

CHAPTER – 1

INTRODUCTION

- 1.1 Introduction**
- 1.2 Service**
- 1.3 Role of Services in Economy**
- 1.4 Marketing of Services**
- 1.5 Quality**
- 1.6 Service Quality**
- 1.7 Service Quality Dimensions**
- 1.8 Service Quality Models**
- 1.9 SERVQUAL Model**
- 1.10 Criticism of SERVQUAL Model**
- 1.11 Higher Education**
- 1.12 Quality in Higher Education**
- 1.13 Service Quality in Higher Education**
- 1.14 Service Quality Dimensions in Higher Education**
- 1.15 Analysis of Services in Higher Education**
- 1.16 Satisfaction**
- 1.17 Satisfaction of Stakeholders**

Chapter 1

INTRODUCTION

1.1 Introduction

Education is essential for better lives of human. Education provides perfect social life, meaningful guidance, a valuable person to society as well as happiness and well being for society. Educational organizations are answerable for the creation and production of knowledgeable and proficient specialists, which requires the moral understanding that all undertakings should concentrate on giving only the best to the society.¹

Education has different values for example, morale values, cultural values, intellectual values and aesthetic values. It opens new skyline of information, knowledge and is continuously adding new social information, new explorations and new thoughts. Other than is fulfilling the intellectual curiosity and interest of human endeavours on brains of man.

My enthusiasm for this area of research emerges from the point that I am working as an assistant professor and as an academician and a stakeholder of university, it is my moral duty to know the satisfaction level of the students and other stakeholders as well as understand various factors that affecting to satisfying students' and staffs' need and expectations from the educational institutions. This experience has empowered me to perceive the importance of quality in higher education and universities at this particular time.

The issue of quality in HEIs and universities is becoming more significant due to privatization and global competition. The need of quality in HEIs and universities becomes more require and important. So the aim of this research is to examine the service quality and satisfaction of the stakeholders of various universities in Gujarat.

Before we discuss anything in depth, we need to understand various concepts related to service, service quality and satisfaction of stakeholders.

1.2 Service

Products are mainly divided into two general classes, produced or manufactured products (goods) and services. Goods are tangible in nature while services are intangible products.² The main objective of services is to meet the needs of customers. Services, for example banking, education, clinical or medical treatment and transportation make up most of the economies of the rich countries. They additionally speak to the majority of the rising countries' economies.

Services are the production of processes, performances and deed provided by one person for another person.³ This definition of service includes core service as well as physical goods too. Vargo and Lusch gave an increasingly comprehensive meaning of service with the inferred service perspective, proposing that all products and physical goods are valued for the innate service they give and that the value derived from physical goods is really the service provided by the goods not the good itself.⁴ Services differ from products because of their intangibility, heterogeneity, simultaneous production and consumption and perishability.⁵

1.2.1 Characteristics of Service

The services literature highlights the differences of services and products. These differences are creating special challenges for service marketers and consumers. To help and understand these differences, various characteristics that portray the unique nature of services. These characteristics are generally summarised as intangibility, inseparability, heterogeneity and perishability.⁶

1. Intangibility: Whenever we are talking about the characteristics of services, the first characteristic comes to mind is *Intangibility*. Intangibility in service implies that services cannot be seen, tasted, felt, heard or smelled before they are purchased. We cannot try them out. For instance, if we are purchasing a car, we can have a trial ride or test drive. If we are purchasing any electronic equipment, the shopkeeper is showing the demonstration. But, in travelling service, a traveller has only a ticket and a guarantee that

he will reach at a certain time at a certain destination. But there is nothing that can be touched.⁷

2. **Inseparability:** The second characteristic of services is *Inseparability*, which means services are produced and consumed simultaneously. It also indicates that services cannot be separated from service providers. As opposite to services, physical goods are manufactured and produced, then we can store and later we can sell, even later we can consume. Services are first sold, then produced and then consumed at exactly the same time. For instance, when we are going for a haircut, the service provided by the barber and the skill of haircut is not separable from barber. Service provider is the product itself in the services marketing. Hence, the barber itself is a product.⁷ The barber is necessarily a part of the service of a haircut that he is delivering to his customer.⁸
3. **Heterogeneity / Variability:** *Heterogeneity* or *Variability* is also an important characteristic of services. It refers to the fact that the quality of services can change significantly. It depends on who, when, where and how is providing the services. Because of labour-intensive nature of services; there is a difference in the quality of service provided by different service providers, or even by the same service providers at different times.⁷ In physical products, we can mass produce and be homogenous every time but the same is not possible in services. For example: All burgers of a specific and particular flavour at McDonalds are almost identical. However, the same employee of McDonalds is not able to render same service consecutively to two customers.⁸
4. **Perishability:** This characteristic is one of the most important characteristic of services. *Perishability* denotes that services cannot be stored or inventoried for later sale or use. It might majorly affect on financial results. For example, doctors are charging their patients for missed appointments because the service value is missed and not used by the patients. Doctors cannot store that particular time. The value of a missed service cannot be stored. When demand is steady in the market, Perishability is not a problem. However,

perishability creates difficult problems in fluctuating demands. Consequently, service providers and organizations use various methods and techniques for making a superior match among demand and supply: Demand shifting.⁷

5. **Lack of Ownership:** The basic difference between service industry and product industry is Lack of ownership. It indicates, service cannot own and store like a product. The customer gets an access for a service after paying for it but not owns it. For instance, hotel rooms, hospital beds many more. In the services, customers do not own the services but they can only enjoy the services. Overall, they only have temporary access to services.⁹

1.2.2 Problem arising from the characteristics

From the above characteristics of service, it is clear that there is a big difference between products and services. Various problems are arising from the difference between products and services.⁹ These problems are discussed as below:

1. **Heterogeneity:** The services are served by people, so the degree of heterogeneity is more than while service provider provides the services to different customers. The problem associated with this characteristic is the inability to maintain the standards and standardize the process needed to deliver the service.
2. **No-pre test:** In services, the production and the consumption both occurs simultaneity. So, it is impossible to do pre test. If a barber cuts a hair, there is no chance to sticking back again. But in product industry, pre test is possible. If someone wants to buy a car, the test drive is possible before buying the car.
3. **Manner of Delivery:** In services, the production is possible in the presence of final user or customer. So the customer is present at the time of production of the service. The customer can observe the process of producing the services. If some mistake or defect arises from the employee side the customer is losing the confidence in the company and moves to other service provider or company.

- 4. Intangibility:** If customers are buying something intangible how can they know just what they are buying if it cannot be precisely described subjectivity is inevitable. The experience of service for someone is exciting, tremendous and pleasurable while for another, it may be nightmarish and terrible experience. In terms of what customer perceives the service to be, that service, provided in the same manner on two different occasions may also seem different, because of the mood of the customer. If a customer is in a bad temper, the service experience is not favourable, while a customer in a happy or good mood can experience the services in a favourable light.

