

A Study of Educational Service Quality, Satisfaction in Higher Education in India

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ABSTRACT

Service quality dimensions that contributes to student satisfaction in higher education and to analyze whether satisfaction with service delivery leads to behavioral intentions for recommendation. Self-administered questionnaire was adopted to capture the perceptions of students on service quality, satisfaction and behavioral intentions. For this purpose a twenty seven items scale for service quality six item scales for satisfaction and a three items scale for behavioral intentions was administered. CFA was performed to assess the model fit and multi variate analysis and SEM were utilized to ascertain the relationship between the variables. Service quality was found to be a significant predictor of students' satisfaction which in turn was found to be a significant predictor of the behavioral intentions to recommend the institute to other prospective students. The regression analysis reveals that among the eight dimensions identified, the dimension of 'interaction quality' had the strongest impact on student satisfaction.

1. Introduction

In the course of the most recent two decades, India has seen wonderful change in the advanced education scene. With over a large portion of a billion people in India younger than 25 years, the framework is under colossal strain to grow (British chamber, 2014). This is additionally complemented by the normal Indian youths' developing goals and heightening hunger for training clear in the HE enlistment rate (E&Y, 2014). As the working class size heightens, millions are expanding ready to pay for it. To satisfy the exponentially developing need, Indian advanced education framework has been growing at a neck break pace including 20,000 schools and in excess of 40 million understudies in the previous decade (E&Y, 2014). Regardless of the generous expansion in limit, the framework is assailed by issues of value in a significant number of its organizations an interminable deficiency of workforce, low quality educating, obsolete and inflexible educational programs and instructional method, absence of responsibility and quality affirmation and partition of research and educating (British gathering, 2014).The country is by all accounts confronting some genuine obstacles as not very many Indian establishments discovers their place in the worldwide positioning (QS positioning, 2016) The most disturbing pointer of this circumstance is anyway the employability of the alumni. An ongoing exploration study focuses to the way that a dominant part of our alumni roughly 75% or more are observed to be unemployable (E&Y, 2014). Further, to add to the tussle, the expanding expansion of private players has offered ascend to relentless challenge in the business. Quality has normally assumed a lower priority in the rodent race for numbers. On the opposite side, fast development of the instructive establishments gives the understudies wide alternatives to look over, and when there is decision, the nature of administration experience turns into a noteworthy factor in the purchaser basic leadership (Bateson, 1995). Understudy experience additionally discovers its place in the NAAC and NBA system for surveying the nature of Higher training establishments in India. The instructive foundations are henceforth compelled to

look past the results for example the employability of its alumni, to the apparent quality experienced by the understudies (Bemowski, 1991; Woodall et al., 2014). Throughout the years studies have revealed the quirky connection between administration quality, fulfillment and suggestion inside the instructive area (Ledden, L. et al., 2011). Adding further to this, Word-of-mouth proposals from current understudies and graduated class were observed to be significant wellspring of impact when planned understudies are choosing an organization (Rowley, J., 2003; Bruce G., 2008; Pampaloni, A. M., 2010; Johnston, T. C., 2010; Arya, D. P., 2010; Moogan, Y. J., 2011) In India the slowing down employability pace of alumni is returning the accentuation on responsibility and driving the requirement for quality estimation in advanced education segment. The as of late propelled National Institutional Ranking Framework (NIRF), planned for positioning higher instructive organizations in the Country dependent on target, undeniable criteria by the Ministry of the Human Resource Department, Government of India is a remarkable activity toward this path (NIRF, 2016).

2. Service Quality

The meaning of administration quality can be given from the point of view of how the buyers or clients of the administration judge the administration dependent on what they may have encountered. The administration quality build in the administrations writing depends on apparent quality. characterize apparent quality ass the buyer's judgment about an element's general encounter or prevalence. Seen quality is additionally observed as a type of frame of mind identified with, however not equivalent to fulfillment and it results from an examination of desires with view of execution. customer view of administration quality outcomes from contrasting desires earlier with getting the administration and the genuine encounter of the administration. In advanced education foundations, saw administration quality can be the result of assessing various administration experiences for an understudy and these could run from experiences with regulatory staff, to experiences with

