A Review on Service Quality in the HEI's and its Impact on Students Satisfaction

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Abstract:

Importance of service industries was increased tremendously in the recent decade. Now the economy of our country largely depend on the service sector industry, which was earlier depended on the agriculture industry. HEindustry which helps to build the youth of the nation. Delivering quality education or service especially in the HE is the most challenging task. As the change is only the constant factor, rest others keep changing continuously. The expectation of the students is dynamic in nature studying in the college, which keeps on changing day after day. The various parameter of service quality is also dynamic. So there is a intense need to do the constant research on this particular domain. There are various models or conceptual framework already developed to analyze the service quality in the industries. The present study will identify the various aspects of service quality which is specific for the higher educational industry. Providing better service quality in HEI's results in building the skilled manpower which are able to earn income through the Job, business or any other sources. The main elements involved in the service delivery mechanism are service provider and students. The new dimension identified is behavioural intention which measure the student satisfaction level in the HEI's.

Keywords: Service , Student perception, Students satisfaction, Students expectation, educational institution.

1.Introduction

As significance of service industry has been tremendously increased in the recent decades. The major sector of our countries economy is service industry. So it required to give high attention to the income earning sector of the economy. The HE is one of the prominent service sectors of the economy. To deliver the quality service inside the HEI's is the basis need of every institutions, to fight the neck to neck competition in the entire industry. So there is a continuous need to investigate what are the new dimensions helps to improve the service quality in this sector. Because as time passes the students perception and expectation changes likewise the parameters of service quality also changes. The quality parameters which were important in the evaluation of service quality in HEI's at the time of Covid-19 would not be relevant in the present scenario. As the nature of service is intangible, inseparable, perishable and heterogeneous, it is very challenging task to identify the service quality parameter. So it important to investigate the service quality parameter which plays an important role in the HEI's. Basically this study conducted on the government HEI's affiliated in the university. The government HEI's faces the problem of lack of infrastructure and placement facilities. The HEI's are building the

career of youth and prepare them to be independent earning individuals. HE is the most significant sector which directly contributes to the economic development of our country. Less research carried out in this sectors results in the increasing the unemployment rate of our states well as our country. To define the quality standard in the HEI's is one of the constant research area because the quality dimension keeps on changing.

There are various models already existed for the analysis of service quality among which SERVQUAL model is one of the most prominent model which is widely used in every industry. This instrument was based on the expectation and perception of the customer (developed in year 1985 by Parasuranam et al). It consist of five dimension on both the side i.e., expectation and perception of the customer they are reliability, tangibility, assurance, responsiveness and empathy. After the SERVQUAL the next instrument developed was SERVPERF (developed by Taylor and Cronin in year 1992) this instrument was based on the only perception of the customer, having the five dimensions same as the SERVQUAL. It is said to be the generic model of the SERVQUAL. Apart from the above two models there are various models available for the analysis of service quality of this industry.

2. Literature Review
2.1 HEas a Service

The HEI's is one of the huge service delivering sectors of the economy. As the nature of the service is intangible it means that the service cannot be touched. So it is very difficult to analyze the service of HEI's. The service is heterogeneous in nature, it means it will be delivered differently at different time, so it is necessary to evaluate the service constantly to maintain the service quality standard. The government HEI's lack infrastructure facilities, the technological resources and placement which are mandatory for the delivery of the quality education. This act as a hindrance in the service delivery process in the government institutions. The private universities are having the huge infrastructure, enriched in the technological resources and higher placement of the students which can attract the pool of the students. Therefore the students gross enrollment ratio in the government HEI's is decreasing. The pool of students shifted from government to private institutions. It is very important to strengthen the quality dimension in the government HEI's to decrease the loss of students gross enrolment ratio. The need to take the proper feedback from the students about the ever changing requirement of the them to maintain the quality parameter in the HEI's. As the marketing of the product is required in the same way the marketing of the service should be taken care of. The service marketing strategy need to be made and implemented to maintain the gross enrolnment ratio of the students in government HEI's. From the student's point of view, good quality education provides better learning opportunities and it has been suggested that the levels of satisfaction or dissatisfaction strongly affect the student's success or failure of learning (Aldridge and Rowley 1998 p-862)[1] The service quality dimension are ever changing aspect as the need and expectation of the customer keeps on changing. When the customer expectation matches the customer perception, it is said that quality service is delivered in the HEI's. In the today's competitive era it is the utmost requirement of the HEI's to deliver the quality service, in which the expectation meets the perception of the students. The HEI's plays a vital role in building the youth of our nation. Students should be treated as a customer in the HEI's , they are direct service receivers who will determine the quality dimensions of service in the HEI's. Accordingly, there is a continuing need to define the quality dimensions in HE and to measure the students' satisfaction based on the relevant quality dimensions in order to improve the HE systems (Martin and Palmer, 2004; Van Kemenade et al., 2008)[2]The service delivery personnel in the HEI's starts from the principal, teaching and non-teaching

