

**A STUDY ON PERCEPTION OF TEACHERS TOWARDS  
SERVICE QUALITY AND ORGANISATIONAL  
COMMITMENT OF PRIVATE SCHOOLS IN TENKASI  
DISTRICT**

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**ABSTRACT**

The main aim of the study is to study the perception of teachers towards service quality of private schools and the perception of teachers towards organizational commitment regarding the service quality of private schools. This study employed a survey research design. In the present study, the teachers of private schools are the target population. The private schools have faced stiff competition from their rivalries, and they are taking several measures to attract the students as well as the standard of education. So, the researcher has chosen private schools

for the present study. It involved the collection of information from a sample of 150 teachers in Tenkasi district. To fulfill the research objectives, the qualitative data collected from the teachers of private schools have been analyzed with the help of SPSS. Questionnaires were distributed after making personal visits to the private school campuses. The teachers selected at a randomly selected time point were given the questionnaire. A total of 150 completely filled up questionnaire was collected during the period of data collection. It is found that availability of resources for new creativities and identification of Institution's objectives & policies are the important perception towards service quality of private schools among the respondents who are in the age group of 25 to 35 years and online / digital resources and administrative and support services are the important perception towards service quality of private schools among the respondents who belong to the age group between 36-45 years.

**KEY WORDS:** Perception, Service Quality, Private School and Organisational Commitment

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## INTRODUCTION

Private schools need to show fulfillment of service quality which is one of the necessary requirements. In line with this, leaders play an important role in providing good quality service in order to satisfy customers' requests in term of the quality of teaching, service, curriculum, leadership, management and administration, supervision, students and organization environment culture as well as staff development. The perception towards service quality provides guideline to leaders to improve educational performance which is aligned with students' expectations. Hence, evaluating service quality is crucial and critical to be implemented.

## STATEMENT OF THE PROBLEM

The service quality in the education sector is not only essential and significant, but it is also a critical indicator of educational excellence. It is found that positive perception of service quality significantly influences students' satisfaction, and thus satisfied students will spread positive information through word-of-mouth communication. Private schools have faced specific issues like financial constraints, absence of qualified faculty and turnover, severe competition for students, decreasing student enrolment and consistent student attrition. Further, rural and urban area students are desperately seeking education in cities. Providing high-quality services can help the private schools to attract and retain the students. Unfortunately, a few empirical research works are carried out in the area of perceptions of service quality. So,

assessing service quality in private schools will provide a valuable contribution and inputs that would be helpful for management and staff for enhancing the quality of school education.

## REVIEW OF LITERATURE

**Ravichandran, Arun Kumar and Narayanan Venkatesan** (2022) in their study entitled “Students’ perception on service quality” the purpose of this paper is to empirically measure the service quality level using the new industry specific scale called HEDPERF (Higher education performance Measurement Scale) among engineering colleges/Institutions which are offering professional courses in Tiruchirappalli, Tamilnadu, India. In this study, Purposive Non-Probability sampling techniques were adopted with a sample size of 106 respondents were administered using structured questionnaire .Statistical tools namely Univariate analysis, Multiple regression analysis and factor analysis were used for this study. From the study findings using multiple regression analysis ,attributes namely standardized syllabus and structure, quality programs, students feedback for progressive measures, empathetic administrative staffs to solve students problem and fair and equal treatment are the dominant variables strongly predicts the overall service quality. Also, from the study findings using factor analysis, it is inferred that a HEDPERF scale is not factor loaded as per the proposed original four dimensions, instead we got a loading of eleven factors/Dimensions. Hence, professional engineering institutions should concentrate their efforts on the extracted dimensions perceived to be important rather than focusing their energy on a number of different attribute, which they feel are important determinants of service quality.

**Azizul Hasan** (2020) made a study titled “Students’ Perception towards Service Quality of Private Higher Educational Institution in Bangladesh” The primary purpose of this research is to evaluate students' perception through service quality of a higher educational institute in International Islamic University Chittagong (IIUC), Bangladesh. Primary data were collected from 273 IIUC students randomly from February to April 2019. Descriptive Statistics, reliability analysis, exploratory factor analysis (EFA), and structural equation modeling (SEM) were run to evaluate the service quality in IIUC. The study was conducted by using SPSS, AMOS-24 version. Based on research findings, transport services, tuition fees, physical and medical facilities have direct and significant effect on overall students' satisfaction on service quality dimension and internet facilities, research facilities and administrative services have significant indirect influence to the students' overall satisfaction.

**Sulaiman** et al. (2019) gauged the relationship between service quality and satisfaction among the lecturers of polytechnics in Malaysia. The study findings showed the academic and non-academic aspects, access, and programme issues were significantly related with satisfaction of lecturers. Further, reputation was not significantly related with satisfaction.

**Irum and Touseef** (2018) have studied service quality in school administration and management with special emphasis on the utilization of ICT. The study identified that gap in various dimensions of school administration such as responsiveness, reliability, assurance, tangible and empathy and over all service quality. The maximum and least gaps were found to the reliability and assurance respectively due to the students' expectations relating to the use of ICT for the school management and administration.

