A Study on Service Quality of Education Institutions With Special Reference to Thanjavur District

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ABSTRACT - 'Service Quality' assumes a vital part in the accomplishment of education framework. It is basic for elevated expectations of education and great picture of an education foundation. This examination endeavors to look at the variables in service quality measurements (Tangibility, Responsiveness, Reliability, Assurance and Empathy) that contribute most as per the general inclination of the understudy. Promote more; the paper likewise tries to quantify the level of understudy fulfillment. From 250 surveys disseminated among the understudies in various advanced education establishments, test of 231 questionnaires were returned and utilized for facilitate investigation. The information was broke down with the assistance of mean and standard deviation.

Key words: Service quality, Education, Reliability

I.   INTRODUCTION

Higher education in India has seen an ocean change in the most recent decade. From being a sponsored service to the majority, education services are getting to be market oriented with expanding support of the private area, particularly in the higher education division. The customary set-up for granting higher education, including the schools, colleges and other organizations, is confronting firm rivalry from the establishments in the private area. Throughout the years, idleness has crawled into the customary set-up and regardless of having the personnel with better capabilities and experience, their frameworks for service conveyance have not reacted to the quick pace of progress incorporating the education part. The vital introduction of the administration on the issues concerning higher education has been on expanding access and extension, value and incorporation, also, quality and magnificence. Practically speaking, this has brought about extra foundation and making new organizations, without a similar advancement of the frameworks to convey better educational services. This has brought about a bungle between expected services also, the services really conveyed along these lines making a hole. Higher education as a service can be said to be satisfying the requirement for learning/getting information also, giving an immaterial advantage (increase in inclination, proficient ability, aptitudes) delivered with the assistance of an arrangement of substantial (infrastructure)and impalpable (staff skill and learning) implies, where the purchaser of the service does not get any proprietorship. Taking the service quality L system, the paper examined the service quality impression of the understudies and thought about the service quality of the private and open division organizations.

II.   REVIEW OF LITERATURE

There are various investigations that have effectively connected service quality to open division service establishments.

Ham (2003) observed that service quality has been managed by scientists exploring service quality in different enterprises including advanced education by evaluating desires and recognitions with different determinants of service quality.

Vaz and Mansori (2013) examined the effect of five variables of service quality (responsiveness, unwavering quality, compassion, confirmation, substantial quality) on understudies' fulfillment at private colleges and schools and presumed that substance has an impact on fulfillment taken after by compassion; responsiveness and affirmation have a direct and beneficial outcome on understudies' fulfillment.

Annamdevula and Bellamkonda (2012) distinguished the determinants to evaluate the service quality in the advanced education area and built up another instrument called Quality education covering different service measurements from the stand purpose of understudies as essential clients.

Khan and Nawaz (2011) found that there was a huge connection between measurements of service quality i.e. steady quality, Assurance Responsiveness and Empathy, with fulfillment; anyway the fifth factor, Tangibility, had an inconsequential association with understudy fulfillment. It was also seen that higher the level of understudies' fulfillment more noteworthy was their eagerness to put more endeavors towards their examinations.

Shekarchizadeh et al., (2011) evaluated the service quality observations and desires for international postgraduate understudies examining in chosen Malaysian colleges through a hole analysis in light of an altered service quality instrument and five factors as professionalism, unwavering quality, hospitality, physical assets, and responsibility were recognized.

A comparative sort of study was led by *Barnes, (2010)* utilizing an altered service quality instrument to examine desires and impression of service quality among an example of post-graduate Chinese understudies at a main business and administration school in the UK. The exploration discoveries recommend that the instrument was appropriate for use in a Chinese and post-graduate setting.

Katarne and Sharma, (2010) in their investigation titled, "Estimation of Service Quality of an Automobile Service Center" inspected and estimated the current service quality level of a car service focus.

OBJECTIVE OF THE STUDIES

- To Create, access and enhance educational programs;
- To learn about enhance showing procedure and employees' aptitudes;
- To given appropriate suggestion to enhance the educational framework among the innovation improvement situation

IMPORTANCE OF THE STUDY

The significance of the investigation remains in the techniques for development of educational services quality keeping in mind the end goal to build the level of understudies' fulfillment through creating educational projects, the way toward instructing and empowering nonstop education, which advances advancement in all exercises and learning forms.

III.   RESEARCH METHODOLOGY

The extent of the present examination was constrained to the Thanjavur district province of Tamilnadu and an exploratory research design was utilized for the investigation. The universe of the investigation is the understudies of Tamil Nadu, seeking after their advanced education degrees in the orders of administration and education.

IV.   DATA COLLECTION

Self-administered questionnaires were dispersed in the form of a study and finished by the respondents of 10 institutes (6 colleges of education and 4 management institutes). The data collection was completed with assistance from staff from the organization.