1.3 Role of Services in Economy

In the world, almost all the countries are highly depend upon service sector. World class facilities and services providing by various companies are contributing more in the GDP of the respective countries. The development, financial commitments and economic contributions of the service sector have caused expanding to notice the issues and difficulties of service sector industries around the world.

Table-1.1: Economic Contributions of the Service Sector

Name of Country	% of GDP contributed from Services
Hong Kong	92.7
United Kingdom	80.4
United States	80.2
Greece	80.0
France	77.9
Canada	70.2
Japan	69.3
Russia	62.3
India	61.5
China	52.2

Source: The World Factbook (2018) published by the Central Intelligence Agency, Country Profiles.¹⁰

1.4 Marketing of Services

As already stated in the characteristics of service, services are different from goods. Services cannot be touch, smell or taste. Hence, the marketing of the

services is somehow difficult compared to the marketing of goods. To market the services, marketers realise the need for new concepts and approaches.

Edmund Jerome McCarthy has given the 4Ps of marketing i.e. Product, Price, Place and Promotion.¹¹ These 4Ps are not sufficient to market the services as their characteristics are different from goods. Marketing experts and authors realised to develop different concepts and approaches to market the services. Edmund Jerome McCarthy has published a book “Basics Marketing” in 1960. In that book he gave the concept of 7Ps (known as extended 4Ps) namely Product, Price, Place, Promotion, People, Process and Physical Evidence.

1.4.1 Marketing Mix for Services (7Ps)

Neil Borden, the then president of American Marketing Association, has used the term “Marketing Mix” in his presidential addresses in the year 1953.⁹ The Marketing Mix for Services is given as below:

- 1. Product:** A tangible object or intangible service that is mass produced or manufactured on a large scale with specific volume of units. Intangible products are services like tourism industry, hotel industry, banking and insurance industry, higher education and so on.
- 2. Price:** The price is the amount a customer pays for the goods and services. It is determined by a number of factors including market share, competition, material cost, product identity, customer’s perceived value of the particular products.
- 3. Place:** Place represents the location where the goods and services can be purchased. This is also referred as the distribution channel of the organization. This can include physical stores, virtual stores on the internet and any other place where the products/services are available for customers.
- 4. Promotion:** Promotion known as all of the communication that marketer may use in the marketplace to aware the customers. There are mainly four distinct elements of promotion namely advertising, word of mouth, public relations and point of sales.
- 5. People:** an essential element to any service provision is the use of appropriate staff and people. Recruiting right staff and training

them appropriately in the delivery of service is essential if the organization wants to sustain for a long time.

6. **Process:** This refers to the system used to assist the organization in delivering the service. Just imagine you visit the Domino's Pizza and you order your favourite pizza and you get your order within 10 minutes. This is the process they follow to serve you faster and better.
7. **Physical Evidence:** where is the service being delivered? Physical Evidence is the element of the service mix which allows the customer again to make judgements on the organization. When you visit the hotel or travel by flight the physical appearance, cleanliness and comfort is the Physical Evidence.

1.5 Quality

Quality refers to the basic standards of something which is helpful to measure the satisfaction of the person. The standard of anything which is measured other things of the similar kinds. Dictionary of Cambridge University defines quality as how good or bad something is. Quality means a degree of excellence of something, a feature or characteristics of something that makes it different from others.¹² Quality is much more complex term than it appears. Every quality expert has their different meaning of quality. Ultimately quality refers to some characteristics of something that makes the things different.

While characterizing the term quality appears to be simple from the start, it is hard to build up a single and universal definition for it.¹³ "Quality is an ambiguous term. On the one hand, everyone knows (or thinks they know) what quality is. On the other hand, formulating a comprehensive and uniform definition is big—if not instrumentable—problem"¹⁴ Quality is characterized as "fitness for use" in customer based methodology and "conformance to requirements" in manufacturing based methodology.¹⁵

The conventional idea of quality is related with the idea of providing a product or service that is particular and extraordinary, and which gives status to the user or owner. Very exclusive requirements of production, conveyance and presentation are set, which must be accomplished at great expense or with

the scant resources, in this manner putting them out of reach of the majority of the population.¹⁶

Alzhrani, Alotibie & Abdulaziz stated that the quality has a variety of definitions and a wide idea. For a few, quality is connected to the significance of superiority and excellence, and to others quality is a confirmation that there are fewer services or products with defects. According to Takalo, Abadi, Vesal, Mizaei & Nawaser the majority of definitions of quality focus on consumer and their satisfactions.¹⁷

1.6 Service Quality

The economy of many countries is significantly depends on Service sector. In this days and age of worldwide rivalry, rendering quality service is a key for progress, and numerous specialists agree that the most remarkable competitive trend at present shaping marketing and business strategy is service quality.¹⁸

The meaning of service quality can be given from the point of view of how the buyers or consumers of the service judge the service dependent on what they may have experienced. The service quality build in the services literature is depends on perceived quality. Service quality is progressively perceived as being of key strategic value by associations or organizations. The expenses and significant advantages to be gotten from effective service quality are featured by a few authors might be summed up as identifying with:

- Satisfied and retained customers and employees,
- Opportunities for cross-selling,
- The attraction of new customers,
- Development of customer relationship,
- Increased sales and market shares,
- Enhanced corporate image,
- Reduced costs and increased profit margins and business performance.

Service quality has been differently characterized as concentrating on addressing needs and requirements and how well the service delivered matches customers' expectations. Perceived service quality is a worldwide shopper or consumer judgment or attitude, identifying with service and results from

comparisons by buyers of expectations of service with their perception of actual service performance.¹⁹

1.7 Service Quality Dimensions

Now a day, almost all the nations are majority depending on service sector. If we take an example of the India, 61.5% of total GDP is contributed by service sector.¹⁰ So, it is obvious to take a care of this sector. As discussed earlier, services are intangible, so it is difficult to check the quality of services as compared to physical products. Hence, to check the quality of services, authors have developed various dimensions. It is known as service quality dimensions. Some popular dimensions are discussed below:

