International Journal of Research in Academic World

Role of Service Quality in Higher Education-with Special Reference to the Student Expectations

*[1]K Suresh Kumar, [2]Dr. R Pardhasaradhi and [3]Dr. N Uday Bashkar

*[1]Research Scholar, Department MBA, Adikavi Nannaya University Rajamahendravaram, Andhra Pradesh, India.

[2]HOD, Department of Management Studies, Sri YN College, Narsapur, Telangana India.

[3]Assistant Professor, Department MBA, Adikavi Nannaya University Rajamahendravaram, Andhra Pradesh, India.

Abstract
The study's overarching goal is to get a more nuanced knowledge of the attributes of good lecturers that students want, as well as to identify the underlying constructions that inform these expectations. Using the means-end method and two types of laddering (in-person interviews and ranked-choice surveys), this research provides a helpful initial look at what students value most in a professor. The findings of the two laddering approaches are quite comparable, however the personal laddering interviews did provide deeper comprehension. The findings show that students value instructors who are well-informed, enthused, available, and kind. Most students seek for educational opportunities that will help them succeed academically and professionally. Additionally, this study's findings suggest that students are more interested in the practical applications of their education than in the theoretical aspects. The study's overarching goal is to get a more nuanced knowledge of the characteristics of good lecturers that students want, as well as to identify the underlying constructions that inform these expectations. To get some initial understanding of what students are looking for in their professors, an empirical research was conducted utilizing the means-end approach and two laddering methodologies (personal interviews and laddering surveys). The findings of the two laddering approaches are quite comparable, albeit the personal laddering interviews did create greater depth in knowledge. According to the findings, students value instructors who are well-informed, enthused, available, and kind. It is common knowledge that students seek for meaningful classroom experiences to improve their chances of doing well on exams and becoming well-rounded professionals. Another key finding is that students are less interested in the theoretical portions of their education than they are in the practical ones.

Keywords: Role of service quality, higher education, service quality models, review

1. Introduction

The term "service quality" refers to the features of a service that contribute to meeting the needs of its users. It's possible for consumers to make either explicit or implicit requests, or even impose mandatory requirements, on the service provider. Various writers have attempted to define "service quality," yet their explanations vary widely. Quality, in terms of TQM, is defined as meeting or exceeding the needs of the client (Kumar *et al.* 2011). According to Parasuraman (1988), service quality (SQ= P-E) is the gap between what customers experience and what they anticipate from a company's offerings. One's perspective on a company's service quality develops over time as a result of cumulative assessments of its efforts (Hoffman and Bateson, 2010), In today's world of savage competition, quality management and evaluation of service quality are crucial to a company's survival. For this reason, many researchers have spent time and effort developing scales and models to assess service quality at universities. In today's day of ferocious competition, quality management and evaluation of service quality are crucial for

every business hoping to survive. Numerous research were conducted, and many different models and scales were devised to assess service quality in higher education to the greatest possible degree.

2. Review of Literature

- Athiyaman, (2020): The conceptual foundations of customer happiness and perceived quality were examined in this research. As the data shows, satisfied customers have a higher perception of quality.

- Chua, (2019): This paper examined the characteristics of a high-quality university education from the viewpoints of several stakeholders, including parents, students, teachers, and businesses. The Input-Process-Output model was then used to categorise these quality features.

- Nadiriet (2019): This research aimed to assess the degree of student satisfaction with higher education institutions by conducting a survey of students' opinions on the quality of the services they get there. The necessity of having knowledgeable staff, up-to-date facilities, and

*Corresponding Author: K Suresh Kumar

< 47 >

enticing marketing materials, such as flyers and booklets, was emphasised in this research.

