

A Study on Service Quality & Students Benefit in Arts & Science Colleges in Erode District

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Abstract— The success of a service organization depends on its ability to consistently meet or exceed customer expectations. This study set out to measure the relationship between overall service quality and student benefit in Arts & Science college in Erode district. This study is based on primary data. For this purpose the modified service quality questionnaire were distributed among the 50 students of arts and Science College in erode district. The questionnaire contain 3 sections, in the 1st section indicates students profile, 2nd section indicates family profile and 3rd section contains service quality dimension. For analysis SPSS package were used. This study concluded that there is no significant relationship between Students benefit and assurance, reliable and responsive service. And there is significant relationship between student's benefit and tangible and empathy services. So in this case the null hypothesis is accepted.

Keywords: Service Quality, Students Benefit, Erode

I. INTRODUCTION

The role of service quality in higher education has received increasing attention during the last two decades. Higher education institution should ensure that all service encounters are managed to enhance consumer perceived quality in fact the use of most appropriate measurement tool would help manager to assure the service quality provided by their institutions service quality measurement in higher education.

Service quality can be measured with two main approaches SERVQUAL (parasuraman eral) and SERVPERF (cronin) Parasuraman defines service quality in terms of differences between customer expect and performance perceptions. Customer expectations is beliefs about service delivery that serves standards or reference perceptions are "subjective assessment of actual service experiments"

II. RESEARCH METHODOLOGY

A. Research Objective

- 1) To examine the socio economic conditions of the respondents.
- 2) To analyze the relationship between service quality dimension and students benefit.

B. Research Hypothesis

- 1) H1-There is significant relationship between tangible services and students benefit.
- 2) H2-There is significant relationship between reliable services and students benefit.
- 3) H3-There is significant relationship between responsive services and students benefit.

- 4) H4-There is significant relationship between Assurance, and empathy services and students benefit.

III. LITERATURE REVIEW

GUNDLA PALLI et al. (2012) analyzed the students benefit entitled on "Students' Opinions of Service Quality in the Field of Higher Education" This study attempts to examine the relationship between service quality dimensions and the level of student's benefit with the quality of service provided 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 higher education. Self-administered questionnaire was used in this study to collect the related data to establish the relationship between service quality and students benefit in higher education institutions. The sample consisted of 65 Arts students, 20 Science students and 35 Management students. Among them 62 are male and 58, female. The results showed 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 benefit, the female respondents were more satisfied with service quality attributes of S. V. University than male respondents. Recommendations are made and guidelines for future research are also provided.

IV. RESEARCH FRAMEWORK

This study was adopted from SERVQUAL dimensions. The dependent variable in this study is overall student's benefit. The independent variable is service quality in higher education. It includes five dimensions like tangibility, empathy, assurance, responsiveness, reliability.

A. Sample

The samples of this study were bachelor and master degree students studying at a private higher educational institution. I had distributed 50 questionnaires to the students of institution. Finally all respondents completed and returned the questionnaires, which represents 100% response rate.

B. Instrumentation

This study used questionnaire as a medium to obtain the data needed. There are 3 sections of in the questionnaire, consist of section A: student profile, section-B family profile, and section-C service quality dimension and student benefit.

C. Sampling Method

This study used stratified random sampling technique that consists of two type .The first one is 3rd year student of UG degree and second year student of PG degree

D. Data Analysis Procedures

The data analysis for this study was done through SPSS software.

1) Findings

a) Profile of Respondents

TABLE 1 show the demographic information based on frequency distribution and percentage.

FACTORS	PARTICULARS	IN NUMBER	IN %	TOTAL
Gender	Male	27	54	50
	Female	23	46	
Place	Urban	9	18	50
	Semi-urban	22	44	
	Rural	19	38	
Family Size	Small	23	46	50
	Medium	24	48	
	Large	3	6	
Community	BC	2	4	50
	MBC	31	62	
	SC/ST	12	24	
	OTHERS	5	10	
Course studied by the students	UG – Arts	39	78	50
	UG – Science	6	12	
	PG – Arts	3	6	
	PG – Science	2	4	

(Source: Primary Data)

Table 1: Profile of the Respondents

The above table shows that the demographic feature of the respondents. Among that 27 respondents were male and 23 respondents female. From Urban there were 9 respondents, from semi-urban there were 22 respondents and from rural there were 19 respondents and 23 respondents were coming from small family 24 respondents were medium family and 3 respondents were from small family. Most of the respondents were from MBC community and most of the respondents were from UG arts course.

b) Tangible Services & Students Benefit

Degree of the Student	Level of Benefit		Total
	Satisfied	Dissatisfied	
UG Arts	18 (46.2)	21 (53.8)	39 (100.0)
UG Science	3 (50.0)	3 (50.0)	6 (100.0)
PG Arts	0 (0.0)	3 (100.0)	3 (100.0)
PG Science	1 (50.0)	1 (50.0)	2 (100.0)
Total	22 (44.0)	28 (56.0)	50 (100.0)

(Source: Primary Data)

Table 2: Level of Benefit & Tangible Services

The above table shows that students benefit in tangible services provided by the institution. Totally 44 percent of the respondents were satisfied with tangible services.

