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Impact of Service Quality in Higher Education-with Reference to Student Satisfaction and Loyalty-A Case Study of Costal Area of Andhra Pradesh

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Abstract

The SERVQUAL model's dependability, tangibility, responsiveness, assurance, and empathy are highly valued by students. Universities must ensure that their services consistently meet their actual requirements in order to safeguard the interests of their constituents. The purpose of this research is to:

- i. Test a structural model that is more nuanced and can predict student loyalty based on these same criteria as well as image, perceived value, satisfaction, and service quality.
- ii. The Higher Education Service Quality (HESQUAL) scale and
- iii. The Service quality, which "derives from comparison of expectations with perceptions of performance and is a kind of attitude connected but not comparable to pleasure," also serves as validation for the HES.

501 students from various universities in Mauritius were surveyed to verify the model's accuracy. In the first of structural equation modeling's two-stage techniques, the measurement model is confirmed by confirmatory factor analysis.

Keywords: Higher education, service quality, satisfaction of students, service quality

1. Introduction

Recently, a number of scholars have advocated in favour of higher education adopting the service quality paradigm. Its usefulness has been debated on a number of different fronts, including: the quality of administration, as judged by Anderson (1995) using the SERVQUAL model; higher education institutions, as studied by Hill (1995); and factors that contribute to excellent customer service, as applied by Banwet & Datta (2002); Ahmed *et al.* (2010)^[1]; and Banwet & Datta (2002); Hill (1995); and Anderson (1995). The quality measures proposed by Parasuraman have been accounted for in all of these analyses (Munawar khan, 2011). Research by Khodayari and Khodayari (2011) demonstrates that students' actual experiences often differ from their expectations. Therefore, it is crucial for universities to keep an eye on service quality and protect stakeholders' interests by catering to their genuine desires and requirements (Basheer & Ahmad Salih, 2012)^[3]. Generally speaking, universities aim to provide excellent services across the board, including in their teaching and management. Therefore, it is of highest necessity to monitor and maintain service quality due to its significance (Shekarchizadeh, 2011). When a company's decision-making processes, operational procedures, and

human resource practises together foster a climate and culture for change, it may dramatically raise the bar for the quality of its services to the higher education sector (Mosadeghard, 2006). As shown by this research, there is a rising recognition that service quality is multidimensional.

2. Review of Literature

- Gold (2001) It out that students are the primary clients of universities and colleges, thus they should prioritise their needs while providing services and instruction.
- Emery *et al.* (2001) Universities and colleges should treat their pupils like a product and evaluate them as such. Because of the reciprocal relationship between students and schools, students are held in high esteem. Colleges and universities are vital to a student's ability to learn and to find work after graduation.
- Ham (2003) and Pate (1993) student satisfaction acts as a complete mediator between service quality and students' intents to engage in positive behaviour change. (that is, quality→satisfaction→student behavioral intentions).
- Deming (2000) argued that, just as in the manufacturing sector, the service quality factor should be included into academic institutions. There are a lot of good reasons to

think that university administrative services should be better. Students' initial impressions of the institution are formed by their interactions with the admissions and registrar's offices, thus these departments' dedication to delivering excellent service is crucial.

3. Statement of the Problem

From the viewpoint of higher education, clients may be both external (like students) and internal (like faculty and staff). In this context, students are seen as key consumers whose opinions on the quality of the service they get have an impact on student happiness, institutional commitment, and the growth of their human capital. Overall service quality at business schools seems to be determined by a number of criteria, including dependability, responsiveness, competence, tangibility, and communication, with reliability and communication seeming to be the most important.

4. Research Gap

Future researchers would benefit from this study's findings because they would know what factors to investigate, and policymakers would be able to take into account the value of the services supplied in shaping student contentment, motivation, and performance. Happy students may help a school stand out from the competition by spreading positive word of mouth. In the educational sector, student satisfaction and motivation may be ascribed to the availability of excellent resources at the institution. In order to determine what aspects of an institution are most appreciated by and inspiring to students, it is necessary to quantify such aspects. Because of its widespread acceptance and usage, one such method of evaluating quality is the SERVQUAL model.

5. Objectives of the Study

- Examining the value of service quality in Andhra Pradesh's coastal universities is the focus of this study.
- Impact of HESQUAL Model on students Satisfaction levels in Costal area of Andhra Pradesh.