- Ahmad, (2018): In order to evaluate the elements that most affect student happiness with a service and the level of satisfaction that students report, a survey was performed for this research. The survey looked at seven factors, including the universities' reputation/image, the quality of their courses, the quality of their instructors, and the caliber of their instruction, the quality of the learning environment they provide their students, the efficiency with which they employ technology, the quality of the academic advising and counselling services they offer, and the quality of the student life (direct and indirect) facilities they offer.
- Krsmanovicet (2018): Researchers from Belgrade University in Serbia used the SERVQUAL model to assess the quality of higher education services offered by the Faculty of Organizational Sciences. The analysis revealed a ranking of quality attributes from best to worst, as determined by the gap score.

3. Statement of the Problem

Poor service quality has been attributed to a number of factors, including: Labor intensity, which is intrinsically linked to output and consumption. When a service is provided, as opposed to when a product is created, the consumer is present. As with any interaction between humans, issues will develop. Every department of a service provider should be aware of, and responsible for, quality control. In specifically, four domains may provide a setting within which the quality issue might be addressed.

4. Objectives of the Study

- To Study the Role service quality dimensions in Higher Education in Andhra Pradesh.
- To examine the determinants of service quality established by previous research in Andhra Pradesh.
- To assess the value of various frameworks for assessing the quality of academic support services

5. Research Methodology

Sources of Data: The secondary information came from the 10 public sector banks' annual reports. Information from ww.moneycontrol.com was used for further examination and confirmation. Prior to analysis, the data underwent some elementary mathematical processes, such as calculating the ratios.

Research Tools

- Correlation,
- Regression
- Descriptive Statistics
- Stationary test

6. Scope of the Study

Throughout the course of this research, we will look at the most prominent models of service quality employed by various academics, with a focus on their application in the field of higher education. There are five models total: IPA, the GQS, SERVQUAL, and SERVPERF.

7. Need for the Study

Papers published between 2009 and 2019 are given special consideration. The time frame was selected so as to get the most recent papers published in this field of study. Only

studies that examine service quality in higher education in relation to the aforementioned models will be discussed in this article. We chose research articles that compare and contrast the five different theories and explain why we settled on one. The relative significance, applicability, and interdependence of the models were also analysed by reviewing certain studies that compared various models. In addition, the need of constructive criticism between partners is emphasized.

8. Result and Discussion

Important to students are the characteristics of the SERVQUAL model that the model measures: dependability, tangibility, responsiveness, assurance, and empathy. A key responsibility of universities is to ensure that their services consistently meet the requirements and expectations of their constituents.
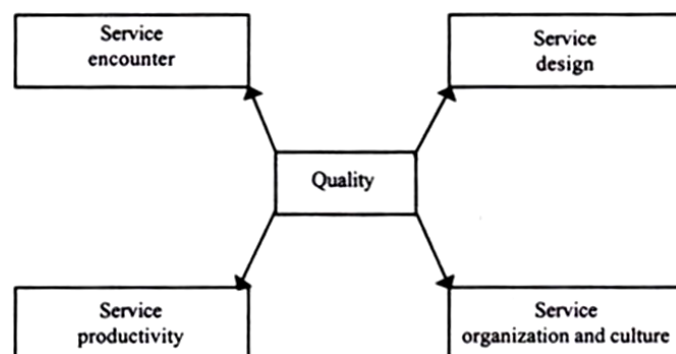

Fig 1: The impact of quality

When a consumer receives service, he or she interacts with both living beings (the service staff) and inanimate items (the physical evidence, e.g., an information sign) In terms of service productivity, the amount and quality of output is proportional to the calibre of inputs. The focus of a manufacturing-oriented method is on making products that are accurate representations of the intended design or specification. If an error is defined as a deviation from the specified parameters, then a service or product is considered to be of high quality if it satisfies these requirements. With this method, a concert pianist performing a challenging work by A.R. Rahman and striking the occasional erroneous note may be categorised as a worse quality performance than a youngster playing a basic piece of music with no wrong notes and the perfect tempo.

