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Service quality measurement among college teachers: In students' perspective at Coimbatore district

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Abstract
As service quality is one of the crucial factors in every business and part of an individual life, it leads to a necessity of measuring the service quality of teachers in college to get the accuracy result on the perception and expectation of students in colleges. This study investigated the service quality among college teachers from the perspective of students. Here, both primary and secondary data were used. The primary data were collected with the help of a structured questionnaire and different interview schedules. The sample of this study consisted of 200 college students who were selected under stratified random sampling on the basis of taluks under Coimbatore city. In this study, descriptive analysis was used to analyze the score of expectation and perception of students. The secondary data were collected with the help of various journals, magazines, and books. Finally, the result of this demonstrated that the reliability dimension has a high positive score in both expectation and perception.

Keywords: Service Quality, Perception, Expectation and Behaviour

Introduction
A college teacher plays a vital role in designing the future of the youngsters. The encouragement and the way they indulged with the student mean a lot and motivate a student to be active and to shine in their career. The responsibilities of teachers are something extent from formal teaching because the young people of the college group might have an informal settings within the family as compared to the setting of colleges. Even some college teacher acts to be the role model of the students and the students use to imitate the activities of teachers. It shows that teaching involved in various special contexts like place, culture, behaviours, and the reflected values of such contexts too. Due to the reasons, a teacher must be in the requirement of various and skills which motivates a student to offer his best in both academic and other criteria. The best teacher must be questioning, challenging, and processing the thoughts of the students to be very creative and make them to lead their future in an effective way.
Since, College teachers are having crucial participation in every students' career it is very important to know the students' expectations and perceptions on teaching behaviour. Hence, this study has been made an attempt to analyze the service quality among college teachers with special reference to Coimbatore city.

Review of Previous Studies
Wael (2015) [1], conducted a study on the topic "Using the Seroquel Model to Assess Service Quality and Students Satisfaction in Pavia University – Italy". The main objective of the study is to assess the overall satisfaction of students and investigating the degree of student satisfaction with the services. In this study, The SERVQUAL model questioner was created and distributed randomly among the students and analyzed. Finally, this study revealed that the students' satisfaction with service quality dropped because expectations exceeded perceptions in all the dimensions.
Senol and Dagli (2017) [2], made a research on the topic of "Increasing service quality in Education: views of Principals and Teachers". This study focussed on determining different ways of improving the quality of service in high schools by taking the opinion of teachers and principals. Here, the purposive sampling method was chosen. Under this study, 22 teachers and 10 principals were selected and interviewed with the help of a semi-structured uqestionnaire. For the analysis purpose, the collected data analyzed through content analysis.

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The findings of this study suggested that there is a need for in-service training among teachers and principals and also resulted that there is a relationship between guidance and counselling among the service of teachers.

Angell *et al.* (2007) [3], in their study entitled "Service quality in postgraduate education", with the aim of identifying the service factors and to analyze the appropriateness of importance-performance analysis. Convergent interviews were used under an online survey. The service attributes were grouped by using exploratory factor analysis and tested by using Martilla and Jame's IPA technique. Particularly, with the help of analysis four factors like leisure, cost, academic, and industry links have emerged. Eventually, this paper suggests that IPA is an important tool for measuring service quality in postgraduate education.

Statement of the problem
In today's scenario, the major problem towards education is to find out the gap between the faculties and students. As the technology developed, all the students are really interested in studying the syllabus in an appropriate practical way. This shows that it becomes a very hectic job for the faculties to balance with the views of students and to know their perception. This makes the faculty members to consider four major impact factors such as reliability, responsiveness, assurance, and empathy. Since, service quality is a global judgment all the efficient factors have to be focussed by teachers to provide wider knowledge and to satisfy the expectation and the perception of the students in detail.

Scope of the study
In this study, the service of the teachers has been analyzed from the perspective of students with reference to Coimbatore city. This illuminates the perception, interest, and satisfactory factors of students on learning techniques and ways that have to be carried out by teachers in the educational sector. Here, only four variables have been undertaken under each impact factor to get a clear view of the service quality of teachers in Coimbatore city.

Objectives of the study
To evaluate the service quality among teachers from the perspective of students in Coimbatore city, various Arts & Science colleges were selected under Bharathiar University.

