

CHAPTER – 5

DATA ANALYSIS & INTERPRETATION

- 5.1 Introduction**
- 5.2 Demographic Profile of Students**
- 5.3 Mean, Standard Deviation and Mean Gap between Students Expectation and University Performance**
- 5.4 Paired Sample T-Test between Students Expectation and University Performance**
- 5.5 Mean Score and Standard Deviation of Students Satisfaction**
- 5.6 Hypotheses Testing**
- 5.7 Factor Analysis**
- 5.8 Correlation and Regression Models**
- 5.9 Impact of COVID-19 on Education**
- 5.10 Demographic Profile of Selected Parents**
- 5.11 Mean, Standard Deviation and Mean Gap between Parents Expectation and University Performance**
- 5.12 Paired Sample T-Test between Parents Expectation and University Performance**
- 5.13 Mean Score and Standard Deviation of Parents Satisfaction**
- 5.14 Hypotheses Testing**
- 5.15 Factor Analysis**
- 5.16 Correlation and Regression Models**
- 5.17 Impact of COVID-19 on Education**
- 5.18 Demographic Profile of Selected Teaching Staff**
- 5.19 Mean, Standard Deviation and Mean Gap between Teachers Expectation and University Performance**
- 5.20 Paired Sample T-Test between Teachers Expectation and University Performance**
- 5.21 Mean Score and Standard Deviation of Teachers Satisfaction**
- 5.22 Hypotheses Testing**
- 5.23 Factor Analysis**
- 5.24 Correlation and Regression Models**
- 5.25 Impact of COVID-19 on Education**

Chapter 5

Data Analysis & Interpretation

5.1 Introduction

This chapter provides the information regarding analysis and interpretation of primary data collected from students, parents and teachers of selected universities through structured and non-disguised questionnaire. The researcher has divided this chapter into three parts. In the first part; data analysis of students is included. While the second and third part contains the data analysis of parents and teachers respectively.

The researcher has used the service quality dimensions such as reliability, responsiveness, empathy, assurance and tangibility to measure and evaluate the service quality of selected universities. Five point likert scales is used by the researcher. This chapter provides useful insight into the demographic profile of the respondents and their respective satisfaction level towards the five dimensions of service quality. To fulfil the research objectives and test the hypotheses, researcher has used statistical tools such as mean, standard deviation, chi-square test, paired sample t-test, factor analysis and correlation & regression analysis. To analyse these statistics tests, SPSS 21 and AMOS 26 has used by the researcher.

Part – I

5.2 Demographic Profile of Selected Students

The data is collected from 771 students of selected universities, out of which two universities are state universities namely M. S. University and S. P. University, while two universities are private universities namely Parul University and GLS University. The below tables show the Cross Tabulation between demographic profile of the respondents and selected Universities:

Table-5.1: Cross Tabulation of Gender of Students and Universities

Selected Universities	Male	Female	Grand Total
M. S. University	96 (12%)	98 (13%)	194 (25%)
S. P. University	101 (13%)	91 (12%)	192 (25%)
Parul University	97 (13%)	95 (12%)	192 (25%)
GLS University	101 (13%)	92 (12%)	193 (25%)
Grand Total	395 (51%)	376 (49%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total 771 students, 395 (51%) respondents are male and 376 (49%) respondents are female. Out of 395 male, 96 (12%) respondents are from M. S. University, while 101 (13%) respondents are from S. P. University. Meanwhile, in the case of total 376 female, 95 (12%) respondents are from Parul University, while 92 (12%) respondents are from GLS University. It is concluded that majority of respondents are male.

Table-5.2: Cross Tabulation of Age Group of Students and Universities

Selected Universities	Below 20 Years	21 to 23 Years	24 to 26 Years	27 Years & Above	Grand Total
M. S. University	79 (10%)	85 (11%)	20 (3%)	10 (1%)	194 (25%)
S. P. University	57 (7%)	90 (12%)	37 (5%)	8 (1%)	192 (25%)
Parul University	62 (8%)	93 (12%)	32 (4%)	5 (1%)	192 (25%)
GLS University	70 (9%)	64 (8%)	53 (7%)	6 (1%)	193 (25%)
Grand Total	268 (35%)	332 (43%)	142 (18%)	29 (4%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table represents 268 (35%) respondents are below 20 years of age including 79 (10%) respondents of M. S. University, 57 (7%) respondents of S. P. University, 62 (8%) respondents of Parul University and 70 (9%) respondents of GLS University, while 332 (43%) respondents are

between 21 to 23 years of age including 85 (11%) respondents of M. S. University, 90 (12%) respondents of S. P. University, 93 (12%) respondents of Parul University and 64 (8%) respondents of GLS University. It is concluded that majority of respondents are between the age of 21 to 23 years.

Table-5.3: Cross Tabulation of Residential Location of Students and Universities

Selected Universities	Rural	Urban	Grand Total
M. S. University	53 (7%)	141 (18%)	194 (25%)
S. P. University	66 (9%)	126 (16%)	192 (25%)
Parul University	64 (8%)	128 (17%)	192 (25%)
GLS University	28 (4%)	165 (21%)	193 (25%)
Grand Total	211 (27%)	560 (73%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total 771 respondents, 211 (27%) respondents are living in rural area and 560 (73%) respondents are living in urban area. Out of 560 (73%) urban respondents, 141 (18%) respondents are from M. S. University, and 126 (16%) respondents are from S. P. University. Meanwhile, in the case of total 211 (27%) rural respondents, 64 (8%) respondents are from Parul University, while 28 (4%) respondents are from GLS University. It is concluded that majority of respondents are living in urban area.

Table-5.4: Cross Tabulation of Marital Status of students and Universities

Selected Universities	Unmarried	Married	Grand Total
M. S. University	187 (24%)	7 (1%)	194 (25%)
S. P. University	188 (24%)	4 (1%)	192 (25%)
Parul University	187 (24%)	5 (1%)	192 (25%)
GLS University	189 (24%)	4 (1%)	193 (25%)
Grand Total	751 (96%)	20 (4%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total 771 respondents, 751 (96%) respondents are unmarried and 20 (4%) respondents are married. Out of 751 (96%) unmarried respondents, 187 (24%) respondents are from M. S. University, and 188 (24%) respondents are from S. P. University. Meanwhile, in the case of total 20 married respondents, 5 (1%) respondents are from Parul University, and 4 (1%) respondents are from GLS University. It is concluded that majority of respondents are unmarried.

Table-5.5: Cross Tabulation of Parents Occupation of Students and Universities

Selected Universities	Service	Business	Agriculture	Professional	Grand Total
M. S. University	91 (12%)	60 (8%)	24 (3%)	19 (2%)	194 (25%)
S. P. University	96 (12%)	49 (6%)	26 (3%)	21 (3%)	192 (25%)
Parul University	98 (13%)	52 (7%)	21 (3%)	21 (3%)	192 (25%)
GLS University	68 (9%)	90 (12%)	4 (1%)	31 (4%)	193 (25%)
Grand Total	353 (46%)	251 (33%)	75 (10%)	92 (12%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table represents 353 (46%) parents of students are doing service including 91 (12%) of M. S. University, 96 (12%) of S. P. University, 98 (13%) of Parul University and 68 (9%) of GLS University, while 251 (33%) parents of students are doing business, including 60 (8%) respondents of M. S. University, 49 (6%) respondents of S. P. University, 52 (7%) respondents of Parul University and 90 (12%) respondents of GLS University. Out of all respondents, 75 (10%) respondents are doing agriculture activity. Out of total respondents, 92 (12%) parents of students are having professional services. It is concluded that majority of respondents are doing service. It is concluded that majority of parents of students are engaging with services.

Table-5.6: Cross Tabulation of Family Monthly Income of Students and Universities

Selected Universities	Less than Rs. 30,000	Rs. 30,000 to 60,000	Rs. 60,000 to 90,000	More than Rs. 90,000	Grand Total
M. S. University	92 (12%)	54 (7%)	31 (4%)	17 (2%)	194 (25%)
S. P. University	94 (12%)	50 (6%)	30 (4%)	18 (2%)	192 (25%)
Parul University	60 (8%)	60 (8%)	46 (6%)	26 (3%)	192 (25%)
GLS University	51 (7%)	36 (5%)	64 (8%)	42 (5%)	193 (25%)
Grand Total	297 (39%)	200 (26%)	171 (22%)	103 (13%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table represents 297 (39%) respondents are having less than Rs. 30,000 monthly income including 92 (12%) respondents of M. S.

University, 94 (12%) respondents of S. P. University, 60 (8%) respondents of Parul University and 51 (7%) respondents of GLS University, while 200 (26%) respondents are having the monthly income between Rs. 30,000 to 60,000. Out of all respondents, 103 (13%) respondents are having the monthly income more than 90,000 including 17 (2%) respondents of M. S. University, 18 (2%) respondents of S. P. University, 26 (3%) respondents of Parul University and 42 (5%) respondents of GLS University. It is concluded that majority of respondents are earning the income less than Rs. 30,000.

Table-5.7: Cross Tabulation of Family Type of Students and Universities

Selected Universities	Joint	Nuclear	Grand Total
M. S. University	93 (12%)	101 (13%)	194 (25%)
S. P. University	102 (13%)	90 (12%)	192 (25%)
Parul University	96 (12.5%)	96 (12.5%)	192 (25%)
GLS University	74 (10%)	119 (15%)	193 (25%)
Grand Total	365 (47%)	406 (53%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total 771 students, 365 (47%) respondents are living in the joint family and 406 (53%) respondents are living in nuclear family. Out of 365 (47%) respondents, who are living in the joint family, 93 (12%) respondents are from M. S. University, 102 (13%) respondents are from S. P. University, 96 (12.5%) from Parul University and 74 (10%) from GLS University. Meanwhile, in the case of total 406 (53%) nuclear family respondents, 101 (13%) respondents are from M. S. University, 90 (12%) respondents are from S. P. University, 96 (12.5%) respondents are from Parul University and 119 (15%) respondents are from GLS University. It is concluded that majority of respondents are living in the nuclear family.

Table-5.8: Cross Tabulation of Family Size of students and Universities

Selected Universities	Up to 3 Members	3 to 5 Members	5 to 7 Members	More than 7 Members	Grand Total
M. S. University	35 (5%)	108 (14%)	31 (4%)	20 (3%)	194 (25%)
S. P. University	36 (5%)	92 (12%)	47 (6%)	17 (2%)	192 (25%)
Parul University	42 (5%)	87 (11%)	49 (6%)	14 (2%)	192 (25%)
GLS University	46 (6%)	92 (12%)	28 (4%)	27 (4%)	193 (25%)
Grand Total	159 (21%)	379 (49%)	155 (20%)	78 (10%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table represents 379 (49%) respondents are living in a family having 3 to 5 members, including 108 (14%) respondents of M. S. University, 92 (12%) respondents of S. P. University, 87 (11%) respondents of Parul University and 92 (12%) respondents of GLS University, while 78 (10%) respondents are living in a family having more than 7 family members, including 20 (3%) respondents of M. S. University, 17 (2%) respondents of S. P. University, 14 (2%) respondents of Parul University and 27 (4%) respondents of GLS University. It is concluded that majority of respondents are living in a family having 3 to 5 family members.

Table-5.9: Cross Tabulation of No. of Earning Person of Family of students and Universities

Selected Universities	One	Two	Three	Four & Above	Grand Total
M. S. University	93 (12%)	67 (9%)	26 (3%)	8 (1%)	194 (25%)
S. P. University	90 (12%)	65 (8%)	27 (4%)	10 (1%)	192 (25%)
Parul University	86 (11%)	54 (7%)	40 (5%)	12 (2%)	192 (25%)
GLS University	73 (9%)	77 (10%)	24 (3%)	19 (2%)	193 (25%)
Grand Total	342 (44%)	263 (34%)	117 (15%)	49 (6%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table represents 342 (44%) respondents are having only one earning person, including 93 (12%) respondents of M. S. University, 90 (12%) respondents of S. P. University, 86 (11%) respondents of Parul University and 73 (9%) respondents of GLS University, while 49 (6%) respondents are having four and above earning person, including 8 (1%) respondents of M. S. University, 10 (1%) respondents of S. P. University, 12 (2%) respondents of Parul University and 19 (2%) respondents of GLS University. It is concluded that majority of respondents are having one earning person.

Table-5.10: Cross Tabulation of Caste of Students and Universities

Selected Universities	General	SC	ST	OBC	Minority	Grand Total
M. S. University	91 (12%)	29 (4%)	20 (3%)	36 (4%)	18 (2%)	194 (25%)
S. P. University	93 (12%)	29 (4%)	14 (2%)	45 (6%)	11 (1%)	192 (25%)
Parul University	105 (13%)	24 (3%)	15 (2%)	32 (5%)	16 (2%)	192 (25%)
GLS University	81 (11%)	32 (4%)	32 (4%)	29 (4%)	19 (2%)	193 (25%)
Grand Total	370 (48%)	114 (15%)	81 (11%)	142 (18%)	64 (7%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table represents out of all 771 respondents, 370 (48%) respondents are comes under General caste, including 91 (12%) respondents of M. S. University, 93 (12%) respondents of S. P. University, 105 (13%) respondents of Parul University and 81 (11%) respondents of GLS University, while 114 (15%) respondents are comes under SC caste, 81 (11%) respondents are comes under ST caste, 142 (18%) respondents are comes under OBC caste and 64 (7%) respondents are comes under minority. Out of 64 (7%) respondents of minority, 18 (2%) respondents of M. S. University, 11 (1%) respondents of S. P. University, 16 (2%) respondents of Parul University and 19 (2%) respondents of GLS University are selected. It is concluded that majority of respondents are comes under General Caste.

Table-5.11: Cross Tabulation of Program and Universities

Selected Universities	Arts	Commerce	Science	Engineering	Grand Total
M. S. University	53 (7.5%)	44 (5%)	44 (5%)	53 (7.5%)	194 (25%)
S. P. University	46 (6%)	72 (9%)	41 (6%)	33 (4%)	192 (25%)
Parul University	31 (4%)	68 (9%)	42 (5%)	51 (7%)	192 (25%)
GLS University	41 (5%)	74 (10%)	37 (5%)	41 (5%)	193 (25%)
Grand Total	171 (22%)	258 (33%)	164 (22%)	178 (23%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total respondents, 171 (22%) respondents represent Arts, 258 (33%) respondents represent Commerce, 164 (22%) respondents represent Science and 178 (23%) respondents represent Engineering. In the S. P. University majority respondents (72 Respondents) are represent the Commerce stream, in the Parul

University, 42 respondents represent the science stream. In MSU Arts and Engineering students represents 53 students. It is concluded that the majority of respondents represent commerce stream.

Table-5.12: Cross Tabulation of Semester of Students and Universities

Selected Universities	First	Second	Third	Fourth	Fifth	Six & Above	Grand Total
M. S. University	20 (3%)	50 (6%)	49 (6%)	5 (1%)	52 (7%)	18 (2%)	194 (25%)
S. P. University	20 (3%)	49 (6%)	51 (7%)	9 (1%)	42 (5%)	21 (3%)	192 (25%)
Parul University	40 (4%)	45 (6%)	59 (8%)	8 (2%)	25 (3%)	15 (2%)	192 (25%)
GLS University	21 (3%)	29 (4%)	47 (6%)	17 (2%)	46 (6%)	33 (4%)	193 (25%)
Grand Total	101 (13%)	173 (22%)	206 (27%)	39 (6%)	165 (21%)	87 (11%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total respondents, 206 (27%) respondents represent that the students are studying in third semester, including 49 (6%) samples of MSU, 51 (7%) samples from SPU, 59 (8%) samples from PU and 47 (6%) samples from GLSU. 165 (21%) respondents represent that the students are studying in fifth semester, 173 (22%) respondents represent that the students are studying in second semester. 39 (6%) respondents represent that the students are studying in fourth semester. It is concluded that the majority of respondents are studying in third semester.

Table-5.13: Cross Tabulation of Academic Qualification and Universities

Selected Universities	Under Graduate	Post Graduate	M.Phil.	Ph.D.	Grand Total
M. S. University	107 (13%)	80 (11%)	0 (0%)	7 (1%)	194 (25%)
S. P. University	96 (13%)	94 (12%)	1 (0%)	1 (0%)	192 (25%)
Parul University	116 (15%)	74 (10%)	2 (0%)	0 (0%)	192 (25%)
GLS University	105 (14%)	88 (11%)	0 (0%)	0 (0%)	193 (25%)
Grand Total	424 (55%)	336 (44%)	3 (0%)	8 (1%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table represents 424 (55%) respondents are selected from Under Graduate course, while 336 (44%) respondents are selected from Post Graduate course. Only 3 (almost 0%) respondents are selected from M.Phil. and 8 (1%) respondents are selected from Ph.D. course. Out of total Under Graduate course, 107 (13%) respondents are selected from

MSU, 96 (13%) respondents are selected from SPU, 116 (15%) respondents are selected from PU and 105 (14%) respondents are selected from GLSU. It is concluded that majority of respondents are selected from Under Graduate Course then Post Graduate Course.

