

A Study Of Expectations And Perceptions of Private And Govt. Polytechnic's Teachers of Haryana with SERVQUAL Model Dimensions

Nidhi Malik

Assistant Professor, Maturam Institute of Mgt. Rohtak

ABSTRACT

In the world of competition, providing quality service is main competing tool for success. To achieve competitive benefit, customer service and quality are the two most powerful forces for the service providers. Considering any other service, measuring service quality is an important issue in technical education. We believe that the quality of service of education establishments can be measured by detecting the gap between the expectations and performance of the services considered by the scholars. Therefore, on the basis of measuring the quality of service during this study Parasuraman, Zithamal and Beri (1988), the SERVQUAL model was adopted as the base quality. The SERVQUAL model measures the difference between the 5 dimensions, especially reliability, responsibility, assurance, empathy and tangibles. Specifically, a 22-item section that measures student's expectations and another 22-item section that evaluates the perception of a student. 'Interval score' is derived for every 5 dimensions.

Keywords: Expectation, Perception, Service Quality



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Service Quality

According to Kotler et al, "A service is any act or performance that one party can offer to another that is essentially intangible and does not result in the ownership of anything. Its production may or may not be tied to a physical product".

According to Tanton, "Services are identifiable, intangible activities that are the main object of a transaction designed to provide want satisfaction to customers".

CUSTOMERS' EXPECTATIONS OF SERVICE QUALITY

Customer expectations are beliefs regarding service delivery that operate as standards or reference points against that performance is judged.

CUSTOMERS' PERCEPTION OF SERVICE QUALITY

Perceptions are thought which are relative to expectations. Customers understand service in terms of the standard of the service they receive and whether or not they're glad with their experiences (Parasuraman et al., 1988).

Significance of the study: The study was conducted in the affiliated colleges of technical education in Haryana. It is expected that the study will further enhance the concept of quality in technical education from the stakeholders' viewpoint. A better understanding of quality definitions in technical education will help shape the quality assurance system in institutions offering technical education. Another important aspect of the study will be the administrative effect that will use it. The information generated from the study will be very important for administrators and policy makers. It will enable the administrators and policy makers of technical education to understand the issues related to the quality assurance system, in general the process and implementation of the system.

REVIEW OF LITERATURE

The study of literature assumes an essential part in building up the setting for any work in social science. It is felt that support of present study can be elucidated by investigating the accessible work regarding the matter. In this way, an endeavor has been made to survey the available study regarding the matter to discover the gap of research before choosing the present subject of study. Various studies have been conducted from time to time on various aspects of service quality. Following are the details of various research works.

Mokhtar Bunian Seri et.al(2017) focussed in their study named "Service Quality of Polytechnic using SERQUAL model for Sustainable TVET system" on enhancing the service quality which increases awareness and in addition enhancing the perception of TVET framework in polytechnics and in accomplishing the plan for transformation design. It will prompts the sustainability of TVET framework in the nation. The aim of this study was to assess the service quality of Polytechnic Ungku Omar. The universe of the study comprises of final semester students of Polytechnic Ungku Omar (PUO) and 222 students were picked through random sampling method as the sample of the research work. The data was collected by using the SERVQUAL questionnaire. Information collected were analyzed through SPSS version 21. The findings of the research demonstrated a significant distinction between the students expectations and perceptions in every one of the five dimensions of service quality and, expectations of the students had a larger score than their perceptions.

Mishra Gauri et al(2016) in their study "A review of Quality Factors of Higher Education" highlights the quality factors of Higher Education. The study shows that in developing nations, higher education and especially education from an esteemed university is perceived as a key power for modernization and improvement. This has caused an expansion in the interest for its access, accompanied by various difficulties. The objective of their study is to identify the quality factors of higher education. The study was based on parameters on qualitative & quantitative; within the higher education sector insights into comparative evaluations of quality dimensions.

