expected assessment and feedback fairness (table 2) was rated relatively high ($M = 4.19$, $SD = 0.79$). Experienced assessment and feedback fairness was moderately high ($M = 3.74$, $SD = 1.08$). The overall fairness gap (Expectation – Experience) was positive ($M = 0.45$, $SD = 0.90$), indicating that expectations exceeded experiences on average. Advocacy intention showed a moderate-to-high level ($M = 3.71$, $SD = 1.13$).

Pearson Correlation

Table 3: Pearson correlations among study variables ($N = 303$)

No.	Variable	1	2	3	4
1	Expected Assessment and Feedback	—			
2	Experienced Assessment and Feedback	0.575**	—		
3	Assessment and Feedback Gap	0.187**	-0.696**	—	
4	Advocacy Intention	0.517**	0.819**	-0.530**	—
Note. ** $p < .01$ (two-tailed).					

Table 3 reports Pearson correlations among the study variables. Expected and experienced assessment and feedback fairness were moderately and positively related ($r = .575$, $p < .01$), meaning that students who reported higher expectations also tended to report higher experienced fairness, although the constructs remained empirically distinct. The overall fairness gap showed a small positive association with expectations ($r = .187$, $p < .01$) and a strong negative association with experienced fairness ($r = -.696$, $p < .01$). Advocacy intention was positively associated with both expected fairness ($r = .517$, $p < .01$) and experienced fairness ($r = .819$, $p < .01$). A stronger association was observed for experienced fairness, so students' advocacy intentions were more closely aligned with what they experienced than what they expected.

Expectations and experience

Table 4: Paired samples T test for expectations and experience

Comparison	EAF-M	EAF-SD	PAF-M	PAF-SD	Mean (E-P)	95% CI for diff	t	df	p	Cohen's d
EAF vs PAF	4.19	0.79	3.74	1.08	0.45	[0.35, 0.56]	8.79	302	< .001	0.51

H₁: Mean expectations (E) for assessment/feedback fairness are significantly higher than mean experience (P).

Table 4 tested whether students' expected assessment and feedback fairness exceeded their experienced fairness (H1) using a paired-samples t test ($N = 303$). Results showed that expected fairness (EAF; $M = 4.19$, $SD = 0.79$) was significantly higher than experienced fairness (PAF; $M = 3.74$, $SD = 1.08$), producing a mean difference of 0.45. This difference was statistically significant, $t(302) = 8.79$, $p < .001$.

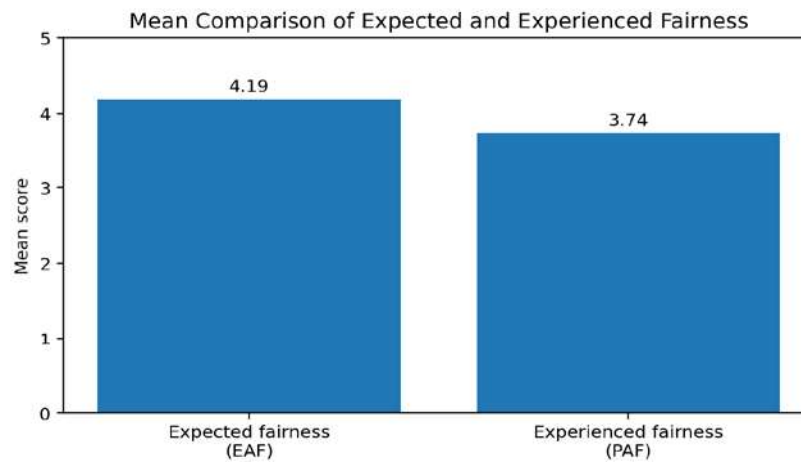


Figure 2: Mean comparison of expected and experienced assessment and feedback fairness.