Table-5.14: Cross Tabulation of Selection Criteria of Program of Students and Universities

Selected Universities	Had Aptitude for It	Job Prospects	Parent's Advice	Friend's Advice	Grand Total
M. S. University	90 (12%)	75 (10%)	16 (2%)	13 (1%)	194 (25%)
S. P. University	69 (9%)	81 (10%)	30 (5%)	12 (1%)	192 (25%)
Parul University	48 (6%)	86 (11%)	49 (6%)	09 (2%)	192 (25%)
GLS University	98 (13%)	75 (10%)	11 (1%)	09 (1%)	193 (25%)
Grand Total	305 (40%)	317 (41%)	106 (14%)	43 (5%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table shows the criteria of selection of the program. Out of total respondents, 305 (40%) respondents are represents the “Had Aptitude for It” while 317 (41%) respondents are representing “Job Prospects”. 106 (14%) respondents represent “Parent’s Advice” and 43 (5%) respondents represent “Friend’s Advice”. Out of 317 respondents of “Job Prospects”, 75 (10%) respondents are selected from MSU, 81 (10%) respondents are selected from SPU, 86 (11%) respondents are selected from PU and 75 (10%) respondents are selected from GLSU. It is concluded that majority of respondents are selected the program because of Job Prospects.

Table-5.15: Cross Tabulation of Selection Criteria of University of Students and Universities

Selected Universities	Parent's Advice	Friend's Advice	Scholarships	University Ranking (NAAC)	Grand Total
M. S. University	66 (9%)	41 (5%)	20 (2%)	67 (9%)	194 (25%)
S. P. University	62 (8%)	47 (6%)	14 (2%)	69 (9%)	192 (25%)
Parul University	65 (8%)	68 (9%)	35 (5%)	24 (3%)	192 (25%)
GLS University	68 (9%)	69 (9%)	12 (1%)	44 (6%)	193 (25%)
Grand Total	261 (34%)	225 (29%)	81 (10%)	204 (27%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table shows the selection criteria of the university. Out of total respondents, 261 (34%) respondents are represents the “parent’s advice” while 225 (29%) respondents are representing “Friend’s Advice”. 81 (10%) respondents represent “Scholarship” and 204 (27%) respondents represent “University Ranking (NAAC)”. Out of 261 (34%) respondents of “parent’s advice”, 66 (9%) respondents are selected from MSU, 62 (8%) respondents are selected from SPU, 65 (8%) respondents are selected from PU and 68 (9%) respondents are selected from GLSU. It is concluded that majority of respondents are selected the university because of parent’s advice.

Table-5.16: Cross Tabulation of Career Ambition of the students and Universities

Selected Universities	To be an Entrepreneur	To be a Govt. Employee	To be an Executive	To be a Scientist / Researcher	Grand Total
M. S. University	38 (5%)	106 (14%)	24 (3%)	26 (3%)	194 (25%)
S. P. University	47 (6%)	99 (13%)	27 (4%)	19 (2%)	192 (25%)
Parul University	59 (8%)	57 (7%)	49 (6%)	27 (4%)	192 (25%)
GLS University	77 (10%)	38 (5%)	38 (5%)	40 (5%)	193 (25%)
Grand Total	221 (29%)	300 (39%)	138 (18%)	112 (14%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table represents the career ambition of the students. Out of total 771 respondents, 300 (39%) respondents are representing the “To be a Govt. Employee”, 221 (29%) respondents are representing the “To be an Entrepreneur”, 138 (18%) respondents are representing the “To be an Executive” and 112 (14%) respondents are representing the “To be a Scientist / Researcher”. Out of 300 (39%) respondents of “To be a Govt. Employee” includes 106 (14%) respondents of M. S. University, 99 (13%) respondents of S. P. University, 57 (7%) respondents of Parul University and 38 (5%) respondents of GLS University. It is concluded that majority of respondents are representing “To be a Govt. Employee”.

Table-5.17: Cross Tabulation of Future Plan of the students and Universities

Selected Universities	Further Study	Job	Self Employment	Marriage	Grand Total
M. S. University	66 (9%)	89 (12%)	36 (4%)	3 (0%)	194 (25%)
S. P. University	59 (8%)	97 (13%)	29 (3%)	7 (1%)	192 (25%)
Parul University	63 (8%)	89 (12%)	34 (4%)	6 (1%)	192 (25%)
GLS University	71 (9%)	71 (9%)	44 (6%)	7 (1%)	193 (25%)
Grand Total	259 (34%)	346 (46%)	143 (17%)	23 (3%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table represents the future plan of the students. Out of total 771 respondents, 259 (34%) respondents are representing the “Further Study”, 346 (46%) respondents are representing the “Job”, 143 (17%) respondents are representing the “Self Employed” and 23 (3%) respondents are representing “Marriage” as future plan. Out of 259 (34%) respondents of “Further Study” includes 66 (9%) respondents of M. S. University, 59 (8%) respondents of S. P. University, 63 (8%) respondents of Parul University and 71 (9%) respondents of GLS University. Out of 346 (46%) respondents of “Job” includes 89 (12%) respondents of M. S. University, 97 (13%) respondents of S. P. University, 89 (12%) respondents of Parul University and 71 (9%) respondents of GLS University. It is concluded that majority of respondents are representing “Job” as future plan.

Table-5.18: Effect of Government Policies on Higher Education

Selected Universities	Excellent	Good	Normal	Poor	Very Poor	Grand Total
M. S. University	26 (4%)	79 (10%)	54 (7%)	17 (2%)	18 (2%)	194 (25%)
S. P. University	21 (3%)	78 (10%)	51 (7%)	20 (2%)	22 (3%)	192 (25%)
Parul University	29 (4%)	87 (11%)	48 (6%)	12 (2%)	16 (2%)	192 (25%)
GLS University	32 (4%)	64 (8%)	61 (8%)	23 (3%)	13 (2%)	193 (25%)
Grand Total	108 (15%)	308 (39%)	214 (28%)	72 (9%)	69 (9%)	771 (100%)

Source: Primary Data Collected

Interpretation: The above table shows the effect of government policies on higher education from students’ point of view. Out of total 771 respondents, 308 (39%) respondents are representing the effect is “Good”, 214 (28%)

respondents are representing the effect of government policies are “Normal”. Out of 308 (39%) respondents of “Good” effects, includes 79 (10%) respondents of M. S. University, 78 (10%) respondents of S. P. University, 87 (11%) respondents of Parul University and 64 (8%) respondents of GLS University. It is concluded that majority of respondents are representing “Good” effect of government policies on higher education.

5.3 Mean, Standard Deviation and Mean Gap between Students Expectation and University Performance

The below table shows mean of students expectation and actual performance of selected universities. The mean score between 1.00-1.80 means lowest expectation and performance, 1.81-2.60 means low expectation and performance. 2.61-3.40 means average expectation and performance. 3.41-4.20 mean high expectation and performance and 4.21-5.00 mean highest expectation and performance. The mean gap shows the deviation of between expectation of students and performance of selected Universities.

Table-5.19: Calculation of Mean, Standard Deviation and Mean Gap between Expectation of Students and Performance of State Universities

Sr. No.	Statements	M. S. University					S. P. University				
		Expectation		Performance		Mean Gap	Expectation		Performance		Mean Gap
		Mean	S.D.	Mean	S.D.		Mean	S.D.	Mean	S.D.	
Reliability Dimension											
1	University provides the latest information on the subjects to students	4.43	0.787	3.35	1.221	1.08	4.46	.765	3.11	1.175	1.35
2	University announces examination results promptly	4.34	0.986	3.07	1.273	1.27	4.46	.861	3.20	1.271	1.26
3	University provides prompt healthcare facilities to their students	4.24	0.892	3.30	1.227	0.94	4.38	.810	3.28	1.217	1.1
4	University addresses student grievances	4.25	0.876	2.96	1.173	1.29	4.30	.938	2.90	1.105	1.4
5	University collects feedback from students to improve the quality of its services	4.30	0.912	3.22	1.371	1.08	4.48	.772	3.26	1.382	1.22
6	University completes the syllabus as per the academic schedule/calendar	4.44	0.794	3.48	1.214	0.96	4.51	.738	3.43	1.191	1.08
7	University provides a regular and a reliable forum of parent-teacher interaction	3.93	1.312	2.52	1.328	1.41	4.22	.996	2.73	1.305	1.49
8	University creates reliable avenues for students to expose themselves to the latest knowledge and to explore their creativity	4.41	0.866	3.24	1.270	1.17	4.39	.931	3.24	1.255	1.15

9	Existence of Peaceful and student friendly atmosphere on the campus	4.44	0.748	3.78	1.155	0.66	4.60	.671	3.84	1.121	0.76
10	University provides compensatory service to students who lag behind in academics	4.21	0.988	2.96	1.346	1.25	4.43	.884	3.23	1.330	1.2
Responsiveness Dimension											
11	University responds positively and promptly whenever information is sought	4.36	0.912	3.33	1.223	1.03	4.41	.801	3.27	1.153	1.14
12	Staffs of the university reply politely when information is sought	4.45	0.833	3.36	1.148	1.09	4.49	.806	3.19	1.156	1.3
13	Teacher responds positively when students try to clear their doubts	4.47	0.783	3.68	1.121	0.79	4.61	.700	3.70	1.060	0.91
14	University provides a reliable information related to scholarships and fellowships to students	4.31	1.027	3.23	1.381	1.08	4.41	.950	3.34	1.379	1.07
15	Regular availability of person/personnel to assist you in the campus	4.30	0.973	3.32	1.280	0.98	4.41	.875	3.32	1.193	1.09
16	The health centre responds quickly during sickness	4.40	0.878	3.33	1.293	1.07	4.52	.772	3.54	1.273	0.98
17	University Staff deals promptly and efficiently to each query of students	4.39	0.815	3.28	1.228	1.11	4.47	.772	3.24	1.175	1.23
18	University responds positively when parents seek information	4.27	0.911	3.18	1.158	1.09	4.35	.861	3.21	1.223	1.14
19	University acts promptly when parents complain about treatment of teachers/staffs with children	4.19	1.018	3.08	1.187	1.11	4.40	.904	3.11	1.227	1.29
20	University provides placement and information regarding emerging job opportunities on regular basis	4.36	0.972	3.45	1.243	0.91	4.56	.860	3.61	1.129	0.95
Empathy Dimension											
21	Teachers pay individual attention to each and every student	4.26	0.963	3.20	1.171	1.06	4.43	.841	3.12	1.250	1.31
22	Non teaching staff pays attention to individual needs of students	4.22	0.903	3.27	1.196	0.95	4.34	.842	3.20	1.305	1.14

23	Vice-Chancellor, rector and other higher officials of the university takes care of student welfare	4.18	0.929	3.31	1.067	0.87	4.38	.789	3.30	1.108	1.08
24	Sports officials take care of injured students while playing	4.40	0.877	3.51	1.148	0.89	4.46	.798	3.57	1.114	0.89
25	University has special plans for promoting student's welfare of students	4.34	0.855	3.17	1.155	1.17	4.44	.791	3.09	1.223	1.35
26	Officials express sympathy for students who complain about ragging	4.31	0.953	3.64	1.188	0.67	4.43	.841	3.80	1.226	0.63
27	Officials understand the problems of differently abled students and treat them with empathy	4.35	0.916	3.42	1.168	0.93	4.54	.798	3.40	1.135	1.14
28	Officials understand problems of rural students	4.24	1.011	3.28	1.294	0.96	4.31	.936	3.42	1.173	0.89
29	University provides transportations for students coming from far off places	4.02	1.226	2.23	1.226	1.79	4.42	.929	2.42	1.263	2.00
30	University authorities empathize with students lagging behind in studies and conduct classes for them	4.08	1.175	2.77	1.344	1.31	4.39	.936	3.15	1.322	1.24
Assurance Dimension											
31	Teachers possess enough knowledge and competence in their chosen field of specialization	4.55	0.762	3.98	0.938	0.57	4.54	.744	3.86	.870	0.68
32	Teachers inspire confidence in the students	4.51	0.841	3.54	1.183	0.97	4.56	.750	3.53	1.162	1.03
33	Teachers are courteous in their behaviour towards the students	4.50	0.810	3.62	1.062	0.88	4.52	.772	3.55	1.082	0.97
34	Teachers adopt modern methods of teaching like Power Point Presentation, Videos, Animations etc.	4.52	0.777	3.78	1.040	0.74	4.56	.699	3.94	1.019	0.62
35	Teachers are sincere and punctual when coming to the University	4.47	0.828	3.32	1.264	1.15	4.47	.812	3.55	1.313	0.92
36	Non-teaching staff of the university is trustworthy and competent	4.41	0.872	3.41	1.245	1.00	4.62	.644	3.32	1.261	1.3
37	Library's staff is polite and helpful	4.46	0.865	3.45	1.362	1.01	4.62	.706	3.58	1.332	1.04

38	Library's staff possesses knowledge about the library facilities	4.45	0.922	3.61	1.139	0.84	4.65	.694	3.59	1.039	1.06
39	Computer and lab technicians help and assist when students are in need	4.39	0.922	3.53	1.093	0.86	4.55	.757	3.79	1.072	0.76
40	The academic atmosphere on the campus inspires students	4.48	0.853	3.55	1.239	0.93	4.61	.714	3.68	1.077	0.93
Tangibility Dimension											
41	Infrastructure facilities are available to the students in the classroom	4.37	.974	3.72	1.109	0.65	4.45	.798	3.93	.995	0.52
42	University provides quality lab and computer facilities	4.41	.879	3.39	1.234	1.02	4.41	.939	3.54	1.265	0.87
43	University offers reliable internet connectivity and Wi-Fi facility	4.48	.841	3.46	1.343	1.02	4.44	.936	3.27	1.240	1.17
44	University supplies good quality sports equipments	4.40	.918	3.56	1.053	0.84	4.32	.986	3.74	.973	0.58
45	Library of University provides all required books and Journals	4.47	.906	3.85	1.118	0.62	4.48	.921	4.04	1.048	0.44
46	The university canteen offers high quality & healthy food	4.37	.974	3.26	1.207	1.11	4.43	.930	3.34	1.273	1.09
47	University provides good quality gym, swimming pool and health centres	4.42	.880	3.60	1.148	0.82	4.40	.949	3.48	1.193	0.92
48	University offers good quality residence and hostel facility for students	4.31	.926	3.49	1.193	0.82	4.27	.971	3.45	1.175	0.82
49	Safe drinking water is supplied to the students in proper ways	4.45	.870	3.45	1.178	1.00	4.52	.856	3.74	1.137	0.78
50	Toilet facilities offered by the university are adequate & clean	4.39	.876	3.33	1.206	1.06	4.49	.856	3.51	1.198	0.98

Source: Primary Data Collected

Interpretation: The above table shows the mean, S.D. and mean gap between students' expectations and university performance of selected state universities namely M. S. University and S. P. University. In the reliability dimension of MSU, highest mean score for expectation is 4.44 for statement no. 6 and 9. In the same dimension, the lowest mean score for expectation is 3.93 for statement no. 7. In the university performance, the highest mean score is 3.48 for statement no. 6 and lowest mean score is 2.52 for statement no. 7. Positive mean gap found in all the statements of reliability dimension. The highest mean gap found in statement no. 7. While in the case of S. P. University, in the reliability dimension, highest mean score for expectation is 4.60 for statement no. 9. In the same dimension, the lowest mean score for expectation is 4.22 for statement no. 7. In the university performance, the highest mean score is 3.84 for statement no. 9 and lowest mean score is 2.73 for statement no. 7. Positive mean gap found in all the statements of reliability dimension. The highest mean gap found in statement no. 7.

In the responsive dimension of MSU, highest mean score for expectation is 4.47 for statement no. 13. The lowest mean score for expectation is 4.19 for statements no. 19. In the university performance, the highest mean score is 3.68 for statement no. 13 and the lowest mean score is 3.08 for statement no. 19. There is a positive mean gap in all the statements of responsive dimension. The highest mean gap found in statement no. 17 and 19. In the responsive dimension of SPU, highest mean score for expectation is 4.61 for statement no. 13. The lowest mean score for expectation is 4.35 for statements no. 18. In the university performance, the highest mean score is 3.70 for statement no. 13 and the lowest mean score is 3.11 for statement no. 19. There is a positive mean gap in all the statements of responsive dimension. The highest mean gap 1.29 is found in statement no. 19.