Sabina Donlagic, Samira Fazlic(2015) in their study "Quality Assessment in Higher Education using the SERVQUAL Model". focussed on developing an instrument in light of the SERVQUAL model for estimating quality in higher education and to investigate whether it can be utilized to recognize the gap amongst expectations and perceptions of the higher education services which provide a base for necessary changes. The SERVQUAL model demonstrate in light of the adjusted scales of the higher education division can be utilized

as a part of assessing the quality in higher education institutions. The outcomes showed about a negative gap between expectations and perceptions of students service quality.

Samuel Anwowie, et.al(2015) developed a study "Assessment of Students' Satisfaction of Service Quality in Takoradi Polytechnic: The Students' Perspective". To know the students satisfaction of service quality at the Takoradi Polytechnic, a study was done which used the SERVQUAL instrument for estimating expectations and perceptions as indicated by five quality measurements. 188 students were inspected using the SERVQUAL survey. The investigation demonstrates that students perception of service quality surpassed their expectations on four service quality measurements to be specific tangibility, responsiveness, assurance and empathy, while their expectations for reliability surpassed their perceptions. It is suggested that, the administration of Takoradi Polytechnic must keep up or enhance their tangibility, assurance, empathy and responsiveness.

Stasiak- Betlejewska, R. et al. (2014) The main focal point of this research is to identify the expectations of understudies at specialized technical Universities. The study identifies the level of service quality of the university and also the areas where improvement is needed. The outcomes showed that significance of the all service quality aspects with regards to students expectations and perception. Research findings also in favor of the development of University with the help of scientific research process.

Harileela Vermula(2013) conducted a study named "Student's Perception On Educational Service Quality An Empirical Study". The main aim of this study is to measure the use of various dimensions of service quality in education system and also to analyse the service quality with the satisfaction of students in institutes of higher education in cities of Hyderabad and Secundrabad. Primary data was collected using a questionnaire to create a relationship among the service quality and satisfaction level of students in higher education. SPSS was used to analyse the collected data.

Kianoosh Pourghahreman, et.al(2013) developed a study "Study of teachers satisfaction with the quality of the education service center regions 1 and 2 Ardabil city deals based on SERVQUAL". The research aimed at measuring the rate of teachers' satisfaction with the quality of educational complexes in District 1 and 2 of Ardebil. The research was a descriptive case study and its statistical population was the school teachers of towns and villages where school complexes project had been realized. The total number of teachers under study was 1282 out of which 696 teachers were chosen through proportional stratified sampling. Research data was collected for each teacher through SERVQUAL questionnaire using Likert 5- grade scale in the teachers' workplace.

S.Franklin John, S. Senith (2012) focussed on "Service Quality in Indian Technical Education" portraying the Service Quality Dimensions in Indian Technical Education and connecting those service quality dimensions with understudy satisfaction with their instructive experience. The study was conducted by using 21 items reflecting the quality of education and a six point measurement scale among the students of engineering to assess the level of satisfaction with the service quality which they experience in their education. The study further shows that among all the dimensions of service quality the communication skills of the faculty members was important and also plays a significant role in the satisfaction of the students.

Shpetim Çerri(2012) in her work 'Assessing the Quality of Higher Education Services Using a Modified SERVQUAL Scale' focussed on the service quality in high public education in Albania, using the SERVQUAL approach. The survey aims to capture the perceptions and expectations students have about the service they receive in respective universities, leading to an evaluation of overall perceived service quality based on gap analysis. The data analysis reveals findings on students' perceptions of service quality in high education. The study confirms the SERVQUAL scale as a suitable tool in assessing service quality in public sector, holding the same strengths as in private sector.

Solomon Abekah Keelson(2011) conducted a study "Student perception of teaching quality in business schools: Evidence from Polytechnic Institutions in Ghana". This study was completed to analyze the nature of educating and learning in Business School (HND) Programs in Polytechnics in Ghana. The research shows that understudies in the Polytechnics have high perceptions of the nature of their Lecturers, and the Teaching Methodology utilized in the program. No noteworthy contrasts were found in the four constructs and, three constructs that were utilized to gauge quality of teachers and instructors technique separately. This shows quality education and learning were judged high in all constructs.