- Sasser *et al* (1978) characterized the elements that raise the degree of service quality such as *security, consistency, attitude, completeness, condition, availability, and training of service providers*. Other than this, *physical quality, intuitive quality, and corporate quality* additionally influenced the service quality level.²⁰
- Grönroos (1984) built up the first service quality model and measured perceived service quality dependent on the test of qualitative techniques. *Specialized quality, practical quality, and corporate picture* were utilized in the model as the elements of service quality.²¹
- To measure the quality of the services, Parasuraman, Zeithaml and Berry developed the SERVQUAL Model in 1988. This model contains five dimensions to study the service quality; (i) Reliability, (ii) Responsiveness, (iii) Tangibility, (iv) security and (v) empathy.²²
- The SERVPERF process was developed in 1992 by Cronin and Taylor due to criticism of the satisfaction-oriented SERVQUAL model. This SERVPERF approach assumes that, after using the services, subjects automatically make a comparison between perceived service quality and expected service quality.²³
- Another model for service quality was developed by Dabholkar *et al* in 1996. They also identified five dimensions to measure the service quality called (i) Physical aspects, (ii) Reliability, (iii) Personal interactions, (iv) Problem solving and (v) policy.²⁴

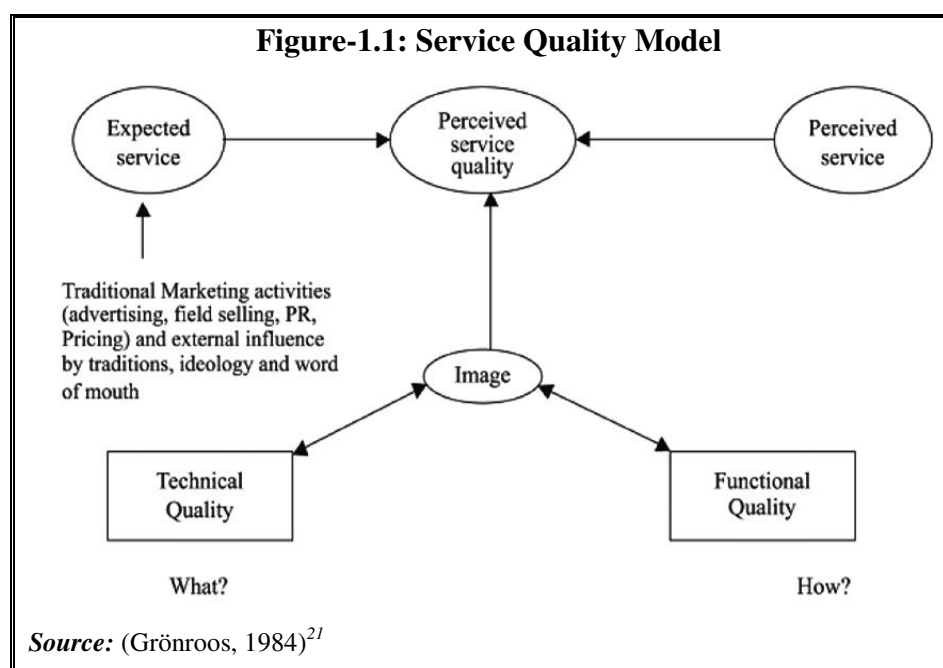
- Another model in study of service quality dimensions is HEdPERF model. This model is very useful in specially higher education. The aim of this model is to capture a context-specific view of service quality in higher education, enabling the whole student experience to be measured. Research findings confirm those students' perceptions of service quality can determine by evaluating six dimensions specifically; (i) Non-academic aspects, (ii) Academic aspects, (iii) Reputation, (iv) Access (v) Program issue and (vi) Understanding. Evaluating service quality and understanding how these dimensions impact service quality can enable higher institutions to design efficiently the service delivery process.¹⁸

1.8 Service Quality Models

The literatures have been made on service quality models by the contribution of many authors. There are various models have been developed to measure the service quality. Some of the selected models are discussed below:

1.8.1 Technical and Functional Quality Model

If an organization wants to run successfully, organization must have an understanding of perception of their consumer and the way service quality is influenced. The below figure-1 shows the SQM developed by Grönroos:



Managing perceived service quality implies that the organization needs to match the expected service and perceived service to one another with

the goal that consumer satisfaction is accomplished. The author recognized three parts of service quality, specifically: technical quality; functional quality; and image. (Mentioned in Figure-1)

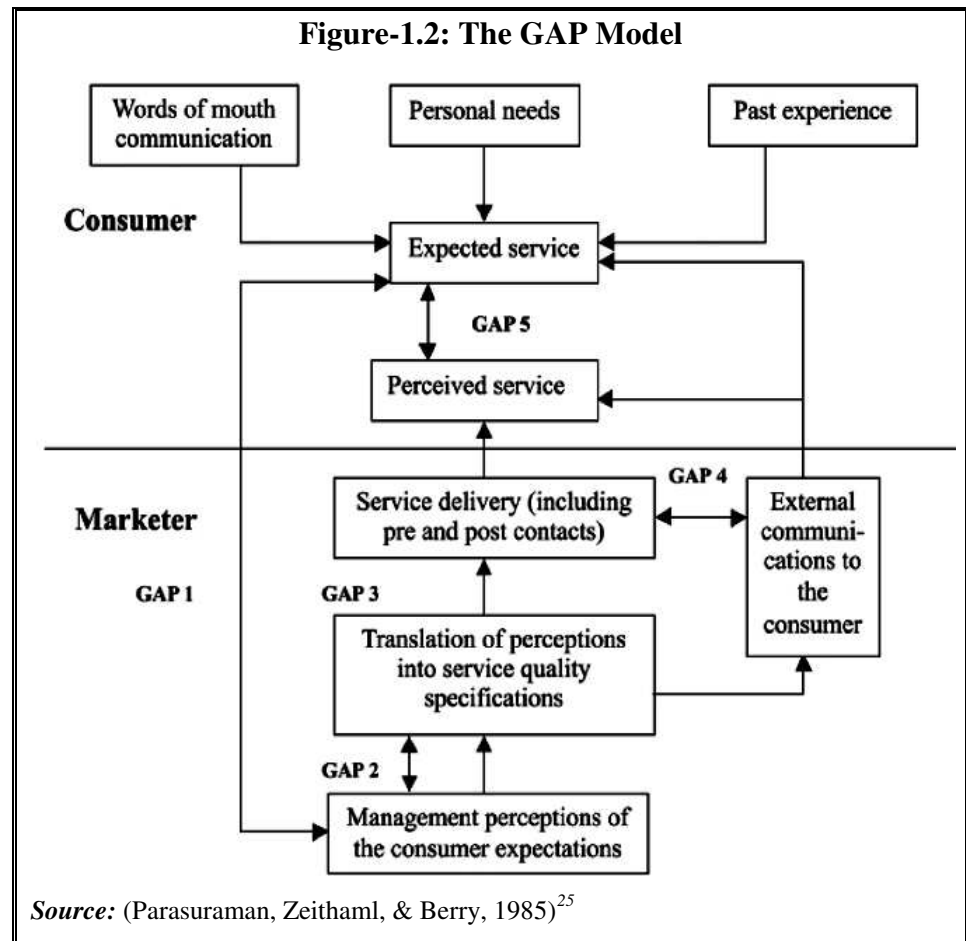
After the interaction of consumers with service providers, what consumers actually receive is known as Technical quality. In this, the evaluation of service quality done by consumers is very important. How the consumers are getting the technical outcomes is known as functional quality. In this, what views of services are received from consumers is very important.