In the empathy dimension of MSU, highest mean score for expectation is 4.40 for statement no. 24. The lowest mean score for expectation is 4.02 for statements no. 29. In the university performance, the highest mean score is 3.64 for statement no. 26 and the lowest mean score is 2.23 for statement no. 29. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 29. In the empathy dimension of SPU, highest mean

score for expectation is 4.54 for statement no. 27. The lowest mean score for expectation is 4.31 for statements no. 28. In the university performance, the highest mean score is 3.80 for statement no. 26 and the lowest mean score is 2.42 for statement no. 29. There is a positive mean gap in all the statements. The highest mean gap 2.00 is found in statement no. 29.

In the Assurance dimension of MSU, highest mean score for expectation is 4.55 for statement no. 31. The lowest mean score for expectation is 4.39 for statements no. 39. In the university performance, the highest mean score is 3.98 for statement no. 31 and the lowest mean score is 3.32 for statement no. 35. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 35 i.e. 1.15. In the Assurance dimension of SPU, highest mean score for expectation is 4.65 for statement no. 38. The lowest mean score for expectation is 4.47 for statements no. 35. In the university performance, the highest mean score is 3.94 for statement no. 34 and the lowest mean score is 3.32 for statement no. 36. There is a positive mean gap in all the statements. The highest mean gap 1.06 is found in statement no. 38.

In the tangibility dimension of MSU, highest mean score for expectation is 4.48 for statement no. 43. The lowest mean score for expectation is 4.31 for statements no. 48. In the university performance, the highest mean score is 3.85 for statement no. 45 and the lowest mean score is 3.26 for statement no. 46. There is a positive mean gap in all the statements. The highest mean gap 1.11 is found in statement no. 46. In the tangibility dimension of SPU, highest mean score for expectation is 4.52 for statement no. 49. The lowest mean score for expectation is 4.27 for statements no. 48. In the university performance, the highest mean score is 4.04 for statement no. 45 and the lowest mean score is 3.27 for statement no. 43. There is a positive mean gap in all the statements. The highest mean gap 1.17 is found in statement no. 43.

Table-5.20: Calculation of Mean, Standard Deviation and Mean Gap between Expectation of Students and Performance of Private Universities

Sr. No.	Statements	Parul University					GLS University				
		Expectation		Performance		Mean Gap	Expectation		Performance		Mean Gap
		Mean	S.D.	Mean	S.D.		Mean	S.D.	Mean	S.D.	
Reliability Dimension											
1	University provides the latest information on the subjects to students	4.45	.778	3.77	.921	0.68	4.31	.681	3.36	.943	0.95
2	University announces examination results promptly	4.32	.880	3.82	.906	0.5	4.19	1.059	3.35	1.071	0.84
3	University provides prompt healthcare facilities to their students	4.30	.838	3.89	.834	0.41	4.36	.647	2.83	1.349	1.53
4	University addresses student grievances	4.29	.843	3.71	.837	0.58	4.40	.686	2.78	1.289	1.62
5	University collects feedback from students to improve the quality of its services	4.49	.793	3.91	1.077	0.58	4.65	.558	3.10	1.409	1.55
6	University completes the syllabus as per the academic schedule/calendar	4.41	.845	3.81	1.096	0.6	4.47	.604	3.77	1.133	0.7
7	University provides a regular and a reliable forum of parent-teacher interaction	4.20	1.050	3.44	1.222	0.76	4.37	.739	2.51	1.250	1.86
8	University creates reliable avenues for students to expose themselves to the latest knowledge and to explore their creativity	4.39	.811	3.82	.943	0.57	4.39	.721	3.37	.910	1.02
9	Existence of Peaceful and student friendly atmosphere on the campus	4.54	.758	3.92	.956	0.62	4.49	.560	3.74	.955	0.75
10	University provides compensatory service to students who lag behind in academics	4.30	.927	3.82	1.053	0.48	4.39	.677	3.04	1.205	1.35
Responsiveness Dimension											
11	University responds positively and promptly whenever information is sought	4.50	.793	4.03	.962	0.47	4.17	.802	3.44	.978	0.73
12	Staffs of the university reply politely when information is sought	4.53	.745	3.77	1.018	0.76	4.27	.700	3.45	1.070	0.82

13	Teacher responds positively when students try to clear their doubts	4.57	.727	3.96	1.090	0.61	4.48	.678	3.79	1.060	0.69
14	University provides a reliable information related to scholarships and fellowships to students	4.45	.914	3.80	1.160	0.65	4.11	1.06 2	2.85	1.061	1.26
15	Regular availability of person/personnel to assist you in the campus	4.47	.831	3.79	1.157	0.68	4.25	.936	3.32	1.145	0.93
16	The health centre responds quickly during sickness	4.43	.815	3.89	1.087	0.54	4.31	.782	3.26	1.087	1.05
17	University Staff deals promptly and efficiently to each query of students	4.48	.786	3.75	1.073	0.73	4.47	.669	3.66	1.074	0.81
18	University responds positively when parents seek information	4.48	.812	3.89	1.075	0.59	4.36	.730	3.42	1.018	0.94
19	University acts promptly when parents complain about treatment of teachers/staffs with children	4.54	.744	3.81	1.081	0.73	4.37	.740	3.31	.955	1.06
20	University provides placement and information regarding emerging job opportunities on regular basis	4.54	.891	3.97	1.146	0.57	4.32	.736	3.36	1.052	0.96
Empathy Dimension											
21	Teachers pay individual attention to each and every student	4.48	.831	3.99	1.005	0.49	4.40	.671	3.52	.879	0.88
22	Non teaching staff pays attention to individual needs of students	4.47	.758	3.88	.961	0.59	4.14	.928	3.11	1.161	1.03
23	Vice-Chancellor, rector and other higher officials of the university takes care of student welfare	4.49	.766	3.69	1.061	0.8	4.32	.750	2.90	1.199	1.42
24	Sports officials take care of injured students while playing	4.43	.803	3.85	1.025	0.58	4.11	1.09 8	2.73	1.217	1.38
25	University has special plans for promoting student's welfare of students	4.46	.771	3.80	1.030	0.66	4.25	.764	3.09	1.194	1.16
26	Officials express sympathy for students who complain about ragging	4.36	.893	3.95	1.106	0.41	4.21	.895	3.49	.985	0.72
27	Officials understand the problems of differently abled students and treat them with empathy	4.52	.786	3.88	.984	0.64	4.34	.727	3.24	1.083	1.1

28	Officials understand problems of rural students	4.39	.849	3.79	1.111	0.6	4.23	.829	2.92	1.057	1.31
29	University provides transportations for students coming from far off places	4.53	.831	3.68	1.232	0.85	4.06	1.13 0	2.14	1.215	1.92
30	University authorities empathize with students lagging behind in studies and conduct classes for them	4.47	.818	3.82	1.145	0.65	4.09	1.15 1	2.58	1.281	1.51
Assurance Dimension											
31	Teachers possess enough knowledge and competence in their chosen field of specialization	4.54	.778	3.96	.983	0.58	4.47	.669	3.76	.883	0.71
32	Teachers inspire confidence in the students	4.45	.848	3.72	1.093	0.73	4.36	.631	3.63	1.063	0.73
33	Teachers are courteous in their behaviour towards the students	4.35	.867	3.84	.964	0.51	4.43	.690	3.55	.900	0.88
34	Teachers adopt modern methods of teaching like Power Point Presentation, Videos, Animations etc.	4.44	.810	3.88	1.079	0.56	4.57	.592	3.83	.972	0.74
35	Teachers are sincere and punctual when coming to the University	4.51	.838	3.96	.986	0.55	4.48	.700	3.83	1.017	0.65
36	Non-teaching staff of the university is trustworthy and competent	4.60	.717	3.85	.917	0.75	4.35	.777	3.60	1.072	0.75
37	Library's staff is polite and helpful	4.58	.747	3.93	1.029	0.65	4.50	.638	3.53	1.123	0.97
38	Library's staff possesses knowledge about the library facilities	4.57	.815	3.79	1.029	0.78	4.40	.663	3.33	1.006	1.07
39	Computer and lab technicians help and assist when students are in need	4.54	.758	3.98	1.021	0.56	4.49	.613	3.54	.918	0.95
40	The academic atmosphere on the campus inspires students	4.62	.756	3.97	1.068	0.65	4.45	.706	3.37	1.038	1.08
Tangibility Dimension											
41	Infrastructure facilities are available to the students in the classroom	4.38	.935	3.89	1.106	0.49	4.45	.699	3.37	1.107	1.08
42	University provides quality lab and computer facilities	4.36	.905	3.91	1.014	0.45	4.48	.736	3.58	1.073	0.9

43	University offers reliable internet connectivity and Wi-Fi facility	4.49	.898	3.69	1.138	0.8	4.59	.624	3.48	1.041	1.11
44	University supplies good quality sports equipments	4.40	.954	3.89	.923	0.51	4.34	.814	3.13	.924	1.21
45	Library of University provides all required books and Journals	4.43	.847	3.95	.996	0.48	4.54	.621	3.34	1.112	1.2
46	The university canteen offers high quality & healthy food	4.43	.935	3.76	1.032	0.67	4.34	.876	2.90	.971	1.44
47	University provides good quality gym, swimming pool and health centres	4.42	.918	3.69	1.062	0.73	4.42	.718	3.21	1.211	1.21
48	University offers good quality residence and hostel facility for students	4.47	.880	3.71	1.174	0.76	4.33	.825	2.68	1.146	1.65
49	Safe drinking water is supplied to the students in proper ways	4.47	.909	3.33	1.381	1.14	4.48	.685	2.94	1.320	1.54
50	Toilet facilities offered by the university are adequate & clean	4.50	.868	3.50	1.350	1.00	4.48	.700	3.16	1.267	1.32

Source: Primary Data Collected

Interpretation: The above table shows the comparison of mean and mean gap between students' expectations and university performance of selected Private universities namely Parul University and GLS University. In the reliability dimension of PU, highest mean score for expectation is 4.54 for statement no. 9. The lowest mean score for expectation is 4.20 for statements no. 7. In the university performance, the highest mean score is 3.92 for statement no. 9 and the lowest mean score is 3.44 for statement no. 7. There is a positive mean gap found in all the statements of reliability dimension. The highest mean gap found in statement no. 7. In the reliability dimension of GLSU, highest mean score for expectation is 4.65 for statement no. 5. The lowest mean score for expectation is 4.19 for statements no. 2. In the university performance, the highest mean score is 3.77 for statement no. 6 and the lowest mean score is 2.51 for statement no. 7. There is a positive mean gap found in all the statements of reliability dimension. The highest mean gap 1.86 is found in statement no. 7.

In the responsive dimension of PU, highest mean score for expectation is 4.57 for statement no. 13. The lowest mean score for expectation is 4.43 for statements no. 16. In the university performance, the highest mean score is 4.03 for statement no. 11 and the lowest mean score is 3.75 for statement no. 17. There is a positive mean gap in all the statements of responsive dimension. The highest mean gap 0.76 is found in statement no. 12. In the responsive dimension of GLSU, highest mean score for expectation is 4.48 for statement no. 13. The lowest mean score for expectation is 4.11 for statements no. 14. In the university performance, the highest mean score is 3.79 for statement no. 13 and the lowest mean score is 2.85 for statement no. 14. There is a positive mean gap in all the statements of responsive dimension. The highest mean gap 1.26 is found in statement no. 14.

In the empathy dimension of PU, highest mean score for expectation is 4.53 for statement no. 29. The lowest mean score for expectation is 4.36 for statements no. 26. In the university performance, the highest mean score is 3.99 for statement no. 21 and the lowest mean score is 3.68 for statement no. 29. There is a positive mean gap in all the statements. The highest mean gap 0.85 is found in statement no. 29. In the empathy dimension of GLSU, highest

mean score for expectation is 4.40 for statement no. 21. The lowest mean score for expectation is 4.06 for statements no. 29. In the university performance, the highest mean score is 3.52 for statement no. 21 and the lowest mean score is 2.14 for statement no. 29. There is a positive mean gap in all the statements. The highest mean gap 1.92 is found in statement no. 15.

In the Assurance dimension of PU, highest mean score for expectation is 4.62 for statement no. 40. The lowest mean score for expectation is 4.35 for statements no. 33. In the university performance, the highest mean score is 3.98 for statement no. 39 and the lowest mean score is 3.72 for statement no. 32. There is a positive mean gap in all the statements. The highest mean gap 0.78 is found in statement no. 38. In the Assurance dimension of GLSU, highest mean score for expectation is 4.57 for statement no. 34. The lowest mean score for expectation is 4.36 for statements no. 32. In the university performance, the highest mean score is 3.83 for statement no. 34 and 35 and the lowest mean score is 3.33 for statement no. 38. There is a positive mean gap in all the statements. The highest mean gap 1.08 is found in statement no. 40.

In the tangibility dimension of PU, highest mean score for expectation is 4.50 for statement no. 50. The lowest mean score for expectation is 4.36 for statements no. 42. In the university performance, the highest mean score is 3.95 for statement no. 45 and the lowest mean score is 3.33 for statement no. 49. There is a positive mean gap in all the statements. Highest mean gap 1.14 is found in statement no. 49. In the tangibility dimension of GLSU, highest mean score for expectation is 4.59 for statement no. 43. The lowest mean score for expectation is 4.33 for statements no. 48. In the university performance, the highest mean score is 3.58 for statement no. 42 and the lowest mean score is 2.68 for statement no. 48. There is a positive mean gap in all the statements. Highest mean gap 1.65 is found in statement no. 48.

5.4 Paired Sample T-Test between Students Expectation and University Performance

The below tables show the mean gap, standard deviation , paired sample T-Test and its significance value between Students Expectation and University Performance.

Table-5.21: Paired Sample T-Test between Students Expectation and Performance of M. S. University

Sr. No.	Statements	Paired Differences					t-value	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Reliability Dimension									
1	University provides the latest information on the subjects to students	1.088	1.387	.100	.891	1.284	10.919	193	.000
2	University announces examination results promptly	1.268	1.616	.116	1.039	1.497	10.929	193	.000
3	University provides prompt healthcare facilities to their students	.943	1.472	.106	.735	1.152	8.924	193	.000
4	University addresses student grievances	1.289	1.496	.107	1.077	1.500	11.999	193	.000
5	University collects feedback from students to improve the quality of its services	1.082	1.598	.115	.856	1.309	9.437	193	.000
6	University completes the syllabus as per the academic schedule/calendar	.959	1.388	.100	.762	1.155	9.623	193	.000
7	University provides a regular and a reliable forum of parent-teacher interaction	1.412	1.640	.118	1.180	1.645	11.996	193	.000
8	University creates reliable avenues for students to expose themselves to the latest knowledge and to explore their creativity	1.170	1.536	.110	.953	1.388	10.610	193	.000
9	Existence of Peaceful and student friendly atmosphere on the campus	.665	1.159	.083	.501	.829	7.992	193	.000
10	University provides compensatory service to students who lag behind in academics	1.253	1.598	.115	1.026	1.479	10.920	193	.000

Responsiveness Dimension									
11	University responds positively and promptly whenever information is sought	1.026	1.416	.102	.825	1.226	10.091	193	.000
12	Staffs of the university reply politely when information is sought	1.093	1.370	.098	.899	1.287	11.109	193	.000
13	Teacher responds positively when students try to clear their doubts	.799	1.159	.083	.635	.963	9.603	193	.000
14	University provides a reliable information related to scholarships and fellowships to students	1.082	1.671	.120	.846	1.319	9.025	193	.000
15	Regular availability of person/personnel to assist you in the campus	.979	1.530	.110	.763	1.196	8.915	193	.000
16	The health centre responds quickly during sickness	1.072	1.470	.106	.864	1.280	10.160	193	.000
17	University Staff deals promptly and efficiently to each query of students	1.113	1.395	.100	.916	1.311	11.118	193	.000
18	University responds positively when parents seek information	1.088	1.406	.101	.889	1.287	10.775	193	.000
19	University acts promptly when parents complain about treatment of teachers/staffs with children	1.113	1.450	.104	.908	1.319	10.699	193	.000
20	University provides placement and information regarding emerging job opportunities on regular basis	.907	1.336	.096	.718	1.096	9.460	193	.000
Empathy Dimension									
21	Teachers pay individual attention to each and every student	1.062	1.491	.107	.851	1.273	9.917	193	.000
22	Non teaching staff pays attention to individual needs of students	.954	1.466	.105	.746	1.161	9.062	193	.000
23	Vice-Chancellor, rector and other higher officials of the university takes care of student welfare	.866	1.378	.099	.671	1.061	8.753	193	.000
24	Sports officials take care of injured students while playing	.887	1.270	.091	.707	1.066	9.720	193	.000