Chingang Nde et.al(2010) The study "Using the SERVQUAL Model to assess Service Quality and Customer Satisfaction-An Empirical study of grocery stores in Umea" focussed on Service quality and consumer loyalty which are essential ideas that organizations must comprehend with a specific end goal to stay competitive in business and consequently to develop. The primary reason for this study is to discover how the SERVQUAL model is with reference with the grocery stores and also shows how students or consumers perceived about service quality and whether they are happy with services offered by these stores in Umea.

Katarne and Sharma, (2010) examined in his research work on the topic of "Measurement of Service Quality of the Automobile Service Center". The study measured the current service quality level of an automobile service center. The level of service quality depends on customer satisfaction and dissatisfaction. Dissatisfaction may be caused by various reasons. This is mainly due to all the dimensions of service quality.

Zafiroopoulos and Vrana (2008) evaluated in his study " Service Quality Assessment in a Greek Higher Education Institute" that the quality of service in Greek higher education on the basis of an adjusted questionnaire in educational context and incorporate students and faculty in research. Research has shown that the results of employees have made a lot of difference from the students' scores, so that the quality of education seems to students and academic employees.

N. Chandra Shekhar et.al (2008) researched on "Enhancing the Quality of Engineering Education Institutions through gap analysis" The main goal of this research was to decide the students inclinations in light of the quality gap of different services gave by Engineering Education Institutions (EIs) by utilizing SERVQUAL instrument among new engineering graduates. In this investigation, a sum of 200 understudies were chosen randomly and requested to fill the questionnaire which anticipated students expectations and perceptions on the services given by the EIs.

Tahir and Bakar (2007) in their study identified the commercial banks play an important role in the economy in the research work on the topic of "Service Quality Gap and Customers satisfaction of commercial banks in Malaysia". Banks are the largest providers of services in Malaysian economy. Therefore, it is important to provide better service quality because banks are reciprocating for customers. For the purpose of analyses some statistical tools such as mean and paired T-test are used to evaluate the level of service quality of the commercial banks of Malaysia with the perspective of the customers. In this study the expectations of the customers compared with the actual assumptions and the quality of service gap was examined

Sudhahar and Selvam (2007) studied in their work " Service quality scale development in Indian retail banking sector: An empirical investigation." about the development of the quality of service in the retail sector by measuring thirty four determinants with the help of scaling in banking sector of India.

Brooks (2005) conducted a study "Measuring University Quality-Review of Higher Education", which expressed that the estimation of quality ought to incorporate greater university exercises. The author prescribes the given criteria to evaluate quality of the university:- I. Reputation ii. Staff Research Productivity iii. Understudy Educational Experiences and Outcomes.

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According to Tanton, "Services are identifiable, intangible activities that are the main object of a transaction disabled to provide want satisfaction to customers".

According to Adsın Almer, "The services constitute , the production of an essentially intangible benefit, either in its own right or as a significant element of a tangible product, which through some form of exchange, satisfies an identified need".

As a results of later study ten determinants of service quality were reduced to the subsequent five (Gronroos 2005):

1. **Tangibles**- This determinant is said to the charm of facilities, instrumentality and material utilized by a service agency similarly on the looks of service staff.
2. **Reliability**- This suggests that the service agency provides its customers with correct service at first time while not creating any mistakes and delivers what it's secure to try and do by the time that has been specified.
3. **Responsiveness**- This suggests that the workers of a agency are willing to assist customers and reply to their requests similarly on inform customers once service are provided, and so provide instant service.
4. **Assurance**- This suggests that employee's behavior can offer customers confidence within the firm which the firm makes customers feel safe. It conjointly means the workers behave in a very courteous manner and possesses the required information to reply to customers' queries.
5. **Empathy**- this implies that the firm understands customers' issues and acts in their best interests as well as giving customers individual personal attention and having convenient operative hour.

