



A Case Study of the Coast Area of Andhra Pradesh Examines the Effects of Service Levels in Postsecondary Education on Student Loyalty and Satisfaction

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Abstract

Students place a high importance on the reliability, relatability, responsiveness, assurance, and empathy of the SERVQUAL model. To protect the interests of their patrons, universities must make sure that the services they provide constantly satisfy their actual needs. The goal of this study is to: Evaluate a more complex structural model that can forecast student loyalty based on these same factors as well as image, perceived value, satisfaction, and service standard. Service quality, which "derives from comparison of expectations with perceptions of performance and is a kind of attitude associated but not comparable to enjoyment," acts as further confirmation for the HES. To confirm the model's accuracy, 501 students from different universities in Mauritius were surveyed. Confirmatory factor analysis is used in the first stage of structural equation modeling's two-stage procedure to validate the measurement model.

Keywords: Increased education, student satisfaction, service quality

Introduction

Many academics have recently argued in favour of higher education implementing the service quality paradigm. Its usefulness has been questioned on a number of different fronts, including the SERVQUAL model used by Anderson (1995) to evaluate administrative quality, Hill (1995)'s study of higher education institutions, Banwet & Datta (2002), Ahmed *et al.* (2010), and Banwet & Datta (2002), as well as Anderson (1995), Hill (1995), and Anderson (1995). (1995). All of these evaluations have taken the Parasuraman quality measures into consideration (Munawar khan, 2011). Students' actual experiences frequently diverge from their expectations, according to research by Khodayari and Khodayari (2011). Consequently, it is essential for universities to monitor service quality and safeguard stakeholders' interests by addressing their true needs and preferences (Basheer& Ahmad Salih, 2012). In general, colleges strive to deliver top-notch services in all areas, including management and instruction. Due to the importance of service quality, it is therefore absolutely essential to monitor and maintain it (Shekarchizadeh, 2011). When a business fosters a climate and culture of change through its decision-making processes, operational practises, and human resource practises, it may significantly raise the bar for the quality of its services to the higher education sector (Mosadeghard, 2006). This study demonstrates the growing understanding that service quality is multidimensional.

Review of Literature

- **Ham (2003) and Pate (1993)** student satisfaction acts as a complete mediator between service quality and students' intents to engage in positive behaviour change. (that is, quality →satisfaction →student behavioral intentions).
- **Deming (2000)** argued that, just as in the manufacturing sector, the service quality factor should be included into academic institutions. There are a lot of good reasons to think that university administrative services should be better. Students' initial impressions of the institution are formed by their interactions with the admissions and registrar's offices, thus these departments' dedication to delivering excellent service is crucial

Statement of the Problem

Clients in higher education can be both internal (like students) and external (like faculty and staff). Student satisfaction, institutional commitment, and the development of their human capital are all influenced by their opinions about the quality of the services they receive, which are viewed in this context as being of utmost importance to customers. Reliability and communication appear to be the most crucial factors in determining the overall service quality at business schools, which appears to be determined by a number of factors, including dependability, responsiveness, competence, tangibility, and communication.

Research Gap

The results of this study would be helpful to future researchers since they would let them know what variables to look into, and policymakers might consider the importance of the services provided in influencing student satisfaction, motivation, and performance. Positive word-of-mouth from content students may help a school stand out from the competitors. The presence of top-notch resources at the school can be linked to student motivation and satisfaction in the educational sector. It is vital to quantify such characteristics in order to ascertain which aspects of an institution students value and find inspiring. The SERVQUAL model is one of these methods of measuring quality because of its extensive acceptance and usage.

Result and Discussion

The tertiary education students obtain in India after finishing 12 years of compulsory schooling is referred to as "higher education" in this context (10 years of elementary and 2 years of secondary). The significance of a quality college education to the long-term flourishing of humans is now well acknowledged. As well as the intellectual curiosity and moral character that might come from such an education, the analytical and problem-solving skills that may be acquired in college are priceless. Students are pushed to consider their futures seriously and create plans that will prepare them for the workforce. Consequently, obtaining a high-quality higher education improves a student's social, economic, and physical well-being. India has some of the most advanced educational facilities in the world, with ultra-modern building designs and the newest cutting-edge equipment in every classroom and library (items like "smart classrooms," "laptops," "Wi-Fi," etc.). In conclusion, these excellent resources enable students to participate in fruitful debate and gain a thorough comprehension of their subjects. Three Indian institutions—the Indian Institutes of Technology (IITs), Indian Institute of Science (IISc), National Institutes of Technology (NITs), Indian Institutes of Science Education and Research (IISERs), and Indian Institutes of Management—are listed on international rankings of the best universities as a result of these distinguishing qualities (IIMs).

Service Quality

On the basis of the data, we can conclude that while the functional service quality does not affect student satisfaction, the technical service quality, image, and perceived value do. On the other hand, these factors of service quality are reliable predictors of initial perceptions and long-term worth. The study highlights the value of distinguishing between functional and technical qualities, which have a significant impact on students' perceptions and behaviours, and of viewing functional service quality as a higher-order model by using an all-encompassing service quality metric.

Hesqual-Service Quality

Hesqual-Service Quality-Interpretation

The advantages of colleges adopting a more market-oriented approach to their operations include increased market share and improved financial performance, to name just two. On the other hand, placing an excessive amount of attention on financial gains can have detrimental impacts on the educational process and its results, such as the growth of pupils. The need for academics and universities to focus on the idea of transformative service quality is thus emphasised by scholars (Zachariah, 2007). It is amazing that while

grading the goods and services offered by educational institutions, academics haven't taken the transformative potential of service excellence into account. Surprisingly, this component has not been investigated, creating holes in the efficacy of the HESQUAL assessment techniques and theoretical models currently in use.

Conclusion

The provision of higher-quality services is academic institutions' key strategic objective, thus this subject has recently gained relevance in the minds of industry executives (Dejager & Gbadamosi, 2010). Positive experiences with the service kids receive stick with them and raise their level of satisfaction. How well the service satisfies the client's needs and desires is what matters most to them (Munawar khan, *et al.* 2011). Managing these views has become a crucial strategic issue because customers' opinions of a company's service directly influence their post-enrollment contact behaviours (Marilyn, 2005). A higher education institution must deliver excellent services to students in order to be successful (Landrum, 2007). In order to compete more effectively in the market, adhere to rules, and satisfy constituent expectations, Galloway (1998) contends that colleges and universities must prioritise service quality.

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