MEASURING THE SERVICE QUALITY IN EDUCATIONAL INSTITUTIONS THROUGH STUDENTS EXPECTATION AND PERCEPTION

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ABSTRACT

Service quality has become an icon of the service industry by rendering services to its customers. Satisfaction of the customers will examined with the help of expected and perceived level of the services. Once the perceived level of the customer is higher than the expected level then there exist a satisfaction of the customers. The main aim of this paper is to measure the impact of service quality through student satisfaction in educational institutions. With the objective of examine the students expectation and perception of service quality in government education institutions. Research methodology used is convenient sampling with 100 respondents of Government colleges are selected. Tools used for the study is simple percentage and paired sample t-test. Major findings of the study is service quality in government colleges is different from their expectation and perception. Because the services rendered are not lived upto the expectation of the students. This study paved a way to identify the areas which requires improvements and highlights the areas in which it renders its best.

KEY WORDS: *Service quality, Student Satisfaction, Expectation, Perception*

INTRODUCTION

Service industry plays a vital role in all parts of the society. Customers of service industry are numerous in number. The mail aim and motive of service industry is to render service out of its profit. This service industry may Banking, Education, Hospital, Insurance etc., are playing important in role all sorts of life. Out of all the service industry, education plays predominant role from all other service industries. It's key customers are students. Only if students are satisfied then there the best service quality is achieved. So this study is focused on education service industry and spacially to measure the service quality of government education institutions. The reason for choosing the measuring of service quality in government education lies in the fact that in recent years there has been a proliferation in private education institutions in our country. But the government institutitons didn't got its hope for any failures. As it is striving its goal by rendering its philanthropic services and its largely contribute on socio-economic development of a developing economy.

REVIEW OF LITERATURE

a)   K.S.Eswari and S. Jamuna Devi has conducted a study on ". Main objective of the study is to measure the magnitude of perception and expectation of customers on service quality of internet banking. This study is specific with reference to the five public sector banks. Sample size used for the study is 200 customers in Erode city based on convenient sampling. Tools used for the study is simple percentage, mean, t-test and gap score for the purpose of the study. Findings of the study reveals that the bank account details of the respondents reveals that 82% are having savings and only 33% are using internet banking. The mean value of expectations are higher than the perception of the customer in the case of all the dimensions. E-servqual score of the seven dimensions expectations is the highest for privacy and security dimensions and expectation is the lowest for fulfilment. Therefore, narrowing

down this gap is the need of the how to elevate the internet banking services offered by the select banks yielding a buoyant e-banking segment.

b) Ghulam Muhammad, Quamar, Yahya khan etal(2014) has conducted a study on,"Impact of Service Quality on Customer Satisfaction in Higher education Institutions". Main of the study was to investigate the impact of service quality on customer satisfaction in education sector and try to get to know what are the main priorities for what a student looking for a while getting admission and second objective is service quality and student satisfaction model will be developed by using SERVQUAL instrument to observe the relationship among dependent and independent variables. To understand these relationship between the dependent and independent variables, a structured questionnaire was developed based on 5 point Likert scale using purpose and convenient sampling with a sample size of 200 respondents. With these research design the study found that there exist a significant relationship between the tangibility and assurance as the sample population of the study consider them important for improvement of service quality in universities. Hence, it is not only the bookish knowledge to which the student of the education institutions pay attention, rather there are also other factors on which student taken more care before making a decision for enrolment in any universities.

c) E.Nagaraju & Dr.Y.Subbavayudu(2017),"Service Quality of Higher Education-A Study with reference to management institutions in Andhra Pradesh" study is mainly designed to measure the perceived service quality and student satisfaction in management institutions. Objective of the study is to determine the relationship between service quality dimensions and student satisfaction. In order to measure the service quality, the SERVQUAL model HEDPERF which was specifically designed by Firdaus Abdullah for higher education has been adopted. Samples used were from 150 student respondents from different management colleges from Andhra Pradesh have been taken up as a sample by conveniently. The collected data were analysed using statistical tools correlation and multiple regression analysis. The study resulted that out all the perceived service quality components. Reputation and access could influence more and weighed by the students when compared with other components. A percentage of change in these service quality components will lead to change the satisfaction of the students and there will be a significant impact of the non-academic aspects, academic aspects, reputations and access on the student satisfaction.

STATEMENT OF THE PROBLEM

Education is the student oriented service industry and therefore providing service to students is the main motive of every educational institutions. Because its key customers are students. The reason for choosing the measuring service quality in government education institutions are in past decades education lies nly in the hands of government but now-a-days due to mushrooming of private institution, public higher education institutes are struggling to attain its global level of excellence, in which it also lack its basic infrastructure. Therefore, quality has become an important driver for socio-economic development. Thus, there is a need for measuring service quality in government education institutions.

1. **Objectives**
i) To study the concept of service quality in education sector.
ii) To understand the socio-economic and demographic status of the sample respondents.
iii) To examine the students expectation and perception of service quality in government education institutions.

METHODOLOGY

1.1 Sample size and Sampling Technique

Government colleges are purposively selected for the study. Among these colleges a sample of 100 students were selected based on convenient sampling.

1.2 Sources of Data

Both primary and secondary data were used. Primary data were collected using structured questionnaire and Secondary data like books, websites, journals etc., were also used.

TOOLS FOR ANALYSIS

The tools such as simple percentage and paired sample t-test were used for the purpose of the study.