Research methodology

Descriptive cum exploratory research design is used in the study. The data were collected using a well structured questionnaire. SERQUAL model was used to calculate the scores.

Table 1: Total Respondents

Teachers	No. of respondents
Govt. Institute	60
Pvt. Institute	60
Total	120

Source: Primary survey

Objectives of the study

Objective 1 : To ascertain teachers' perceptions towards the facilities offered by the polytechnics of Haryana.

Objective 2: To measure the gaps between the perceptions of govt institute's teachers as well as private institute's teachers for service quality in polytechnics of Haryana.

Formulation of Hypothesis

H1: There is no significant difference between perception and expectations of teachers towards service quality offered by private and government polytechnics institute in Haryana.

DATA ANALYSIS METHODS

This is a quantitative research and this will involve some quantitative analyses with the use of statistical tools

(descriptive and inferential). The data has been analyzed by using descriptive statistics, t-test, percentage and frequency analysis and graphs, histograms and charts have been used to depict the consistency of the response of the respondents on several dimensions. Accuracy and conditions of the tools and techniques used in this study have been checked and the results have been analyzed by using software like SPSS and Ms-Excel. Mean scores were used to rank the respondents satisfaction level towards the thirty four attributes accessing the satisfaction level of students towards the quality of technical education imparted by the respective institutes. T-test is used to compare the expectation and perception of the teachers of government and private polytechnics. For prioritizing the different dimensions of SERVQUAL, each of the five dimensions were weighted according to customer importance, and the score for each dimension multiplied by the weighting. Following this, the Gap Score for each dimension was calculated by subtracting the Expectation score from the Perception score. A negative Gap score indicated that the actual service (the Perceived score) was less than what was expected (the Expectation score). Thus, the Gap score was an indication of each of the five dimension.

Table 2 : Average score of perception and expectation of teachers of government and private polytechnic institute

Dimensions	Average mean score (Expectation) Govt.	Average mean score (perception) Govt.	Average mean score (Expectation) Pvt.	Average mean score (perception) Pvt.
Tangible	3.82	3.20	3.59	3.12
Reliability	3.62	3.41	3.70	3.34
Responsiveness	3.81	3.52	3.81	3.41
Assurance	3.75	3.61	3.80	3.61
Empathy	3.74	3.70	3.73	3.54
Total	3.72	3.61	3.70	3.66

Figure 1 : Average mean score of expectations and perceptions of Government polytechnics institute’s teacher