FRIEDMAN TEST FOR SIGNIFICANT DIFFERENCE BETWEEN MEAN RANKS OF SERVICE QUALITY OF EDUCATION INSTITUTIONS WITH SPECIAL REFERENCE TO THANJAVUR DISTRICT

Null Hypothesis: There is no significant difference between mean ranks towards the service quality of education institutions with special reference to Thanjavur district

Alternative Hypothesis: There is a significant difference between mean ranks towards the service quality of education institutions with special reference to Thanjavur district.

Table No -1 Friedman Test for service quality of education institutions with special reference to Thanjavur district

service quality of education institutions with special reference to Thanjavur district	Mean Rank	Chi-Square value	Degrees of freedom	Significance
Uses modern equipment and technology	13.65			
Physical facilities visually appealing	14.50			
Materials visually appealing	16.55			
Support staff are well dressed	15.30			
Members of faculty are well dressed	17.08			
Promised to do something and did so	17.83			
Showed honest interest solving your problem	14.34			0.000**
Support staff provided services at time promised	18.98			
Support staff performed service right first time	11.00			
Support staff maintained error free records	15.14	294.622	28	
Faculty provided services at time promised	13.81			
Faculty performed service right first time	16.51			
Faculty maintained error free records	15.71			
Support staff told exactly when services were done	14.96			
Support staff gave prompt service to you	14.83			
Staff willing to help	14.77			
Support staff respond to requests all the time	12.72			
Faculty told exactly when services were done	14.45			
Faculty gave prompt services to you	12.92			

Faculty readily helped	14.62
Faculty responded to requests promptly	13.97
Felt safe in learning environment	12.34
Support staff behavior instilled confidence in you	14.65
Support staff are consistently courteous to you	14.23
Support staff have the knowledge to answer your questions	17.76
Faculty behavior instilled confidence in you	15.62
Faculty consistently were polite with you	15.01
Faculty had knowledge to answer your questions	15.44
Operating hours were convenient for you	16.32

From the above table, it is found out that all the variables related to the service quality of education institutions with special reference to Thanjavur district had significance value less than 0.05 at 1 Per cent significance, thus the null hypothesis is rejected. Thus, it is concluded that there is significant difference between mean ranks towards service quality of education institutions with special reference to Thanjavur district. Out of the twenty nine service quality of education institutions with special reference to Thanjavur district, the "Support staff provided services at time promised" has the highest rank (18.98). So, that important of the service quality of education institutions with special reference to Thanjavur district services at time promised.

ANALYSIS FOR ONE SAMPLE TEST BETWEEN SERVICE QUALITIES OF EDUCATION INSTITUTIONS WITH SPECIAL REFERENCE TO THANJAVUR DISTRICT

HYPOTHESES

Null Hypothesis H_0: There is no significant difference between service quality of education institutions with special reference to Thanjavur district.

Alternative Hypothesis H_1: There is a significant difference between the service quality of education institutions with special reference to Thanjavur district.

Table No -2 One-Sample Statistics for service quality of education institutions with special reference to Thanjavur district

	N	Mean	Std. Deviation	Std. Error Mean
Uses modern equipment and technology	231	3.2294	1.49904	.09863
Physical facilities visually appealing	231	3.3160	1.51217	.09949
Materials visually appealing	231	3.5801	1.41463	.09308
Support staff are well dressed	231	3.4156	1.50087	.09875
Members of faculty are well dressed	231	3.6450	1.35917	.08943
Promised to do something and did so	231	3.7273	1.36703	.08994
Showed honest interest solving your problem	231	3.3117	1.49428	.09832
Support staff provided services at time promised	231	3.8398	1.49648	.09846
Support staff performed service right first time	231	2.8831	1.54897	.10192
Support staff maintained error free records	231	3.5758	.88077	.05795
Faculty provided services at time promised	231	3.3074	1.14811	.07554
Faculty performed service right first time	231	3.7013	1.02658	.06754
Faculty maintained error free records	231	3.6407	.93059	.06123
Support staff told exactly when services were done	231	3.5628	.82050	.05398
Support staff gave prompt service to you	231	3.3636	1.47066	.09676
Staff willing to help	231	3.5195	.88382	.05815
Support staff respond to requests all the time	231	3.0173	1.57415	.10357
Faculty told exactly when services were done	231	3.4762	.93627	.06160
Faculty gave prompt services to you	231	3.0000	1.59346	.10484
Faculty readily helped	231	3.5065	.94579	.06223
Faculty responded to requests promptly	231	3.4329	.91059	.05991
Felt safe in learning environment	231	2.9524	1.53860	.10123
Support staff behavior instilled confidence in you	231	3.5022	.94120	.06193
Support staff are consistently courteous to you	231	3.4675	.88835	.05845
Support staff have the knowledge to answer your questions	231	3.8528	1.14017	.07502
Faculty behavior instilled confidence in you	231	3.6364	.92655	.06096
Faculty consistently were polite with you	231	3.5844	.81855	.05386
Faculty had knowledge to answer your questions	231	3.4805	1.40753	.09261

| Operating hours were convenient for you | 231 | 3.7403 | .94734 | .06233 |

One-Sample Test service quality of education institutions with special reference to Thanjavur district