Item-level expectation–experience gaps ranked

Table 5: Item-level expectation–experience gaps ranked

Rank	Item	Statement	E (M)	P (M)	Gap (E–P)	Gap SD
1	AF-9	Inappropriate comments or personal remarks are avoided during evaluation.	4.18	3.68	0.5	0.99
2	AF-8	Faculty or evaluators communicate politely even when performance is weak.	4.18	3.69	0.49	1.08
2	AF-11	Practical marks reflect demonstrated skill and effort.	4.19	3.71	0.49	0.96
3	AF-6	Reasons for marks or grades are explained when needed.	4.2	3.74	0.46	0.99
3	AF-7	Faculty or evaluators treat students with respect during the viva and practical evaluation.	4.2	3.75	0.46	1.03

Rank	Item	Statement	E (M)	P (M)	Gap (E-P)	Gap SD
4	AF-12	Overall, assessment outcomes feel fair relative to peers' performance.	4.21	3.75	0.46	1.02
5	AF-10	Grades or marks reflect actual performance in theory and practicals.	4.17	3.72	0.45	0.99
6	AF-5	Feedback is timely and useful for improving future performance.	4.23	3.78	0.45	0.99
7	AF-4	Assessment criteria and procedures are explained clearly in advance.	4.22	3.78	0.44	0.97
8	AF-1	Assessment procedures are applied consistently across students.	4.18	3.75	0.43	0.95
9	AF-3	There is a clear mechanism to clarify or appeal grades or practical evaluation outcomes.	4.19	3.77	0.42	0.97
10	AF-2	Assessment decisions are based on accurate and complete information about performance.	4.16	3.75	0.41	0.97

Ranked item-level gap results show that expectations exceeded experiences across all 12 fairness statements with mean gaps ranging from 0.41 to 0.50 (Table 5). The largest gap was observed for avoiding inappropriate comments or personal remarks during evaluation (AF-9; E M = 4.18, P M = 3.68, gap M = 0.50, SD = 0.99). The next largest gaps related to polite communication even when performance is weak (AF-8; gap M = 0.49, SD = 1.08) and practical marks reflecting demonstrated skill and effort (AF-11; gap M = 0.49, SD = 0.96). A second cluster of sizeable gaps appeared for providing reasons for grades when needed (AF-6; gap M = 0.46), respectful treatment during viva and practical evaluation (AF-7; gap M = 0.46) and overall fairness relative to peers (AF-12; gap M = 0.46). Procedural aspects such as consistency of procedures (AF-1; gap M = 0.43), availability of appeal mechanisms (AF-3; gap M = 0.42) and decisions based on complete performance information (AF-2; gap M = 0.41) showed comparatively smaller but still positive gaps and indicated that even core process features did not fully meet student expectations. Figure 3 presents the ranked item-level fairness gaps graphically.

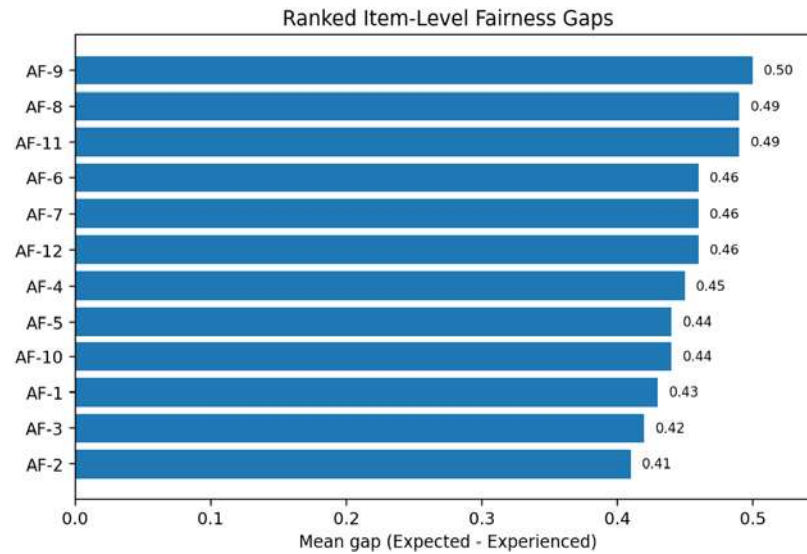


Figure 3: Ranked item-level expectation–experience gaps in assessment and feedback fairness.

Regression Analysis

H₂: Overall fairness gap negatively predicts advocacy intention.