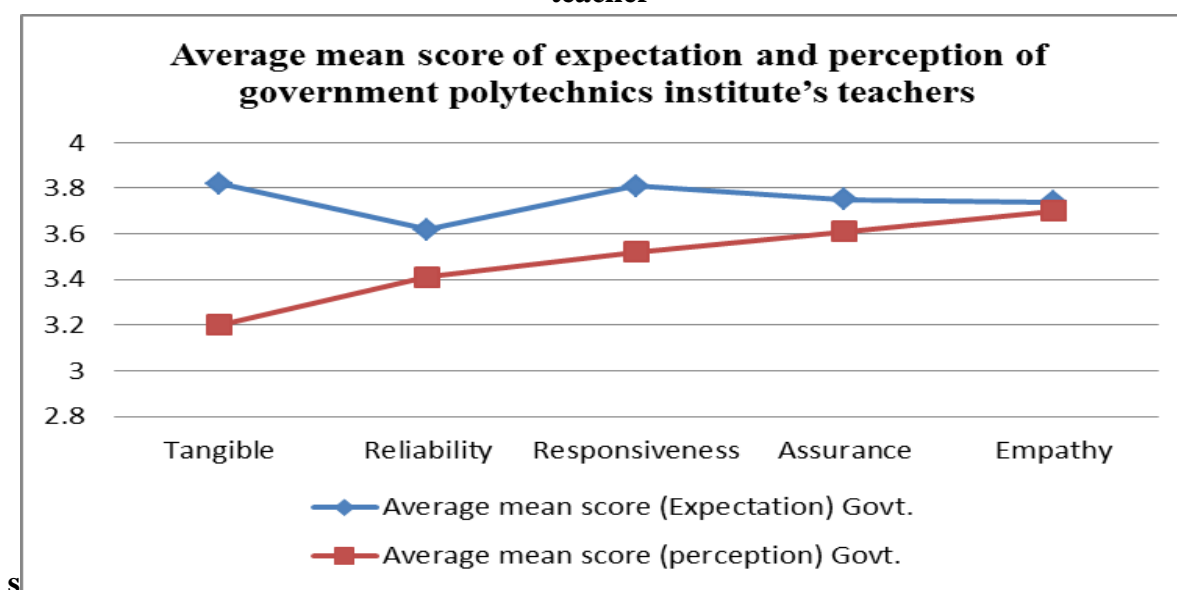
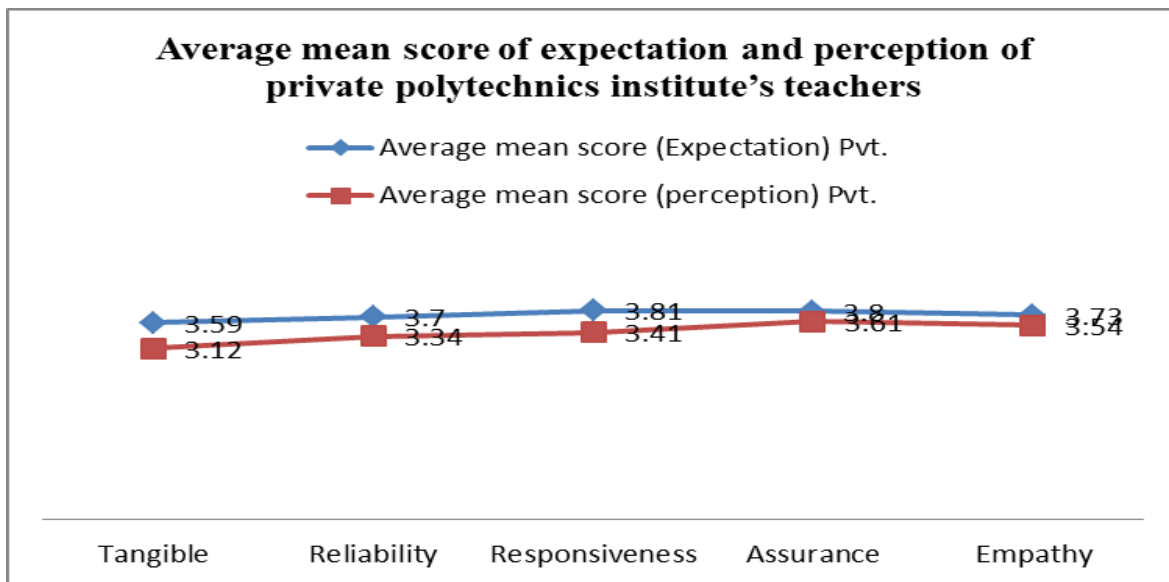


Table 2 and figure 1 shows that average mean score of service quality dimensions. In government polytechnics institutes, the teachers have higher expectations about service quality dimensions. The average score of total

expectations is 3.73 and the overall perception score is 3.48. The score shows a -0.25 difference which means that expectations are higher than the perceived service quality. The teachers have the highest expectations about the assurance at an average point of 3.77 followed by empathy at an average point of 3.75 and are followed by tangible and reliability at average points of 3.72 and at least the willingness to help and give good information (responsiveness) 3.71. Thus, assurance is considered as the most important dimension of service quality and responsiveness is the least important dimension. In case of perception, empathy dimension has the highest score with an average of 3.62 and assurance has the second highest score with average of 3.59, followed by responsiveness with average of 3.54 and reliability with average of 3.43. The lowest perception is observed for tangible with an average score of 3.25.