staff and peon as well. The students expect the quality service from all of them. "Service quality should be measured as an attitude"claimed (Cronin and Taylor 1992: 64) [3]. According to American Society for Quality (ASQC) "Quality is the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs."[4]   The HEis the most prominent service providing institution of the country as well as the state. The students are the main person which is directly involved in the evaluation of service quality in the HEI's. It is the responsibility of HEto provide the efficient and skilled manpower to the various industries.

2.2 Quality in HEI's

The quality parameter will be different to different students. The quality parameter at different times keeps on changing as the needs and requirement of the students changes. The service production and consumption takes places simultaneously as it is perishable in nature. It means it cannot be stored for future use as like the product. In general parlance quality means meeting the customers requirement. In HEI's the students were considered as the customer. Every student perceived the service of the HEI's differently. Total quality management (TQM) is another new area of HEmanagement (Albrecht 1991; Burkhalter 1996; Coate 1990; Doherty 1993).[5]   Due to the avaibility of various alternative of HEI's from what to study and from where to study. There are various methods to analyse the quality in HElike (TQM) total quality management, (QFD) Quality function deployement, Six sigma, ISO 9001 and Academic Quality Improvement Program (AQIP).These are the different quality measure for the evaluation of the service in the higher education.Quality in HEis a complex and multifaceted concept and a single correct definition of quality is lacking (Harvey and Green, 1993).[6] The continuous improvement should be made in the quality of the HEservices. The quality parameter which had been considered in the past would not be considered presently, quality which is considered presently would not be same in the future time period. Many researchers found that past experience, customer need and word of mouth publicity were the important dimensions considered in the service quality measurement in the higher educational institutes. The researcher found SERVQUAL (developed in the year 1988 by Parasuraman et al) is reliable model, but expectation is not required in the service quality measurement, due to this shortcoming the performance only measure SERVPERF model (developed in the year 1992 by Cronin and Taylor) plays significant role in the evaluation of service quality. As the HedPERF model (developed in the year 2005 by Firdaus) was the HEindustry specific model which is modified version of the SERVPERF. All these are the quality measurement instruments widely used by different researcher in different industries.
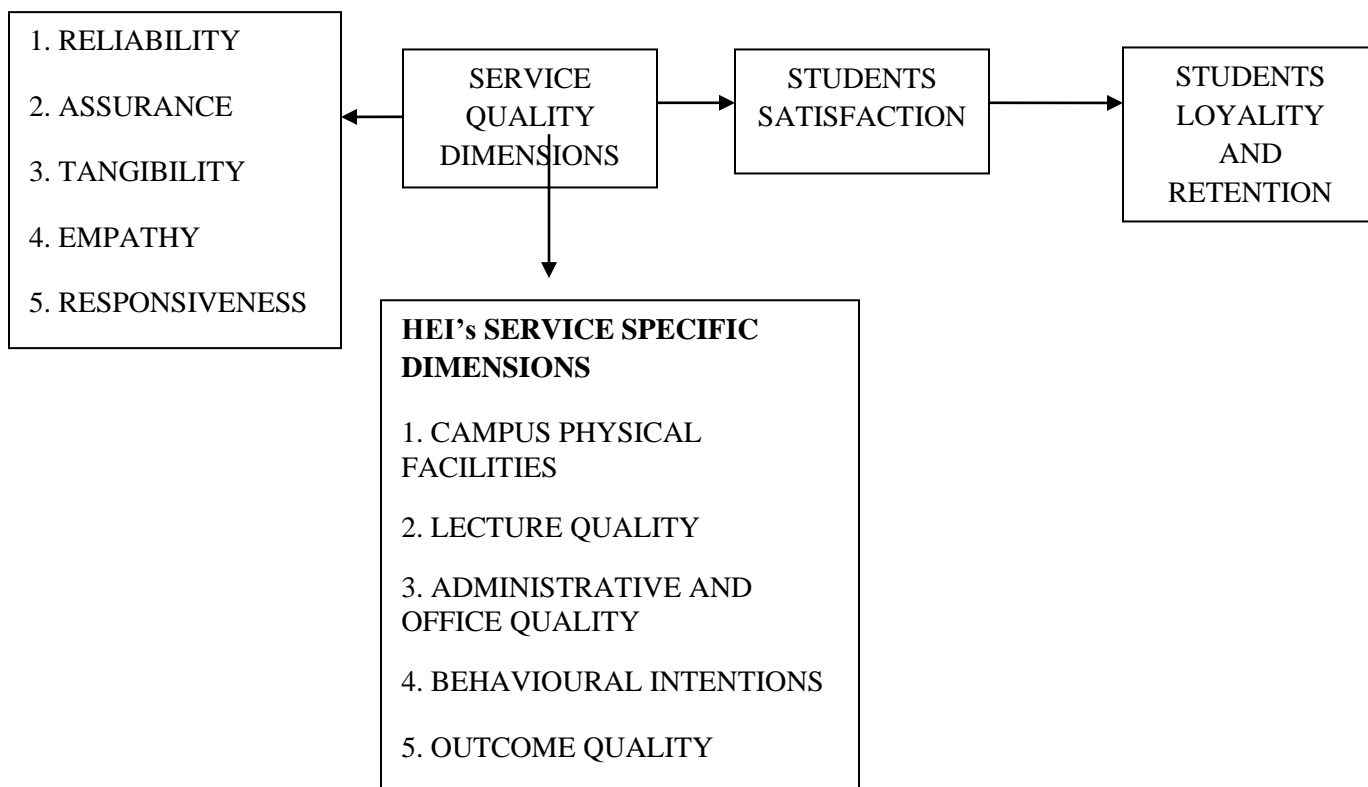
2.3 Students as a Customers in HEI's