25	University has special plans for promoting student's welfare of students	1.165	1.397	.100	.967	1.363	11.614	193	.000
26	Officials express sympathy for students who complain about ragging	.665	1.286	.092	.483	.847	7.201	193	.000
27	Officials understand the problems of differently abled students and treat them with empathy	.928	1.364	.098	.735	1.121	9.476	193	.000
28	Officials understand problems of rural students	.959	1.540	.111	.741	1.177	8.672	193	.000
29	University provides transportations for students coming from far off places	1.794	1.730	.124	1.549	2.039	14.441	193	.000
30	University authorities empathize with students lagging behind in studies and conduct classes for them	1.314	1.669	.120	1.078	1.551	10.967	193	.000
Assurance Dimension									
31	Teachers possess enough knowledge and competence in their chosen field of specialization	.567	.991	.071	.427	.707	7.967	193	.000
32	Teachers inspire confidence in the students	.964	1.297	.093	.780	1.148	10.350	193	.000
33	Teachers are courteous in their behaviour towards the students	.876	1.261	.091	.698	1.055	9.677	193	.000
34	Teachers adopt modern methods of teaching like Power Point Presentation, Videos, Animations etc.	.737	1.105	.079	.581	.894	9.293	193	.000
35	Teachers are sincere and punctual when coming to the University	1.149	1.415	.102	.949	1.350	11.311	193	.000
36	Non-teaching staff of the university is trustworthy and competent	.995	1.383	.099	.799	1.191	10.021	193	.000
37	Library's staff is polite and helpful	1.015	1.473	.106	.807	1.224	9.600	193	.000
38	Library's staff possesses knowledge about the library facilities	.840	1.243	.089	.664	1.016	9.417	193	.000
39	Computer and lab technicians help and assist when students are in need	.866	1.268	.091	.686	1.046	9.509	193	.000
40	The academic atmosphere on the campus inspires students	.933	1.436	.103	.730	1.136	9.048	193	.000

Tangibility Dimension									
41	Infrastructure facilities are available to the students in the classroom	.655	1.204	.086	.484	.825	7.572	193	.000
42	University provides quality lab and computer facilities	1.026	1.367	.098	.832	1.219	10.449	193	.000
43	University offers reliable internet connectivity and Wi-Fi facility	1.021	1.510	.108	.807	1.234	9.416	193	.000
44	University supplies good quality sports equipments	.845	1.194	.086	.676	1.015	9.858	193	.000
45	Library of University provides all required books and Journals	.624	1.186	.085	.456	.792	7.324	193	.000
46	The university canteen offers high quality & healthy food	1.113	1.453	.104	.908	1.319	10.672	193	.000
47	University provides good quality gym, swimming pool and health centres	.820	1.261	.091	.641	.998	9.056	193	.000
48	University offers good quality residence and hostel facility for students	.814	1.310	.094	.629	1.000	8.658	193	.000
49	Safe drinking water is supplied to the students in proper ways	1.005	1.375	.099	.810	1.200	10.180	193	.000
50	Toilet facilities offered by the university are adequate & clean	1.057	1.447	.104	.852	1.262	10.168	193	.000

Source: Primary Data Collected

Interpretation: The above table shows the mean gap between expectations of students and actual performance of M. S. University. The values of mean suggests positive gap between expectations of students and actual performance of the university. The t-value suggests difference between expectations of students and actual performance. Larger the value of t, the more pronounced the difference between the conditions and the smaller the value of t, the probability that this difference occurred by chance. The table also reveals that the t-test is significant as the p-value is less than 0.05 in all the statements.

Table-5.22: Paired Sample T-Test between Students Expectation and Performance of S. P. University

Sr. No.	Statements	Paired Differences					t-value	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Reliability Dimension									
1	University provides the latest information on the subjects to students	1.344	1.464	.106	1.135	1.552	12.719	191	.000
2	University announces examination results promptly	1.260	1.670	.121	1.023	1.498	10.455	191	.000
3	University provides prompt healthcare facilities to their students	1.099	1.442	.104	.894	1.304	10.561	191	.000
4	University addresses student grievances	1.396	1.548	.112	1.175	1.616	12.491	191	.000
5	University collects feedback from students to improve the quality of its services	1.219	1.523	.110	1.002	1.435	11.091	191	.000
6	University completes the syllabus as per the academic schedule/calendar	1.083	1.404	.101	.883	1.283	10.689	191	.000
7	University provides a regular and a reliable forum of parent-teacher interaction	1.490	1.712	.124	1.246	1.733	12.054	191	.000
8	University creates reliable avenues for students to expose themselves to the latest knowledge and to explore their creativity	1.146	1.582	.114	.921	1.371	10.037	191	.000
9	Existence of Peaceful and student friendly atmosphere on the campus	.766	1.094	.079	.610	.921	9.700	191	.000
10	University provides compensatory service to students who lag behind in academics	1.203	1.557	.112	.981	1.425	10.707	191	.000
Responsiveness Dimension									
11	University responds positively and promptly whenever information is sought	1.141	1.337	.096	.950	1.331	11.825	191	.000

12	Staffs of the university reply politely when information is sought	1.302	1.279	.092	1.120	1.484	14.106	191	.000
13	Teacher responds positively when students try to clear their doubts	.917	1.085	.078	.762	1.071	11.711	191	.000
14	University provides a reliable information related to scholarships and fellowships to students	1.063	1.649	.119	.828	1.297	8.929	191	.000
15	Regular availability of person/personnel to assist you in the campus	1.083	1.347	.097	.892	1.275	11.142	191	.000
16	The health centre responds quickly during sickness	.974	1.401	.101	.775	1.173	9.633	191	.000
17	University Staff deals promptly and efficiently to each query of students	1.229	1.410	.102	1.028	1.430	12.076	191	.000
18	University responds positively when parents seek information	1.141	1.513	.109	.925	1.356	10.446	191	.000
19	University acts promptly when parents complain about treatment of teachers/staffs with children	1.281	1.416	.102	1.080	1.483	12.540	191	.000
20	University provides placement and information regarding emerging job opportunities on regular basis	.943	1.207	.087	.771	1.115	10.820	191	.000
Empathy Dimension									
21	Teachers pay individual attention to each and every student	1.313	1.520	.110	1.096	1.529	11.965	191	.000
22	Non teaching staff pays attention to individual needs of students	1.141	1.600	.115	.913	1.368	9.876	191	.000
23	Vice-Chancellor, rector and other higher officials of the university takes care of student welfare	1.073	1.352	.098	.881	1.265	10.999	191	.000
24	Sports officials take care of injured students while playing	.891	1.242	.090	.714	1.067	9.935	191	.000
25	University has special plans for promoting student's welfare of students	1.354	1.493	.108	1.142	1.567	12.565	191	.000
26	Officials express sympathy for students who complain about ragging	.630	1.308	.094	.444	.816	6.676	191	.000

27	Officials understand the problems of differently abled students and treat them with empathy	1.146	1.282	.093	.963	1.328	12.385	191	.000
28	Officials understand problems of rural students	.896	1.410	.102	.695	1.097	8.801	191	.000
29	University provides transportations for students coming from far off places	2.000	1.579	.114	1.775	2.225	17.555	191	.000
30	University authorities empathize with students lagging behind in studies and conduct classes for them	1.240	1.442	.104	1.034	1.445	11.914	191	.000
Assurance Dimension									
31	Teachers possess enough knowledge and competence in their chosen field of specialization	.677	.943	.068	.543	.811	9.945	191	.000
32	Teachers inspire confidence in the students	1.031	1.365	.099	.837	1.226	10.469	191	.000
33	Teachers are courteous in their behaviour towards the students	.969	1.310	.095	.782	1.155	10.246	191	.000
34	Teachers adopt modern methods of teaching like Power Point Presentation, Videos, Animations etc.	.620	1.115	.080	.461	.778	7.706	191	.000
35	Teachers are sincere and punctual when coming to the University	.917	1.529	.110	.699	1.134	8.306	191	.000
36	Non-teaching staff of the university is trustworthy and competent	1.302	1.389	.100	1.104	1.500	12.990	191	.000
37	Library's staff is polite and helpful	1.042	1.425	.103	.839	1.244	10.131	191	.000
38	Library's staff possesses knowledge about the library facilities	1.052	1.170	.084	.886	1.219	12.459	191	.000
39	Computer and lab technicians help and assist when students are in need	.760	1.169	.084	.594	.927	9.014	191	.000
40	The academic atmosphere on the campus inspires students	.932	1.163	.084	.767	1.098	11.112	191	.000

Tangibility Dimension									
41	Infrastructure facilities are available to the students in the classroom	.521	1.058	.076	.370	.671	6.819	191	.000
42	University provides quality lab and computer facilities	.870	1.503	.109	.656	1.084	8.016	191	.000
43	University offers reliable internet connectivity and Wi-Fi facility	1.172	1.482	.107	.961	1.383	10.959	191	.000
44	University supplies good quality sports equipments	.578	1.104	.080	.421	.735	7.256	191	.000
45	Library of University provides all required books and Journals	.438	.969	.070	.300	.575	6.258	191	.000
46	The university canteen offers high quality & healthy food	1.089	1.402	.101	.889	1.288	10.757	191	.000
47	University provides good quality gym, swimming pool and health centres	.911	1.321	.095	.723	1.100	9.558	191	.000
48	University offers good quality residence and hostel facility for students	.818	1.385	.100	.620	1.015	8.178	191	.000
49	Safe drinking water is supplied to the students in proper ways	.781	1.324	.096	.593	.970	8.176	191	.000
50	Toilet facilities offered by the university are adequate & clean	.990	1.447	.104	.784	1.196	9.475	191	.000

Source: Primary Data Collected

Interpretation: The above table shows the mean gap between expectations of students and actual performance of S. P. University. The values of mean suggests positive gap between expectations of students and actual performance of the university. The t-value suggests difference between expectations of students and actual performance. Larger the value of t, the more pronounced the difference between the conditions and the smaller the value of t, the probability that this difference occurred by chance. The table also reveals that the t-test is significant as the p-value is less than 0.05 in all the statements.

Table-5.23: Paired Sample T-Test between Students Expectation and Performance of Parul University

Sr. No.	Statements	Paired Differences					t-value	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Reliability Dimension									
1	University provides the latest information on the subjects to students	.677	1.126	.081	.517	.837	8.335	191	.000
2	University announces examination results promptly	.505	1.206	.087	.333	.677	5.803	191	.000
3	University provides prompt healthcare facilities to their students	.406	1.009	.073	.263	.550	5.581	191	.000
4	University addresses student grievances	.583	1.010	.073	.440	.727	8.006	191	.000
5	University collects feedback from students to improve the quality of its services	.583	1.099	.079	.427	.740	7.355	191	.000
6	University completes the syllabus as per the academic schedule/calendar	.594	1.149	.083	.430	.757	7.158	191	.000
7	University provides a regular and a reliable forum of parent-teacher interaction	.760	1.474	.106	.551	.970	7.148	191	.000
8	University creates reliable avenues for students to expose themselves to the latest knowledge and to explore their creativity	.563	1.129	.081	.402	.723	6.907	191	.000
9	Existence of Peaceful and student friendly atmosphere on the campus	.620	.924	.067	.488	.751	9.290	191	.000
10	University provides compensatory service to students who lag behind in academics	.474	1.249	.090	.296	.652	5.259	191	.000
Responsiveness Dimension									
11	University responds positively and promptly whenever information is sought	.474	.903	.065	.345	.603	7.270	191	.000

12	Staffs of the university reply politely when information is sought	.755	1.106	.080	.598	.913	9.464	191	.000
13	Teacher responds positively when students try to clear their doubts	.609	1.236	.089	.433	.785	6.833	191	.000
14	University provides a reliable information related to scholarships and fellowships to students	.651	1.294	.093	.467	.835	6.974	191	.000
15	Regular availability of person/personnel to assist you in the campus	.677	1.158	.084	.512	.842	8.104	191	.000
16	The health centre responds quickly during sickness	.542	1.184	.085	.373	.710	6.340	191	.000
17	University Staff deals promptly and efficiently to each query of students	.729	1.083	.078	.575	.883	9.331	191	.000
18	University responds positively when parents seek information	.594	1.122	.081	.434	.753	7.335	191	.000
19	University acts promptly when parents complain about treatment of teachers/staffs with children	.729	1.073	.077	.576	.882	9.416	191	.000
20	University provides placement and information regarding emerging job opportunities on regular basis	.568	1.051	.076	.418	.717	7.482	191	.000
Empathy Dimension									
21	Teachers pay individual attention to each and every student	.487	1.061	.077	.336	.638	6.345	190	.000
22	Non teaching staff pays attention to individual needs of students	.589	1.065	.077	.437	.740	7.660	191	.000
23	Vice-Chancellor, rector and other higher officials of the university takes care of student welfare	.802	1.108	.080	.644	.960	10.031	191	.000
24	Sports officials take care of injured students while playing	.583	1.080	.078	.430	.737	7.486	191	.000
25	University has special plans for promoting student's welfare of students	.656	1.179	.085	.488	.824	7.715	191	.000
26	Officials express sympathy for students who complain about ragging	.417	1.164	.084	.251	.582	4.961	191	.000

27	Officials understand the problems of differently abled students and treat them with empathy	.646	.965	.070	.508	.783	9.272	191	.000
28	Officials understand problems of rural students	.599	1.224	.088	.425	.773	6.781	191	.000
29	University provides transportations for students coming from far off places	.849	1.408	.102	.649	1.049	8.355	191	.000
30	University authorities empathize with students lagging behind in studies and conduct classes for them	.656	1.179	.085	.488	.824	7.715	191	.000
Assurance Dimension									
31	Teachers possess enough knowledge and competence in their chosen field of specialization	.573	1.076	.078	.420	.726	7.380	191	.000
32	Teachers inspire confidence in the students	.724	1.267	.091	.544	.904	7.921	191	.000
33	Teachers are courteous in their behaviour towards the students	.505	1.171	.085	.338	.672	5.977	191	.000
34	Teachers adopt modern methods of teaching like Power Point Presentation, Videos, Animations etc.	.557	1.086	.078	.403	.712	7.109	191	.000
35	Teachers are sincere and punctual when coming to the University	.552	1.082	.078	.398	.706	7.072	191	.000
36	Non-teaching staff of the university is trustworthy and competent	.750	1.003	.072	.607	.893	10.365	191	.000
37	Library's staff is polite and helpful	.651	.996	.072	.509	.793	9.054	191	.000
38	Library's staff possesses knowledge about the library facilities	.786	1.135	.082	.625	.948	9.598	191	.000
39	Computer and lab technicians help and assist when students are in need	.552	1.101	.079	.395	.709	6.949	191	.000
40	The academic atmosphere on the campus inspires students	.651	1.058	.076	.500	.802	8.530	191	.000

Tangibility Dimension									
41	Infrastructure facilities are available to the students in the classroom	.490	1.112	.080	.331	.648	6.103	191	.000
42	University provides quality lab and computer facilities	.458	1.082	.078	.304	.612	5.869	191	.000
43	University offers reliable internet connectivity and Wi-Fi facility	.802	1.246	.090	.625	.979	8.921	191	.000
44	University supplies good quality sports equipments	.505	1.093	.079	.350	.661	6.407	191	.000
45	Library of University provides all required books and Journals	.479	1.008	.073	.336	.623	6.589	191	.000
46	The university canteen offers high quality & healthy food	.677	1.023	.074	.531	.823	9.169	191	.000
47	University provides good quality gym, swimming pool and health centres	.734	1.115	.080	.576	.893	9.126	191	.000
48	University offers good quality residence and hostel facility for students	.760	1.344	.097	.569	.952	7.840	191	.000
49	Safe drinking water is supplied to the students in proper ways	1.141	1.551	.112	.920	1.361	10.193	191	.000
50	Toilet facilities offered by the university are adequate & clean	1.000	1.504	.109	.786	1.214	9.214	191	.000

Source: Primary Data Collected

Interpretation: The above table shows the mean gap between expectations of students and actual performance of Parul University. The values of mean suggests positive gap between expectations of students and actual performance of the university. The t-value suggests difference between expectations of students and actual performance. Larger the value of t, the more pronounced the difference between the conditions and the smaller the value of t, the probability that this difference occurred by chance. The table also reveals that the t-test is significant as the p-value is less than 0.05 in all the statements.