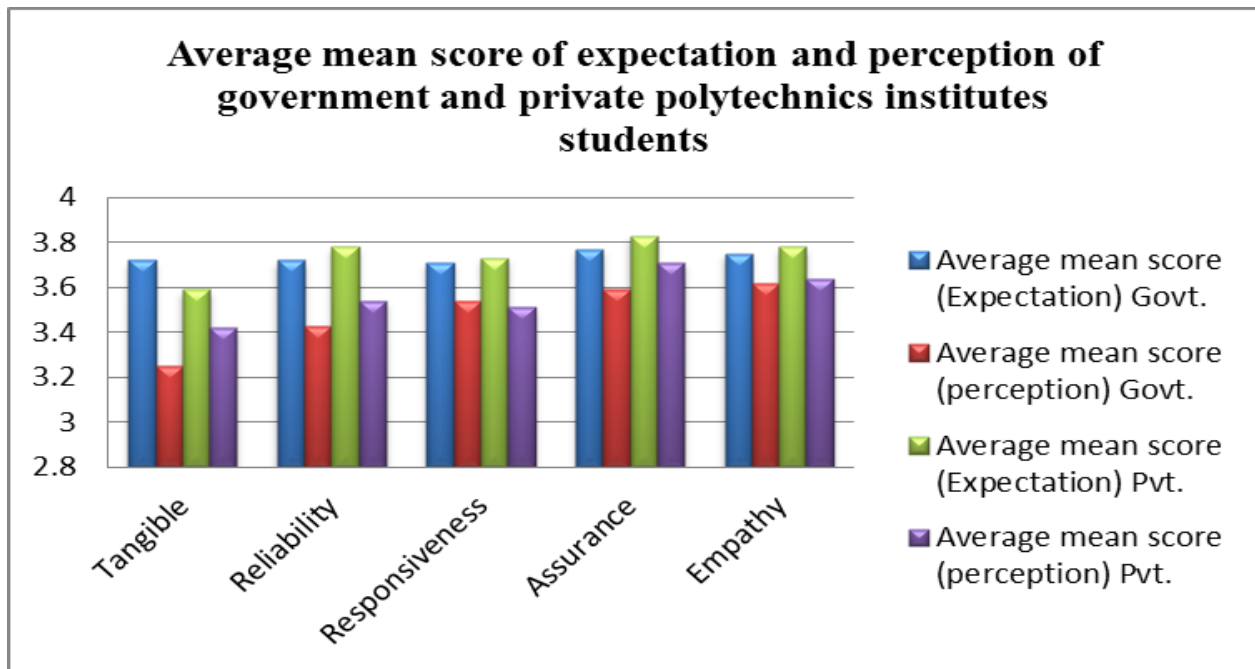
Figure 2 : Average mean score of expectations and perceptions of Private polytechnics institute’s teachers



Source: Primary Survey

The figure shows that in the private polytechnic institute, the teachers have higher expectations about service quality dimension. The average score of total expectations is 3.74 and the overall perception score is 3.56. The teachers of private polytechnics institutes have the highest expectations about the assurance at an average point of 3.83 followed by empathy and reliability at an average point of 3.78 and are followed by responsiveness with average point of 3.73 and at last physical aspects (tangibles) 3.59. Thus, assurance is considered as the most important dimension of service quality and tangible is the least important dimension. In case of perception, assurance dimension has the highest score with an average of 3.71 and empathy has the second highest score with average of 3.64, followed by reliability with an average of 3.54, responsiveness with an average of 3.51 and. The lowest perception is observed for tangible with an average score of 3.42.

