

Measuring Service Quality And Students Satisfaction Of Higher Education Institutions Of Jammu



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ABSTRACT:

The objective of study to measuring service quality and students satisfaction of higher education institutions of Jammu. In the present study the sample of 200 students were selected from different higher education institutions of Jammu both government and private using simple random sampling technique and Systematic Sampling for further calculations. Two-way Analysis of variance with 2x2 factorial designs was applied in order to measure the service quality and students satisfaction of higher education institutions of Jammu. Two-way ANOVA examines the influence of different categorical independent variables on one dependent variable. Researcher distributed Hedperf scale to all the students by visiting the institutions. The present study focuses on the application of HEDPERF scale for measuring service quality and students' satisfaction of Higher Education Institutions of Jammu. As student satisfaction in any educational institution is the vital aspect and it cannot be ignored. Student satisfaction has a dramatic impact on the perceived identity of any institution. It tells not only how much a student enjoys their time at college level but also how well they are going to do in the future course of time. For the present study, only one type of scale was used to collect the required data. The main theme was to measure the service quality and students satisfaction of Higher Education Institutions of Jammu. In the present investigation, the investigator used Higher Education Performance Model (Hedperf scale) based on Likert scale as a tool for measuring service quality and student's satisfaction.

Keywords: Measure, satisfaction, quality, students, scale etc.

Introduction:

Globalisation and technological development today affect the countries of the world. Adapted to such rapid changes require concentrated efforts. In order to adapt to all of the current global changes, the colleges and universities are in the first place to evoke change. In today's rapidly changing environment, Higher Education Institutions face different challenges. Another fact is that standards of service industry change rapidly and what was considered an outstanding service yesterday may count as average today. This is valid for all service industries, including sector of Higher Education. There are many factors that affect Higher Education Institutions development, such as technological progress, globalization, changing environment and many others. Nowadays, higher education also faces significant changes in the competitive market. Competitive advantage creates opportunities for students' demands and expectations towards Higher Education Institutions to increase.

Higher Education is one of the latest sectors which is being challenged with providing quality services to its stakeholders. For providing quality services to its major stakeholders i.e., customer necessitates the need to understand the demand and requirement of its students. Therefore, in order to attract customers i.e. students, serve their needs and retain them. It is found that in a highly competitive environment, students have become more demanding of the colleges and universities they choose. It is important

for universities to understand their expectations and needs. Therefore, customer satisfaction is the key to service quality. The present study focuses on the impact of service quality of Government College of Education, Jammu; a constituent college of Cluster University of Jammu. Service Quality in the field of education and higher learning is not only essential and important but it is also an important parameter of education excellence

CONCEPT OF SERVICE QUALITY

Service quality is a measure of how an organization delivers its services compared to the expectations of its customers. Customers purchase services as a response to specific needs. They either consciously or unconsciously have certain standards and expectations for how a company's delivery of services fulfills those needs. A company with high service quality offers services that match or exceed its customers' expectations. Service Quality is a concept that has produced significant interest and debt in the research.

Service Quality in the field of education and higher learning is not only essential and important but it is also an important parameter of education excellence. It has been found that positive perception of service quality has a significant influence on student satisfaction and thus satisfied student would attract more students through word-of-mouth communication.

DIMENSIONS OF SERVICE QUALITY

The five dimensions of service quality are:

- **Reliability**
- **Tangibility**
- **Empathy**
- **Responsiveness**
- **Assurance**

CONCEPT OF STUDENTS SATISFACTION**STUDENTS SATISFACTION**

Students' satisfaction as a short term attitude, resulting from an evaluation of a students' educational experiences. Its a positive antecedent of student loyalty and is the result and outcome of an educational system (Zeithaml, 1988). Again Elliot & Shin define student satisfaction as students' disposition by subjective evaluation of educational outcomes and experience. Therefore, student satisfaction can be defined as a function of relative level of experiences and perceived performance about educational service during the study period, Carey, et al. By considering all, students' satisfaction can be defined as a short-term attitude resulting from an evaluation of students' educational experience, services and facilities.