For service provider, the image of services is very important. Image can be expected to build up using technical and functional quality of service including different variables like ideology, tradition, pricing, public relations and word of mouth.

1.8.2 The GAP Model²⁵

In 1985, Parasuraman, Zeithaml and Berry have created this GAP model. This model is based on expectation and confirmation theory.²⁶ This model shows a comparison between expected service quality and perceived service quality of customers. The customer's perspective should be used to identify the service gaps. Figure-2 portrays the GAP Model which shows five service quality gaps. These gaps are enunciated as follows:

- **GAP 1:** This is first gap in service quality. When the management is failed to understand or management has identified wrong expectations of customers, this gap occurs. This is also known as knowledge gap because management has no knowledge about the expectations of customers.
- **GAP 2:** This gap measures the management's perception of customer expectations. This is a design gap; management translates their perception into service quality specifications. It represents a difference between what management thinks customer wants and what expectations customers have. The quality standards are not set by the management or they might be clear but unrealistic

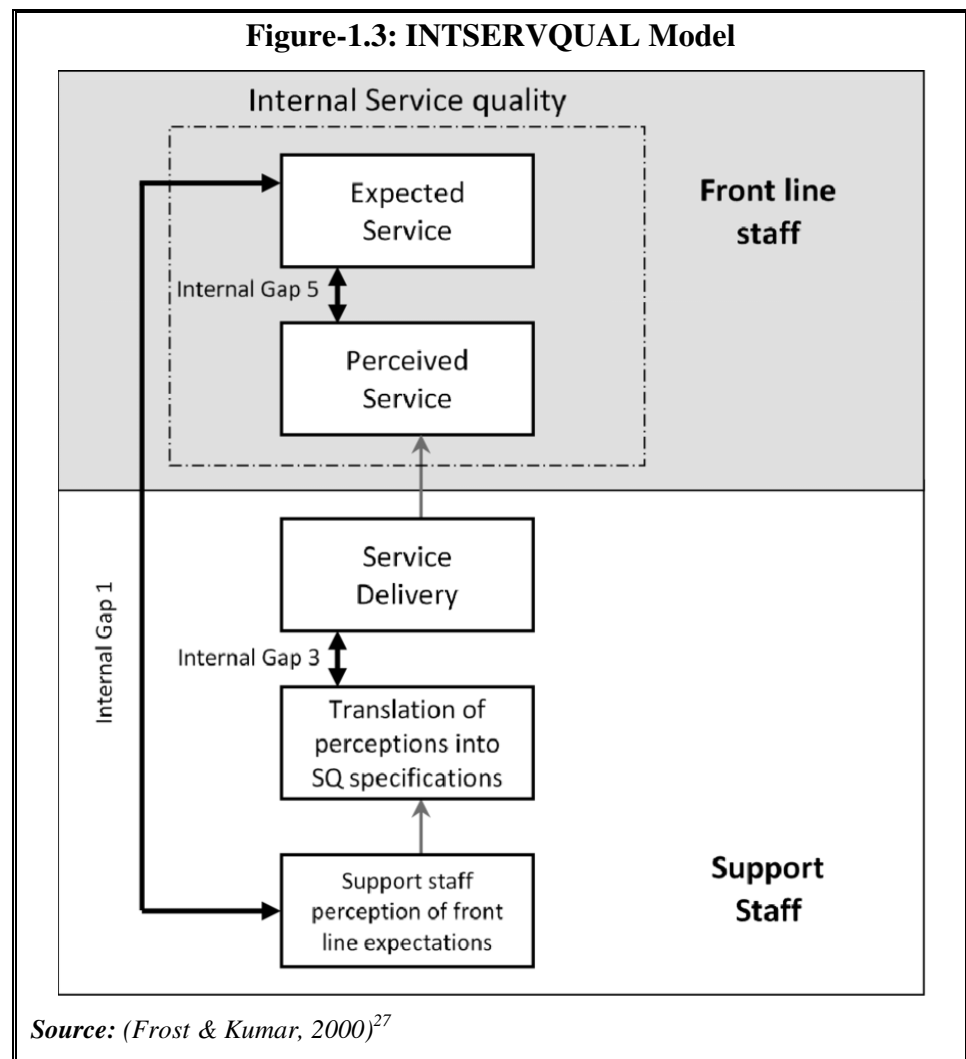


- **GAP 3:** This gap shows the variation between service design and service delivery. It is also known as performance gap. As we know the characteristics of services, Heterogeneity is playing one of the most important role in this gap. This gap is between service quality specification and actual delivery and the delivery is based on employees' performance.
- **GAP 4:** This gap shows the variation between service delivery and external communication. It is referred as communication gap. It is a difference between what management has promised to customers and what management actually deliver. The reason of this type of gap is that the service standards are not met adequately.
- **GAP 5:** This is the gap between the customer expectations and the perceived service. While customers are purchasing the service, they have some kind of expectations and after the consumption of the particular service; customers compare their expectation and perceived service. This gap can be the mix of the at least one of the

previous gap and gives an obvious sign of how much assistance quality exists in the service organization.

1.8.3 INTSERVQUAL – Internal Adaptation of GAP model

Frederick A. Frost and Mukesh Kumar have developed the conceptual model known as INTSERVQUAL. The full form of INTSERVQUAL model is Internal Service Quality Model. The base of this model is Parasuraman's GAP Model. The model determines service quality among Internal Customers i.e. front-line staffs and Internal Suppliers i.e. support staffs. Internal service quality (ISQ) is the dependent variable while reliability, tangibility, responsiveness, assurance, and empathy are independent variables.²⁷ The below figure-3 illustrates the GAP model:



Except above, there are many other models have also developed to measure the service quality. In the year 1988, Haywood and Farmer have developed the service quality attributes. They have developed dimensions namely Physical facilities, processes and procedure, people behaviour and conviviality & professional judgement. In the year 1992, Cronin and Taylor have developed SERVPERF model to measure the service performance. They have used same dimensions of Parasuraman's SERVQUAL Model with performance statements. In the year 1996, Dabholkar et al. have developed RSQS model. They have developed the dimensions namely physical aspects, reliability, personal interaction, problem solving and policy. In the year 1997, Philip and Hazlett have developed the PCP model. The dimensions they have used are pivotal, core and peripheral attributes. Brandy and Cronin have developed the service quality model in the year 2001. They have developed the dimensions namely personal interaction quality, physical service environment quality and outcome quality.