The students are the direct and the core customer of the HEI's. The evaluation of service quality was done by students. The HEI's are the service provider and students are the service recipient. All the stakeholders in the HEI's i.e., students, government etc have the specific need. The study focuses on the student satisfaction in the HEI's. O'Neill and Palmer (2004, p. 42) define service quality in HEas "the difference between what a student expects to receive and his/her

perceptions of actual delivery".[7] The service quality parameter were most important in building the student satisfaction in the HEI's. Therefore student is acting as the main customer in building the image of HEI's. Students are the key customers of HEI'ss and Illias et al (2008) state that student satisfaction is built continuously with experiences on campus during their study period.[8] Due to faculty student relationship faculty enable to treats students as their customer. This relationship act as a barrier in delivering the quality service in HEI's. The student satisfaction is the result or the outcome of the

expectation. The expectation is build on the basis of past experiences, word of mouth communication, student personal need and external communication etc.

2.4 Popular Models of service quality

S.No.	Name of Model	Author's Name	Year	Dimensions
1.	Gronroos or Nordic Model	Gronroos	1984	Functional/process, technical/outcome and image
2.	SERVQUAL Model	A. Parasuraman et al	1988	Expectation- Reliability,assurance,tangibility,empathy and responsiveness Perception- Reliability,assurance,tangibility,empathy and responsiveness
3.	SERVPERF Model	Cronin and Taylor	1992	Perception- Reliability,assurance,tangibility,empathy and responsiveness
4.	Hierarchical Model	Brady and Cronin	2001	Interaction, physical environment and outcome quality.
5.	HEDPERF Model	Firdaus	2005	Non-academic, academic, reputation, access, program issues and understanding
6.	HiEdQUAL	Annamderula and Bellamkonda	2012	Teaching and course content Administrative and support services Academic facilities Campus infrastructure
7.	HESQUAL	Teeroovengadum et al	2016	Administrative, support amenities, core education, transformative and physical environment quality
8.	HEADSQUAL	Damian Steppacher, Maria Auxiliadora Cannarozzo Tinoco	2021	Administrative service quality dimensions in HEI's

2.3 Service quality dimensions in HEI's

1. RELIABILITY
2. ASSURANCE
3. TANGIBILITY
4. EMPATHY
5. RESPONSIVENESS

SERVICE QUALITY DIMENSIONS → STUDENTS SATISFACTION → STUDENTS LOYALITY AND RETENTION

HEI's SERVICE SPECIFIC DIMENSIONS

1. CAMPUS PHYSICAL FACILITIES

2. LECTURE QUALITY

3. ADMINISTRATIVE AND OFFICE QUALITY

4. BEHAVIOURAL INTENTIONS

5. OUTCOME QUALITY

2.4 Students satisfaction parameters

The various studies confirmed that HEis considered as the market place and the education is the marketable service. The students are the primary customer in the HEI'ss. The approach of the private universities providing the HEis the marketing approaches to attract the students and charging higher fees.