STUDENTS SATISFACTION MODELS

Different scholars have used different models to assess students' satisfaction in higher education and every model is more or less criticized by scholars. As a result, old models have been gradually developed with new insight. Following table summarized the satisfaction models developed by various scholars to measure student satisfaction in higher education.

SERVICE QUALITY AND STUDENTS SATISFACTION

The relationship between service quality and student satisfaction remains unclear (Anderson et. Al, 1994). The study conducted in India found a positive relationship between service quality and student satisfaction (Annamdevula and Bellamkonda, 2016a, 2016b), indicating that the increase in service quality was the increase in the student's satisfaction. This is supported by Alves and Raposo (2009) and Duarte et. Al, (2012) who conducted studied in Portugal. Similarly, Khoo, Ha and McGregor (2015) conducted a study in Singapore which found the strong relationship between service quality provided by Higher Education sector and student satisfaction. A study on Malaysian higher education institutions found a positive relationship between tangibility which is one of the dimensions of service quality and student satisfaction (Mansori, Vaz and Ismail, 2014). They discovered a tangible facility in the private campus determine student satisfaction. However, a study

conducted on Higher Education Institution in Syria did not find any evidence about service quality influence on student satisfaction (Dib and Mokhles, 2013).

OBJECTIVES OF THE STUDY

In order to conduct the study, the investigator framed following objective.

To analyse significant difference in service quality and students satisfaction among the students studying in Government and Private Higher Education Institutions of Jammu.

HYPOTHESES OF THE STUDY

The following hypothesis have formulated for the present study that, there is a significant difference in service quality and students satisfaction among the students studying in Government and Private Higher Education Institutions of Jammu.

NEED AND SIGNIFICANCE OF THE STUDY

The present study focuses on the application of HEDPERF scale for measuring service quality and students' satisfaction of Higher Education Institutions of Jammu.

As student satisfaction in any educational institution is the vital aspect and it cannot be ignored. Student satisfaction has a dramatic impact on the perceived identity of any institution. It tells not only how much a student enjoys their time at college level but also how well they are going to do in the future course of time. Therefore, it is one of the important aspects and it cannot be ignored. As we all know, the more the satisfied consumer i.e, the students, the better will be the economy of our country in the long run. Therefore, the students are the assets of our country and therefore, the nation builders. The need of the study lies in providing bestest and quality education to the students in order to have the better future.

OPERATIONAL DEFINITIONS OF THE TERMS TO BE USED

Service Quality: Service quality measures how well a service is delivered, compared to customer (student) expectations.

Students' Satisfaction: Students' satisfaction can be defined as a short-term attitude resulting from an evaluation of students' educational experience, services and facilities.

Higher Education Institutions: Higher education institutions can be defined as the Universities, colleges, and further education institutions offering and delivering higher education.

DELIMITATIONS OF THE STUDY

The study was quite extensive in nature. It requires a patient work over a considerable period of time. So due to paucity of time the present study has been

limited in terms of scope and sample. Following were the delimitations of the study:

1. The present study will be confined to Jammu district only.
2. The present study will be confined to a sample of 200 students only.
3. The present study will be confined to the students studying in Higher Education Institutions of Jammu only.
4. The data was collected from five (5) Government and five (5) Private Higher Education Institutions of Jammu district.
5. The present study will use simple random sampling technique which can act as an element of bias to the investigation.

6. The present study ignores all the other variables which also affect the user satisfaction such as religion, relationship with other students, etc.

RESEARCH METHODOLOGY

In the present study the sample of 200 students were selected from different higher education institutions of Jammu both government and private using simple random sampling technique and Systematic Sampling for further calculations. Researcher distributed Hedperf scale to all the students by visiting the institutions. The details and number of Higher Education Institutions selected for the study as a sample has been listed in the table.1. given below:

TABLE 01; SHOWING THE DETAILS OF THE HIGHER EDUCATION INSTITUTIONS SELECTED.