Table-5.24: Paired Sample T-Test between Students Expectation and Performance of GLS University

Sr. No.	Statements	Paired Differences					t-value	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Reliability Dimension									
1	University provides the latest information on the subjects to students	.943	1.076	.077	.790	1.096	12.173	192	.000
2	University announces examination results promptly	.834	1.012	.073	.690	.978	11.450	192	.000
3	University provides prompt healthcare facilities to their students	1.528	1.339	.096	1.338	1.719	15.862	192	.000
4	University addresses student grievances	1.617	1.372	.099	1.422	1.811	16.364	192	.000
5	University collects feedback from students to improve the quality of its services	1.550	1.588	.115	1.323	1.776	13.485	190	.000
6	University completes the syllabus as per the academic schedule/calendar	.699	1.138	.082	.538	.861	8.540	192	.000
7	University provides a regular and a reliable forum of parent-teacher interaction	1.855	1.291	.093	1.672	2.038	19.963	192	.000
8	University creates reliable avenues for students to expose themselves to the latest knowledge and to explore their creativity	1.016	1.143	.082	.853	1.178	12.340	192	.000
9	Existence of Peaceful and student friendly atmosphere on the campus	.746	.980	.071	.607	.885	10.572	192	.000
10	University provides compensatory service to students who lag behind in academics	1.358	1.238	.089	1.182	1.533	15.232	192	.000
Responsiveness Dimension									
11	University responds positively and promptly whenever information is sought	.731	.963	.069	.594	.867	10.541	192	.000

12	Staffs of the university reply politely when information is sought	.824	1.123	.081	.664	.983	10.194	192	.000
13	Teacher responds positively when students try to clear their doubts	.689	.899	.065	.561	.817	10.643	192	.000
14	University provides a reliable information related to scholarships and fellowships to students	1.254	1.217	.088	1.081	1.427	14.309	192	.000
15	Regular availability of person/personnel to assist you in the campus	.933	.952	.069	.797	1.068	13.606	192	.000
16	The health centre responds quickly during sickness	1.052	1.322	.095	.864	1.239	11.054	192	.000
17	University Staff deals promptly and efficiently to each query of students	.808	1.056	.076	.658	.958	10.639	192	.000
18	University responds positively when parents seek information	.933	1.090	.078	.778	1.087	11.887	192	.000
19	University acts promptly when parents complain about treatment of teachers/staffs with children	1.067	1.056	.076	.917	1.217	14.041	192	.000
20	University provides placement and information regarding emerging job opportunities on regular basis	.959	1.127	.081	.799	1.118	11.821	192	.000
Empathy Dimension									
21	Teachers pay individual attention to each and every student	.886	1.079	.078	.733	1.039	11.409	192	.000
22	Non teaching staff pays attention to individual needs of students	1.031	1.099	.079	.875	1.187	13.036	192	.000
23	Vice-Chancellor, rector and other higher officials of the university takes care of student welfare	1.425	1.248	.090	1.248	1.602	15.858	192	.000
24	Sports officials take care of injured students while playing	1.389	1.418	.102	1.187	1.590	13.608	192	.000
25	University has special plans for promoting student's welfare of students	1.161	1.203	.087	.990	1.331	13.399	192	.000
26	Officials express sympathy for students who complain about ragging	.720	1.028	.074	.574	.866	9.733	192	.000

27	Officials understand the problems of differently abled students and treat them with empathy	1.104	1.005	.072	.961	1.246	15.256	192	.000
28	Officials understand problems of rural students	1.311	1.282	.092	1.129	1.493	14.210	192	.000
29	University provides transportations for students coming from far off places	1.922	1.581	.114	1.698	2.147	16.893	192	.000
30	University authorities empathize with students lagging behind in studies and conduct classes for them	1.518	1.572	.113	1.295	1.741	13.420	192	.000
Assurance Dimension									
31	Teachers possess enough knowledge and competence in their chosen field of specialization	.710	.889	.064	.584	.836	11.092	192	.000
32	Teachers inspire confidence in the students	.725	1.047	.075	.577	.874	9.626	192	.000
33	Teachers are courteous in their behaviour towards the students	.876	1.053	.076	.726	1.025	11.549	192	.000
34	Teachers adopt modern methods of teaching like Power Point Presentation, Videos, Animations etc.	.741	.922	.066	.610	.872	11.170	192	.000
35	Teachers are sincere and punctual when coming to the University	.642	.891	.064	.516	.769	10.021	192	.000
36	Non-teaching staff of the university is trustworthy and competent	.756	1.093	.079	.601	.912	9.611	192	.000
37	Library's staff is polite and helpful	.964	1.110	.080	.806	1.121	12.057	192	.000
38	Library's staff possesses knowledge about the library facilities	1.073	1.003	.072	.930	1.215	14.862	192	.000
39	Computer and lab technicians help and assist when students are in need	.948	.956	.069	.812	1.084	13.779	192	.000
40	The academic atmosphere on the campus inspires students	1.083	1.143	.082	.921	1.245	13.166	192	.000

Tangibility Dimension									
41	Infrastructure facilities are available to the students in the classroom	1.078	1.172	.084	.911	1.244	12.772	192	.000
42	University provides quality lab and computer facilities	.902	.955	.069	.766	1.037	13.114	192	.000
43	University offers reliable internet connectivity and Wi-Fi facility	1.114	.972	.070	.976	1.252	15.918	192	.000
44	University supplies good quality sports equipments	1.207	1.262	.091	1.028	1.386	13.291	192	.000
45	Library of University provides all required books and Journals	1.197	1.091	.079	1.042	1.352	15.241	192	.000
46	The university canteen offers high quality & healthy food	1.440	1.270	.091	1.260	1.621	15.759	192	.000
47	University provides good quality gym, swimming pool and health centres	1.212	1.429	.103	1.009	1.415	11.784	192	.000
48	University offers good quality residence and hostel facility for students	1.653	1.357	.098	1.460	1.846	16.917	192	.000
49	Safe drinking water is supplied to the students in proper ways	1.534	1.287	.093	1.351	1.716	16.555	192	.000
50	Toilet facilities offered by the university are adequate & clean	1.316	1.314	.095	1.129	1.503	13.910	192	.000

Source: Primary Data Collected

Interpretation: The above table shows the mean gap between expectations of students and actual performance of GLS University. The values of mean suggests positive gap between expectations of students and actual performance of the university. The t-value suggests difference between expectations of students and actual performance. Larger the value of t, the more pronounced the difference between the conditions and the smaller the value of t, the probability that this difference occurred by chance. The table also reveals that the t-test is significant as the p-value is less than 0.05 in all the statements.

5.5 Mean Score and Standard Deviation of Students Satisfaction

The below table shows mean and standard deviation of students satisfaction of selected universities. Mean score between 1.00-1.80 means lowest satisfaction, 1.81-2.60 means low satisfaction. 2.61-3.40 means average satisfaction. 3.41-4.20 mean high satisfaction and 4.21-5.00 mean highest satisfaction. The standard deviation shows the deviation between all the respondents.

Table-5.25: Mean and Standard Deviation of Students Satisfaction

Sr. No.	Statements	MSU		SPU		PU		GLSU	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Reliability Dimension									
1	University keeps its record safe	3.88	1.11	3.96	1.07	4.01	0.89	3.60	0.99
2	Staff are sincere and interested in solving your problems	3.28	1.24	3.33	1.22	3.91	0.99	3.54	0.95
3	University provides timely services	3.16	1.13	3.21	1.07	3.70	1.09	3.41	0.85
4	Teachers are capable to teach	3.97	0.93	3.93	0.85	3.91	0.89	3.73	0.96
5	Non-teaching staff are efficient	3.57	1.05	3.58	1.04	3.98	0.86	3.47	1.12
Responsiveness Dimension									
6	Regular availability of personnel to assist you	3.48	1.13	3.43	1.16	3.77	1.03	3.39	0.82
7	Teachers have capacity to solve students’ problems	3.59	1.12	3.74	1.19	3.96	1.01	3.81	0.98
8	Queries are dealt with efficiently and promptly	3.53	1.20	3.55	1.23	3.91	0.90	3.52	1.05
9	Training to sportsmen and women are available	3.60	1.07	3.68	0.92	4.00	0.87	2.79	1.25
10	Healthcare and medical facilities are available	3.79	1.06	3.86	1.04	3.96	0.95	3.06	1.14
Empathy Dimension									
11	Teaching and non-teaching staff give individual attention	3.33	1.24	3.20	1.25	3.80	1.01	3.41	1.00
12	Teachers keep students’ interest in mind	3.32	1.33	3.41	1.29	3.98	0.98	3.55	.95
13	Teaching and non-teaching staff patiently listen to you	3.36	1.29	3.34	1.28	3.85	0.96	3.64	.95
14	The method of issuing books from library is effective	3.76	0.99	3.87	0.86	3.89	1.01	3.59	1.08
15	Sports officials understand students’ problems	3.70	0.95	3.88	0.97	3.98	1.00	3.03	1.26

Assurance Dimension									
16	University staff are friendly and courteous	3.36	1.27	3.46	1.33	3.89	1.00	3.53	0.91
17	Teachers – Parents interaction are held frequently	3.38	1.23	3.52	1.31	3.98	1.00	3.41	0.92
18	University gives competence of lab/computer assistance	3.57	1.11	3.66	1.16	3.99	0.99	3.69	0.93
19	University hostel serves good quality food	3.47	1.09	3.65	1.11	3.71	1.24	3.01	1.08
20	University provides excellent coaching for sports	3.59	1.05	3.64	1.08	3.96	1.02	2.80	1.22
Tangibility Dimension									
21	Basic infrastructure facilities in the campus are available	3.95	1.01	3.97	0.94	3.93	0.92	3.38	1.03
22	Lab and library facilities are available	3.93	1.02	4.08	0.91	3.93	0.89	3.66	1.07
23	Canteen facilities are available	3.74	1.10	3.70	1.03	3.97	0.88	3.40	1.07
24	Internet and Xerox facilities are available	3.68	1.19	3.45	1.19	3.98	0.93	2.86	1.19
25	Sports facilities are available	3.93	1.07	3.99	0.96	4.07	0.95	2.70	1.32
Average mean score of satisfaction		3.5968		3.6436		3.9208		3.3576	

Source: Primary Data Collected

Interpretation: The above table shows the mean and standard deviation of satisfaction level of students. In MSU, the highest mean score is 3.95, found in “Basic infrastructure facilities in the campus are available”. The lowest mean score is 3.16, found in “University provides timely services”. The range of mean scores is from 3.16 to 3.95, it suggests average and high satisfaction. In SPU, the highest mean score is 4.08, found in “Lab and library facilities are available”. The lowest mean score is 3.20, found in “Teaching and non-teaching staff give individual attention”. The range of mean scores is from 3.20 to 4.08, it suggests average and high satisfaction. In PU, the highest mean score is 4.07, found in “Sports facilities are available”. The lowest mean score is 3.70, found in “University provides timely services”. The range of mean scores is from 3.70 to 4.07, it suggests high satisfaction. In GLSU, the highest mean score is 3.81, found in “Teachers have capacity to solve students’ problems”. The lowest mean score is 2.70, found in “Sports facilities are available”. The range of mean scores is from 2.70 to 3.81, it suggests average satisfaction and high satisfaction. The standard deviation shows the average gap between the respondents.

5.6 Hypotheses Testing

H0₁ : There is no significant association between university type and overall satisfaction of students.

5.26: Tests of Normality of University Type and Students Satisfaction

	University Type	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	State University	.237	386	.000	.871	386	.000
	Private University	.199	385	.000	.874	385	.000

a. Lilliefors Significance Correction

Interpretation: Above table shows the test of normality. The significance value for University type and overall satisfaction of students is less than 0.05. Hence, the data is not normally distributed.

Table-5.27: University Type and Students Satisfaction

Overall Satisfaction	Types of University		Grand Total
	State University	Private University	
Highly Dissatisfied	2	7	9
Dissatisfied	40	24	64
Neutral	90	120	210
Satisfied	152	131	283
Highly Satisfied	102	103	205
Grand Total	386	385	771

Source: Primary Data Collected

Table-5.28: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	12.625	4	0.013

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between university type and overall satisfaction of students.

H0₂ : There is no significant association between gender and overall satisfaction of students.

Table-5.29: Tests of Normality of Gender and Students Satisfaction

	Gender	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	Male	.207	395	.000	.877	395	.000
	Female	.230	376	.000	.874	376	.000

a. Lilliefors Significance Correction

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for gender and overall satisfaction of students. Hence, the data is not normally distributed.

Table-5.30: Gender and Students Satisfaction

Overall Satisfaction	Gender		Grand Total
	Male	Female	
Highly Dissatisfied	4	5	b
Dissatisfied	33	31	64
Neutral	114	96	210
Satisfied	138	145	283
Highly Satisfied	106	99	205
Grand Total	395	376	771

Source: Primary Data Collected

Table-5.31: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	1.661	4	0.798

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is no significant association between gender and overall satisfaction of students.

H₀₃ : There is no significant association between age group and overall satisfaction of students.

Table-5.32: Tests of Normality of Age Group and Students Satisfaction

	Age Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	Below 20 Years	.210	268	.000	.892	268	.000
	21 to 23 Years	.223	332	.000	.841	332	.000
	24 to 26 Years	.234	142	.000	.862	142	.000
	27 Years & Above	.247	29	.000	.868	29	.002
a. Lilliefors Significance Correction							

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for age group and overall satisfaction of students. Hence, the data is not normally distributed.

Table-5.33: Age Group and Students Satisfaction

Overall Satisfaction	Age Groups				Grand Total
	Below 20 Years	21 to 23 Years	24 to 26 Years	27 Years & Above	
Highly Dissatisfied	4	3	2	0	9
Dissatisfied	35	21	6	2	64
Neutral	78	66	54	12	210
Satisfied	93	120	60	10	283
Highly Satisfied	58	122	20	5	205
Grand Total	268	332	142	29	771

Source: Primary Data Collected

Table-5.34: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	53.981	12	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between age group and overall satisfaction of students.

H0₄ : There is no significant association between Residential Location and overall satisfaction of students.

Table-5.35: Tests of Normality of Location and Students Satisfaction

	Location	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	Rural	.232	211	.000	.828	211	.000
	Urban	.220	560	.000	.883	560	.000

a. Lilliefors Significance Correction

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for residential location and overall satisfaction of students. Hence, the data is not normally distributed.

Table-5.36: Residential Location and Students Satisfaction

Overall Satisfaction	Residential Location		Grand Total
	Rural	Urban	
Highly Dissatisfied	0	9	9
Dissatisfied	19	45	64
Neutral	39	171	210
Satisfied	71	212	283
Highly Satisfied	82	123	205
Grand Total	211	560	771

Source: Primary Data Collected

Table-5.37: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	28.936	4	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between residential location and overall satisfaction of students.

H0₅ : There is no significant association between occupation of parents and overall satisfaction of students.

Table-5.38: Tests of Normality of Occupation of Parents and Students Satisfaction

	Occupation of Parents	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	Service	.257	353	.000	.846	353	.000
	Business	.242	251	.000	.880	251	.000
	Agriculture	.266	75	.000	.805	75	.000
	Professionals	.223	92	.000	.841	92	.000
a. Lilliefors Significance Correction							

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for occupation of parents and overall satisfaction of students. Hence, the data is not normally distributed.

Table-5.39: Occupation of Parents and Students Satisfaction

Overall Satisfaction	Occupation				Grand Total
	Service	Business	Agriculture	Professional	
Highly Dissatisfied	4	3	0	2	9
Dissatisfied	30	23	7	4	64
Neutral	60	108	8	34	210
Satisfied	147	84	32	20	283
Highly Satisfied	112	33	28	32	205
Grand Total	353	251	75	92	771

Source: Primary Data Collected

Table-5.40: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	86.612	12	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between occupation of parents and overall satisfaction of students.

H₀ : There is no significant association between family monthly income and overall satisfaction of students.

Table-5.41: Tests of Normality of Family Monthly Income and Students Satisfaction

	Monthly Income	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	Less than Rs. 30,000	.207	297	.000	.852	297	.000
	Rs. 30,000 to 60,000	.256	200	.000	.851	200	.000
	Rs. 60,000 to 90,000	.208	171	.000	.883	171	.000
	More than Rs. 90,000	.240	103	.000	.874	103	.000
a. Lilliefors Significance Correction							

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for family monthly income and overall satisfaction of students. Hence, the data is not normally distributed.