### **OBJECTIVES OF THE STUDY**

- (i) To study the perception of teachers towards service quality of private schools in Tenkasi district
- (ii) To know the perception of teachers towards organizational commitment regarding the service quality of private schools

### **HYPOTHESES**

The following hypotheses were framed for the study.

- 1) There is no significant difference among gender group of teachers with respect to the perception towards service quality of private schools in Tenkasi district.
- 2) There is no significant difference among age group of teachers with respect to the perception towards service quality of private schools in Tenkasi district.
- 3) There is no significant difference among designation of teachers with respect to the perception towards service quality of private schools in Tenkasi district.

### **METHODOLOGY**

This study employed a survey research design. In the present study, the teachers of private schools are the target population. The private schools have faced stiff competition from their rivalries, and they are taking several measures to attract the students as well as the standard of education. So, the researcher has chosen private schools for the present study. It involved the collection of information from a sample of 150 teachers in Tenkasi district. To fulfill the research objectives, the qualitative data collected from the teachers of private schools have been analyzed with the help of SPSS. Questionnaires were distributed after making personal visits to the private school campuses. The teachers selected at a randomly selected time point

were given the questionnaire. A total of 150 completely filled up questionnaire was collected during the period of data collection.

## ANALYSIS AND INTERPRETATION

### Gender group of teachers and Perception towards service quality of private schools

In order to find out the relationship between the gender group of teachers and perception towards service quality of private schools, 't' test is used. The hypothesis is framed as follows, The null hypothesis ( $H_{01}$ ) - **“There is no significant difference among gender group of teachers with respect to the perception towards service quality of private schools in Tenkasi district”**.

The result of the 't' test for the perception towards service quality of private schools among different gender groups of teachers is presented in Table 1.

**Table 1**

### Gender group of teachers and Perception towards service quality of private schools

Perception towards service quality of private schools	Gender (Mean Score)		t Statistics	p Value
	Male	Female		
Identification of Institution's objectives & policies	3.7500	3.7212	0.210	0.834
Availability of resources for new creativities	4.0543	3.6584	2.759*	0.006
Reputation of School	3.6957	3.4423	1.988*	0.048
Technological features available in the school	3.5870	3.5048	0.639	0.523
Administrative and support services	3.5761	3.7921	1.887	0.060
Campus maintenance	3.8061	3.6442	1.422	0.156
Training Programs	3.6413	3.6923	0.425	0.671
Library facilities	3.5870	3.5865	0.003	0.998
Participation in work planning	3.2826	3.5347	1.948	0.052
Remuneration system	3.6667	3.5959	0.590	0.556
Online / Digital resources	3.6087	3.6635	0.446	0.656

Availability of job security	3.4828	3.4423	0.276	0.782
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**Source: Primary data**

\*-Significant at 5% level

It is understood from Table 1 that availability of resources for new creativities and campus maintenance are the important perception towards service quality of private schools among the male respondents as their mean scores are 4.0543 and 3.8061 respectively. It is further understood that administrative and support services and identification of institution's objectives & policies are the important perception towards service quality of private schools among the female respondents as their mean scores are 3.7921 and 3.7212 respectively. Regarding the perception towards service quality of private schools among different gender group of teachers, availability of resources for new creativities and reputation of school are statistically significant at 5 per cent level.

**Age Group of teachers and Perception towards service quality**

In order to find the relationship between the age group of teachers and the perception towards service quality of private schools, 'ANOVA' test is used. The hypothesis is framed as follows,

The null hypothesis ( $H_{01}$ ) - **"There is no significant difference among the different age group of teachers with respect to the perception towards service quality of private schools in Tenkasi district"**.

The result of the 'ANOVA' test for perception towards service quality of private schools among different age groups of teachers is presented in Table 2.

**Table 2****Age Group and Perception towards service quality**

Perception towards service quality	Age Group (Mean Score)				F Statistics
	25 – 35 years	36 – 45 years	46 – 55 years	Above 55 years	
Identification of Institution's objectives & policies	3.7546	3.3860	3.9592	3.8710	2.836*

Availability of resources for new creativities	3.8302	3.2632	4.0625	4.0667	5.756*
Reputation of School	3.5153	3.2281	3.7755	3.6774	2.865*
Technological features available in the school	3.5215	3.2632	3.7755	3.6989	2.474
Administrative and support services	3.7170	3.5614	3.8958	3.8000	1.243
Campus maintenance	3.7117	3.4737	3.8163	3.8310	1.443
Training Programs	3.7178	3.4035	3.7755	3.8065	2.035
Library facilities	3.6074	3.5439	3.4286	3.8079	0.794
Participation in work planning	3.6029	3.1538	3.3061	3.4333	2.961*
Remuneration system	3.6319	3.2105	3.9318	3.7742	4.449*
Online / Digital resources	3.5583	3.6316	3.8571	3.8065	1.485
Availability of job security	3.4908	2.9811	3.7143	3.6667	4.410*