S.No.	Name of the Higher Education Institution	Male	Female	Total
1.	GGM Science college	10	10	20
2.	Govt. MAM college	10	10	20
3.	Govt. College of education	10	10	20
4.	Govt.SPMR College of Commerce	10	10	20
5.	GCW Gandhi Nagar	10	10	20
6.	Dogra Degree College, Bassi Kalan, Bari Brahmana	10	10	20
7.	Trikuta Degree College, NardniRaipur, Jammu	10	10	20
8.	Sant Rocha Singh Degree College, Baliana , Jammu	10	10	20
9.	New Modern Degree College, Sainik Colony	10	10	20
10.	MIER College of Education, B.C. Road, Jammu	10	10	20
	TOTAL	100	100	200

SELECTION OF TOOL

For the present study, only one type of scale was used to collect the required data. The main theme was to measure the service quality and students satisfaction of Higher Education Institutions of Jammu . In the present investigation, the investigator used Higher Education Performance Model (Hedperf scale) based on Likert scale as a tool for measuring service quality and students satisfaction.

HEDPERF MODEL

The Higher Education Performance Scale was developed by Firdaus Abdullah in 2005 called as HEDPERF Model. This scale is the most widely used and acceptable model for measuring service quality. Scale uses five dimensions namely, non-academic aspects, academic aspects, Reputation, Access, Programme issues. The objective of HEDPERF Model is to develop a scale that measures the service quality of Higher Education Institutions. Abdullah defines the dimensions as follows:

Non-academic Aspects: Firdaus (2005) stated that this factor contains variables essential to enable students fulfil their study obligations, it relates to

duties and responsibilities carried out by non-academic staff. It refers to ability and willingness of administrative or support staff to show respect, provide equal treatment and safeguard confidentiality of information.

2. Academic aspects: Academic aspects refers to the responsibilities of academics. This factor highlights key attributes such as having positive attitude, good communication skills, allowing sufficient consultation and being able to provide regular feedback to students.

3. Reputation: Reputation is loaded with items suggesting the importance of higher learning institutions in projecting a professional image.

4. Access: The factor entitled access is comprised of items that relate to such issues as approachability, ease of contact, availability and convenience.

5. Programme issues: According to Firdaus, programme issues factor stresses the importance of offering wide ranging and reputable academic programmes/ specialization with flexible structure and syllabus.

HEDPERF Model contains 42 items. The main purpose of HEDPERF scale was to measure service quality specially in the higher education sector to

understand student's point of view to improve educational service delivery. The HEDPERF scale dimensions influences student's satisfaction and this in turn influences the image of an institution.

RELIABILITY RESULTS OF THE STUDY

Based on the reliability tests of service quality and students satisfaction of Higher Education Institutions of Jammu, the results show that the statements exceeding Cronbach Alpha of 0.7 are reliable. The level of reliability according to Cronbach Alpha value of each indicator must be greater than 0.7. The reliability for each variable were: Non-Academic aspects=0.723, Academic

aspect=0.870, Reputation=0.800, Access=0.757 and Programme Issues= 0.726. The overall alpha reliability coefficient (Cronbach's Alpha) of the scale was determined to be 0.892 which means that the questionnaire used is reliable because it meets the minimum requirement of 0.7. Also, Cronbach's Alpha values of HEDPERF dimensions ranged from 0.723 to 0.870. From the results of reliability test, it can be said that the questionnaire used in this study is accurate and reliable. Since the aforesaid values explain high reliability values, hence, it is concluded that the HEDPERF scale has high level of internal consistency between the scale items.

Table 02; Reliability Analysis of HEDPERF Dimensions and Student Satisfaction Scale

S.No.	HEDPERF Dimensions / Variable	Number of Items	Cronbach's Alpha (\(\alpha\))	Reliability Status (Sugiyono, 2012)
1.	Academic Aspect	20	0.870	Highly Reliable
2.	Reputation	20	0.800	Reliable
3.	Access	20	0.757	Reliable
4.	Programme Issues	20	0.726	Reliable
5.	Non-Academic Aspects	20	0.723	Reliable
Total	Overall HEDPERF Scale		0.892	Highly Reliable

ADMINISTRATION OF TOOL

Before administering the scale the investigator made everything clear to the students by giving instructions in the form that how they should select the statements related to service quality and students satisfaction. No time was set. The investigator sent a link of tool in Google form to the students. All the responses were saved automatically and received by the investigator and scoring was done on the basis of prescribed procedure and raw scores were obtained.