Table-5.42: Family Monthly Income and Students Satisfaction

Overall Satisfaction	Monthly Income				Grand Total
	Less than Rs. 30,000	Rs. 30,000 to 60,000	Rs. 60,000 to 90,000	More than Rs. 90,000	
Highly Dissatisfied	0	5	4	0	9
Dissatisfied	23	18	12	11	64
Neutral	78	35	64	33	210
Satisfied	97	80	63	43	283
Highly Satisfied	99	62	28	16	205
Grand Total	297	200	171	103	771

Source: Primary Data Collected

Table-5.43: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	46.069	12	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between family monthly income and overall satisfaction of students.

H0₇ : There is no significant association between type of family and overall satisfaction of students.

Table-5.44: Tests of Normality of Family Type and Students Satisfaction

	Family Type	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	Joint	.226	365	.000	.869	365	.000
	Nuclear	.212	406	.000	.878	406	.000
a. Lilliefors Significance Correction							

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for family type and overall satisfaction of students. Hence, the data is not normally distributed.

Table-5.45: Family Type and Students Satisfaction

Overall Satisfaction	Family Type		Grand Total
	Joint	Nuclear	
Highly Dissatisfied	6	3	9
Dissatisfied	33	31	64
Neutral	85	125	210
Satisfied	133	150	283
Highly Satisfied	108	97	205
Grand Total	365	406	771

Source: Primary Data Collected

Table-5.46: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	8.136	4	0.087

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is no significant association between family type and overall satisfaction of students.

H0₈ : There is no significant association between Number of earning person in family and overall satisfaction of students.

Table-5.47: Tests of Normality of No. of Earning Person and Students Satisfaction

	No. of Earning Person	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	One	.237	342	.000	.853	342	.000
	Two	.190	263	.000	.878	263	.000
	Three	.260	117	.000	.873	117	.000
	Four & Above	.362	49	.000	.770	49	.000
a. Lilliefors Significance Correction							

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for no. of earning person and overall satisfaction of students. Hence, the data is not normally distributed.

Table-5.48: No. of Earning Person and Students Satisfaction

Overall Satisfaction	No. of Earning Person of Family				Grand Total
	One	Two	Three	Four & Above	
Highly Dissatisfied	3	2	4	0	9
Dissatisfied	24	29	9	2	64
Neutral	70	78	32	30	210
Satisfied	135	82	52	14	283
Highly Satisfied	110	72	20	3	205
Grand Total	342	263	117	49	771

Source: Primary Data Collected

Table-5.49: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	58.949	12	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between number of earning person of family and overall satisfaction of students.

H₀ : There is no significant association between Caste and overall satisfaction of students.

Table-5.50: Tests of Normality of Caste and Students Satisfaction

	Caste	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	General	.224	370	.000	.858	370	.000
	SC	.196	114	.000	.871	114	.000
	ST	.227	81	.000	.875	81	.000
	OBC	.230	142	.000	.863	142	.000
	Minority	.234	64	.000	.848	64	.000
a. Lilliefors Significance Correction							

Interpretation: Above table shows the significance value of test of normality is less than 0.05 for no. of caste and overall satisfaction of students. Hence, the data is not normally distributed.

Table-5.51: Caste and Students Satisfaction

Overall Satisfaction	Caste					Grand Total
	General	SC	ST	OBC	Minority	
Highly Dissatisfied	4	0	5	0	0	9
Dissatisfied	34	12	8	8	2	64
Neutral	79	36	30	41	24	210
Satisfied	131	37	32	59	24	283
Highly Satisfied	122	29	6	34	14	205
Grand Total	370	114	81	142	64	771

Source: Primary Data Collected

Table-5.52: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	56.335	16	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between caste and overall satisfaction of students.

H₀₁₀ : There is no significant association between study program and overall satisfaction of students.

Table-5.53: Tests of Normality of Program and Students Satisfaction

	Program	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	Arts	.214	171	.000	.855	171	.000
	Commerce	.211	258	.000	.854	258	.000
	Science	.245	164	.000	.870	164	.000
	Engineering	.231	178	.000	.871	178	.000

a. Lilliefors Significance Correction

Interpretation: Above table depicts the significance value of test of normality is less than 0.05 for program and overall satisfaction of students. Hence, the data is not normally distributed.

Table-5.54: Name of Program and Students Satisfaction

Overall Satisfaction	Name of Programs				Grand Total
	Arts	Commerce	Science	Engineering	
Highly Dissatisfied	1	0	8	0	9
Dissatisfied	17	17	11	19	64
Neutral	44	65	54	47	210
Satisfied	49	94	70	70	283
Highly Satisfied	60	82	21	42	205
Grand Total	171	258	164	178	771

Source: Primary Data Collected

Table-5.55: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	55.175	12	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between study program and overall satisfaction of students.

H₀₁₁ : There is no significant association between semester and overall satisfaction of students.

Table-5.56: Tests of Normality of Semester and Students Satisfaction

	Semester	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	First	.210	101	.000	.842	101	.000
	Second	.250	173	.000	.796	173	.000
	Third	.203	206	.000	.885	206	.000
	Fourth	.257	39	.000	.864	39	.000
	Fifth	.213	165	.000	.880	165	.000
	Six & Above	.287	87	.000	.813	87	.000

a. Lilliefors Significance Correction

Interpretation: Above table shows the significance value of test of normality is less than 0.05 for semester and overall satisfaction of students. Hence, the data is not normally distributed.

Table-5.57: Semester and Students Satisfaction

Overall Satisfaction	Semesters						Grand Total
	First	Second	Third	Fourth	Fifth	Six & Above	
Highly Dissatisfied	4	0	5	0	0	0	9
Dissatisfied	5	2	23	5	27	2	64
Neutral	24	21	57	14	54	40	210
Satisfied	31	84	67	17	59	25	283
Highly Satisfied	37	66	54	3	25	20	205
Grand Total	101	173	206	39	165	87	771

Source: Primary Data Collected

Table-5.58: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	112.687	20	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between semester and overall satisfaction of students.

H₀₁₂ : There is no significant association between academic qualification and overall satisfaction of students.

Table-5.59: Tests of Normality of Academic Qualification and Students Satisfaction

	Academic Qualification	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	UG	.202	424	.000	.881	424	.000
	PG	.235	336	.000	.865	336	.000
	M.Phil.	Overall Satisfaction of Students is constant when Level of Academic Qualification = M.Phil. It will be included in any box-plots produced but other output will be omitted.					
	Ph.D.	.327	8	.012	.810	8	.037

a. Lilliefors Significance Correction

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for academic qualification and overall satisfaction of students. The output is omitted in M.Phil. Hence, the data is not normally distributed.

Table-5.60: Academic Qualification and Students Satisfaction

Overall Satisfaction	Level of Academic Qualification				Grand Total
	Under Graduate	Post Graduate	M.Phil.	Ph.D.	
Highly Dissatisfied	5	4	0	0	9
Dissatisfied	43	20	0	1	64
Neutral	122	83	0	5	210
Satisfied	142	136	3	2	283
Highly Satisfied	112	93	0	0	205
Grand Total	424	336	3	8	771

Source: Primary Data Collected

Table-5.61: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	19.290	12	0.082

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is no significant association between level of academic qualification and overall satisfaction of students.

H0₁₃ : There is no significant association between caste and effect of government policies on higher education.

Table-5.62: Tests of Normality of Caste and effect of Government Policies

	Effect	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Caste	Excellent	.210	108	.000	.873	108	.000
	Good	.241	308	.000	.823	308	.000
	Normal	.345	214	.000	.713	214	.000
	Poor	.378	72	.000	.662	72	.000
	Very Poor	.434	69	.000	.567	69	.000

a. Lilliefors Significance Correction

Interpretation: Above table shows the significance value of test of normality is less than 0.05 for semester and overall satisfaction of students. Hence, the data is not normally distributed.

Table-5.63: Caste and Effect of Government Policies on Higher Education

Caste	Effect					Grand Total
	Excellent	Good	Normal	Poor	Very Poor	
General	26	123	125	45	51	370
SC	13	54	33	6	8	114
ST	33	31	13	2	2	81
OBC/SEBC	31	68	30	6	7	142
Minority	5	32	13	13	1	64
Grand Total	108	308	214	72	69	771

Source: Primary Data Collected

Table-5.64: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	126.698	16	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between caste and effect of government policies on higher education.

5.7 Factor Analysis

Factor analysis is calculated by taking twenty five statements of satisfaction. The results are presented in below table.

Table-5.65: KMO and Bartlett's Test of Students Satisfaction

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.942
Bartlett's Test of Sphericity	Approx. Chi-Square	12279.405
	Df	300
	Sig.	0.000

Interpretation: The results showed that the KMO measure of sampling adequacy is 0.942. The significance P-Value of Bartlett's Test of Sphericity is 0.000 i.e. $P < 0.05$ which signifies that the data is suitable for the application of factor analysis.

Table-5.66: KMO Range Communalities

Statements	Initial	Extraction
University keeps its record safe	1.000	.624
Staff are sincere and interested in solving your problems	1.000	.682
University provides timely services	1.000	.544
Teachers are capable to teach	1.000	.557
Non-teaching staff are efficient	1.000	.520
Regular availability of personnel to assist you	1.000	.582
Teachers have capacity to solve students' problems	1.000	.640
Queries are dealt with efficiently and promptly	1.000	.682
Training to sportsmen and women are available	1.000	.630
Healthcare and medical facilities are available	1.000	.526
Teaching and non-teaching staff give individual attention	1.000	.629
Teachers keep students' interest in mind	1.000	.685
Teaching and non-teaching staff patiently listen to you	1.000	.646
The method of issuing books from library is effective	1.000	.485
Sports officials understand students' problems	1.000	.556
University staff are friendly and courteous	1.000	.650
Teachers – Parents interaction are held frequently	1.000	.674
University gives competence of lab/computer assistance	1.000	.582
University hostel serves good quality food	1.000	.436
University provides excellent coaching for sports	1.000	.677
Basic infrastructure facilities in the campus are available	1.000	.691
Lab and library facilities are available	1.000	.630
Canteen facilities are available	1.000	.428
Internet and Xerox facilities are available	1.000	.599
Sports facilities are available	1.000	.729
Extraction Method: Principal Component Analysis.		

Interpretation: Communalities ranges less than 0.50 is not taken in to consideration as these factors are not contributing anything to the factor analysis.

Table-5.67: Students Satisfaction Total Variance Explained

CT	Initial Eigen Values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	A	B	C	A	B	C	A	B	C
1	10.041	45.639	45.639	10.041	45.639	45.639	7.433	33.788	33.788
2	2.373	10.785	56.424	2.373	10.785	56.424	3.850	17.498	51.286
3	1.486	6.753	63.177	1.486	6.753	63.177	2.616	11.891	63.177
4	.932	4.237	67.414						
5	.790	3.589	71.003						
6	.606	2.753	73.756						
7	.568	2.584	76.340						
8	.520	2.363	78.703						
9	.504	2.292	80.995						
10	.484	2.199	83.194						
11	.436	1.982	85.176						
12	.405	1.843	87.019						
13	.390	1.775	88.794						
14	.367	1.667	90.461						
15	.329	1.497	91.958						
16	.313	1.421	93.378						
17	.287	1.306	94.684						
18	.257	1.168	95.852						
19	.254	1.155	97.007						
20	.235	1.066	98.073						
21	.222	1.008	99.081						
22	.202	.919	100.000						
CT= Component Total A=Total B=% of Variance C=Cumulative %									

Interpretation: There are three components having the Initial Eigen Values over 1 and it explained for about 63.177 percent of variation in the Satisfaction of students.

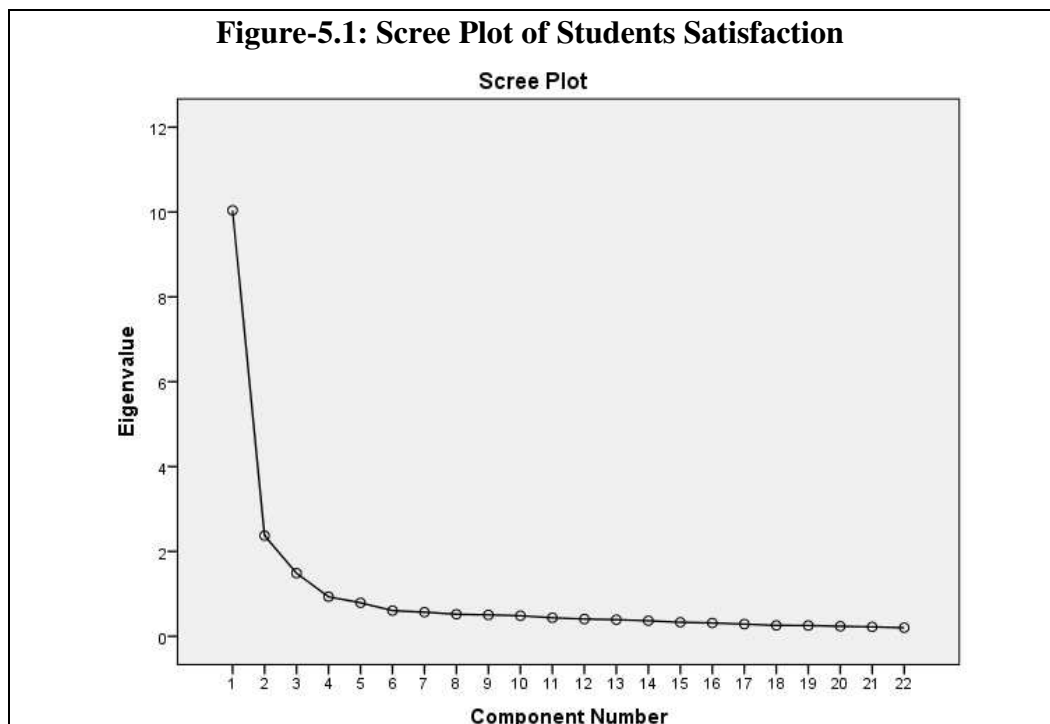


Table-5.68: Rotated Component Matrix of Students Satisfaction

Sr. No.	Statements	Components		
		1	2	3
1	University keeps its record safe	.156	.091	.795
2	Staff are sincere and interested in solving your problems	.794	.139	.169
3	University provides timely services	.694	.182	.186
4	Teachers are capable to teach	.489	.036	.571
5	Non-teaching staff are efficient	.643	.272	.182
6	Regular availability of personnel to assist you	.708	.276	.015
7	Teachers have capacity to solve students' problems	.779	.114	.165
8	Queries are dealt with efficiently and promptly	.781	.237	.117
9	Training to sportsmen and women are available	.256	.767	.124
10	Healthcare and medical facilities are available	.203	.642	.280
11	Teaching and non-teaching staff give individual attention	.741	.279	.071
12	Teachers keep students' interest in mind	.794	.165	.146
13	Teaching and non-teaching staff patiently listen to you	.778	.139	.149
14	Sports officials understand students' problems	.201	.639	.357
15	University staff are friendly and courteous	.764	.227	.127
16	Teachers – Parents interaction are held frequently	.778	.257	.028
17	University gives competence of lab/computer assistance	.684	.238	.260
18	University provides excellent coaching for sports	.345	.743	.128
19	Basic infrastructure facilities in the campus are available	.067	.350	.773
20	Lab and library facilities are available	.146	.278	.727
21	Internet and Xerox facilities are available	.424	.638	.040
22	Sports facilities are available	.116	.837	.144
<i>a. Rotation converged in 5 iterations.</i>				

Interpretation: The above table depicts Principal component Analysis. Varimax with Kaiser Normalization Rotated method is used in factors rotation. The analysis identified three components. Items having factor loading more than 0.50 is considered.

Factor 1 contains 12 attributes and explained 45.639% of the variance in the data, with an Eigen Value of 10.041. The attributes associated with this factor includes “Staff are sincere and interested in solving your problems”, “University provides timely services”, “Non-teaching staff are efficient”,

“Regular availability of personnel to assist you”, “Teachers have capacity to solve students’ problems”, “Queries are dealt with efficiently and promptly”, “Teaching and non-teaching staff give individual attention”, “Teachers keep students’ interest in mind”, “Teaching and non-teaching staff patiently listen to you”, “University staff are friendly and courteous”, “Teachers – Parents interaction are held frequently” and “University gives competence of lab/computer assistance”. Consequently this factor referred as ***“Contribution of Staff in Satisfaction”***.