3. Research Methodology

The present paper focuses on reviewing various related to HEI's. The study identifies various models available for the evaluation of service quality and how it impacted the student's satisfaction. The students are the primary customer which helps to analyze the service quality in HEI's. The study identify the various service quality dimension which are specifically impacted the HEindustry.

4. Review of studies related to service quality and student satisfaction in HEI's

Author & Year	Study Setting	Focus Area	Design Methodology & Approach	Key Findings
Cuthbert, P.F.(1996)	Manchester Metropolitan University,UK	Validity and reliability of SERVQUAL is tested in Higher education	Modified SERVQUAL of 1988 was used,analysis is done using the SPSS using factor analysis and other statistical tool	Among all the five dimension of service quality the tangibility dimension found to be the most satisfying dimension of service quality in HEI's. The reliability score of SERVQUAL was found to be low.
Cuthbert, P. F. (1996)	Manchester Metropolitan University,UK	Testing the modified version of SERVQUAL instrument	Modified SERVQUAL is used using different statistical tool	SERVQUAL instrument was not found to be the appropriate to measure the service quality of higher education. Frequent students feedback is an important parameter for the service quality measurement.
Chou, S. (2004)	Undergraduate nursing national and private universities in Taiwan	Quality characteristics valued by students	44 quality characteristics and 12 service element are tested	The most important quality characteristics was found to be clinical practice, classroom studies and case study. The least important quality characteristics was found to be instruction in computer, teaching involves technology and guest lecture.
Tan, K. C., & Kek, S. W. (2004)	Singapore	Students satisfaction and service quality	SERVQUAL modified tool was used	Student satisfaction grid is used to found the high important factor in the study.
Mai, Li-Wei (2005)	University of Westminster	Perception of service quality in education	Service quality variables are examined	It was found that the overall impression of the institution and quality of education are the two important dimension for student satisfaction.
Abdullah, F. (2006)	Malaysia	Testing the efficacy of the 3 instrument of service quality	HEdPERF, SERVPERF and modified HedPERF and SERVPERF	It is found that HEdPERF is more reliable model of measuring the service quality of higher education.
Roediger Voss et al	Germany	Service quality and	Two ladder technique	Student expectation are

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(2007).		student expectation	i.e.,personal interview and laddering technique	knowledgeable teaching lectures, they focus more on academic not on vocational.
Zafiropoulos, C., & Vrana, V. (2008)	Greek HEInstitute	Service quality of HE was analyzed using student and staff	SERVQUAL instrument is used, statistical tool Cronbach's alphas in students and staff was taken.	It was found that staff have greater expectation and students have lower expectation in service quality in HEI.
Voon, B. H. (2008)	Malaysian institutions	Service driven marketing orientation in higher education	SERVMO model instrument used	The six dimensions are customer, competitor, inter functional, performance, long term and employees orientation. It was found that the above six dimensions are closely related with the service quality, customer satisfaction and loyality.
Brochado, A. (2009)	Portuguese University	SERVQUAL,SERVPERF, HEDPERF	SERVPERF and HEDPERF is used in the HEI	It was found that the SERVPERF and HEDPERF are best instrument of service quality in HE
Nadiri, Halil; Kandampully, Jay; Hussain, Kashif (2009)	Turkey	Student perception and service quality	Perceived service quality analysis	It is found that perceived service quality is two dimensional tangible and intangible in higher education.
Quinn, A. et al (2009)	USA	Quality improvement in HEI's	Customer satisfaction analysis	6 different quality measurement techniques used. It was found that total quality model is the most suitable in HEI's.
Sultan, P., & Yin Wong, H. (2010)	Australia	Critical analysis of service quality dimension in HEI's.	Service quality,satisfaction and higher education	Five critical research agenda of service quality found in the field of higher education
Gruber, T. et al (2010)	Germany	Examine student satisfaction in HEI's	Uses new tool of 15 dimensions for evaluation of students satisfaction	The satisfying factors are placement and atmosphere of campus. The dissatisfying factors are college building and lectures.