6. Result and Discussion

In reference to India, "higher education" refers to the tertiary degree of education received by students after completing 12 years of compulsory schooling (10 years of elementary and 2 years of secondary). The importance of a good college education to long-term human flourishing is now widely accepted as a given. The analytical and problem-solving abilities that may be gained in college are invaluable, as are the intellectual curiosity and moral fibre that can result from such an education. Students are challenged to think critically about their futures and build plans that will get them ready for the workforce. Therefore, a student's economic, physical, and social well-being are all enhanced by attaining a high-quality higher education. India's educational facilities are among the world's most cutting-edge, with ultra-contemporary building designs and the latest in cutting-edge technology in every classroom and library (items like "smart classrooms," "laptops," "Wi-Fi," etc.). In sum, these high-quality materials allow students to engage in meaningful discussion and get a comprehensive understanding of their subjects. These distinguishing characteristics have led to the inclusion of three Indian institutions on international rankings of the best universities: the Indian Institutes of Technology (IITs), the Indian Institute of Science (IISc), the National Institutes of Technology (NITs), the Indian Institutes of Science Education and Research (IISERs), and the Indian Institutes of

Management (IIMs). This lends credence to the idea that India is becoming a prominent destination for students from all over the world to further their education.

7. Types of Universities

- **Central Universities:** These are established by a law passed by the legislature. The federal government of the United States is footing the bill for both construction and ongoing maintenance.
- **State Universities:** They are established by a statute passed by the state legislature. The state government provides the majority of the funding and management for the state institutions.
- **Private Universities:** Each state has one of these thanks to legislation passed by legislators. Both specialised colleges and generalist research universities are included.
- **Deemed Universities:** As recommended by the Union Grants Commission, the Central Government has recognised these high-achieving institutions as being on par with universities (UGC).
- **Institutes of National Importance (INI):** There is a well-deserved reputation for excellence among the graduates of these illustrious Indian universities. All IITs, NITs, and AIIMs get funding directly from the Indian government.

8. Service Quality

Based on the data, we know that the technical service quality, the image, and the perceived value all contribute to student satisfaction, but that functional service quality does not. However, these aspects of service quality are accurate indicators of first impressions and long-term value. The study demonstrates, by employing an all-encompassing service quality metric, why it is important to differentiate between functional and technical qualities, which have a big influence on students' perceptions and behaviours, and to see functional service quality as a higher-order model.

9. Hesqual-Service Quality

Table 1: Service Quality in HEI

Construct and Items	Mean (x)	Standard Deviation	Skewness	Kurtosis
<i>Functional Service Quality</i>	3.05	.52	.14	.31
Attitude and Behaviour of Administrative Staffs	2.89	.77	-.03	-.06
Administrative Processes	2.74	.79	-.05	-.46
Support Infrastructure	2.87	0.87	-.08	-.40
Learning Setting	2.82	.90	.06	-.48
General Infrastructure	3.05	.74	.12	.11
Attitude and Behaviour of Academics	3.14	.74	.01	-.09
Curriculum	3.23	.75	-.14	-.16
Pedagogy	3.27	.70	-.08	-.07
Competence of Academics	3.64	.69	-.35	.45
Support Facilities	2.70	.78	.04	-.18
<i>Note: Measurement Scale: 1 = Very Low and 5 =Very High</i>				

Hesqual-Service Quality-Interpretation

Increases in market share and improved financial performance

are just two of the benefits that can result from universities taking a more market-oriented approach to their operations. However, putting too much emphasis on financial returns can have negative effects on the educational process and its outcomes, such as the development of students. Thus, scholars stress the need of universities and academics centering their attention on the concept of transformational service quality (Zachariah, 2007). It is remarkable that scholars have not considered the transformative potential of service quality when rating the products and services provided by educational institutions. Surprisingly, this aspect has not been studied, leaving gaps in the effectiveness of existing HESQUAL measurement techniques and theoretical models.

10. Conclusion of the Study

Academic institutions' primary strategic strategy is the supply of higher-quality services, therefore this issue has recently acquired prominence in the thoughts of industry leaders (Dejager & Gbadamosi, 2010). When students have a favourable impression of the service they get, it sticks with them and increases their level of contentment. What matters most to clients is how well the service meets their needs and wants (Munawar khan, *et al.* 2011). Since customers' impressions of a company's service have a direct bearing on their post-enrollment contact habits, managing such perceptions has become a matter of critical strategic significance (Marilyn, 2005). In order to succeed, a higher education institution must provide students with high-quality services (Landrum, 2007). According to Galloway (1998), colleges and universities need to focus on service quality to gain an edge in the marketplace, comply with regulations, and fulfil the expectations of their constituents.

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