Factor 2 contains 6 attributes and explained 10.785% of the variance in the data, with an Eigen Value of 2.373. The attributes associated with this factor includes “Training to sportsmen and women are available”, “Healthcare and medical facilities are available”, “Sports officials understand students’ problems”, “University provides excellent coaching for sports”, “Internet and Xerox facilities are available” and “Sports facilities are available”. Consequently this factor referred as ***“Contribution of Sports in Satisfaction”***.

Factor 3 contains 4 attributes and explained 6.753% of the variance in the data, with an Eigen Value of 1.486. The attributes associated with this factor includes “University keeps its record safe”, “Teachers are capable to teach”, “Basic infrastructure facilities in the campus are available” and “Lab and library facilities are available” Consequently this factor referred as ***“Contribution of Infrastructure in Satisfaction”***.

Reliability: Cronbach's Alpha score of all three components are calculated. Factor 1 has alpha score of 0.944 for 12 no. of items in it. Factor 2 has alpha score is 0.873for 6 no. of items in it. Factor 3 has alpha score of 0.784 for 4 no. of items in it.

Hair et al. (1998) have suggested that the acceptable alpha score should be more than 0.60. This analysis fulfills the given condition.

5.8 Correlation and Regression Models

H0₁₄ : There is no significant association between Expectations and Satisfaction of Students.

Table-5.69: Correlation between Expectation and Satisfaction

	Overall Expectation	
Overall Satisfaction	Pearson Correlation	0.157
	Sig. (2-tailed)	0.000
	N	771

Interpretation: The above table shows Pearson Correlation between overall expectation and overall satisfaction. The value of Correlation is 0.157, Significance P-Value is 0.000 and N is 771. As the value of correlation indicates, there is a low positive correlation between overall expectation and overall satisfaction. Therefore the above null hypothesis is rejected.

H0₁₅ : There is no significant association between Reliability Dimension and Satisfaction of Students.

Table-5.70: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.646	0.417	0.409	0.740

Table-5.71: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	296.973	10	29.697	54.193	0.00
	Residual	415.381	758	0.548		
	Total	712.354	768			
<i>a. Dependent Variable: Overall Satisfaction</i>						

Interpretation: Regression analysis is held to know the association between Satisfaction of Students and Reliability Dimension of SERVQUAL Model. From the ANOVA test, it is clear that the significance value is 0.00, which is less than significance value 0.05. It means there is a significant association between dependent variable Satisfaction of Students and independent variable Reliability Dimension. The adjusted R² Value 0.409 indicates that the model explains 40.9% of the Reliability Dimension is responsible for Satisfaction of Students.

Figure-5.2: Path Diagram of Reliability Dimension & Students Satisfaction

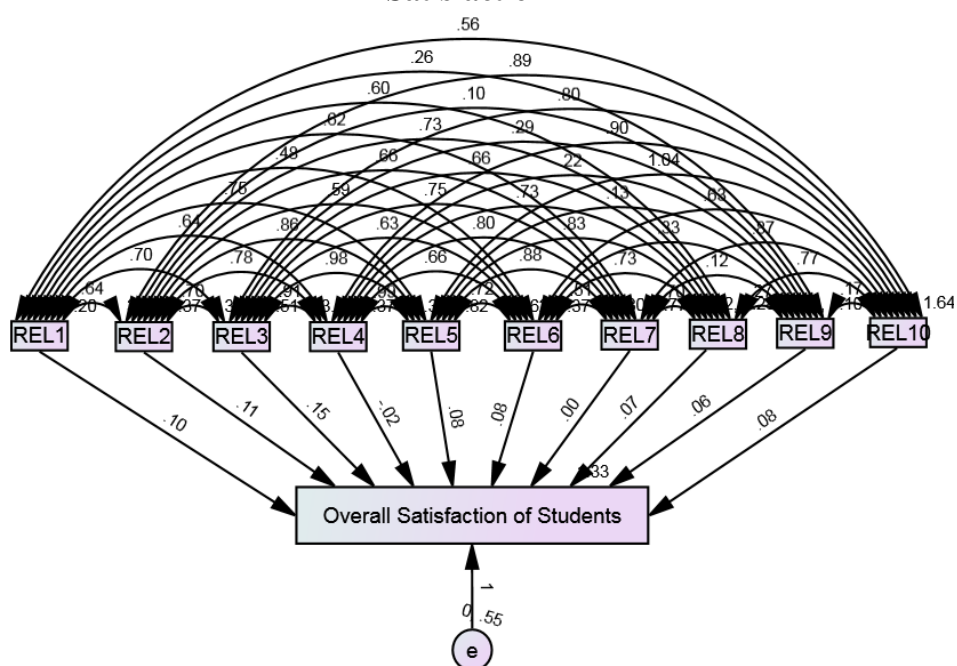


Table-5.72: Coefficients

Statements of Reliability Dimension	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.338	.130		10.292	.000
University provides the latest information on the subjects to students	.095	.032	.108	2.972	.003
University announces examination results promptly	.109	.032	.133	3.402	.001
University provides prompt healthcare facilities to their students	.153	.031	.196	4.938	.000
University addresses student grievances	-.019	.035	-.024	-.548	.584
University collects feedback from students to improve the quality of its services	.074	.030	.104	2.485	.013
University completes the syllabus as per the academic schedule/calendar	.093	.029	.113	3.186	.002
University provides a regular and a reliable forum of parent-teacher interaction	.008	.026	.011	.317	.752
University creates reliable avenues for students to expose themselves to the latest knowledge and to explore their creativity	.064	.034	.075	1.881	.060

Existence of Peaceful and student friendly atmosphere on the campus	.057	.027	.062	2.089	.037
University provides compensatory service to students who lag behind in academics	.084	.030	.113	2.785	.005
<i>a. Dependent Variable: Overall Satisfaction</i>					

Interpretation: Coefficient analysis reveals the relationship between Satisfaction of Students and each statements of Reliability Dimension. Majority of the statements of reliability dimension, the significance value is less than 0.05. Hence, the null hypothesis is rejected and proved that there is a significant association between Reliability Dimension and Satisfaction of Students.

H₀₁₆ : There is no significant association between Responsiveness Dimension and Satisfaction of Students.

Table-5.73: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.657	.432	.424	.73325

Table-5.74: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	310.178	10	31.018	57.691	.000
	Residual	408.619	760	.538		
	Total	718.796	770			
<i>a. Dependent Variable: Overall Satisfaction</i>						

Interpretation: Regression analysis is held to know the association between Satisfaction of Students and Responsiveness Dimension of SERVQUAL Model. From the ANOVA test, it is clear that the significance value is 0.00, which is less than significance value 0.05. It means there is a significant association between dependent variable Satisfaction of Students and independent variable Responsiveness Dimension. The adjusted R² Value 0.424 indicates that the model explains 42.4% of the Responsiveness Dimension is responsible for satisfaction of students.

Figure-5.3: Path Diagram of Responsiveness Dimension & Students Satisfaction

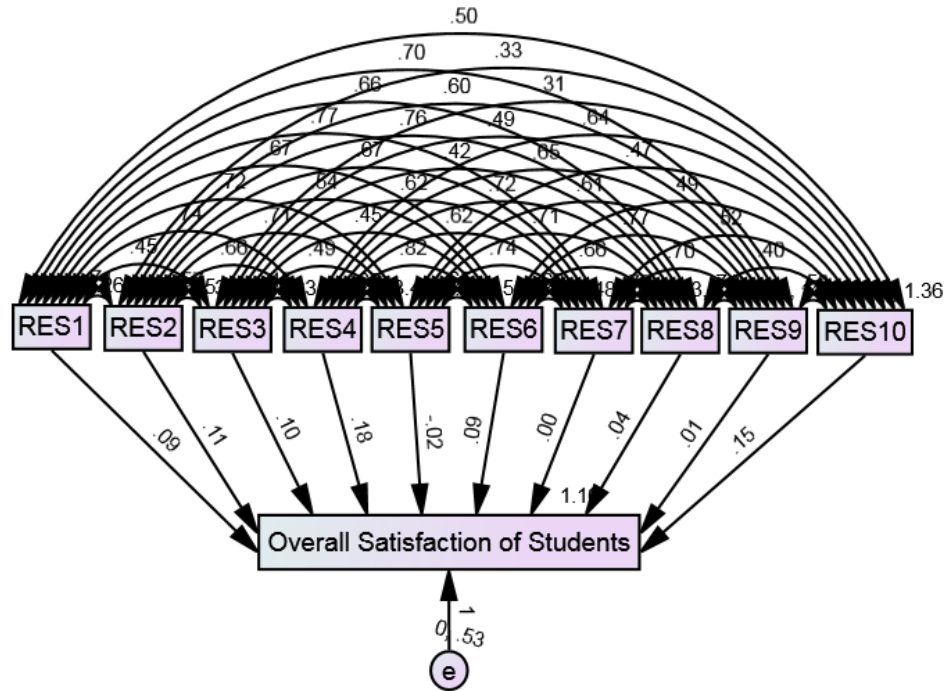


Table-5.75: Coefficients

Statements of Responsiveness Dimension	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.159	.123		9.426	.000
University responds positively and promptly whenever information is sought	.092	.034	.107	2.674	.008
Staffs of the university reply politely when information is sought	.109	.034	.126	3.189	.001
Teacher responds positively when students try to clear their doubts	.102	.030	.114	3.428	.001
University provides a reliable information related to scholarships and fellowships to students	.181	.027	.242	6.663	.000
Regular availability of person/personnel to assist you in the campus	-.016	.029	-.020	-.541	.589
The health centre responds quickly during sickness	.088	.029	.111	3.030	.003
University Staff deals promptly and efficiently to each query of students	.000	.033	.000	-.009	.993

University responds positively when parents seek information	.037	.033	.045	1.149	.251
University acts promptly when parents complain about treatment of teachers/staffs with children	.014	.032	.017	.452	.652
University provides placement and information regarding emerging job opportunities on regular basis	.146	.026	.176	5.543	.000
<i>a. Dependent Variable: Overall Satisfaction</i>					

Interpretation: Coefficient analysis reveals the relationship between Satisfaction of Students and each statements of Responsiveness Dimension. Majority of statements of responsiveness dimension, the significance value is less than 0.05, which means these statements are highly significant for satisfaction of students.

H0₁₇ : There is no significant association between Empathy Dimension and Satisfaction of Students.

Table-5.76: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.662	.438	.431	.72769

Table-5.77: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	313.660	10	31.366	59.233	.000
	Residual	401.920	759	.530		
	Total	715.579	769			
<i>a. Dependent Variable: Overall Satisfaction</i>						

Interpretation: Regression analysis is held to know the association between Satisfaction of Students and Empathy Dimension of SERVQUAL Model. From the ANOVA test, it is clear that the significance value is 0.00, which is less than significance value 0.05. It means there is a significant association between dependent variable Satisfaction of Students and independent variable Empathy Dimension. The adjusted R² Value 0.431 indicates that the model explains 43.1% of the Empathy Dimension is responsible for satisfaction of students.

Figure-5.4: Path Diagram of Empathy Dimension & Students Satisfaction

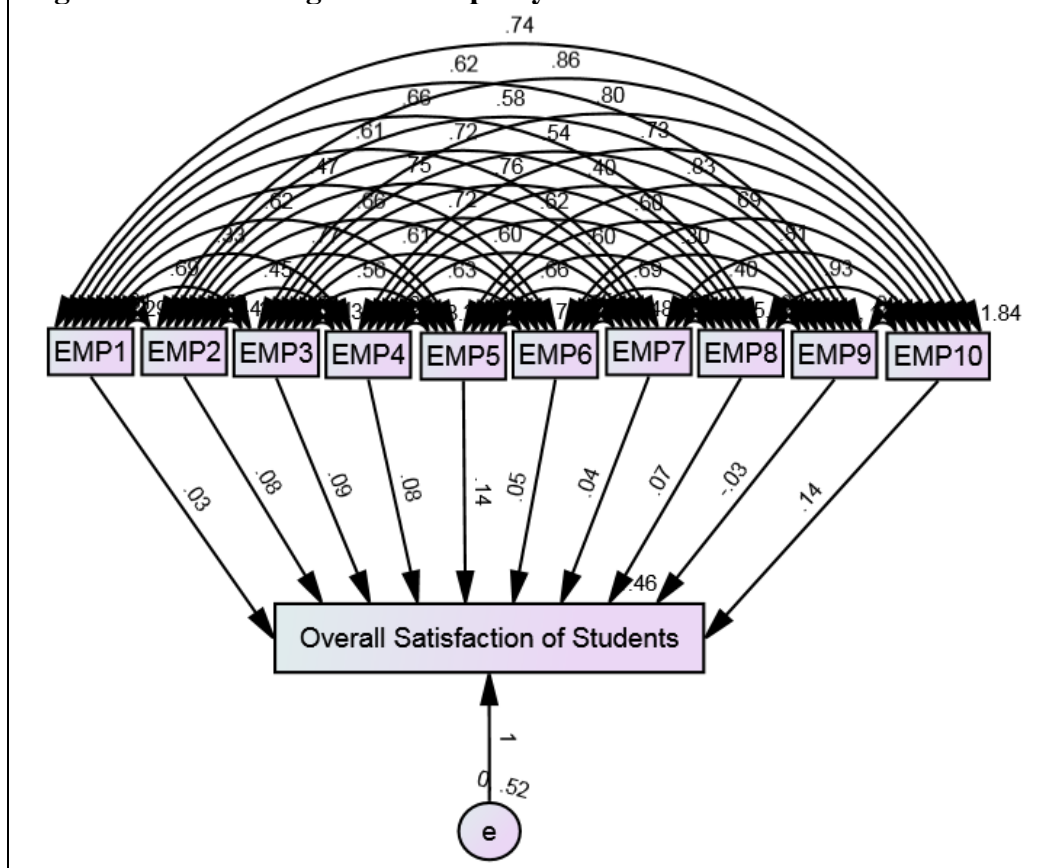


Table-5.78: Coefficients

Statements of Empathy Dimension	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.471	.113		13.039	.000
Teachers pay individual attention to each and every student	.028	.032	.034	.889	.374
Non teaching staff pays attention to individual needs of students	.082	.032	.102	2.584	.010
Vice-Chancellor, rector and other higher officials of the university takes care of student welfare	.095	.033	.113	2.879	.004
Sports officials take care of injured students while playing	.077	.028	.095	2.706	.007
University has special plans for promoting student's welfare of students	.135	.030	.166	4.503	.000
Officials express sympathy for students who complain about ragging	.042	.030	.050	1.394	.164

Officials understand the problems of differently abled students and treat them with empathy	.044	.034	.051	1.294	.196
Officials understand problems of rural students	.071	.032	.088	2.244	.025
University provides transportations for students coming from far off places	-.026	.022	-.037	-1.147	.252
University authorities empathize with students lagging behind in studies and conduct classes for them	.145	.027	.205	5.295	.000
<i>a. Dependent Variable: Overall Satisfaction</i>					

Interpretation: Coefficient analysis reveals the relationship between Satisfaction of Students and each statements of Empathy Dimension. Majority of statements of empathy dimension, the significance value is less than 0.05, which means these statements are highly significant for Satisfaction of students.

H₀₁₈ : There is no significant association between Assurance Dimension and Satisfaction of Students.

Table-5.79: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.644	.415	.407	.74409

Table-5.80: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	298.002	10	29.800	53.822	.000
	Residual	420.794	760	.554		
	Total	718.796	770			
<i>a. Dependent Variable: Overall Satisfaction</i>						

Interpretation: Regression analysis is held to know the association between Satisfaction of Students and Assurance Dimension of SERVQUAL Model. From the ANOVA test, it is clear that the significance value is 0.00, which is less than significance value 0.05. It means there is a significant association between dependent variable Satisfaction of Students and independent variable Assurance Dimension. The adjusted R² Value 0.407 indicates that the model explains 40.7% of the Assurance Dimension is responsible for Satisfaction of Parents.