As discussed above, Parasuraman *et al.* have developed the GAP model in the year 1985. Later in the year 1988, they have updated the GAP model and developed the SERVQUAL model. This model is universally accepted to measure the service quality in all service sectors. The SERVQUAL model is explained below.

1.9 SERVQUAL Model

Parasuraman *et al* (1985) embraced a Qualitative Research to explore the idea of Service Quality. They organised an in-depth interview with the executives and Focus Group interviews with customers to build up a model of Service Quality. They distinguished ten key determinants of Service Quality. They are Communication, Courtesy, Responsiveness, Reliability, Security, Access, Competence, Credibility, Understanding, Tangibles.²⁵

In 1988, Parasuraman *et al* organised a quantitative Research. They uncovered an instrument for estimating buyers' view of Service Quality, after that it got known as SERVQUAL. They crumbled their dimensions from ten to five.²²

These dimensions are:²⁸

1. **Tangibles** – It includes the physical facilities and appearance of personnel and equipments.
2. **Reliability** – It includes the ability of employee to perform the service dependably and accurately as promised.
3. **Responsiveness** – It is the willingness of employees to provide prompt service and help customers.
4. **Assurance** – This is the combination of items designed originally to assess Competence, Courtesy, Credibility, and Security. It is the ability of the employees to inspire trust and confidence in the organization through their knowledge and courtesy.
5. **Empathy** – This is the combination of items designed originally to assess Access, Communication, and Understanding the customer. It is the personalized attention given to customer.

Organizations can utilize SERVQUAL in different manners. Parasuraman *et al* (1988) referenced that SERVQUAL can support the Service and Retailing Organizations in surveying the expectations of the customers and Service Quality perceptions. It can concentrate on the core zones where directors of the organizations need to make consideration and move to improve Service Quality.²⁸

1.10 Criticism of SERVQUAL Model²⁸

Some of the criticisms of the SERVQUAL are as follows:

- Caraman (1990) recommended that the five service quality dimensions are conflicting in cross sectional investigation. He found that a portion of the things stacked various parts when contrasted with different service providers. As referenced before, Parasuraman *et al* (1988) changed over Understanding and Access part into Empathy. Carman didn't think that its suitable mixes in his research. Carman additionally noticed that the distinction among expectations and perceptions concept is operationally hard to follow. He recommended that future researchers ought to investigate the expectation and perception at the individual level.²⁹
- Babakus and Boller (1992) upheld Carman's (1990) thought regarding the components of Service Quality. He found that the Service Quality

measurements are under scrutiny relying upon the kind of services. He recognized that there are some operational issues in the expectations and perceptions gap analysis.³⁰

- In 1992, Cronin and Taylor criticised Parasuraman *et al* (1988) conceptualization of service quality. Parasuraman *et al* (1988) portrayed service quality as ".....similar in many ways to an attitude." So, researchers and managers could get more data if the build estimation was fit in with a demeanour based conceptualization. In this way, they suggested nullifying the expectations portion from the SERVQUAL. They contended that performance measurements could anticipate social intensions and they named it as SERVPERF.²³
- Brown *et al* (1993) contended that the "difference score" i.e. perception minus expectation) has some operational issues. In this way, they recommended that a "non-difference score" measure is better than "difference score" measure.³¹
- After the criticism of Brown *et al* (1993), Parasuraman *et al* composed an article around the same time where they demonstrated that non-difference score measure is debatable. Brown *et al* (1993) referenced that SERVQUAL mean was 0.82 and non-difference score measure mean was 4.51. Parasuraman *et al* (1993) contended that 0.82 is the perfect standard of expectations since it suggests that the average respondents' perceptions fell short of their expectations. Interestingly, the mean of 4.51 makes the contrary conclusion. It brings up the legitimacy issue of non- difference score measure.³²
- Gilmore (2003) summarised the criticism of SERVQUAL is as follows³³:
 1. **The Gaps Model** – a few researchers noticed that there is a little proof that customers evaluate service quality as far as performance and expectation gaps.
 2. **Dimensionality** – SERVQUAL's five measurements are not general. The quantity of measurements involving SERVQUAL is contextualized and there is a high extent of inter-correlation between the five measurements.

3. **Expectations** – some researchers contend that measuring 200 expectations is pointless. In the event that they are to be estimated, expectations and perceptions ought to be estimated on a single scale.
4. **Item Composition** – four or five things can't capture the variability within each SERVQUAL measurement.
5. **Scale Points** – the seven-point likert scale is imperfect. The mid-range numbers must be ambiguously identified with varying degrees of opinions and numerous respondents may rate these in a different way.
6. **Polarity** – the reversed polarity of things on the scale causes respondent error. In the SERVQUAL instrument a few things are reversed to guarantee that respondents don't fall into the propensity for denoting a same scale point for each question; anyway this can create confusion.

1.11 Higher Education

Education is the core of development, advancement and empowerment of each country. It plays a crucial job in understanding and taking an interest in everyday activities of the present world. Education builds one's character and plays a significant job in making developments and gets together the growing needs of each country.

Higher education means to study at colleges and/or universities or similar educational foundations, particularly to degree level. Higher education incorporates teaching, research, demanding applied work, and social administrations exercises or activities. Within the domain of educating, it incorporates both the undergrad level and postgraduate level. The higher education is a key factor to society. It will give youngster to work with aptitudes to haggle rapidly developing profession necessities. In the present time, higher education is necessary for splendid future.¹

Higher education gives detailed and in-depth information and understanding so as to advance the students to the new development of knowledge. Higher education additionally gives chances and opportunities for constant learning, permitting individuals towards improving their skills, insight and aptitudes from time to time based on the cultural and societal needs.

In India, different kinds of colleges and universities are incorporated viz. Central Universities, State Universities, Open Universities and Deemed Universities. Each and every university gives academic and professional courses. Colleges are affiliated with certain universities. These colleges organise various academic courses and programs run and govern under the supervision of university that they are affiliated. Colleges don't provide a degree, but University provides a degree.

