

A Study On Perception Of College Students Towards Service Quality Of College Teachers In Aided Colleges With Reference To Kanyakumari District

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ABSTRACT

The present study attempts to examine the factors that influence the students to prefer particular higher education institution for their study. This study further examines the level of perceived service quality by the students towards college teachers in aided colleges. To conduct the study on the service quality of college teachers working in aided colleges in Kanyakumari district, the relevant data were collected from both the primary and the secondary data. The primary data was collected using the questionnaire from the respondents. To ease the data collection from the college students, the questionnaire was prepared. The data was collected from the students who are studying in aided colleges in Kanyakumari district. The secondary data was collected from books, articles, newspapers and previous research papers. The total numbers of final year students in Aided Colleges is 300. 300 final year students have been taken as sample respondents. Thus 300 from Aided colleges were selected by random sampling method. Teaching is considered one of the noble professions and teachers are the walls on which the students have to draw and it is imminent that the teachers should have a strong mind and body to engrave the future challenging generation.

KEY WORDS: Service Quality, Aided College, College Teachers and Perception

INTRODUCTION

The teacher is the backbone of the educational system. He works for the welfare of the nation. The importance of powerful teaching is increasingly important in contemporary society. Teaching is not just to provide some knowledge or information, but to encourage the students to use their knowledge properly. Therefore, teaching is all about encouraging, inspiring, and fostering achievement. It is a basic fact that teaching is the fundamental duty of a teacher and it has to be made effective to make a successful teacher. Therefore, teaching is a dynamic, conscious activity. In contemporary life, problems are a natural phenomenon.

STATEMENT OF THE PROBLEM

Nowadays teaching has become not only challenging but also highly competitive and problems like the work. The success, effectiveness, and efficiency of education depend upon the teachers working in the institution. Teachers play a significant role in shaping, molding the attitude and improving the attitude of the students. Therefore, they are considered as the backbone and the lifeblood of the education system. An individual can work effectively only if he enjoys a good health situation in terms of both physical and mental environments. Problems in the work environment adversely affect not only the performance of teachers, but also the achievement level of the students, institutions, teachers, and even the education system.

The present study intends to find answers for the following questions:

- What are the factors that influence the students to prefer particular higher education institution for their study?
- What is the level of perceived service quality by the students towards college teachers in aided colleges?

SCOPE OF THE STUDY

The present study attempts to examine the factors that influence the students to prefer particular higher education institution for their study. This study further examines the level of perceived service quality by the students towards college teachers in aided colleges.

OBJECTIVES OF THE STUDY

- ✓ To examine the perception regarding service quality of Aided college teachers in Kanyakumari District
- ✓ To find out the factors influencing the students to prefer a particular higher education institution in Kanyakumari district.

HYPOTHESES

The following hypotheses were framed for the study.

- ✓ There is no significant difference in perception towards service quality of college teachers among different demographic profile variables of students in Kanyakumari district
- ✓ There is no significant difference in factors influencing to prefer a particular college among different gender group of college students in Kanyakumari district.

METHODOLOGY

To conduct the study on the service quality of college teachers working in aided colleges in Kanyakumari district, the relevant data were collected from both the primary and the secondary data. The primary data was collected using the questionnaire from the respondents. To ease the data collection from the college students, the questionnaire was prepared. The data was collected from the students who are studying in aided colleges in Kanyakumari district. The secondary data was collected from books, articles, newspapers and previous research papers.

SAMPLING DESIGN

There are twelve aided colleges functioning in Kanyakumari District. 25 final year students from each college are selected as sample respondents for this study.

Stratified Random Sampling method is adopted for sampling design process. The total population (total final year students) are subdivided into homogenous or strata and from each stratum, the sample is drawn randomly. The sampling plan is presented in the below table.

Table 1
Sampling Plan for Aided Colleges

Sl. No	Name of the College	Sample size (25)
1.	Scott Christian College	25
2.	S.T. Hindu College	25
3.	Nesamony Memorial College	25
4.	Lakshmipuram College	25
5.	Vivekananda College	25
6.	Sree Devi Kumari College	25
7.	Holy Cross College	25
8.	Pioneer Kumaraswamy College	25

9.	Sree Ayyappa College	25
10.	Arignar Anna College	25
11.	Women's Christian College	25
12.	St. Judes College	25
	Total	300

The total numbers of final year students in Aided Colleges is 300. 300 final year students have been taken as sample respondents. Thus 300 from Aided colleges were selected by random sampling method.

ANALYSIS AND INTERPRETATION

Age Group of college students and Perception regarding different dimensions of service quality of College teachers

An attempt was made to know whether college students' perception is different depending on the services of college teachers and the age group of college students. To achieve the aim, One-way ANOVA analysis was performed. The following null hypothesis (H_0) was framed to test the interaction effect between the perception regarding service quality of college teachers and age group of college students.

H_0 : There is no significant interaction effect between perception regarding different dimensions of service quality of college teachers and age group of college students

The following table shows the result of 'ANOVA' test for significant difference among age group of college students with respect to the perception regarding different dimensions of service quality of college teachers in Kanyakumari District.

