

A Study on service Quality Attributes and Student Learning

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Abstract

This study attempts to examine the relationship between service quality attributes and the student learning in terms of reliability, assurance, tangibility, empathy and responsiveness. In public as well as in private sector the quality of education is an important factor that is considered for attracting and retaining the students who want to get education. Self-administered questionnaire was used in this study to collect the related data to establish the relationship between service quality and student learning. The sample consisted of 42 Students, 5 Research Scholars, 6 Alumni, 12 Business people, 8 Government Employees, 28 Private Employees. Among them 56 are male and 45 are female. The results show that students are satisfied with services in terms of their reliability, assurance, tangibility, and empathy but not much satisfied with responsiveness. The study revealed that the respondents who had studied self-supporting course were more satisfied than the respondents who had studied different courses. In the overall satisfaction, the female respondents were more satisfied with service quality attributes than male respondents. Recommendations are made and guidelines for future research are also provided.

Keywords: Service Quality; E-Learning; Student Experience; Educational Sector; Service Gap.

INTRODUCTION

Service quality has been receiving much prominence lately especially in service industry such as banking, hotel, insurance, etc. However, one setting that has been relatively neglected in service quality research is higher education. One method

of measuring service quality is by comparing the difference between perceived service and expected service. The eight core abilities desired of higher education are: (1) Communication verbal and written, (2) Analysis, (3) Problem solving, (4) Valuing in decision-making, (5) Social interaction, (6) Developing a global perspective, (7) Effective citizenship and (8) Aesthetic engagement. Higher education play an important role in teaching, learning and research for the benefit of the public. In India, some of the driving forces toward achieving quality education are the National Education Policy and Vision 2020. Education and training are essential to Vision 2020 program and have been given priority status by the Indian government. Extensive resources has been allocated to the public

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sector in order to ensure that the population receives the best possible training, especially in the field of science and technology, and the government aims to export its educational offerings in the future. The government is fully committed to building a world-class educational system that is flexible and innovative, one that will enhance the country role as a hub for education, research and development in South East Asia.

LITERATURE REVIEW

Service quality in China with respect to higher public education institution using the HESQUAL model. It has identified literature sources of five dimensions in the HESQUAL model and presented the HESQUAL model with 48 attributes in five dimensions based on the foregoing research. The researcher concluded the paper by investigating that for decades China's research on service quality of international students and based on the analysis of literature review from the research on service quality of international students. The researcher has found that the theoretical research was more conducted in the higher education sector than empirical research, and there were gaps between service quality and the perceptions of international students.¹

Private sector higher education institutions tussle for competitive advantage in the business community. Students' satisfaction and service quality are the driving forces and challenges for private sector HEIs. The fair evaluation of service quality in education sector helps in effective preparation and implementation of educational plans and strategies. This research paper is an attempt to measure student satisfaction by comparing student perception and students' expectations. Factor analysis approach and satisfaction grid are used in data analysis. Factor analysis and Varimax Rotation point out those lacking areas of service quality that needs improvements. Furthermore, satisfaction grid was applied. Satisfaction grid served as a map to guide HEIs management to act by considering gap scores ranking.²

The quality of services rendered to stakeholders at Higher Education Institutions (HEIs) is of critical importance to the esteem of these institutions. Perceptions of the quality of such services can be measured in various ways. This study assesses the extent of service quality as evaluated in students' satisfaction with services received at Ethiopian HEIs. To this end, data was collected from final year undergraduate students at Ethiopian Public Higher

Education Institutions (PHEIs). The Service Quality (Servqual) questionnaire was administered. The collected data was analysed using the methodology of the Importance Performance Analysis (IPA) model. Findings indicated that the majority of the elements that constitute attributes of service quality were perceived by students to be very poor. This is reflected in low satisfaction scores. It is recommended that HEIs identify those service areas that have high perceived importance scores and low perception scores on service experience in order to redeploy some of the resources and implement measures to improve service quality.³

The study indicated that the quality of educational services provided in the KUMS did not meet students' expectations in five dimensions of service quality. Thus, it warrants further investigations to determine how to improve the quality of educational services in higher education institutes such as the KUMS. The results showed that there was a negative service quality gap in all five dimensions. The overall mean score of students' expectations and their perceptions was 3.19 ± 0.44 and 2.4 ± 0.45 , respectively. The score gap between the overall mean score of perceptions and expectations of students was -0.79 , which was statistically significant ($p < 0.0001$). The highest and lowest quality gaps were related to the assurance (-0.84) and tangible (-0.70) dimensions, respectively.⁴