Model summary and ANOVA for regression predicting advocacy intention from the overall gap

Table 6: Model summary and ANOVA: Predicting Advocacy Intention

Model	R	R ²	Adjusted R ²	SE of estimate	F(df1, df2)	P	Durbin-Watson
1	0.53	0.281	0.278	0.956	117.50 (1, 301)	< .001	1.815
Dependent Variable: Advocacy Intention							

The model summary and ANOVA results indicate that the regression model predicting advocacy intention from the overall assessment and feedback fairness gap was statistically significant (Table 6). The model showed a moderate association between the predictor set and advocacy intention ($R = .53$) and explained 28.1% of the variance in advocacy intention ($R^2 = .281$, adjusted $R^2 = .278$), indicating meaningful explanatory power for a single-predictor model in behavioural research (Cohen, 1988). The overall model fit was significant, $F(1, 301) = 117.50$, $p < .001$.

Table 7: Coefficients and collinearity statistics for regression predicting advocacy intention from Gap

Predi.	B	SE B	β	T	P	Tolerance	VIF
Const.	4.014	0.062	—	65.22	< .001	—	—
Overall Gap	-0.664	0.061	-0.53	-10.84	< .001	1	1
DV = Advocacy intention							

Coefficient results show that the overall assessment and feedback fairness gap was a statistically significant negative predictor of advocacy intention (Table 7). Specifically, the unstandardized coefficient indicates that a one-unit increase in the fairness gap (higher expectations relative to experience) was associated with a 0.664-unit decrease in advocacy intention ($B = -0.664$, $SE = 0.061$), and the standardized effect was moderate-to-large ($\beta = -0.53$), $t = -10.84$, $p < .001$. Interpreted substantively, larger expectation-experience shortfalls in fairness were linked with lower student willingness to recommend or advocate for the programme, supporting H2 and aligning with expectation-disconfirmation logic in which perceived performance below expectations reduces favourable behavioural intentions (Parasuraman et al., 1988). Collinearity was not a concern in this single-predictor model, as tolerance was 1.00 and VIF was 1.00, indicating no inflation of standard errors due to intercorrelations among predictors (Field, 2018; O'Brien, 2007).

- *Unstandardised Regression equation is $ADV = 4.014 - 0.664(GAP)$*
- *Standardised Regression equation is $ZADV = -0.530 ZGAP$*

Regression predicting advocacy intention from expectations and experience

Model summary and ANOVA for regression predicting advocacy intention from expectations and experience

Table 8: Model summary and ANOVA: Predicting Advocacy Intention

Model	R	R ²	Adjusted R ²	SE of estimate	F (df1, df2)	P	Durbin-Watson
1	0.821	0.675	0.673	0.644	311.18 (2, 300)	<.001	1.862

The model summary and ANOVA results indicate that the model predicting advocacy intention from expected and experienced assessment and feedback fairness was statistically significant (Table 8). The model demonstrated a strong overall association between the predictors and advocacy intention ($R = .821$) and explained a substantial proportion of variance in advocacy intention ($R^2 = .675$, adjusted $R^2 = .673$), which

represents a large explanatory effect for behavioural research using conventional interpretation guidelines (Cohen, 1988). The overall model fit was significant, $F(2, 300) = 311.18$, $p < .001$.

Table 9: Coefficients and collinearity statistics for regression predicting advocacy intention from expectations and experience

Predict.	B	SE B	β	t	P	Tolerance	VIF
Const.	0.26	0.201	—	1.29	0.198	—	—
Expected	0.098	0.057	0.069	1.715	0.087	0.669	1.494
Experienced	0.813	0.042	0.78	19.374	< .001	0.669	1.494
DV = Advocacy intention							

Table 9 presents coefficients for the model predicting advocacy intention from expected and experienced assessment and feedback fairness. Experienced fairness emerged as a strong positive predictor of advocacy intention ($B = 0.813$, $SE = 0.042$, $\beta = 0.780$), $t = 19.374$, $p < .001$, indicating that higher experienced fairness was associated with substantially higher advocacy intention when expectations were held constant. In contrast, expected fairness did not significantly predict advocacy intention ($B = 0.098$, $SE = 0.057$, $\beta = 0.069$), $t = 1.715$, $p = .087$.