Table
ANOVA for Significant difference among Age Group of college students with respect to the perception regarding different dimensions of service quality of College teachers

Dimensions of Service Quality	Measures	Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes	Between Groups	238.774	3	79.591	2.532	.056
	Within Groups	17163.801	296	31.436		
	Total	17402.575	299			
Academic Staff	Between Groups	279.662	3	93.221	2.269	.080
	Within Groups	22436.122	296	41.092		
	Total	22715.784	299			
Academic Aspects	Between Groups	532.665	3	177.555	5.803	.001
	Within Groups	16615.650	296	30.600		

	Total	17148.314	299			
Personal Development	Between Groups	446.876	3	148.959	4.817	.003
	Within Groups	16885.322	296	30.925		
	Total	17332.198	299			
Accessibility	Between Groups	265.252	3	88.417	4.271	.005
	Within Groups	11303.601	296	20.703		
	Total	11568.853	299			
Career Opportunities	Between Groups	24.678	3	8.226	.441	.724
	Within Groups	10181.693	296	18.648		
	Total	10206.371	299			
Reliability	Between Groups	20.774	3	6.925	1.600	.188
	Within Groups	2363.764	296	4.329		
	Total	2384.538	299			
Responsiveness	Between Groups	7.197	3	2.399	2.073	.103
	Within Groups	631.894	296	1.157		
	Total	639.091	299			
Empathy	Between Groups	4.531	3	1.510	.228	.877
	Within Groups	3614.741	296	6.620		
	Total	3619.273	299			

Source: Computed Data

Table 2 highlights that the observed 'F' value for the interaction between the perception towards service quality of college teachers namely learning outcomes dimension and age group of college students is 2.532, which is associated with a 5.60 percent risk of being wrong in rejecting the null hypothesis. This is enormous a risky (far above the standard of 5 percent risk), so the study is unable to reject the null hypothesis (H_0) in a case of the perception towards service quality of college teachers namely learning outcomes dimension and age group of college students. The study, therefore, concluded that there was no statistically significant difference between perception towards service quality of college teachers namely learning outcomes dimension and age group of college students, $F = 2.532$, $p = 0.056 > 0.05$.

Table further highlights that the observed 'F' value for the interaction between the perception towards service quality of college teachers namely academic staff dimension and age group of college students is 2.269, which is associated with a 8.00 percent risk of being wrong in rejecting the null hypothesis. This is enormous a risky (far above the standard of 5 percent risk), so the study is unable to reject the null hypothesis (H_0) in a case of the perception towards service quality of college teachers namely academic staff dimension and age group of college students. The study, therefore, concluded that there was no statistically

significant difference between perception towards service quality of college teachers namely academic staff dimension and age group of college students, $F = 2.269$, $p = 0.080 > 0.05$.

Table further highlights that the observed F value for the interaction between the perception towards service quality of college teachers namely academic aspects dimension and age group of college students is 5.803, which is associated with 0.1 percent risk of being wrong in rejecting the null hypothesis. This is tiny a risky (far below the standard of 5 percent risk), so the study is unable to accept the null hypothesis (H_0) in a case of the perception towards service quality of college teachers namely academic aspects dimension and age group of college students. The study, therefore, concluded that there was a statistically significant difference between perception towards service quality of college teachers namely academic aspects dimension and age group of college students, $F = 5.803$, $p = 0.001 < 0.05$.

Table further indicates that the observed F value for the interaction between the perception towards service quality of college teachers namely personal development dimension and age group of college students is 4.817, which is associated with 0.3 percent risk of being wrong in rejecting the null hypothesis. This is tiny a risky (far below the standard of 5 percent risk), so the study is unable to accept the null hypothesis (H_0) in a case of the perception towards service quality of college teachers namely personal development dimension and age group of college students. The study, therefore, concluded that there was a statistically significant difference between perception towards service quality of college teachers namely personal development dimension and age group of college students, $F = 4.817$, $p = 0.003 < 0.05$.

Table further reveals that the observed F value for the interaction between the perception towards service quality of college teachers namely accessibility dimension and age group of college students is 4.271, which is associated with 0.5 percent risk of being wrong in rejecting the null hypothesis. This is tiny a risky (far below the standard of 5 percent risk), so the study is unable to accept the null hypothesis (H_0) in a case of the perception towards service quality of college teachers namely accessibility dimension and age group of college students. The study, therefore, concluded that there was a statistically significant difference between perception towards service quality of college teachers namely accessibility dimension and age group of college students, $F = 4.271$, $p = 0.005 < 0.05$.

Table further indicates that the observed F value for the interaction between the perception towards service quality of college teachers namely career opportunities dimension

and age group of college students is 0.441, which is associated with a 7.24 percent risk of being wrong in rejecting the null hypothesis. This is enormous a risky (far above the standard of 5 percent risk), so the study is unable to reject the null hypothesis (H_0) in a case of the perception towards service quality of college teachers namely career opportunities dimension and age group of college students. The study, therefore, concluded that there was no statistically significant difference between perception towards service quality of college teachers namely career opportunities dimension and age group of college students, $F = 0.441$, $p = 0.724 > 0.05$.