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Bogdanel Marine Dragat(2011)	Academy of Economic Studies, Bucharest, Romania	Quality management in HEservice	Secondary data analyzed	The various determinants which influences the quality in the HEare students,parents, faculty,staff and government etc.It is found that degree and diploma from the university do not assure the employability to the students. It means that there is a gap between service delivered and education gain by the student.
Zineldin, M., (2011)	Istanbul Turkey	Assessing students satisfaction	5Q model was used to assess the quality, statistical tool used are cronbachs alpha and factor analysis	Among the five quality dimension the quality of atmosphere in HEwas found to be the most important dimension.
Madeline Melchor Cardona (2012)	Colombian university	Service quality percerption	5Q model analysis was analyzed using 36 items of quality ,factor and regression analysis was used	The most important factor which influences the students satisfaction is the confidence felt in the academic program by the students in the university.
Danjum, I., & Rasli, A. (2012)	Universiti Teknologi Malaysia	Service innovation and customer satisfaction	Secondary data is used	The service innovation help to build the service quality in HEI's and help to maintain existing student and also grape the new students. Teacher and students are the key indicator in the service delivery process.
Akhlaghi, E., Amini, S., & Akhlaghi, H. (2012)	Technical and vocational girls college Iran	Evaluating service quality	SERVQUAL instrument used in the study	Among the five dimension responsiveness is the most dissatisfying dimension in HEI's.
Angela Jiewanto; Liza Nelloh, Caroline Laurens (2012)	Indonesia	Service quality, university image and student satisfaction	SERVQUAL instrument and its impact on word of mouth	Word of mouth intention negatively influence the SERVQUAL and student satisfaction.
Johan De Jager (2013)	3 universities of south Africa and Swaziland	Students satisfaction through service quality	52 items of service quality was analyzed using cronbach alpha and other tools were	The important factors which influence the student's satisfaction level are intention to leave, trust in

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			used in the study	management, perception of readiness for change, culture, gender of student.
Khanchitpol Yousapronpaiboon (2013)	Thailand	Service quality measurement	SERVQUAL instrument used in the study, cronbach alpha and other tools were used in the study	Highest expectation was found in the responsiveness and highest perception score found in the reliability dimension of service quality.
Dursun. T. Gokmen, C. Oskaybas. K & (2013)	Istanbul Turkey	Distance education quality of service	SERVQUAL instrument is used and various statistical tools was used	The most dissatisfying dimension was found to be the responsiveness and most satisfying dimension of service quality is the tangibility dimension of service quality.
Hampton, G. M. (2013)	Mexican university	Gap analysis	SERVQUAL instrument used	Among seven dimension of quality education, effort to pass course and social life was the three important dimension of service quality.
Sharabi, Moshe (2013)	Israel	HEservice quality management and improvement	Schneider three tier model	The three tier found to be are students, employees and the top level management.
Karahan, M. et al(2014)	Dicle University Turkey	TQM in reference to quality sufficiency	43 items questionnaire used	Six factor influences the quality was like physical condition, social space etc.
Teo Boon Chui et al (2015)	Malaysian private higher education	Service quality evaluation	SERVQUAL instrument used and Service improvement matrix	Among the five dimension empathy is found to be the most dissatisfying dimension of service quality in HEI's
Ali Ramezani Ghotbabadi (2015)	Universiti Teknologi Malaysia (UTM)	Various service quality model review	Analysis of various service quality models	There are various models developed for the analysis of service quality like SERVQUAL and SERVPERF, hierarchical model, but there is no industry specific model, it need to be developed
Wan Salmuni Wan Mustaffa(2015)	Malaysian Public Universities	Service quality, favourable behavioural intention and emotional satisfaction	HedPERF tool and other questionnaire is used	The emotional satisfaction of the students is the strong mediating factor in analyzing the service quality and