- *Unstandardised regression equation is $ADV = 0.260 + 0.098 (EAF) + 0.813 (PAF)$*
- *Standardised regression equation is $ZADV = 0.069ZEAF + 0.780ZPAF$*

Discussion of Results and Conclusion

Results indicated a clear expectation–experience shortfall in assessment and feedback fairness among hotel management students. In line with the literature, expected fairness was significantly higher than experienced fairness. This is consistent with service-quality gap logic, which holds that perceived quality is shaped by comparison.

Item-level diagnostics further show that the largest gaps clustered around interpersonal treatment during evaluation and perceived fairness of practical marking, followed by explanation of grades and overall fairness relative to peers. This distribution is consistent with organizational justice theory. Students appeared especially sensitive to interactional cues, such as avoiding inappropriate remarks and communicating politely, which aligns with classroom assessment work showing that procedural and interactional fairness strongly shape justice judgments in educational settings (Wallace, 2018).

Fairness gap significantly and negatively predicted advocacy intention, indicating that larger unmet fairness expectations were associated with lower willingness to recommend or speak positively about the programme. The robustness model further clarified that experienced fairness was the dominant driver of advocacy, while expectations did not contribute once experience was accounted for. Thus, the study contributes by operationalising assessment and feedback fairness as a matched expectation–experience discrepancy, identifying the most consequential shortfall areas and demonstrating that fairness shortfalls in a core academic process can translate into weaker advocacy intentions in hospitality education (Lin et al., 2025).

Academic Implications and Suggested Practices

Based on the findings, hotel management programmes can strengthen positive student experience through practical academic practices.

First, viva and theory assessment can begin with a short orientation exercise in which criteria, mark distribution and expected performance levels are explained before evaluation.

Second, faculty may use a structured feedback sheet so that informational fairness is communicated indirectly to students and this may shape their perceived understanding.

Third, periodic meetings among evaluators can be arranged to discuss evaluation methods and mock marking exercises before upcoming practical examinations, because this practice can reduce inconsistency in marking by evaluators.

Fourth, students should be given an opportunity to access marks and rationales after marks are declared. This may allow students to understand evaluation decisions.

Fifth, faculty development programmes can be designed around topics like how to do assessment communication and how to maintain polite feedback when performance is weak.

Next, practical and viva assessments should clearly specify performance indicators such as skill, presentation, hygiene, communication, accuracy, time management and professional conduct etc. When students know the evaluation criteria in advance, they are more likely to perceive the process as consistent and fair.

Hotel management colleges can periodically collect anonymous student feedback, specifically on assessment and feedback practices. Instead of asking only general satisfaction questions, institutions can ask whether the

criteria were explained, whether the feedback was useful, whether the evaluators were respectful, and whether the marks reflected actual performance. Such focused feedback can help departments identify recurring fairness concerns before they affect overall student trust.

Faculty members may be encouraged to provide feedforward along with feedback. This means that students should not only be told what went wrong in a particular task but also how they can improve in the next practical, viva, assignment or examination. In skill based programmes such as hotel management, such improvement-oriented communication can make feedback more useful.

Better interpersonal treatment and explanations of the rationales for marks/grades can help achieve experienced fairness and thereby enhance student advocacy.

Limitations and Future Scope

The sample was drawn from the hotel management programme context and was single cross-sectional, so these aspects may limit generalisability to other disciplines, institution types or regions.

Study outcomes were based on students' self-reported perceptions. Therefore, the findings reflect how students perceived the fairness of assessment and feedback rather than independently verified assessment practices. Future studies may combine student responses with institutional records or qualitative interviews to obtain a more complete understanding of fairness in evaluation.

Study outcomes are related to advocacy intention rather than actual advocacy behaviour. Students may show willingness to recommend the programme but their actual word of mouth behaviour could differ in real situations. Examination of actual student referrals, online reviews, alumni recommendations, etc., is needed to validate the arguments.

Future studies can test the model across multiple institutions and regions and compare hospitality programmes with other professional programmes to improve external validity.

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