Research Methodology
Research methodology is the purpose of making business decisions by the mix of both primary data and secondary data. For the purpose of collecting the primary data, a questionnaire has been created and collected among respondents. The secondary data were collected with the help of journals, magazines, and books.

Sampling method
A Stratified random sampling method has been selected and questionnaires were collected among 200 students from different colleges under Bharathiar University to improve the quality and providing assurance on teaching with additional latest technologies.

Data Analysis and Interpretation
Based on the above parameters, the data have been collected and analysed as under.

Variable Specification
To analyze the service quality among teachers some of the following variables have been selected to reveal the accurate result.

Table No 1: Specification of Variables

Variable No	Variable Specifications
1	Using of technologies in teaching aids
2	Implementation of the feedback
3	Quality Standards of Curriculum
4	Better Counselling for the students
5	Quality of the Degree
6	Supportive for Professional/Higher Studies
7	Quick Feedback on the Assessments
8	Support/Unity in Senior Management Level
9	Future focused/ Support for the Employability
10	Better Internships/Placements
11	Interactions, Support & Guidance for students
12	Financial Assistance for Poor Students
13	Trained/Qualified Staffs
14	High Information/Transparency
15	Additional Career Courses
16	Clear & Simple Study Material

Framework of Analysis
Analysing the basic objectives of the study, the following dimensions have been framed as under.

Table No 2: Service Quality Dimensions

Dimensions	Variables (questions)
Reliability	1-4
Responsiveness	5-8
Assurance	9-12
Empathy	13-16

Table No: 2 explains that the dimension related to tangibles includes variables 1 to 4 and analyzes physical reliability and visible assets important for providing the service. Dimension related to responsiveness are represented by variables 5 to 8 and analyzes the ability to deliver the promised service accurately and dependably. Third dimension (assurance) includes variables 9 to 12 and analyzes the attention directed towards knowledge and courtesy of academic and non-academic staff and their ability to convey trust and confidence. The last dimension related to empathy (variables 13 to 16) analyzes students in order to provide prompt service care which is provided to students and their specific needs.

Data Analysis & Interpretation
With a view to examine the service quality among teachers of the selected colleges, following table and descriptive analysis were used to analyse the score of expectations and perceptions.

In order to analyse the expectation score of the students, various factors have been examined by applying descriptive statistics.

Table No 3: Summary of Statistics-Expectation Score

S. No	Variables (items)	Mean	Median	Mode	Std. dev.
1	Reliability Using of technologies in Teaching Aids	4.25	4	4	0.71
2	Implementation of the Feedback	4.24	4	4	0.66
3	Quality Standards of Curriculum	4.07	4	5	0.86
4	Better Counselling for the Students	4.21	4	4	0.79
	Average	4.19			
5	Responsiveness Quality of the Degree	3.99	4	4	0.88
6	Supportive for Professional/Higher Studies	3.95	4	4	0.84
7	Quick Feedback on the Assessments	4.16	4	4	0.72
8	Support/Unity in Senior Management Level	3.77	3.5	3	0.85
	Average	3.97			
9	Assurance Future focused/ Support for the Employability	3.96	4	4	0.74
10	Better Internships/Placements	3.87	4	4	0.80
11	Interactions, Support & Guidance for students	3.94	4	4	0.80
12	Financial Assistance for Poor Students	4.05	4	5	0.82
	Average	3.96			
13	Empathy Trained/Qualified Staffs	4.36	4	5	0.69
14	High Information/Transparency	4.15	4	5	0.93
15	Additional Career Courses	3.95	4	4	0.76
16	Clear & Simple Study Material	4.01	4	4	0.75
	Average	4.12			

It is understood from the above Table no: 3 that the results of the descriptive statistical analysis scales of expectations are between 3.77 and 4.36. In the case of reliability, using of technologies in teaching aids obtained the highest score (4.25) and quality standards of curriculum has got the lowest score (4.07) with the average mean score of 4.19. Under responsiveness, quick feedback on the assessments has achieved the highest score (4.16) and the lowest score for support/unity in senior management Level (3.77) which attains the average score (3.97). In Assurance, financial assistance for poor students has the high score (4.05) and better internships/placements has the lowest score (3.87)

with the average score of (3.96). At last under empathy dimension, trained/qualified staffs attained the highest score (4.36) and the lowest score (3.95) in additional career courses and achieved the average score of (4.12). Based on all the obtained averages of the above dimensions, it is obvious that students' expectations regarding the service at the faculty are high. The most frequent grade (mode) is 5.