Table further indicates that the observed F value for the interaction between the perception towards service quality of college teachers namely reliability dimension and age group of college students is 1.600, which is associated with a 18.8 percent risk of being wrong in rejecting the null hypothesis. This is enormous a risky (far above the standard of 5 percent risk), so the study is unable to reject the null hypothesis (H_0) in a case of the perception towards service quality of college teachers namely reliability dimension and age group of college students. The study, therefore, concluded that there was no statistically significant difference between perception towards service quality of college teachers namely reliability dimension and age group of college students, $F = 1.600$, $p = 0.188 > 0.05$.

Table further indicates that the observed F value for the interaction between the perception towards service quality of college teachers namely responsiveness dimension and age group of college students is 2.073, which is associated with a 10.3 percent risk of being wrong in rejecting the null hypothesis. This is enormous a risky (far above the standard of 5 percent risk), so the study is unable to reject the null hypothesis (H_0) in a case of the perception towards service quality of college teachers namely responsiveness dimension and age group of college students. The study, therefore, concluded that there was no statistically significant difference between perception towards service quality of college teachers namely responsiveness dimension and age group of college students, $F = 2.073$, $p = 0.103 > 0.05$.

Table further reveals that the observed F value for the interaction between the perception towards service quality of college teachers namely empathy dimension and age group of college students is 0.228, which is associated with a 87.7 percent risk of being wrong in rejecting the null hypothesis. This is enormous a risky (far above the standard of 5 percent risk), so the study is unable to reject the null hypothesis (H_0) in a case of the perception towards service quality of college teachers namely empathy dimension and age

group of college students. The study, therefore, concluded that there was no statistically significant difference between perception towards service quality of college teachers namely empathy dimension and age group of college students, $F = 0.228, p = 0.877 > 0.05$.

Significant difference between Gender Group of sample college students and factors influenced to prefer the present college for the study

An attempt has been made to find the significant difference between gender group of sample college students and factors influenced to prefer the present college for the study, by applying 't' test. The following hypothesis is framed.

The null hypothesis (H_0) **“There is no significant difference between factors influenced to prefer the present college for the study and gender group of sample college students in Kanyakumari district”**.

The result of 't' test for significant difference between factors influenced to prefer the present college for the study and gender group of sample college students is presented in Table 3.

Table 3
Significant difference between Gender group of sample college students and factors influenced to prefer the present college for the study

Factors	Gender (Mean Score)		t Statistics	p Value
	Male	Female		
Reputation of institution	3.7500	3.7582	0.210	0.834
Quality of education service	4.0543	3.6584	2.759*	0.006
Easy access and proximity	3.6957	3.4423	1.988*	0.048
Recommendation	3.5870	3.5048	0.639	0.523
Range of services	3.5761	3.7921	1.887	0.060
Friendliness of the staff	3.6061	3.7442	1.422	0.156
Security of students	3.6413	3.6923	0.425	0.671
Placement facilities	3.5870	3.5865	0.003	0.998
Discipline criteria	3.2826	3.5347	1.948	0.052
Media and social influence	3.6667	3.5959	0.590	0.556
Fee structure	3.6087	3.6635	0.446	0.656
Personal services	3.4828	3.4423	0.276	0.782

Source: Primary data

*-Significant at five per cent level

Table 3 elucidates that quality of education service and reputation of institution are the important factors influenced to prefer the present college for the study among the male

respondents as their mean scores are 4.0543 and 3.7500 respectively. Table further elucidates that range of services and reputation of institution are the important factors influenced to prefer the present college for the study among the female respondents as their mean scores are 3.7921 and 3.7582 respectively.

It could be understood from the above Table that the calculated 't' value for factors influenced to prefer the present college for the study among different gender group of sample college students namely quality of education service and easy access and proximity are 2.759 and 1.988 which is higher than the table value of 1.964 at 5% level of significance. Since the calculated 't' value for factors influenced to prefer the present college for the study namely quality of education service and easy access and proximity among different gender group of college students is higher than the table value, the null hypothesis is rejected. Therefore, it is inferred that there is a significant difference between gender group of sample college students and factors influenced to prefer the present college for the study namely quality of education service and easy access and proximity.

SUGGESTIONS

- ✓ Conflict among staff members is also one of the major reasons for the problems among teachers because due to lack of co-operation they may not able to discuss or get help in the emergency so to bring out the friendly environment Head or Management should conduct a regular meeting to know the problem confronted among teachers and bring a solution to get rid of the issues.

CONCLUSION

Teaching is considered one of the noble professions and teachers are the walls on which the students have to draw and it is imminent that the teachers should have a strong mind and body to engrave the future challenging generation. Any individual can work more efficiently and effectively only if he enjoys a good healthy situation both physically and mentally moreover the success and performance of the individual are also based on the stress level on the workplace and at the sometimes stressful situation may create lots of psychological and physiological problems.

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