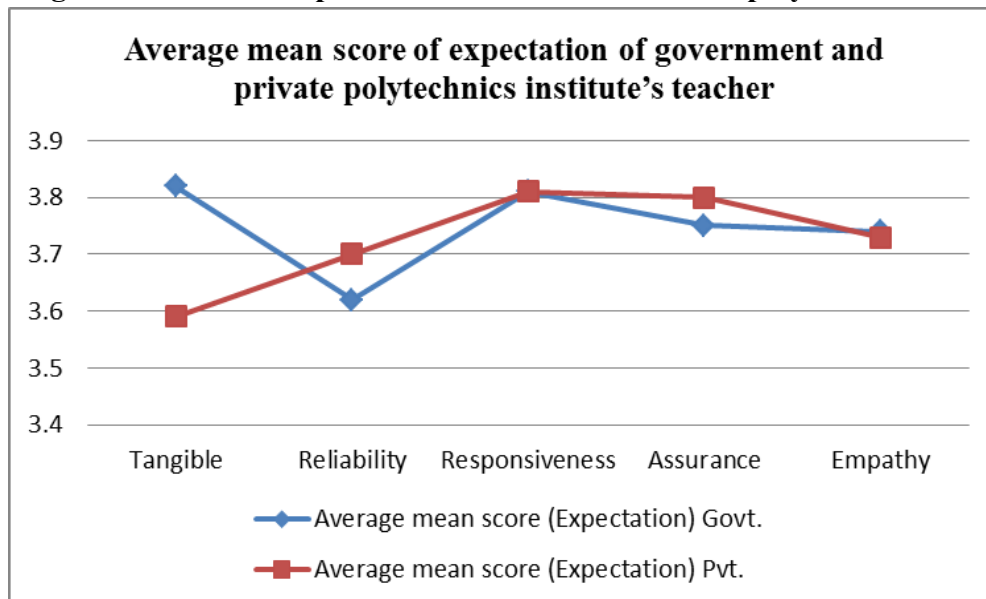
Figure 3 : Average mean score of expectations and perceptions of Govt. and Private polytechnics institute’s teachers



Source: Primary Survey

Table 2 and figure 3 shows that average mean score of service quality dimensions. In government polytechnics institutes, the students have higher expectations about service quality dimensions. The average score of total expectations are 3.73 and the overall perception score is 3.48. The score shows a -0.25 difference which means that expectations are higher than the perceived service quality. The students have the highest expectations about the assurance at an average point of 3.77 followed by empathy at an average point of 3.75 and are followed by tangible and reliability at average points of 3.72 and at last the willingness to help and give good information (responsiveness) 3.71. Thus, assurance is considered as the most important dimension of service quality and responsiveness is the least important dimension.

Figure 4 : Average mean score of expectations of Govt. and Private polytechnics institute’s teachers



This fig. 5 shows the expectations of govt teachers towards tangibility are higher than pvt polytechnic teachers and the perception of pvt polytechnic teachers towards reliability is least perceived.

Figure 6 : Average mean score of perceptions of Govt. and Private polytechnics institute’s teachers