teachers, custodian and safety faculty. On the off chance that an organization consistency gives administrations at a level that surpasses client desires, the administrations will be assessed as high caliber however on the off chance that the administrations neglect to meet client desires, the administrations will be made a decision as low quality. In the advanced education part, administration quality is considered as a key determinant of the exhibition of advanced education organizations and in perspective on this, administration quality be characterized as the conformance to understudy determinations. The ramifications of this is it is the understudies of an establishment of higher realizing who characterize quality. The understudies decide the apparent or psychological estimation of administrations dependent on their past involvement with the administration conveyed and in this way understudy desires, administration conveyance process and the administration yield of advanced education establishments affect apparent administration quality. understudies have three fundamental criteria that should be fulfilled by advanced education foundation and there are recognized as essential experience which empower understudies to satisfy their investigation commitments, counter which are of a down to earth or utilitarian nature. In looking at the determinants of value in an administration, it is important to recognize quality related with the procedure of administration conveyance and the quality related with the result of the administration which is made a decision by the buyer after the administration is performed. ten determinants of administration quality that could be summed up to an administration. The ten determinants are physical assets, unwavering quality, responsiveness, skill, get to, politeness, validity, security, correspondence and comprehension. These ten determinants are physical assets, dependability, responsiveness, skill, get to, cordiality, validity, security, correspondence and comprehension. These ten determinants were re-gathered the outstanding five elements of the SERVQUAL model and they are Tangibility, Assurance, Empathy, Reliability and Responsiveness. Prior examinations on administration quality in the advanced education part have regularly accentuated scholarly factors more than managerial elements, focusing on successful course conveyance components and the nature of courses and instructing. Anyway the authoritative side of advanced education by estimating understudy impression of enrollment and scholarly/vocation guidance crosswise over various offices and other regulatory administrations to guarantee positive nature of courses and instructing. Anyway the managerial side of advanced education by estimating understudy impression of enrollment and scholarly/profession counsel crosswise over various resources and other regulatory administrations to guarantee positive quality administration that compliments the scholastic administrations.

3. Service quality measurements in higher education

In light of the measure of work done, this zone has gotten extensive measure of consideration from the specialists previously. Anyway absence of consistency in the previous techniques and the factors utilized for estimating quality in advanced education area is clear (Leonard et al., 2003). A few scientists in the past have utilized adjusted renditions of SERVQUAL to gauge quality in Higher Education (Rigotti and

Pitt, 1992; McElwee and Redman, 1993; Hill, 1995; Cuthbert, 1996; Ho and Wearn, 1996; Oldfield and Baron, 2000). By and by specialists have announced the terrible showing of nonexclusive instruments tried in advanced education settings (Dotchin and Oakland, 1994 a, b, c) regardless of the level of achievement in other wide running administration enterprises. The general view has all the earmarks of being that, nonexclusive proportions of administration quality may not be sufficient to evaluate the apparent administration quality in advanced education area (Firdaus, 2006). Accordingly proposing that industry explicit scales may be an increasingly feasible research methodology (Zeithaml et al., 1985; Finn and Lamb, 1991; Cronin and Taylor, 1992; Brown and Koenig, 1993). These contentions has gotten significant footing in the previous multi decade and specialists have reacted by creating industry explicit scales (Firdaus, 2005; Mahapatra and Khan, 2007; Senthilkumar and Arulraj, 2011; Jain et al., 2013). Among the not very many scales created in the Indian setting, the one created by Jain et al., (2013) stands apart concerning the philosophy and psychometric properties. The creator has observationally seen that administration quality in advanced education involves eight measurements viz, Non-Academic Process, Interaction Quality, Academic Facilities, Curriculum, Campus, Industry Interaction, Support Facilities, Input Quality. Anyway it is additionally seen that Jain et al., (2013) dropped one build grounds on psychometric grounds. In any case the present examination expect that administration quality has eight measurements at first proposed by Jain et al., (2013). 3.2. Administration quality and Student fulfillment Student is viewed as the prime partner and key client in advanced education. Crawford (1991) was the first to present the idea of the understudy as clients. Understudy fulfillment is viewed as an inexorably significant marker of the nature of instructing and is additionally observed to be a result proportion of training process (Ramsden, 1991). Be that as it may, estimating understudy fulfillment isn't viewed as a simple undertaking. Analysts vary in their utilization of pointers to quantify Student fulfillment (Browne et al., 1998; Borden, 1995; Elliott and Shin, 2002; Athiyaman, 1997; Wiers-Jenssen et al., 2002; Aldridge and Rowley, 1998). Scientists like Parasuraman et al., (1988); Bitner (1990); Bolton and Drew (1991) have contended that consumer loyalty is a predecessor of administration quality, while some others like Hoisington and Naumann (2003); Spreng and MacKoy (1996); Woodside et al., (1989) was of the view that it is administration quality that prompts consumer loyalty. The ebb and flow look into anyway prefers to take the last see i.e.; administration quality is a forerunner to fulfillment which is bolstered by observational proof (Cronin and Taylor, 1992; Dion et al., 1998 and Lee et al., 2000).