1.12 Quality in Higher Education

The quality in higher education is a relative idea including number of different stakeholders. There are internal and external stakeholders, in which students as essential external stakeholder and educator as an internal stakeholder. A higher education organization which endeavours to give excellent quality of education should attempt to completely comprehend the requirements of its stakeholders. Probably the most ideal approaches to do so are through direct feedback from its internal and external stakeholders relatively, for example relations among students and educator.³⁴

Quality in higher education implies the education methods and techniques are such that it ensures student achieve their goal and development. The nature of higher education bestowed to choose the improvement of the general public and society. The facts may demonstrate that the standard of education in our nation is low as compared with advanced nations. So it is a submerging need for quality education.¹

During the most recent decade, the higher education in India has developed quickly. In higher education quality of the education is matter. Quality is the heart of the education. It impacts what students learn, how well they realize and what repayment they draw from their education. The mission is to verify that students accomplish inclining results and increase esteems and abilities that help them to assume a positive job in their social orders are an issue on the strategy plan of almost every nation.¹

The nature of higher education is a multifaceted procedure. The government, the association of organizations, the staff and the students are the external

quality assurance agencies every one of them interest bunches has a significant task to carry out in the provision of quality in higher education. There is a need to build up a quality culture in the organization. It is the capability and responsibility of teachers & educators that are signs of quality education.

1.13 Service Quality in Higher Education

Education is a service sector. It likewise needs to execute different methods and strategies that help to measure the quality of services and satisfaction of different stakeholders. Characterizing service quality in higher education has end up being a difficult task. Cheng and Tam (1997, p. 23) recommend that "education quality is a rather vague and controversial concept" and Pounder (1999, p. 156) contends that quality is a "notoriously ambiguous term".³⁵

The improvement of higher education service quality lies in institution's capacity to give a general atmosphere and culture for change through its different dynamic decision-making systems, operating systems, and human resource practices.³⁶ Estimating the quality of service in higher education is progressively significant, especially as fees introduce a more consumerist ethic among students.³⁷ In a competitive higher education marketplace, the quality of services delivered separates an organization from its competitors. This shows the significance of service quality in increasing a competitive advantage, while additionally featuring the need to better understand the job that service quality plays in the higher education sector.³⁸

1.14 Service Quality Dimensions in Higher Education

The quality in higher education can be measure in various manners. Two important and very used approaches to measure service quality are SERVQUAL and SERVPERF. One of the most used and well known approach is SERVQUAL, has its theoretical establishments in the gaps model and characterizes service quality as far as the contrast between consumer expectations and performance perceptions on various 22 items.³⁹

The below Table – 2 gives highlights of different authors and measurement scales produced for measuring service quality and the dimensions secured by each scale.

Table-1.2: Selected Service Quality Dimensions in Higher Education

Authors	Service Quality Dimensions
Zeithaml et al (1990) Parasuraman and Berry (1991) Service Quality Model (SERVQUAL)	<ul style="list-style-type: none"> • Tangibility • Reliability • Responsiveness • Assurance • Empathy
Cronin and Taylor (1992) Performance only; Service Quality Performance Model (SERVPERF)	<ul style="list-style-type: none"> • Reliability • Assurance • Tangibles • Empathy • Responsiveness
Owlia and Aspinwall (1996)	<ul style="list-style-type: none"> • Tangibles • Competence • Attitude • Content • Delivery • Reliability
Ho and Wearn (1996) Higher Education TQM model of Excellent (HETQMEX)	<ul style="list-style-type: none"> • Leadership • Commitment • Total customer satisfaction • Total involvement • Training education • Ownership of problem • Reward and recognition • Error prevention • Teamwork
Athiyaman (1997)	<ul style="list-style-type: none"> • Teaching students well • Availability of staff for student consultation • Library services. • Computing facilities • Recreational facilities • Class size • Level and difficulty of subject content • Student workload
Sangeeta <i>et al</i> (2004)	<ul style="list-style-type: none"> • Competence • Attitude • Content • Delivery • Reliability

Firdaus (2006) Higher Education Performance (HedPERF)	<ul style="list-style-type: none"> • Non – Academic aspects. • Academic aspects • Reputation • Access • Programme issues • Understanding.
Pereda <i>et al</i> (2007)	<ul style="list-style-type: none"> • Sufficient resources • Quality of faculty • Tangibility • Reliability
Sultan and Wong (2010) Performance Based Higher education service Quality Model (PHed)	<ul style="list-style-type: none"> • Dependability • Effectiveness • Capability • Efficiency • Competencies • Assurance • Unusual situation management • Semester and syllabus
Annamderula and Bellamkonda (2012) Higher Education Service Quality (HiEdQUAL)	<ul style="list-style-type: none"> • Teaching and course content • Administrative services • Academic facilities • Camus infrastructure • Support services

*Source: Service Quality and Student Satisfaction in Higher Education Institutions: A Review of Literature*²⁶

1.15 Analysis of Services in Higher Education

As already discussed above the 7Ps of services, let's discuss how the Higher Education is delivering the services according to the 7Ps:

- 1. Product:** For HEIs products means the degrees awarded to students, their syllabus, brand name of their degrees and history, placement facility, grading given by NAAC, recognition by UGC, AICTE and other bodies.
- 2. Price:** Price includes the total amount paid by the students to the university. The fees structure of the particular course includes tuition fees, Exam fees, enrolment fees and other charges.
- 3. Place:** Place includes the location where the University or HEI is located.
- 4. Promotion:** Promotion refers the communication done by the University or HEI with the help of media, CRM, Public Relations with government, UGC, NAAC, Press meets and notes and public awareness programs.

5. **People:** It includes teaching and non teaching staffs, students themselves. For this, university plans and implement the number of teaching and non-teaching staff, their qualifications, recruitment and selection, training and rewards, conducting researches and so on.
6. **Process:** Process includes type of the service standardized or customized, number of steps involved in the service process- simple or complex, and the level of involvement by student, professor, and non-teaching staff in the service delivery.
7. **Physical Evidence:** The environment in which the service design, class rooms and buildings, library facilities, equipment in the labs, dress code of the students and professors, and non-teaching staff, computer labs, gym, hospitals, banks, post offices etc.

1.16 Satisfaction

Satisfaction is a feeling of joy and happiness that people get when they have fulfilled their human needs, wants and desire.⁴⁰ According to Kotler *et al* (2007) Satisfaction shows up most normally concerning the customer stakeholder where the satisfaction with service is being evaluated. The output of Cronin and Taylor's (1992) research confirm that the quality of service is closely bound with consumer satisfaction.⁴¹

Satisfaction is a gap of expectations and perceptions about the performance of a products or services. Customers are the soul of any organization, regardless of whether private or public enterprise sectors.⁴²

Scientific studies suggest that the issue of satisfaction with quality of universities are mostly connected with students. The Number of authors underline that it is important to move toward students of tertiary education as customers. Gruber *et al* (2010) made an assessment system of students' satisfaction with the quality of services at a Germany. Their research depends on the information which was gathered in a survey completed at a university.⁴³ These authors stress that the future research should concentrate on the assessment of the other university stakeholders.⁴¹