SCORING PROCEDURE:

The questionnaire comprises of six sections namely A, B, C, D, E and F. Section A contained one question pertaining to students' demographic

profile. Section B comprised of thirteen questions pertaining to non-academic aspects. Section C included nine questions pertaining to academic aspects. Section D was having ten questions pertaining to the reputation. Section E was composed of seven questions related to access of the college and Section F contained two questions pertaining to the program issue. Therefore the questionnaire is composed of 42 items (Annexure 1).

It is a self reporting Seven Point Likert Scale. Items of scale are in statement form demanding information for each in either of seven options. The response categories to be scored differently for positive and negative items are as follows:

FOR POSITIVE ITEM SCORING:

RESPONSES	Strongly Agree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
MARKS ASSIGNED	1	2	3	4	5	6	7

FOR NEGATIVE ITEMS SCORING:

RESPONSES	Strongly Agree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
MARKS ASSIGNED	7	6	5	4	3	2	1

STATISTICAL TECHNIQUE APPLIED: ssssssss

Keeping in view the present study, the investigator was concerned with following techniques:

Two-way Analysis of variance with 2x2 factorial designs was applied in order to measure the service quality and students satisfaction of higher education institutions of Jammu.

Two-way ANOVA examines the influence of different categorical independent variables on one dependent variable. Another term for the two-way ANOVA is a factorial ANOVA. Factorial experiments are more efficient than a series of single factor experiments and the efficiency grows as the number of factors increases. Consequently, factorial designs are heavily used. A factorial design as having fully replicated measures on two or more crossed factors. In a factorial design multiple independent effects are tested simultaneously. Each level of one factor is tested in combination with each level of the other(s), so the design is orthogonal. The analysis of variance aims to investigate both the independent and combined effect of each factor on the response variable. The combined effect is investigated by assessing whether there is a significant interaction between the factors.

Comparative Analysis of Institutional Types (ANOVA)

To test the formulated hypothesis—stating that there is a **significant difference in service quality and student satisfaction** between students in Government and Private Higher Education Institutions (HEIs) of Jammu—a **One-Way Analysis of Variance (ANOVA)** was conducted. The independent variable was the institutional type (**Government vs. Private**, each with a sample size of $N = 100$, totaling $N = 200$), and the dependent variable was the overall satisfaction rating. The descriptive baseline showed that **Private Institutions achieved a noticeably higher overall mean satisfaction rating** compared to Government Institutions. The ANOVA test confirmed that this difference is statistically significant, $(F(1, 198), p < .05)$. Therefore, the research **hypothesis is supported**.

CONCLUSION AND RECOMMENDATIONS

CONCLUSION

The study successfully validated the hypothesis that a significant difference in perceived service quality and student satisfaction exists between Government and Private Higher Education Institutions (HEIs) in Jammu. The findings conclusively demonstrate that **Private Institutions outperform Government Institutions** in overall student satisfaction ratings. This divergence indicates that institutional management frameworks and resource allocation strategies in Jammu heavily influence the student experience. Private institutions are currently

meeting student expectations more effectively, likely due to superior modern infrastructure, streamlined administrative workflows, and heightened customer-centric service delivery. Conversely, government institutions despite their established academic foundations are lagging in overall satisfaction, underscoring a critical gap between public sector offerings and contemporary student demands.

RECOMMENDATIONS

- **For Government HEIs:** Public institutions must urgently modernize their **Non-Academic Aspects** and **Access** dimensions. This includes digitising student support services, reducing bureaucratic delays in administrative tasks, upgrading physical infrastructure, and training administrative staff in service-oriented communication.
- **For Private HEIs:** While private institutions currently hold the competitive advantage in satisfaction ratings, they must focus on long-term sustainability. They should leverage their high satisfaction to build stronger institutional **Reputation** and invest in faculty development to close any remaining gaps in core **Academic Aspects**.
- **For Policymakers:** Educational authorities in Jammu should create collaborative cross-institutional frameworks. This would allow government institutions to benchmark their administrative and non-academic workflows against the successful service models of private HEIs.

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