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				favorable behavioral intention in HEI's.
Pears, A. (2015)	Uppsala University, SWEDEN	Quality assurance as extending assessement	Data should be collected from students employees etc for the overall assessment of quality	The more holistic model or approach should be implemented to address the need of the current scenario in respect of the quality assurance.
Manea, N. P., & Iatagan, M. (2015)	Romania	Perception of Ph.D students and administrative staff	SERVPERF is used	The most important factors considered by the student in analyzing the service quality is found to be equipped classrooms, seminars, laboratories and libraries, teaching, relationships with teachers.
Hrnčiar, M., & Madzík, P. (2015)	Slovak Republic	TQM in HEI's including teacher, graduates and employer by quality management system	Empirical research design	It is found that the HEI's which have the matured quality management system will achieve the better output
Teeroovengadum,V. et al (2016)	Mauritius	Dimensions and sub-dimensions of Service quality	Qualitative, quantitative and exploratory research design	Administrative, physical environment, core education, support and transformative quality are found
Barsoum, G. (2017)	Egypt	Quality, pedagogy and governance assessment in private HEI's	It is both qualitative and quantitative research	Low quality in HEI's because students were given less opportunity in providing the feedback of the teacher or instructor
Onditi E. Ojiambo et al (2017)	Kenya	Student satisfaction and service quality	Review on the various models and literature	Competency of staff, reputation of the institution ,reliability, responsiveness and tangibility etc are the dimension identify which influence the service quality in HEI's.
Steppacher, D., Cannarozzo (2019)	Brazil	Perceived quality of Administrative service in HEI's	Qualitative research design	The present study found the HEADSQUAL consists of two major dimension i.e., six secondary dimension and 28 attribute, this model was developed for the quality analysis of administrative service in HEI's.

Gregory, J. L. (2019)	USA	Students satisfaction and Service quality perception	Qualitative research design and SERVQUAL instrument is used	The largest gap (lower satisfaction) is found to be the reliability dimension in the HEI's and the smallest gap (higher satisfaction) is found to be responsiveness dimension of service quality of the HEI's. The greater return on investment is considered as human capital which help to gain student satisfaction was identified in the HEI's.
El Alfy, S., & Abukari, A. (2019)	United Arab Emirates	Uncover service quality dimension in HEI's	Qualitative and exploratory research design	The uncovered dimension of service quality in academic services,administrative , academic facilities services, and students'service role
Sibai Tarif M et al (2021)	Saudi Arabia	SERVQUAL and student satisfaction	Descriptive research design	The dissatisfied dimension of service quality are responsiveness,empathy and tangibility.
Borishade, T. T. et al (2021)	Nigeria	Service quality and student loyalty	Descriptive and inferential design	Delivering quality service help to gain the students loyality.

5. Conclusion, Results and discussion

The various research papers which is based on the analysis service quality with special reference to the education sector. The various models developed for the evaluation of the service quality. The earlier model was proposed by Gronroos in 1984 having three dimensions process, outcome and image. In year 1988 Parasuraman et al developed the model named SERVQUAL having the five dimension on both perception and expectation side. The dimensions are tangibility, reliability, responsiveness, assurance and empathy. Due to many criticism and controversies on the above model the modified model named SERVPERF was developed in the year 1992 by Cronin and Taylor, this model is having the performance or perception side is the same in all same five dimensions. In the year 2001 heirarchical model and in year 2005 HEDPERF model was developed which is specific for the measurement of service quality in the higher education. Many other models was developed for the service quality measurement. This study investigates the new dimensions for the analysis of service quality in the HEI's. The dimensions are many behavior intentions, rest other dimensions are taken from the generic models.

6. Future Implication and Suggestions

The present study is depended on the identification of the service quality dimension with special reference to the HEindustry in particularly the government institutions in the Pandit Ravi Shankar University in the

state of Chhattisgarh. The study setting is specific to the government institution in one particular university. The study is based on the review of all the models and its various dimensions for the evaluation of service quality. So it helps in the improvement of the government HEI's as a result of it, the gross enrolment ratio of the students will increases. The lower income group and the rural students educational level will be increased. The study investigates the various dimensions which are best suit for the HEindustry. Many generic dimensions are present in the study and some new dimensions added to the generic model which are industry specific. These new dimensions will be added based on the basis of review and identification of the research gap. These new dimensions are adding to the existing body of knowledge. This study will be replicated by the future researcher and as the students requirements will be changing in future some new dimension will be added by the future researcher. The present study helped the future researcher in providing the base in the identification of the service quality dimension in the HEI's.

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