Table 1: Service quality dimensions

Points	Usage	Indicates	Depicts
Keep up the good work	High	Opportunity for maintaining competitive advantage	Major strengths
Possible overkill	Low	Deploy resources	Wastage of funds
Low priority	Low	Don't require additional effort	Minor weaknesses
Concentrate here	High	Immediate attention for improvement	

The customer evaluation process is broken down using the gap model. It identifies and describes five areas where service quality is lacking. These gaps need to be filled so that customers may rely on consistently high-quality service and experience satisfaction. This model was used in later research

< 48 >

to analyse service quality across a wide range of service industries.

Table 2: Service quality measurement

S. No	Reason for Quality	Measure
1	What the management thinks is happening is not what the clients anticipate.	The combination of thorough market analysis, strong upward communication, and customer relationship management.
2	There is a discrepancy between management's view of what's needed to satisfy consumers and what's really delivered.	Designing services correctly and using customer-focused criteria in the process is a must.
3	Management's defined delivery standards do not match the service provided.	Effective service delivery requires well-trained delivery staff, informed clients, and efficient management of intermediary providers.
4	Incompatibility between providing services and communicating with customers outside.	Integrated marketing communication.
5	Unmet client expectations as measured by their impressions of the service received.	Remove all the previous four gaps

The SERVAQUAl methodology has been challenged since it measures satisfaction with the service after it has been provided, rather than before. The consumer's unconsciously held beliefs may shift as a result of this. A more accurate picture of customer satisfaction might be obtained by assessing their expectations before the service is actually provided. It has been shown that this occurs (Carman, 1990; Gronroos, 1993). The "should expectations phrasing" was also criticized, and the authors eventually changed it to be less

redundant and more user-friendly. (Parasuraman *et al*., 1991; 1994) after being critiqued by Carman (1990) and Brown *et al*. (1993). Perceived service quality evaluations from students have been called into doubt in studies as well. (Greenwald 1997)
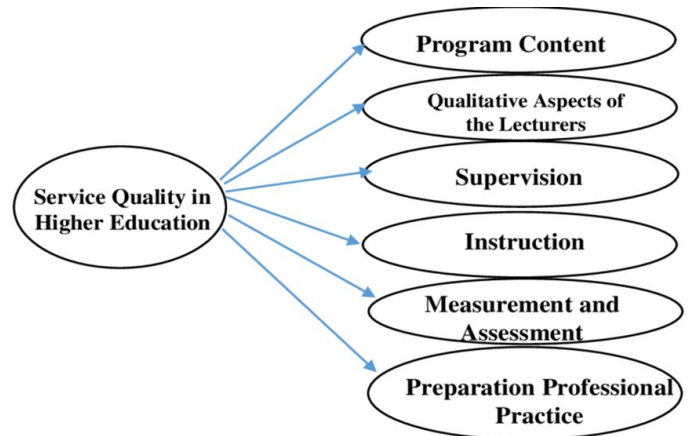

Fig 2: Factors in Service Quality HEI

Understanding what consumers want and care about is becoming more crucial in the quest for excellence. One such need is the need for high-quality service. To that end, the goal of this study is to develop a multi-factor index for evaluating the services provided by higher education. A survey with 43 questions was created to quantify the construct and its facets. Constructs were validated with exploratory factor analysis, and the findings revealed an interpretable twelve-factor latent structure. To sum up, we can say that the input quality (students), industry contact, support facilities, and campus aesthetics are only a few of the twelve components that make up service quality in a university context.

9. Summary Output of Service Quality in Higher Education

Table 3: ANOVA in SERQUL model

Regression Statistics								
Multiple R				0.997369011				
R Square				0.994744944				
Adjusted R Square				0.994088062				
Standard Error				2.797252492				
Observations				10				
ANOVA								
	df				**df**			**df**
Regression	1	Regression			1		Regression	1
Residual	8	Residual			8		Residual	8
Total	9	Total			9		Total	9
	Coefficients		**Coefficients**		**Coefficients**		**Coefficients**	
Intercept	1.475166823	Intercept	1.475166823	Intercept	1.475166823	Intercept	1.475166823	Intercept
X Variable 1	1.02376119	X Variable 1	1.02376119	X Variable 1	1.02376119	X Variable 1	1.02376119	X Variable 1

10. Result and Discussion

From the above table we can see that for Ambuja Cements, the Mean value for Opening is 3394.9, Highest is 3470.915, Lowest is 3350.185 and closing is 3422.18 and the Standard deviation for Opening is 1450.330569, Highest is

1483.176617, Lowest is 1448.342266 and closing is 1487.189837 and the Kurtosis value for Opening is 1.100692924, Highest is 0.734192523, Lowest is 1.095037784and closing is 0.678227491.