1.17 Satisfaction of Stakeholders

In academics, customer is known as stakeholder and with regards to higher education; stakeholders are those groups that have different interests in university.⁴⁴ As indicated by Sallis, stakeholders in academics comprise of various internal and external groups. The primary or external stakeholder is students / learners. They are directly receiving the services from university. The internal stakeholder is teachers and supportive staff. They are the employees of the university.⁴⁵ In this situation, consumer satisfaction can be called as stakeholder satisfaction, and can be characterized as stakeholders' feelings about education services.³⁴

1.17.1 Satisfaction of Students

In 1991, Crawford is the first author who presented the idea and gives the concept of students as customers in higher education and therefore student satisfaction is viewed as a good indicator of the quality of teaching at the HEIs and is also an outcome measure of the education process.²⁶

Satisfaction of Students is affected by expectations and perception of students about services and quality of services provided. Satisfaction of Students can be easily accomplished by creating extraordinary service standards and norms. This will help HEIs to achieve a sustainable competitive edge in the present higher educational environment. The satisfied students are generating optimistic views about the HEI and university and endorse the same HEI and university to other students.⁴⁶

According to Elliott and Shin, student satisfaction gives a positive effect on fundraising and student inspiration and motivation in higher education.⁴⁷ Student satisfaction is a short term attitude that results from the evaluation of their experience with the education service received. HEIs are concerned with student satisfaction because of its effect on student motivation and inspiration, enrolment of new students and retention of existing students.²⁶

1.17.2 Satisfaction of Employees

The key of success for educational setting is Academic Staff. They are the foundation of good learning results. Their job satisfaction builds inspiration and increases motivation and morale to contribute to the system.⁴⁸ Tai and Chuang (2014) said in their research paper that the relationship between employee job satisfaction and employee organizational commitment is direct and significant. They compare the levels of job satisfaction of staff of public and private universities and how they differ in their satisfaction levels regarding salary welfare, work environment, work characteristics, organizational decision-making, leadership care, interpersonal relationship, self-worth, and the overall job satisfaction.⁴⁹

In higher education, employees can be categorised into two groups: academic staff and administrative staff. Academic staff is responsible for academic activities like teaching and research, while administrative staff is generally responsible for supporting teaching and research activities. When Employee's needs and desires are met, they are satisfied with their job.⁵⁰ Fatma Kusu (2001) has also given various dimensions to study the satisfaction of staff of higher education. These dimensions are Management Satisfaction, Colleague Satisfaction, Other Work Group/Groups Satisfaction, Job Satisfaction, Physical Environment Satisfaction & Salary and Other Material Benefits Satisfaction.⁵¹

Academic staff is the primary group that concern with teaching and research work. For success of any educational programmes, they are the key resources. Hence, the satisfaction of academic staff is essential and important for the success of higher educational institutions. It must be a priority for every HEIs and universities to keep their employees satisfied and motivated.⁵²

1.17.3 Satisfaction of Parents

There are very less research done in this area. Very few authors have written about the satisfaction of parents. Parents of the students, who are enrolled with the university, are one of the stakeholders in the HEIs and academics. As a true academician, it is a duty to study the satisfaction of the parents.

University offered services and facilities, which parents found satisfied later after communicating with them. Satisfaction of Parents is influenced by their expectation and what the university is offering and providing to the student.

1.17.4 Satisfaction of Corporate Houses

Corporate houses and organization is providing the jobs and employment to the students after completing the particular course. Organizations really have some expectations from universities and HEIs. It is a responsibility of universities and HEIs to satisfy the expectations of organizations and corporate houses. But, in this field, rarely any research has done.

1.17.5 Satisfaction of Funding Agencies

Funding agencies like UGC and AICTE are the pioneer of state universities. In case of private university, they are self financed. Funding agencies provides the fund and grants to run a particular university. Hence, it is a responsibility of the university to satisfy the expectations of funding agencies. It is a depress thing that there is no any research has been done on this area. Hence, researcher has not found any past literature on that.

References

1. Mandaliya, N. M. (2017). *Role of Quality Management Practice in Higher education in Gujarat*. Ph.D. Thesis: Gujarat University.
2. Jonsson, N. (2004). *Quality Assurance of Higher Educational Services: Case Study of California State University*. Sweden: Lulea University of Technology.
3. Zeithaml, V. A., Bitner, M. J., & Gremler, D. D. (2010). Services Marketing Strategy. *Wiley International Encyclopedia of Marketing* , 1, 208-218.
4. Vargo, S. L., & Lusch, R. F. (2004). Evolving to a New Dominant Logic. *Journal of Marketing* , 68, 1-17.
5. *Definition of Service*. (2015, January 1). Retrieved from <https://www.ukessays.com>: <https://tinyurl.com/ybt2c8s6>
6. Wolak, R., Kalafatis, S., & Harris, P. (1998). An Investigation Into Four Characteristics of Services. *Journal of Empirical Generalisations in Marketing Science* , 3, 22-41.
7. Claessens, M. (2015, June 3). *Characteristics of Services: What is a Service – and what makes it so special?* Retrieved from Marketing-Insider: <https://marketing-insider.eu/characteristics-of-services/>
8. Juneja, P. (n.d.). *Services Marketing - Definition and Characteristics*. (M. S. Team, Editor) Retrieved June 4, 2021, from Management Study Guide: <https://www.managementstudyguide.com/definition-and-characteristics-of-services.htm>
9. Jha, N., Moitra, R., Mishra, R., Jain, R., Vyas, M., & Doshi, N. (2010). *Service Sector Management*. New Delhi: Himalaya Publishing House.
10. Factbook, T. W. (2018, Nov 20). *List of Countries by GDP Sector Composition*. Retrieved April 4, 2021, from <https://statisticstimes.com>: <https://statisticstimes.com/economy/countries-by-gdp-sector-composition.php#:~:text=Services%20Sector%20%3A%20Services%20sector%20is,with%20around%2015.53%20trillion%20USD>.
11. Kotler, P. (2000). *Marketing management*. N. J.: Prentice Hall.
12. Cambridge Dictionary. (n.d.). *Quality*. Retrieved June 21, 2020, from <https://dictionary.cambridge.org>: <https://dictionary.cambridge.org/dictionary/english/quality>
13. Benjamin, S., & White, S. S. (2004). *Service Quality Research Perspective*. New Delhi: Sage Publications.