**Source: Primary data**

\*-Significant at five per cent level

From the above table 2, it is understood that availability of resources for new creativities and identification of Institution's objectives & policies are the important perception towards service quality of private schools among the respondents who are in the age group of 25 to 35 years as their mean scores are 3.8302 and 3.7546 respectively. It is further understood that online / digital resources and administrative and support services are the important perception towards service quality of private schools among the respondents who belong to the age group between 36-45 years as their mean scores are 3.6316 and 3.5614 respectively. The table further shows that availability of resources for new creativities and identification of Institution's objectives & policies are the important perception towards service quality of private schools among the respondents who are in the age group between 46-55 years as their mean scores are 4.0625 and 3.9592 respectively. Further indicates that availability of resources for new creativities and identification of Institution's objectives & policies are the important perception towards service quality of private schools among the respondents who belong to the age group of above 50 years as their mean scores are 4.0667 and 3.8710 respectively. Regarding the perception towards service quality of private schools among the different age group of teachers, identification of institution's objectives & policies, availability of resources for new

creativities, reputation of school, participation in work planning, remuneration system and availability of job security are statistically significant at 5 per cent level.

### Designation of teachers and Perception towards service quality of private schools

In order to find the relationship between the designation of teachers and perception towards service quality of private schools, the 'ANOVA' test is used. The hypothesis is framed as follows,

The null hypothesis ( $H_0$ ) - "There is no significant difference among the different designation of teachers with respect to the perception towards service quality of private schools in Tenkasi district".

The result of the 'ANOVA' test for perception towards service quality of private schools among the different designation of teachers is presented in Table 3.

**Table 3**

**Designation and Perception towards service quality of private schools**

Perception towards service quality	Designation (Mean Score)				F Statistics
	Teacher	HOD	Principal	PT Teacher	
Identification of Institution's objectives & policies	3.8736	3.6650	3.9167	3.2500	1.102
Availability of resources for new creativities	4.0488	3.6802	4.0000	2.7500	3.243*
Reputation of School	3.6207	3.4721	3.7500	3.0000	0.972
Technological features available in the school	3.8161	3.4162	3.4169	3.2500	3.284*
Administrative and support services	3.9024	3.6497	3.9091	3.2987	2.005
Campus maintenance	4.0115	3.5838	3.5898	3.0000	4.353*
Training Programs	3.6897	3.7202	3.6667	3.2900	0.270
Library facilities	3.8736	3.4670	3.5833	3.2789	2.922*
Participation in work planning	3.6207	3.3854	3.4545	3.2897	1.089



Remuneration system	3.7471	3.5729	3.3333	3.2698	0.984
Online / Digital resources	3.7356	3.6142	3.6987	3.3568	0.530
Availability of job security	3.6897	3.3627	3.2727	3.3698	1.787

**Source: Primary data**

\*-Significant at five per cent level

From the above table 3, it is understood that availability of resources for new creativities and campus maintenance are the important perception towards service quality of private schools among the respondents who are teachers as their mean scores are 4.0488 and 4.0115 respectively. It is further understood that training programs and availability of resources for new creativities are the important perception towards service quality of private schools among the respondents who are head of the department as their mean scores are 3.7202 and 3.6802 respectively. The table further shows that availability of resources for new creativities and identification of institution's objectives & policies are the important perception towards service quality of private schools among the respondents who are principals as their mean scores are 4.0000 and 3.9167 respectively. Further indicates that and availability of job security are the important perception towards service quality of private schools among the respondents who are PT teachers as their mean scores are 3.3965 and 3.3698 respectively. Regarding the perception towards service quality of private schools among the different designation of teachers, availability of resources for new creativities, technological features available in the school, campus maintenance and library facilities are statistically significant at 5 per cent level.

**Table 4**

**Organizational Commitment regarding the service quality of private schools**

Sl. No	Organizational Commitment	No. of Respondents	Percentage
1.	Highly committed	68	45.3
2.	Moderately committed	49	32.7
3.	Not at all committed	33	22.0
	<b>Total</b>	<b>150</b>	<b>100</b>

**Source: Primary data**

Table 4 clearly highlights that 45.3 percent of the sample respondents said that organizational commitment regarding the service quality of private schools is highly committed, 32.7 percent of the sample respondents said that organizational commitment

regarding the service quality of private schools is moderately committed and 22 percent of the sample respondents said that organizational commitment regarding the service quality of private schools is not at all committed.

### **SUGGESTIONS**

- ✓ Private Schools must first train their staff so that they will aware of and enthusiastic about providing quality services. Trainings should be conducted to the faculty members in the areas of inter-personal relations, emotional intelligence and communication skills. It helps to understand the importance of providing a constant and high quality of services
- ✓ The process of implementing quality services in schools requires complete dedication from all levels of the organisation. Teamwork is essential to implementation of quality services. Effective implementation of service quality is only possible through encouragement and motivation from the management and principal as well as recognising students' actual needs or expectations and areas where they considered a lack of quality in the services rendered by the schools.

### **CONCLUSION**

A good service quality strategy for an educational institution could include the necessity for modification of the job structure, the relationship with students and teamwork, and problem solving. Enhancing service quality is a tough and time-consuming process. The institutions should measure service quality frequently as service quality perceptions of students are always changing. The study findings will provide a benchmark for comparing the outcomes in the next service quality evaluation at these kinds of institutions.

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