4. Satisfaction and behavioral intentions to recommend

Keeping client fulfilled is critical to client dependability. Client dependability is apparent through numerous types of client conduct. As indicated by Jones and Sasser (1995) reliability can be estimated in three different ways. Expectation to re-buy, or through essential conduct, for example, genuine client re-acquiring conduct; recurrence, sum, recency, maintenance, and life span; and through optional conduct -, for example, client referrals, supports and getting the message out. At the point when taken in college or advanced education setting this will show as goal to consider higher level inside a

similar organization or recurrence and recency of an understudy utilizing auxiliary administrations, for example, library, cooking or data innovation administrations, understudy maintenance and understudy fulfillment with the administration conveyance lastly readiness to prescribe the foundation to companions, neighbor and workers (Blackmore et al., 2006). Anyway Blackmore et al., (2006) has detailed that even while fulfillment evaluations were at a worthy level, countless understudies expressed that they would not prescribe their establishment to other people. Further, specialists who have explored on the basic leadership conduct of potential advanced education understudies have demonstrated that informal suggestions from the present understudy or graduated class is the most noteworthy factor behind understudies' choice to pick an establishment or college (Karen A. B and Wallingford, H P. 1997; Yvonne, J. M., et al., 1999; Arya, D P., 2010). The present investigation centers around contemplating the impact of consumer loyalty on the conduct aims to prescribe the organization to other planned understudies.

5. Research methodology

The common test looked by any analyst while working in the territory of administration quality is the tremendous writing. A Systematic survey of writing was done through electronic and

library search. The online databases were utilized to distinguish the articles and research papers in different diaries, magazines, periodicals, papers and looked for advices from specialists in this field. The pursuit approach focuses on the administration area, especially training part. The hunts yielded number of articles. Every single one of the articles was inspected altogether to guarantee that they are significant to advanced education administration quality estimation.

6. Result & Discussion:

Profiles of the respondents

The statistic data incorporates the accompanying normal for members: sexual orientation, age, semester of studies and ethnicity. The socioeconomics data is spoken to in Table 1 dependent on recurrence conveyances and rates. In this investigation, 95 (47.5%) are male and 105 (52.5%) are females. The determined mean age of the respondents is 23 years of age with most of the understudies being 22 years of age (33%). The greater part of the respondents are in the fourth semester of their investigation (28%), trailed by fifth semester or more (27%), second semester (20%), third semester (14.5%) and first semester (10.5%). Lion's share of the respondents are Malay (72 %) trailed by Chinese and Indian (25 %) and other ethnicity contributing around 3 %.

Table 1. Profile of Respondents

Variables	Frequency (n)	Percentage (%)
Gender		
Male	95	47.5%
Female	105	52.5%
Age		
21	40	20.0%
22	66	33.0%
23	63	31.5%
24	20	10.0%
25	6	3.0%
26	2	1.0%
28	2	1.0%
29	1	0.5%
Mean age = 22.54		
Ethnicity		
Malay	144	72.0%
Chinese	25	12.5%
Indian	25	12.5%
Others	6	3.0%
Semester		
First Semester	21	10.5%
Second Semester	40	20.0%
Third Semester	29	14.5%
Fourth Semester	56	28.0%
Fifth and Above	54	27.0%