Students' perceptions of the quality of non-academic services received in higher education. While the important role played by expectations and perceptions in students' evaluations of such services has been discussed in much of the service quality literature, there is insufficient work in the private tertiary educational sector (PTES). Thus, the purpose of this paper is to examine the relationships between service quality, student satisfaction, and behavioural intentions in the PTES, using Singapore as a case study. The results suggested that perceived service quality is positively correlated to satisfaction; perceived service quality and satisfaction are positively correlated to favourable behavioural intentions; and the relationships among perceived service quality and loyalty and paying more for a service are mediated by satisfaction. This study is significant as the results provide better insights for Singaporean administrators in PTEIs, which is an under researched area. Generally, the results will have far reaching implications for all stakeholders in the delivery and consumption of education services in PTEIs, within and beyond Singapore.⁵

Current research captured students' changes in expectations of their undergraduate coursework

that combined classroom and distance learning approaches. In addition, the study documented variations over time in students' perceptions on key service areas. The paper provides data on student perceived priorities, quality gaps and criticality levels, seen both at a level of aggregate dimensions and at the level of individual service attributes. The findings showed that the students' expectations of the set of factor defined dimensions and attributes studied increased notably over time. Senior students tended to be more demanding than beginning students. Aside from the comfort levels of the classroom, the attributes rated as most important by the majority of students were directly linked to the professors, whether with respect to their practical experience, teaching methods, motivation or training received. This was the case at each stage of data collection.⁶

NEED OF THE STUDY

Education in India is in the phase of change. The two current developments that are sweeping in India, namely liberalization and globalization, have had a considerable impact on Indian education. The sudden proliferation of passion oriented education has led to a considerable decline in the quality of education that is being offered. By the help of this research, education institutes may install quality in the education in India, business schools (B-schools) and other institutions will focus on quality assurance, qualified and competent faculty members, proper infrastructure and the accountability of management institutes to provide quality education to students. This research will not only help in identifying the reasons for the proliferation of institutions but also creates the standards and specifications following which the institutions might be able to improve the existing education system. The outcome of the study will benefit the students as well. Quality management education will help them to place in better professional positions in their near future.

STATEMENT OF PROBLEM

Many individuals and company's aim at gaining customers and profit for their share in the market, but most of the time, the student's perspective is neglected of what he wants to do and what has to be done keeping their passion as their preference. The main problem is if individuals are served according to their expectation and if they are satisfied. The expectation and satisfaction have to be mutually connected else there are chances for service gap

OBJECTIVES OF THE STUDY

Primary Objective

A Study on Service Quality Attributes and Student Learning.

Secondary Objectives

- To study the profile of the respondents and their learning experience.
- To explore the significance difference between gender of the respondents and dimension of service quality.
- To measure the satisfaction level of the respondents towards service quality attributes.
- To study the relationship between the factors of service quality and overall response of the respondents.

SCOPE OF THE STUDY

This study seeks to examine the service quality attributes and the student learning. The area of the study is measuring service quality in education. It focuses on the measurement of service quality from students' point of view because they are directly involved in the education process. The populations of this study were primarily the students and secondarily were the Parents, Alumni, and even Corporate Trainers. In addition, the scope of the present study is strictly limited only to the service customers such as students, parents, alumni, and corporate in general. This research provided me with an opportunity to explore in the field of Education and the type of quality service provided to find out the service gaps.

RESEARCH METHODOLOGY

Research Design - The study has adopted the descriptive research design. It helps to study the service quality attributes and student learning.

Sampling Population - The study adopted the accessible population concentrating upon the targeted group of audience at random and hence, to ensure more focus to the information. The information collected from them is ensured to be accurate.

Sampling Method - The study adopts the non-probability "convenience sampling" technique, where the samples are selected from the population directly. Samples can be selected easily so we

can choose the sample that outlines the entire population.

Sampling size: For analysis it is essential to make sure that the sampling size is minimum of 70 to have accuracy. The sampling size of 101 respondents have been taken in this analysis.

SPSS version 23 is used in study for investigation and output.