< 49 >

Table 4: Table Shown DS of Service Quality.

	Opening	Highest	Lowest	Closing price
Mean	15126.895	15429.475	14980.185	15195.14
Standard Error	2615.368093	2658.206965	2588.305182	2611.54022
Median	16921.225	17080.9	16720.975	16812.45
Mode	#N/A	#N/A	#N/A	#N/A
Standard Deviation	8270.520093	8405.988501	8184.939656	8258.415295
Sample Variance	68401502.6	70660642.68	66993237.17	68201423.18
Kurtosis	-1.12761813	-1.204437351	-1.124006612	-1.164725251
Skewness	-0.13552122	-0.155301052	-0.139745923	-0.151273362
Range	24586.1	24550	24298.45	24250.5
Minimum	3298	3425	3240	3372.15
Maximum	27884.1	27975	27538.45	27622.65
Sum	151268.95	154294.75	149801.85	151951.4
Count	10	10	10	10

11. Result and Discussion
From the above table we can see that for Ambuja Cements, the Mean value for Opening is 3394.9, Highest is 3470.915, Lowest is 3350.185 and closing is 3422.18 and the Standard deviation for Opening is 1450.330569, Highest is 1483.176617, Lowest is 1448.342266 and closing is 1487.189837 and the Kurtosis value for Opening is 1.100692924, Highest is 0.734192523, Lowest is 1.095037784and closing is 0.678227491.

12. Conclusion of the Study
A survey of published studies shows that many researchers adapt and apply existing models to their own study, re-evaluating the same measuring scale, construct, and objects from new angles. Less time and money are needed to complete analyses when certain models are used. The model's validity and reliability are verified beforehand. Few scientists made adjustments to the preexisting models to address their concerns. Some researchers construct novel models, drawing on the work of others, to better describe and assess research issues. Using qualitative research to discover the dimensions is a major challenge for them. Table 1 summarises the report model and its dimensions, and it is clear that many of them reframe or rename existing elements of service excellence.

References
1. Abalo J, Varela J, Manzano V. Importance values for Importance erformance Analysis: A formula for spreading out values derived from preference rankings. *Journal of Business Research*. 2007; 60(2):115-121.
2. Abili K, Thani FN, Afarinandehbin M. Measuring University Service Quality by means of SERVQUAL Method. Asian Journal on Quality. 2012; 13(3):204-211.
3. Arshad I, Sarki IH, Khuhro RA. Students Perception about Service Quality level and Significant Determinants of Service Quality for Business Institutes/Universities in Pakist, *Journal of contemporary research in business.* 2011; 3(8):1061
4. Basheer AA, Ahmad Salih MA. Assessing the Relationship between Higher Education Service Quality Dimensions and Student Satisfaction, *Australian Journal of Basic and Applied Sciences*. 2012; 6(1):156-164
5. Bloemer J, Ruyter K, Wetzels M. Linking perceived service quality and service loyalty: a multy-dimensional perspective. *European Journal of Marketing*. 1999; 33:11-12, 1082-1106.
6. Clewes D. A student-centered conceptual model of service quality in higher education, *Quality in Higher Education*. 2003; 9(1):69-85.
7. Cubillo-Pinilla J, Zuniga J, Losantos I, Sanchez J. Factors influencing international students' evaluations of higher education programs. *The Journal of American Academy of Business.* 2009; 15(1):270-278.

< 50 >