RESULTS AND DISCUSSIONS

Table 1 Respondents Description

S.No	Variables		No.of Respondents	%
1	Age	BELOW 19	58	58
		20-22	14	14
		ABOVE 22	28	28
2	Gender	MALE	28	28
		FEMALE	72	72
3	Monthly Income of the family	BELOW 10000	18	18
		10000-25000	69	69
		25000-50000	10	10
		ABOVE 50000	3	3
4	School Studied	State board	55	55
		Matriculation	39	39
		CBSE	6	6
5	Student	UG	52	52
		PG	48	48

Above table 1 reveals that out of 100 respondents, 58 percent of the respondents from the age group of below 19 years, 72 percent respondents are female, 69 percent of respondents are under the monthly income of Rs.10000-25000 and 52 percent of the respondents are UG students and it is inferred for the analysis of satisfaction and expectation of students.

Table 2
Descriptive of Students Expected and Perceived Service Quality

Factors	Service Quality	Frequency				
		Highly Satisfied	**Satisfied**	**Neutral**	**Dis Satisfied**	**Highly Dissatisfied**
Teaching Quality	Expectation	42	35	12	1	10
	Perception	36	20	17	6	21
Fees Structure	Expectation	42	33	15	1	9
	Perception	33	25	10	14	18

Examination	Expectation	22	34	29	7	8
	Perception	26	24	31	14	5
Syllabus	Expectation	21	34	23	10	12
	Perception	23	31	20	16	10
Placement	Expectation	23	20	32	16	9
	Perception	13	27	23	25	12
Sports	Expectation	13	31	30	19	7
	Perception	18	17	23	22	20
Camps	Expectation	21	37	20	12	10
	Perception	16	26	29	15	14
Infrastructure	Expectation	18	35	20	17	10
	Perception	8	26	29	21	16
Culturals	Expectation	11	35	31	14	9
	Perception	11	22	20	27	20
Lab Facilities	Expectation	10	34	26	22	8
	Perception	12	25	32	19	12
Transport	Expectation	22	22	27	15	14
	Perception	12	20	17	34	17
Soft Skil	Expectation	15	37	20	19	9
	Perception	15	25	23	27	10
Expert Teaching	Expectation	21	23	28	17	11
	Perception	8	23	26	26	17
Industrial Training	Expectation	13	28	24	23	12
	Perception	12	16	24	30	18

From table 2, it indicates the descriptive of students for their expectation and perception. It is measured using five-point likert scaling techniques. The table clearly reveals that, majority of students expectation and perception in teaching quality and fees structure are highly satisfied. In examination, syllabus and cultural of student expectation and perception is satisfied. In placement opportunity, majority of the student expectation is neutral but students perception level were satisfied. Hence it indicates that students were given good placement opportunities. In sports, camps, infrastructure and lab facilities of student expectation was very high but their perceived level was low upto their expectation. In expert training, majority of the respondents expectation and perception level was neutral. In transport, soft skill and industrial training of the respondents expectation level were very high but their perceived level was highly dissatisfied.

Table 3 Mean score and t-value for Expectation and Perception of Service Quality

H_o: Expected and Perceived service quality does not differ significantly.

Factors	Service Quality	Mean Score	Std. deviation	Std. Error	t' value	df	Result
Teaching Quality	Expectation	3.98	1.223	0.122	3.253	99	Significant
	Perception	3.44	1.54	0.154			
Fees Structure	Expectation	3.98	1.197	0.12	3.5	99	Significant
	Perception	3.41	1.512	0.151			
Examination	Expectation	3.55	1.149	0.115	0.222	99	Significant
	Perception	3.52	1.168	0.117			
Syllabus	Expectation	3.42	1.265	0.126	0.7	99	Significant
	Perception	3.41	1.28	0.128			
Placement	Expectation	3.32	1.246	0.125	1.613	99	Significant
	Perception	3.04	1.238	0.124			
Sports	Expectation	3.24	1.12	0.112	2.036	99	Significant
	Perception	2.91	1.386	0.139			
Camps	Expectation	3.47	1.235	0.123	1.983	99	Significant
	Perception	3.15	1.266	0.127			
Infrastructure	Expectation	3.34	1.241	0.124	2.828	99	Significant
	Perception	2.89	1.197	0.12			
Culturals	Expectation	3.25	1.114	0.111	3.143	99	Significant
	Perception	2.77	1.302	0.13			
Lab Facilities	Expectation	3.16	1.126	0.113	0.688	99	Significant
	Perception	3.06	1.188	0.119			
Transport	Expectation	3.23	1.332	0.133	2.627	99	Significant
	Perception	2.76	1.288	0.129			
Soft Skil	Expectation	3.3	1.202	0.12	1.398	99	Significant
	Perception	3.08	1.236	0.124			
Expert Teaching	Expectation	3.26	1.276	0.128	2.586	99	Significant
	Perception	2.79	1.209	0.121			
Industrial Training	Expectation	3.07	1.233	0.123	2.013	99	Significant
	Perception	2.74	1.268	0.127			

The above Table 3 indicates that the mean value of all the factors in expectation is higher than the perception. Further to prove this statistically 't' value are calculated for all the factors. The calculated value for 't' is greater than 0.05 at 1% level of significance. Hence, it proves that the null hypothesis (H_o) is rejected. So it reveals service quality in government colleges is different from their expectation and perception. Because the services rendered are not lived upto the expectation of the students can be inferred.

KEY FINDINGS

The above analysis has divulged the following key findings:

a.   In sports, camps, infrastructure, lab facilities, transport, soft skill and industrial training of the respondents expectation level were very high but their perceived level was highly dissatisfied.

b.   Service quality in government colleges is different from their expectation and perception, so the education institution should render right services which is expected from the students. Because the services rendered are not lived upto the expectation of the students can be inferred.

CONCLUSION

Delivering service quality has become an important goal for the education institutions. This study represents an important starting point in the development of valid and reliable measures of service quality in educational institutions. This paved a way to identify the areas which requires improvements and highlights the areas in which it renders its best. This could be useful for comparing the expectation and perception to achieve the service quality dimensions.

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