Summary of statistics - Perception score
For examining the perception scale of the respondents, the following descriptive statistical analysis has been made as follows.

Table No 4: Descriptive Statistics-Perception Score

S.No	Variables (items)	Mean	Median	Mode	Std. dev.
1	Reliability Using of Technologies in Teaching Aids	4.67	5	5	0.51
2	Implementation of the Feedback	4.70	5	5	0.48
3	Quality Standards of Curriculum	4.70	5	5	0.55
4	Better counselling for the Students	4.58	5	5	0.56
	Average	4.66			
5	Responsiveness Quality of the Degree	4.15	4	4	0.83
6	Supportive for Professional/Higher Studies	4.19	4	4	0.77
7	Quick feedback on the Assessments	4.17	4	4	0.68
8	Support/Unity in Senior Management Level	4.31	4	4	0.63
	Average	4.21			
9	Assurance Future focused/ Support for the Employability	4.20	4	4	0.56
10	Better Internships/Placements	4.13	4	4	0.77
11	Interactions, Support & Guidance for students	4.28	5	5	0.87
12	Financial Assistance for Poor Students	4.33	4	4	0.64
	Average	4.23			
13	Empathy Trained/Qualified staffs	4.19	4	4	0.76
14	High Information/Transparency	4.38	5	5	0.86
15	Additional Career Courses	4.15	4	4	0.71
16	Clear & Simple Study Material	4.23	4	4	0.66
	Average	4.24			

It is inferred from the above Table No: 4 that the perception scale ranges from 4.13 to 4.70 (as measured on the 5-point scale). The most frequent grade is 5 according to the mode, while standard deviation is in the interval between 0.48 and 0.87. Implementation of feedback and quality standards of curriculum which refers to the reliability dimension, obtained the highest score (4.70) on the perceptions scale and under responsiveness, the highest score achieved by support/unity in senior management level (4.31) In Assurance, financial assistance for poor students has the

highest score (4.33) and finally, under empathy high information/transparency attains the high score (4.38). It is concluded that students' perception has the most frequent grade mode is 5.

Service Quality Analysis
With a view to examine the service quality of teaching in students' perspective, the following results have been presented as under.

Table No 5: Service Quality-Gap Analysis

Dimensions	Perceptions	Expectations	Gap Score	Positive / Negative
Reliability	4.66	4.19	0.47	Positive
Responsiveness	4.21	3.97	0.24	Positive
Assurance	4.23	3.96	0.27	Positive
Empathy	4.24	4.12	0.12	Positive
Total	17.34	16.24	1.10	Positive

It is disclosed from the above Table no: 5 that the service quality gap analysis. All the four dimensions are found to be positive gap score with the overall positive value of 1.10. Hence, it is inferred that the overall averages for the five dimensions at the scale of perceptions are higher than averages for five dimensions on the scale of expectations.

Suggestions
- As the reliability's expectation and perception are very high as comparing to other four dimensions so some reliable activities and games can be carried out to bring out the young talents.
- Since quick feedback on the assessment is a difficult task, sometime gap can be given to attain better understanding on the nature of both teachers and students.
- As the responsiveness and assurance are inter-related, both should be balanced in case of planning for the purpose of accomplishing the better perception among students.
- In many cases, classroom approximations have a narrow boundary which fully concentrates on curriculum and syllabus. Such situation can be avoided by giving wider knowledge on different aspects.
- Being empathy is a very important factor, additional career courses can be offered to the students which help them on shaping their own career.

Conclusion
In this research study, Students' expectations of the service and their perception of the service which was provided to them are compared. Generally, the overall averages for the five dimensions at the scale of perceptions are higher than averages for five dimensions on the scale of expectations where the total gap is 1.10. Hence, Positive quality gap indicates that a systematic approach and quality improvement program are very satisfactory towards the faculty management. Since the SERVQUAL model results a positive gap between students' expectation and perception it would leads to the great beneficial of further research can be extended by investigating on other colleges and polytechnic colleges of Coimbatore. The knowledge and practices can be verified and applied to obtain hike in satisfaction among both students and faculty members.

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