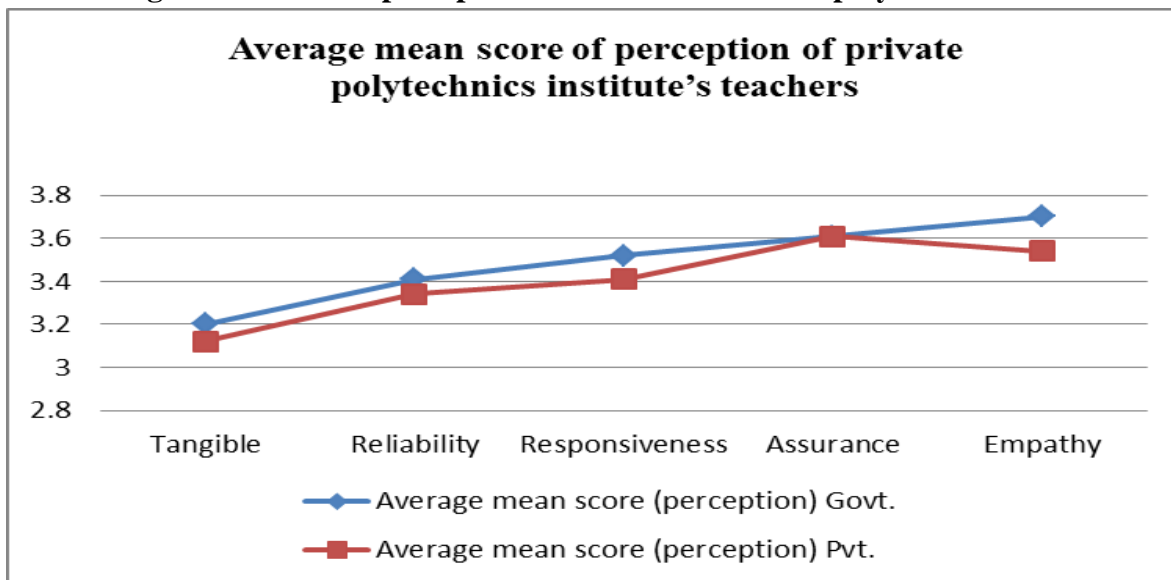


Fig 6 shows that the perceptions of govt polytechnic teachers are higher in all dimensions as compared to private polytechnic teachers.

Table 3: Descriptive statistics of service quality dimensions

Dimensions	Average	SD	Variance	Range	Skewness	Min	Max
Expectations (Govt. Institutes)	3.74	0.015	0.05	0.06	0.365	3.81	3.47
Perception Govt. Institutes)	3.48	0.020	0.042	0.07	-1.34	3.25	3.22
Expectations (Pvt. Institutes)	3.72	0.032	0.018	0.03	-1.21	3.39	3.33
Perception (Pvt. Institutes)	3.40	0.143	0.002	0.03	0.71	3.62	3.11

Source: Primary survey

Table 3 presents the descriptive statistics including average, standard deviation, range, variance, skewness, minimum and maximum of expectations and perception of teachers towards service provided by government and private polytechnics institutes in Haryana.

H1: There is no significant difference between perception and expectations of teachers towards service quality offered by private and government polytechnic institutes in Haryana.

ANOVA (Analysis of variance) has been applied to examine the significant differences between the perception and expectations of teachers of private and government polytechnics institutes in Haryana.

Table: Output of ANOVA

Source of Variation	SS	Df	MS	F	P-value	F crit
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Between Groups	0.44	3	0.147	6.68	0.00	3.23
Within Groups	0.352	16	0.02			
Total	0.795	19				

Source: Primary survey

Before applying ANOVA, the normality test has been done to check the assumptions of Parametric test (T-test). The computed F value in respect of comparison of expectations and perception of teachers towards service provided by government and private institutes indicates that there is significant difference among the expectations and perception of teachers. Based on the results as shown in table 5.4.27, p value ($0.00 < 0.01$) is less than alpha value which leads to the rejection of the null hypothesis: There is no significant difference between perception and expectations of teachers towards service quality offered by private and government polytechnic institute in Haryana.

The absolute value of F ($6.68 > 3.23$) is larger than critical value indicating the significant difference in expectations and perception of teachers of government and private institutes. It concludes that expectations and perception of teachers in government institutes are different from the expectations and perception of teachers of private institutes. In private institutes, teachers are expecting and perceiving differently from the teachers of government institutes.

Comparative analysis of expectations and perceptions of government and private polytechnics institute’s Teachers

In the present study, an attempt has been made to analyze the perception and expectations of teachers towards service quality provided by government and private polytechnics institutes in Haryana. It is concluded that expectations of government institutions’ teachers are higher than their perception level of the five dimensions of service quality measured for polytechnic institutes. In the same way, expectations are more than their perception level of service offered by institutes on five dimensions of service quality. On the other hand, the expectations of private institutions’ teachers are also higher than their perception level of the five dimensions of service quality measured for polytechnic institutes. In the same way, expectations of teachers are more than their perception level of service offered by institutes on five dimensions of service quality. Thus, the present study concludes that expectations of government institute’s teachers are higher than expectations of private institute’s students on some dimensions, whereas on other dimensions it is higher among the private institute’s teachers. Moreover, the perception level of teachers also found different in both types of institutes, but there is no significant difference in service offered by government and private polytechnics institutes.

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