DATA ANALYSIS AND RESULTS

Pilot Study - Cronbach's Alpha Test

Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	No of Items
.984	33

Variables	Gender	N	Mean	t-value
TANGIBLES				
Modern ways of education	Male	56	2.8571	-1.133
	Female	45	3.2222	
Visually appealing Mentors	Male	56	2.8393	-.861**
	Female	45	3.1111	
Mentors have a neat, professional appearance	Male	56	2.8214	-1.386**
	Female	45	3.2667	
Visually appealing materials associated with service	Male	56	2.7500	-1.607
	Female	45	3.2667	
RELIABILITY				
Providing services as promised	Male	56	2.8036	-1.304
	Female	45	3.2222	
Handling student grievance	Male	56	2.9286	-.827
	Female	45	3.1778	
Initial services provided	Male	56	2.7143	-1.826**
	Female	45	3.2889	
Providing services at the right time	Male	56	2.8929	-.603
	Female	45	3.0889	
Zero error record maintenance	Male	56	2.7857	-1.178
	Female	45	3.1556	
RESPONSIVENESS				
Keeping students informed about the services	Male	56	2.7857	-1.353**
	Female	45	3.2222	
Responsive services to students	Male	56	2.7679	-.837**
	Female	45	3.0444	
Initiating help to customers	Male	56	2.9107	-.936
	Female	45	3.2000	
Enquiry handling	Male	56	2.9286	-1.044
	Female	45	3.2444	
ASSURANCE				
Our courses are giving more confidence to the students.	Male	56	2.7679	-1.303

Inference: The arrived Cronbach alpha is greater than 0.7. Hence the questionnaire is reliable to do further data collection and analysis.

INDEPENDENT SAMPLE T TEST

Table: Variance Analysis Between Gender and Significant Antecedents

H_0 : There is no significant difference between Male and Female respondents with regards to factors of Service Quality.

H_1 : There is significant difference between Male and Female respondents with regards to factors of Service Quality.

	Female	45	3.1778	
Making students feel safe in their transactions	Male	56	2.7679	-1.507
	Female	45	3.2667	
Mentors who are consistently courteous	Male	56	2.8393	-1.465
	Female	45	3.2889	
Mentors being knowledgeable to answer the student queries	Male	56	2.7857	-1.227
	Female	45	3.1778	
EMPATHY				
Providing students with individual attention	Male	56	2.8393	-.983
	Female	45	3.1556	
Mentors who deal with students in affectionate	Male	56	2.8214	-1.772**
	Female	45	3.3556	
Having student's best interest at heart	Male	56	2.7857	-1.344
	Female	45	3.2000	
Mentors who understand the needs of students	Male	56	2.8393	-1.592
	Female	45	3.3556	
Convenient business hours	Male	56	2.7143	-1.931
	Female	45	3.2889	

** . T test is significant at the 0.01 level (2-tailed).

Inference

Since the T value is less than -1.96 and greater than 1.96, it is confirmed that Null Hypothesis is rejected at 5% Level of Significance.

Thus there is significant difference between Male and Female respondents with regards to factors of Service Quality.

SUGGESTION AND RECOMMENDATION

- Almost half of the respondents found modern ways of education as great value that gives a high scope to attract more audience if given more priority for the same.
- It is understood from the study that Mentors training courses are playing a vital role in the students learning process hence the recruitment and training process of each individual mentor has to be critically monitored and analysed.
- Feedback from the students act as a primary factor that directly influences the process to measure the quality of course delivery and such feedback should be collected from every individual student and used as a parameter for future growth and betterment of course delivery.
- As there is constant digital advancement in the education industry as well it is best recommended to recognise the need of the

students and initiate an impactful learning process for the students.

CONCLUSION

The study gives an insight about the service quality and the student learning attributes. It is noticed that students are learning general courses and are not giving importance to passion learning. A service gap is created when the students are not receiving what they expect. A student should focus on passionate learning so that they learn with an interest. Online and Offline mode both have an impact on how students learn and what knowledge they get. Students needs and preferences has to be taken into account so that appropriate services are given to the students. The learning material for e-learning is very important. The materials should be both reasonably theoretical and practical to enable students to understand and apply them in real situations. Materials must be updated regularly to match what is happening in real life. Learning materials should be structured and rationalized on the e-learning system of the university. Universities should develop strategic partnerships with publishers to ensure that materials such as textbooks and supplementary materials are up-to-date, theoretical, and practical to meet the learning needs of students. It would be much better if the e-learning system is closely integrated with the publishers because doing so will make much favourable conditions for the students to

learn. The e-learning system must also ensure the safety and security of students. this study shows the associations among overall e-learning service quality and e-learning satisfaction. Each pair of the three variables has a statistically significant and positive association. This result is consistent with most studies in the field of traditional and online services in general, including that in the field of online education.

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