7. Descriptive statistics of the variables in the model of the study

For the needy variable: understudy fulfillment contains of six things, while for the autonomous variable administration quality, every one of the measurement beginning with substantial quality contains 16 things, affirmation 9 things, while unwavering quality, responsiveness and compassion contains 7 things, totaling 46 things. In Table 2, it demonstrates

that mean of understudy fulfillment was (4.17 on a 6-point scale) trailed by administration quality with a general mean of 4.07 (on a 6-point scale). For each measurement, affirmation scores the most noteworthy (4.44 on a 6-point scale), trailed by responsiveness (4.09 on a 6-point scale), dependability (3.98 on a 6-point scale), substance and compassion (3.95 on a 6-point scale). The base score for understudy fulfillment is 1.00 showing that there are understudies who felt that their fulfillment is much more regrettable than anticipated and the

greatest score is 6.00 demonstrating that there are some who felt that the fulfillment was vastly improved than anticipated. As may found in the Table 2 underneath, the mean for

administration quality is 4.07, which can be seen as understudies in these advanced education establishments are very happy with generally speaking administration quality.

Table 2 Descriptive Statistics of Measures

Variable Type	Variable Name	N	No. of item	Minimum Score	Maximum Score	Actual Study Means
Dependent Y	Student Satisfaction	200	6	1.00	6.00	4.17
Independent						
Service Quality						
X1	Tangibility	200	16	2.25	6.00	3.95
X2	Assurance	200	9	1.25	6.00	4.44
X3	Reliability	200	7	1.43	6.00	3.98
X4	Responsiveness	200	7	1.43	6.00	4.09
X5	Empathy	200	7	1.71	6.00	3.95
	Overall Service Quality		46	2.16	5.98	4.07

In Table 3, it very well may be seen that the most elevated mean score for thing under a free factors was "appearance of speakers" (mean=4.89; sd=0.87), trailed by "agreeable and polite teachers" (4.76; 1.00) and "scholastic certifications of instructors" (4.77; 0.92) while the least score were "PCs ampleness gave in the lab to understudies" (3.27; 1.36) and "up-to-datedness of PCs" (3.38; 1.37) which imply that the least fulfillment toward the administrations was identified with

substance of administrations and the most elevated was identified with confirmation. Anyway it can likewise be seen here substance thing (appearance of instructors) had the most elevated by and large score. For the reliant variable (understudy fulfillment), the thing " (4.32; 0.99) score the most astounding while "If have a decision to do it once more, despite everything I will take on this University" (3.94; 1.17) score the least.

Table 3 Service Quality items

	Service Quality (Independent Variable)	Mean	Deviation
	Tangibility		
1	Appearance of Lecturers	4.8850	0.87499
2	Layout of classrooms	4.1300	1.13115
3	Lighting in classrooms	4.5450	0.93399
4	Appearance of building and grounds	4.0452	1.11598
5	Overall cleanliness	3.7186	1.17688
6	Degree to which classrooms and study rooms are comfortable	4.0150	1.06322
7	Decoration and atmosphere	3.8700	1.13558
8	Appearance of personnel	4.2350	1.12521
9	Available of parking	3.6566	1.38638
10	The degree to which curriculum is up to date	4.1005	1.04927
11	Number of courses offered	4.3131	0.94677
12	Computers adequacy provided in the lab for students	3.2650	1.36163
13	'Up-to-datedness' of computers	3.3800	1.36562
14	'Up-to-datedness' of software used in computers	3.4824	1.26269
15	Access to the Internet/e-mail	3.5550	1.23475
16	The organizational culture, belief and value in this university	4.0408	1.03694
	Assurance		
17	Friendly and courteous university staffs	4.1809	1.11348
18	Friendly and courteous lecturers	4.7626	1.00719
19	Lecturers research efficiency/productivity	4.5900	0.88647
20	Academic credentials of lecturers	4.7700	0.92269