14. Kasper, H., Van Helsdingen, P., & De Vries, W. (1999). *Services Marketing Management: An International Perspective*. West Sussex: John Wiley & Sons, Inc.
15. Yarimoglu, E. K. (2014). A Review on Dimensions of Service Quality Models. *Journal of Marketing Management* , 2 (2), 79-93.
16. Rajasingh, S. (2009). *Quality assessment in higher education*. Ph.D. Thesis: Manonmaniam Sundaranar University.
17. Papanthymou, A., & Darra, M. (2017). Quality Management in Higher Education: Review and Perspectives. *Higher Education Studies* , 7 (3), 132-147.
18. Abdullah, F. (2006). Measuring service quality in higher education: HEDPERF versus SERVPERF. *Marketing Intelligence & Planning* , 24 (1), 31-47.
19. Adil, M., Mohammad Al Ghaswyneh, O. F., & Albkour, A. M. (2013). SERVQUAL and SERVPERF: A Review of Measures in Service Marketing Research. *Global Journal of Management and Business Research* , 13 (6), 64-76.
20. Lehtinen, U., & Lehtinen, J. (1982). A Study of Quality Dimensions. *Service Management Institute* , 5, 25-32.
21. Grönroos, C. (1984). A Service Quality Model and its Marketing Implications. *European Journal of Marketing* , 18 (4), 36-44.
22. Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality. *Journal of Retailing* , 64 (1), 12-40.
23. Cronin, J. J., & Taylor, S. A. (1992). Measuring Service Quality: A Reexamination and Extension. *Journal of Marketing* , 56 (3), 55-68.
24. Dabholkar, P. A., Thorpe, D. I., & Rentz, J. O. (1996). A measure of service quality for retail stores: Scale development and validation. *Journal of the Academy of Marketing Science* , 24 (3), 3-16.
25. Parasuraman, Zeithaml, V. A., & Berry, L. L. (1985). A Conceptual Model of Service Quality and Its Implications for Future Research. *The Journal of Marketing* , 49 (4), 41-50.
26. Onditi, E. O., & Wechuli, T. W. (2017). Service Quality and Student Satisfaction in Higher Education Institutions: A Review of Literature. *International Journal of Scientific and Research Publications* , 7 (7), 328-335.

27. Frost, F. A., & Kumar, M. (2000). INTSERVQUAL – an internal adaptation of the GAP model in a large service organisation. *Journal of Services Marketing* , 14 (5), 358-377.
28. Alam, M. (2012). *Customers satisfaction measurement of internet banking an analytical study based on selected customers and banks in western india*. Ph.D. Thesis: The Maharaja Sayajirao University of Baroda.
29. Caraman, J. M. (1990). Consumer Perceptions of Service Quality: An Assessment of the SERVQUAL Dimensions. *Journal of Retailing* , 66 (1), 33.
30. Babakus, E., & Boller, G. W. (1992). An empirical assessment of the SERVQUAL scale. *Journal of Business Research* , 24 (3), 253-268.
31. Brown, T. J., Churchill, G. A., & Peter, P. J. (1993). Improving the measurement of service quality. *Journal of Retailing* , 69 (1), 127-139.
32. Zeithaml, V. A., Berry, L. L., & Parasuraman, A. (1993). The nature and determinants of customer expectations of service. *Journal of the Academy of Marketing Science* , 21 (1).
33. Gilmore, A. (2003). *Services, Marketing and Management*. New Delhi: Sage Publications India Pvt Ltd.
34. Abidin, M. (2015). Higher Education Quality: Perception Differences among Internal and External Stakeholders. *International Education Studies* , 8 (12), 185-192.
35. Khodayari, F., & Khodayari, B. (2011). Service Quality in Higher Education. *Interdisciplinary Journal of Research in Business* , 1 (9), 38-46.
36. Mosadeghard, A. M. (2006). The Impact of Organizational Culture on the Successful Implementation of Total Quality Management. *The TQM Magazine* , 18 (6), 606-630.
37. Abdullah, F. (2007, February 23). Measuring service quality in higher education: three instruments compared. *International Journal of Research & Method in Education* , 71-89.
38. Menon, D. S. (2015). Enhancing Service Quality in Higher Education. *IOSR Journal of Research & Method in Education* , 5 (5), 55-60.
39. Jelena, L. (2010). Determinants of Service Quality in Higher Education. *Interdisciplinary Management Research* , 6, 631-647.
40. Saif, N. I. (2014). The Effect of Service Quality on Student Satisfaction: A Filed Study for Heath Services Administration Students. *International Journal of Humanities and Social Sciences* , 4 (8), 172-181.

41. Schuller, D., Chlebovsky, V., Doubravsky, K., & Chalupsky, V. (2014). The Conceptual Scheme for Managing University Stakeholders' Satisfaction. *Acta Universitatis Agriculturae Et Silviculturae Mandeliana Brunensis* , 62 (4), 719-727.
42. Asaduzzaman, Hossain, M., & Rahman, M. (2013). Service quality and student satisfaction: a case study on private universities in Bangladesh. *International Journal of Economics, Finance and Management Sciences* , 1 (3), 128-135.
43. Gruber, T., Fub, S., Voss, R., & Glaserzikuda, M. (2010). Examining Student Satisfaction with Higher Education Services: Using a New Measurement Tool. *International Journal of Public Sector Management* , 23 (2), 105-123.
44. Moraru, L. (2012). Academic Internal Stakeholder Condition: A Comparative Approach. *Procedia-Social and Behavioural Sciences* , 69, 54-72.
45. Sallis, E. (2002). *Total Quality Management in Education* (3rd Edition ed.). London: Routledge.
46. Saleem, S. S., Moosa, K., Imam, A., & Khan, R. A. (2017). Service Quality and Student Satisfaction: The Moderating Role of University Culture, Reputation and Price in Education Sector of Pakistan. *Iranian Journal of Management Studies* , 10 (1), 237-258.
47. Elliott, K. M., & Shin, D. (2002). Student satisfaction: an alternative approach to assessing this important concept. *Journal of Higher Education Policy and Management* , 24 (2), 197-209.
48. Amazt, I. H., & Idris, A. R. (2011). Lecturers' Satisfaction towards University Management & Decision-making Styles in some Malaysian Public Universities. *Procedia Social and Behavioral Sciences* , 15, 3957-3970.
49. Tai, F. M., & Chuang, P. Y. (2014). Job Satisfaction of University Staff. *The Journal of Human Resource and Adult Learning* , 10 (1), 51-64.
50. Kusku, F. (2003). Employee Satisfaction in Higher Education: The Case of Academic and Administrative Staff in Turkey. *Career Development International* , 8 (7), 347-356.
51. Kusku, F. (2001). Dimensions of employee satisfaction: A state university example. *METU Studies in Development* , 28 (3-4), 143-173.
52. Stankovska, G., Angelkoska, S., Osmani, F., & Grncarovska, S. P. (2017). Job Motivation and Job Satisfaction among Academic Staff in Higher Education. *Bulgarian Comparative Education Society (BCES) Conference Books* , 15, 159-166.