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Uses modern equipment and technology	32.743	230	.000	3.22944	3.0351	3.4238
Physical facilities visually appealing	33.329	230	.000	3.31602	3.1200	3.5121
Materials visually appealing	38.464	230	.000	3.58009	3.3967	3.7635
Support staff are well dressed	34.588	230	.000	3.41558	3.2210	3.6102
Members of faculty are well dressed	40.760	230	.000	3.64502	3.4688	3.8212
Promised to do something and did so	41.440	230	.000	3.72727	3.5501	3.9045
Showed honest interest solving your problem	33.684	230	.000	3.31169	3.1180	3.5054
Support staff provided services at time promised	38.998	230	.000	3.83983	3.6458	4.0338
Support staff performed service right first time	28.289	230	.000	2.88312	2.6823	3.0839
Support staff maintained error free records	61.704	230	.000	3.57576	3.4616	3.6899
Faculty provided services at time promised	43.783	230	.000	3.30736	3.1585	3.4562
Faculty performed service right first time	54.798	230	.000	3.70130	3.5682	3.8344
Faculty maintained error free records	59.461	230	.000	3.64069	3.5201	3.7613
Support staff told exactly when services were done	65.996	230	.000	3.56277	3.4564	3.6691
Support staff gave prompt service to you	34.762	230	.000	3.36364	3.1730	3.5543
Staff willing to help	60.523	230	.000	3.51948	3.4049	3.6341
Support staff respond to requests all the time	29.133	230	.000	3.01732	2.8132	3.2214
Faculty told exactly when services were done	56.430	230	.000	3.47619	3.3548	3.5976
Faculty gave prompt services to you	28.614	230	.000	3.00000	2.7934	3.2066
Faculty readily helped	56.349	230	.000	3.50649	3.3839	3.6291
Faculty responded to requests promptly	57.299	230	.000	3.43290	3.3149	3.5509
Felt safe in learning environment	29.164	230	.000	2.95238	2.7529	3.1518
Support staff behavior instilled confidence in you	56.553	230	.000	3.50216	3.3801	3.6242
Support staff are consistently courteous to you	59.326	230	.000	3.46753	3.3524	3.5827
Support staff have the knowledge to answer your questions	51.359	230	.000	3.85281	3.7050	4.0006
Faculty behavior instilled confidence in you	59.649	230	.000	3.63636	3.5162	3.7565
Faculty consistently were polite with you	66.555	230	.000	3.58442	3.4783	3.6905
Faculty had knowledge to answer your questions	37.583	230	.000	3.48052	3.2980	3.6630
Operating hours were convenient for you	60.007	230	.000	3.74026	3.6174	3.8631

Data sources from the education institution

Since the p value 0.00 is less than 0.05 (p<0.05), there is a significant difference between service quality of education institutions with special reference to Thanjavur district. It is concluded another possible study is to explore the factors which influence students' expectations of services rendered at institutions of higher education by conducting in-depth interviews and observations.

V. FINDINGS, SUGGESTION AND CONCLUSION

FINDINGS

- Found out that all the variables related to the service quality of education institutions with special reference to Thanjavur district had significance value less than 0.05 at 1 Per cent significance, thus the null hypothesis is rejected. Thus, it is concluded that there is significant difference between mean ranks towards service quality of education institutions with special reference to Thanjavur district. Out of the twenty nine service quality of education institutions with special reference to Thanjavur district, the "Support staff provided services at time promised" has the highest rank (18.98). So, that important of the service quality of education institutions with special reference to Thanjavur district services at time promised.

- Since the p value 0.00 is less than 0.05 (p<0.05), there is a significant difference between service quality of education institutions with special reference to Thanjavur district.

SUGGESSION

The recommended that the educational institutions should continue the process of developing their educational plans and strengthen the programs adopted by the universities to increase the quality of educational services provided in institutions of higher education.

CONCLUSION

In the education sector, immaterialness and absence of physical proof of service makes the view of service quality a mind boggling organization and postures challenges for examination. The educational writing proposes how basic it is for high education organizations to effectively evaluate the quality of the services they offer and to submit themselves to constant upgrades of their service.

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