21	Lecturers are innovative and agents of change	4.5377	0.90305
22	The degree to which university involve with the community	4.2727	0.90305
23	University's staffs knowledge on rules and procedures	4.3266	0.98926
24	Security measures at your university	4.1364	1.05993
25	Communication skills: courses are well taught by the lecturers in this university	4.4400	0.86611
	Reliability		
26	Registration is timely and error-free	3.5228	1.27204
27	This university keeps its records accurately	3.8878	1.16692
28	The general reliability of lecturers ie. keeps time/don't cancel classes	4.3550	1.06991
29	Staff sincere interest in solving student's problem	3.9000	1.30326
30	This university provides its services at a time it promises to do so	3.8100	1.03889
31	Teaching capability of lecturers/proficiency	4.3150	0.96978
32	Lecturers sincere interest in solving student's problem	4.1106	1.09075
	Responsiveness		
33	Availability of personnel to assist you	3.9850	1.07730
34	Availability of lecturers to assist you	4.5381	0.97144
35	Lecturers capacity to solve problems when they arise	4.4600	1.07899
36	Staffs capacity to solve problems when they arise	4.0253	1.11945
37	I seldom get the "run-around" when seeking information on this University	3.9250	1.18168
38	Channels for expressing student complaints are readily available	3.8300	1.11684
39	Queries are dealt with efficiently and promptly	3.8593	1.26742
	Empathy		
40	Administration has students' best interest at heart	3.7850	1.18990
41	Access to computer facilities is accommodate with students' convenient	3.7300	1.22253
42	Access to study rooms is accommodate with students' convenient	3.9500	1.14633
43	Staff are willing to give students individual attention	3.8200	1.11075
44	The extent to which lecturers are sympathetic and supportive to the needs of students	4.4322	0.87281
45	Opening hour of computer rooms to the students	3.8550	1.25773
46	University are fair and unbiased in their treatment of individuals students	4.0500	1.11522

Reliability of the study

Reliability coefficients of all variables included representing all dimensions for service quality presented in Table 1.4. All alpha coefficients are above 0.75. Previous research done by Mahiah., S. et al. (2006), support this study that seems this

instruments quite reliable. For example tangibility dimension for this study (0.908) compared with Mahiah study (0.851), assurance is 0.887 (0.917), reliability is 0.874 (0.889), responsiveness is 0.854 (0.919) and empathy is 0.881 (0.886)

Table 4 Reliability Results

Variable Type	Variable Name	No. of item	Actual Test (α)	Mahiah. S.
Dependent Y	Student Satisfaction	6	0.938	
Independent Service Quality				
X1	Tangibility	16	0.908	0.851
X2	Assurance	9	0.887	0.917
X3	Reliability	7	0.874	0.889
X4	Responsiveness	7	0.854	0.919
X5	Empathy	7	0.881	0.886

Relationship between Service Quality Determinants and Students' Satisfaction

Table 5 demonstrate that there are critical and positive connection between substantial quality, affirmation, dependability, responsiveness, and sympathy and by and large administration quality agreeable to understudies. From the yield, sympathy has the most grounded association with fulfillment pursued by affirmation, substance, responsiveness and unwavering quality. The connection among substantial quality and understudy fulfillment is $r=0.568$ implying that substantial quality has a moderate relationship toward fulfillment comparative with confirmation ($r=0.582$),

dependability ($r=0.555$) and responsiveness ($r=0.556$). Just sympathy demonstrate a more grounded association with fulfillment with $r=0.640$. The connection between in general administration quality and understudies' fulfillment is 0.653 implying that the relationship is more grounded than moderate. Besides, the outcomes show that every one of the measurements are exceptionally connected and extremely noteworthy with each other. Hence, the outcomes demonstrated that the administration quality measurements (substance, confirmation, responsiveness, unwavering quality and sympathy) have a huge association with understudies' fulfillment.

Table 5 Correlation Results

Variable Type	Y	X1	X2	X3	X4	X5	X6
Dependent							
Y= Satisfaction	1.00						
Independent							
X1-Tangibility	0.568**	1.00					
X2-Assurance	0.582**	0.699**	1.00				
X3-Reliability	0.555**	0.728**	0.789**	1.00			
X4-Responsiveness	0.556**	0.669**	0.776**	0.847**	1.00		
X5-Empathy	0.640**	0.688**	0.623**	0.763**	0.747**	1.00	
X6-Overall Quality	0.653**	0.899**	0.867**	0.914**	0.885**	0.849**	1.00

8. Conclusion

Experimentally set up and approve the connection between administration quality, understudy fulfillment and conduct goals to prescribe the establishment to other people. All the speculation were experimentally upheld. The examination additionally brings out intriguing conclusions about the general significance of various elements of administration

quality in advanced education. Study holds suggestion for specialists who can outline their administration procedures and strategies to update the different parts of administration conveyance, in this manner guaranteeing that foundations would remain focused in the current immersed showcase condition.

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