Factor	Calculated value	Table value	DF	remarks
Tangible services	7.815	2.547	3	Significant at 1%level

Table 3: Tangible Services & Level of Benefit –Chi – Squire Test

From the above table we can clearly understand that the chi – squire value is more than the table value. So we accept the null hypothesis. We can conclude that there is significant relationship between student’s benefit and tangible services.

c) Assurance Services & Students Benefit

Degree of the Student	Level of Benefit		Total
	Satisfied	Dissatisfied	
UG Arts	29 (74.4)	10 (25.6)	39 (100.0)
UG Science	5 (83.3)	1 (16.7)	6 (100.0)
PG Arts	2 (66.7)	1 (33.3)	3 (100.0)
PG Science	2 (100.0)	0 (0.0)	2 (100.0)
Total	38 (76.0)	12 (24.0)	50 (100.0)

(Source: Primary Data)

Table 4: Level of Benefit & Assurance Services

The above table shows that the students benefit in assurance services provided by the institution. Totally 76 percent of the respondents were satisfied with assurance services.

Factor	Calculated value	Table value	DF	Remarks
Assurance services	1.009	7.815	3	Not Significant

Table 5: Assurance Services & Level of Benefit- Chi Squire Test

From the above table the chi – squire is less than the table value. So the null hypothesis is rejected. So there is a significant difference between assurance services and students benefit in major influencing factor.

d) Reliable Services & Students Benefit

Degree of the Student	Level of Benefit		Total
	Satisfied	Dissatisfied	
UG Arts	30 (76.9)	9 (23.1)	39 (100.0)
UG Science	4 (66.7)	2 (33.3)	6 (100.0)
PG Arts	2 (66.7)	1 (33.3)	3 (100.0)
PG Science	2 (100.0)	0 (0.0)	2 (100.0)
Total	38 (76.0)	12 (24.0)	50 (100.0)

(Source: Primary Data)

Table 6: Level of Benefit & Reliable Services

The table shows that the students benefit in reliable service provided by the institution. Totally 76 percent of the respondents were satisfied with reliable services.

Factor	Calculated value	Table value	DF	remarks
Reliable services	1.080	7.815	3	Not Significant

Table 7: Reliable Services & Level of Benefit – Chi-Squire Test

From the above table the chi-squire value is less than the table value. So we can conclude that there is no significant relationship between reliable services and students benefit of major influencing factor. So the null hypothesis is rejected.

e) Responsive Service & Students Benefit

Degree of the Student	Level of Benefit		Total
	Satisfied	Dissatisfied	
UG Arts	25 (64.1)	14 (35.9)	39 (100.0)
UG Science	5 (83.3)	1 (16.7)	6 (100.0)
PG Arts	2 (66.7)	1 (33.3)	3 (100.0)
PG Science	1 (50.0)	1 (50.0)	2 (100.0)
Total	33 (66.0)	17 (34.0)	50 (100.0)

(Source: Primary Data)

Table 8: Level of Benefit & Responsive Services

The above table shows that students benefit and responsive services provided by the institution. Above 66 percent of the respondents were satisfied with responsive services.

Factor	Calculated value	Table value	DF	remarks
Reliable services	1.095	7.815	3	Not Significant

Table 9: Responsive Services & Level of Benefit – Chi-Quire Test

From the above table the chi- squire value is less than the table value. So the null hypothesis is rejected. So we can conclude that there is no significant relationship between student's benefit and responsive services.

f) Empathy Services & Students Benefit

Degree of the Student	Level of Benefit		Total
	Satisfied	Dissatisfied	
UG Arts	9 (23.1)	30 (76.9)	39 (100.0)
UG Science	2 (33.3)	4 (66.7)	6 (100.0)
PG Arts	2 (66.7)	1 (33.3)	3 (100.0)
PG Science	0 (0.0)	2 (100.0)	2 (100.0)
Total	13 (26.0)	37 (74.0)	50 (100.0)

(Source: Primary Data)

Table 10: Level of Benefit & Empathy Services

The above table shows that students benefit in empathy services provided by the institution. Only 26 percent of the respondents were satisfied with empathy services.

Factor	Calculated value	Table value	DF	remarks
Reliable services	1.080	7.815	3	Not Significant

Empathy services	8.045	7.815	3	Significant at 1 %
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Table 11: Empathy Services & Level of Benefit – Chi-Quire Test

From the above table we can clearly understand that the chi – squire value is more than the table value. So we accept the null hypothesis. We can conclude that there is significant relationship between student's benefit and empathy services.

V. CONCLUSION

This study concluded that there is no significant relationship between Students benefit and assurance, reliable and responsive service. And there is significant relationship between student's benefit and tangible and empathy services. So in this case the null hypothesis is accepted. So the government and educational institution should concentrate more on assurance, reliable and responsive services.

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