Figure-5.5: Path Diagram of Assurance Dimension & Students Satisfaction

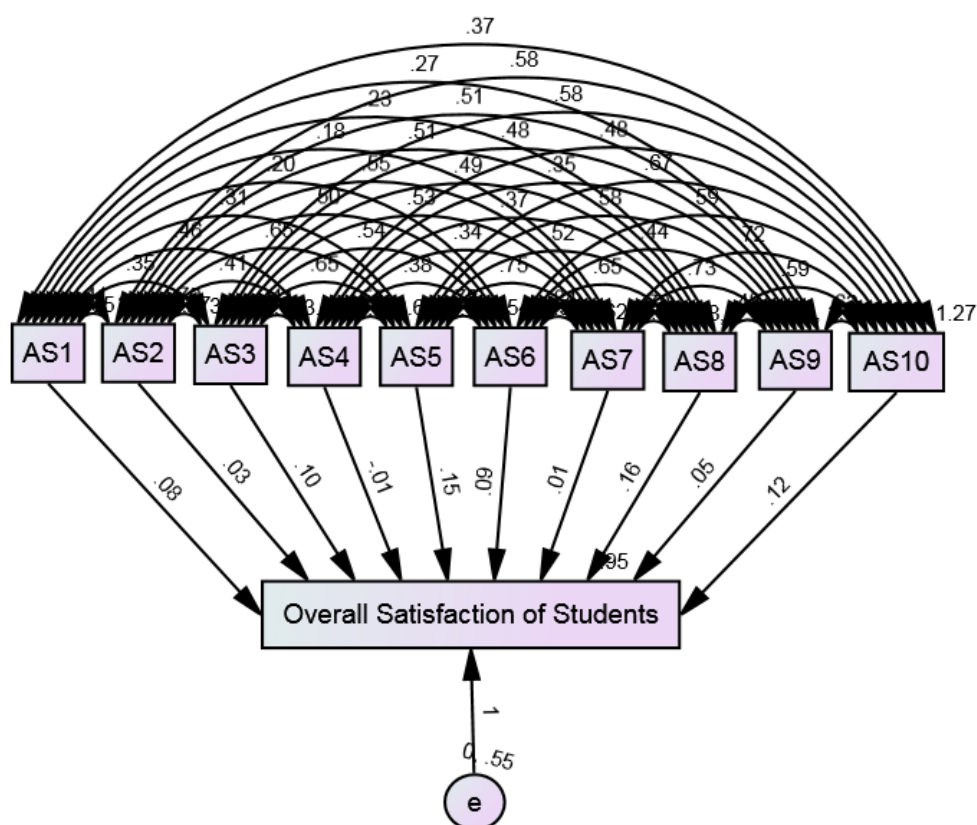


Table-5.81: Coefficients

Statements of Assurance Dimension	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.950	.146		6.492	.000
Teachers possess enough knowledge and competence in their chosen field of specialization	.075	.035	.072	2.130	.033
Teachers inspire confidence in the students	.027	.032	.032	.842	.400
Teachers are courteous in their behaviour towards the students	.101	.038	.106	2.659	.008
Teachers adopt modern methods of teaching like Power Point Presentation, Videos, Animations etc.	-.008	.033	-.008	-.232	.817
Teachers are sincere and punctual when coming to the University	.155	.033	.189	4.741	.000
Non-teaching staff of the university is trustworthy and competent	.088	.033	.104	2.669	.008

Library's staff is polite and helpful	.010	.033	.012	.295	.768
Library's staff possesses knowledge about the library facilities	.163	.034	.179	4.740	.000
Computer and lab technicians help and assist when students are in need	.049	.034	.052	1.416	.157
The academic atmosphere on the campus inspires students	.120	.033	.140	3.661	.000
<i>a. Dependent Variable: Overall Satisfaction</i>					

Interpretation: Coefficient analysis reveals the relationship between Satisfaction of Students and each statements of Assurance Dimension. Majority of statements of reliability dimension, the significance value is less than 0.05. Hence, the null hypothesis is rejected and proved that there is a significant association between Assurance Dimension and Satisfaction of students.

H₀₁₉ : There is no significant association between Tangibility Dimension and Satisfaction of Students.

Table-5.82: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.647	.419	.411	.74149

Table-5.83: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	300.942	10	30.094	54.736	.000
	Residual	417.854	760	.550		
	Total	718.796	770			
<i>a. Dependent Variable: Overall Satisfaction</i>						

Interpretation: Regression analysis is held to know the association between Satisfaction of Students and Tangibility Dimension of SERVQUAL Model. From the ANOVA test, it is clear that the significance value is 0.00, which is less than significance value 0.05. It means there is a significant association between dependent variable Satisfaction of Students and independent variable Tangibility Dimension. The adjusted R² Value 0.411 indicates that the model explains 41.1% of the Tangibility Dimension is responsible for Satisfaction of Students.

Figure-5.6: Path Diagram of Tangibility Dimension & Students Satisfaction

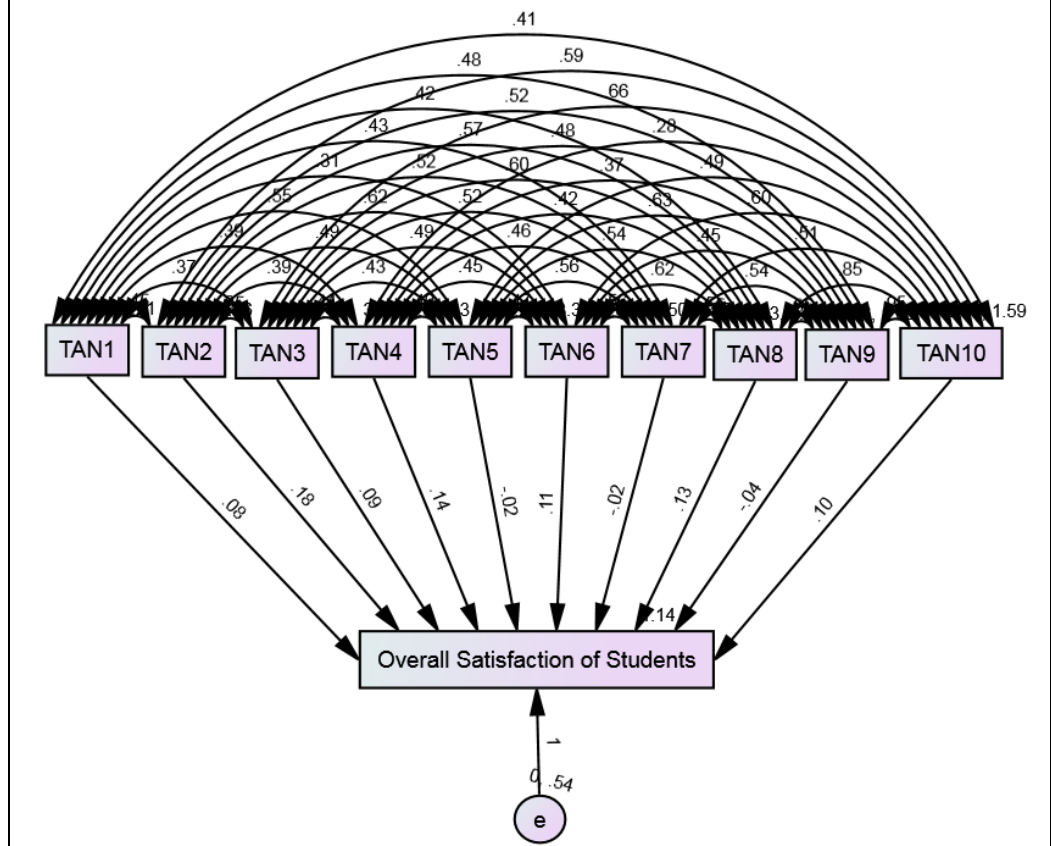


Table-5.84: Coefficients

Statements of Empathy Dimension	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.140	.130		8.737	.000
Infrastructure facilities are available to the students in the classroom	.084	.029	.096	2.936	.003
University provides quality lab and computer facilities	.178	.032	.215	5.657	.000
University offers reliable internet connectivity and Wi-Fi facility	.089	.030	.111	2.974	.003
University supplies good quality sports equipments	.136	.032	.142	4.303	.000
Library of University provides all required books and Journals	-.017	.031	-.019	-.539	.590
The university canteen offers high quality & healthy food	.113	.029	.136	3.916	.000
University provides good quality gym, swimming pool and health centres	-.024	.028	-.029	-.862	.389

University offers good quality residence and hostel facility for students	.135	.029	.172	4.635	.000
Safe drinking water is supplied to the students in proper ways	-.038	.028	-.051	- 1.342	.180
Toilet facilities offered by the university are adequate & clean	.104	.029	.136	3.543	.000
<i>a. Dependent Variable: Overall Satisfaction</i>					

Interpretation: Coefficient analysis reveals the relationship between Satisfaction of Students and each statements of tangibility dimension. Majority of statements of tangibility dimension, the significance value is less than 0.05, which means these statements are highly significant for Satisfaction of Students.

5.9 Impact of COVID-19 on Education

The below table shows mean score of responses given by the parents. The mean score between 1.00-1.80 means strongly disagree; 1.81-2.60 means disagree; 2.61-3.40 means Neutral. 3.41-4.20 mean agree; and 4.21-5.00 mean strongly agree with the statements.

Table-5.85: Mean Score of Impact of COVID-19 on Education

Sr. No.	Statements	MSU	SPU	PU	GLSU	Overall
1	Online Classes are more effective than Offline Classes	2.96	3.07	3.48	2.53	3.01
2	Online Examination are more effective than Offline Examination	3.66	3.82	3.93	3.47	3.72
3	Online Examination gives better results than Offline Examination	3.72	3.88	4.01	3.27	3.72
4	University communicates properly regarding Fees Payment, Exam updates, result declaration and other useful information	3.17	3.52	3.87	3.54	3.53
5	Online Examination system is safe & reliable	3.47	3.99	4.04	3.22	3.68
6	University gives relief in fees and other payments due to COVID-19	3.19	3.51	3.78	3.10	3.39
7	Due to COVID-19, University gives extra time in payment of fees	3.92	3.94	3.68	3.37	3.73
8	I need to visit the University physically for fees payment and other works even, University is working online	3.29	3.64	3.28	2.69	3.22
9	University has flexible admission procedure	3.56	3.45	3.52	2.35	3.22
10	University provides vaccination facility for students	3.52	3.57	3.72	3.02	3.46

Source: Primary Data Collected

Interpretation: The above table reveals the mean score of given statements. The highest mean score is 3.92 for MSU in “Due to COVID-19, University gives extra time in payment of fees”, 3.99 for SPU in “Online Examination system is safe & reliable”, 4.04 for PU in “Online Examination system is safe

& reliable” and 3.52 for GLSU in “University communicates properly regarding Fees Payment, Exam updates, result declaration and other useful information”. The overall highest mean score is 3.73 for “Due to COVID-19, University gives extra time in payment of fees”

While, the lowest mean score is 2.96 for MSU and 3.07 for SPU in “Online Classes are more effective than Offline Classes”, 3.28 for PU in “I need to visit the University physically for fees payment and other works even, University is working online” and 2.35 for GLSU in “University has flexible admission procedure”. The overall lowest mean score is 3.01 for “Online Classes are more effective than Offline Classes”

Part – II

5.10 Demographic Profile of Selected Parents

The data is collected from 387 parents of selected universities out of which two universities are state universities while two universities are private universities. The below table shows the Cross Tabulation of Gender and Universities:

Table-5.86: Cross Tabulation of Gender of Parents and Universities

Selected Universities	Male	Female	Grand Total
M. S. University	57 (14%)	41 (11%)	98 (25%)
S. P. University	68 (18%)	29 (7%)	97 (25%)
Parul University	63 (16%)	33 (9%)	96 (25%)
GLS University	64 (17%)	32 (8%)	96 (25%)
Grand Total	252 (65%)	135 (35%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total 387 parents, 252 (65%) respondents are male and 135 (35%) respondents are female. Out of 252 (65%) male, 57 (14%) respondents are from M. S. University, while 68 (18%) respondents are from S. P. University. Meanwhile, in the case of total 135 (35%) female, 33 (9%) respondents are from Parul University, while 32 (8%) respondents are from GLS University. It is concluded that majority of respondents are male.

Table-5.87: Cross Tabulation of Age Group of Parents and Universities

Selected Universities	Below 40 Years	41 to 50 Years	51 to 60 Years	Above 61 Years	Grand Total
M. S. University	19 (5%)	47 (12%)	24 (6%)	8 (2%)	98 (25%)
S. P. University	29 (8%)	44 (11%)	20 (5%)	4 (1%)	97 (25%)
Parul University	30 (8%)	39 (10%)	22 (6%)	5 (1%)	96 (25%)
GLS University	26 (7%)	40 (10%)	27 (7%)	3 (1%)	96 (25%)
Grand Total	104 (28%)	170 (43%)	93 (24%)	20 (5%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table represents 104 (28%) respondents are below 40 years of age including 19 (5%) respondents of M. S. University, 29 (8%) respondents of S. P. University, 30 (8%) respondents of Parul University and 26 (7%) respondents of GLS University, while 170 (43%) respondents are between 41 to 50 years of age including 47 (12%) respondents of M. S. University, 44 (11%) respondents of S. P. University, 39 (10%) respondents of Parul University and 40 (10%) respondents of GLS University. It is concluded that majority of respondents are between the age of 41 to 50 years.

Table-5.88: Cross Tabulation of Residential Location of Parents and Universities

Selected Universities	Rural	Urban	Grand Total
M. S. University	32 (8%)	66 (17%)	98 (25%)
S. P. University	32 (8%)	65 (17%)	97 (25%)
Parul University	29 (8%)	67 (17%)	96 (25%)
GLS University	12 (3%)	84 (22%)	96 (25%)
Grand Total	105 (27%)	282 (73%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total 387 parents, 105 (27%) respondents are living in rural area and 282 (73%) respondents are living in urban area. Out of 282 (73%) urban respondents, 66 (17%) respondents are from M. S. University, while 65 (17%) respondents are from S. P. University. Meanwhile, in the case of total 105 (27%) rural respondents, 29 (8%) respondents are from Parul University, while only 12 (3%) respondents are from GLS University. It is concluded that majority of respondents are living in urban area.

Table-5.89: Cross Tabulation of Marital Status of Parents and Universities

Selected Universities	Married	Divorced / Widow	Grand Total
M. S. University	81 (21%)	17 (4%)	98 (25%)
S. P. University	76 (20%)	21 (5%)	97 (25%)
Parul University	83 (21%)	13 (4%)	96 (25%)
GLS University	77 (20%)	19 (5%)	96 (25%)
Grand Total	317 (82%)	70 (18%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total 387 parents, 317 (82%) respondents are married and 70 (18%) respondents are divorced/widow. Out of 317 (82%) married respondents, 81 (21%) respondents are from M. S. University, while 76 (20%) respondents are from S. P. University. Meanwhile, in the case of total 70 (18%) divorced/widow respondents, 13 (4%) respondents are from Parul University, while 19 (5%) respondents are from GLS University. It is concluded that majority of respondents are married.

Table-5.90: Cross Tabulation of Occupation of Parents and Universities

Selected Universities	Service	Business	Agriculture	Professional	Grand Total
M. S. University	41 (11%)	27 (7%)	11 (3%)	19 (4%)	98 (25%)
S. P. University	44 (11%)	31 (8%)	11 (3%)	11 (3%)	97 (25%)
Parul University	44 (11%)	31 (8%)	8 (3%)	13 (3%)	96 (25%)
GLS University	46 (12%)	34 (9%)	8 (2%)	8 (2%)	96 (25%)
Grand Total	175 (45%)	123 (32%)	38 (11%)	51 (12%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table represents 175 (45%) respondents are doing service including 41 (11%) respondents of M. S. University, 44 (11%) respondents of S. P. University, 44 (11%) respondents of Parul University and 46 (12%) respondents of GLS University, while 123 (32%) respondents are doing business, including 27 (7%) respondents of M. S. University, 31 (8%) respondents of S. P. University, 31 (8%) respondents of Parul University and 34 (9%) respondents of GLS University. Out of all respondents, 38 (11%) respondents are doing agriculture activity, while 51 (12%) respondents are engaged with professional works. It is concluded that majority of respondents are doing service.

Table-5.91: Cross Tabulation of Monthly Income of Parents and Universities

Selected Universities	Less than Rs. 30,000	Rs. 30,000 to 60,000	Rs. 60,000 to 90,000	More than Rs. 90,000	Grand Total
M. S. University	43 (11%)	30 (8%)	17 (4%)	8 (2%)	98 (25%)
S. P. University	46 (12%)	21 (5%)	19 (5%)	11 (3%)	97 (25%)
Parul University	26 (7%)	29 (8%)	21 (5%)	20 (5%)	96 (25%)
GLS University	22 (6%)	19 (5%)	34 (9%)	21 (5%)	96 (25%)
Grand Total	137 (36%)	99 (26%)	91 (23%)	60 (15%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table represents 137 (36%) respondents are having less than Rs. 30,000 monthly income including 43 (11%) respondents of M. S. University, 46 (12%) respondents of S. P. University, 26 (7%) respondents of Parul University and 22 (6%) respondents of GLS University, while 99 (26%) respondents are having the monthly income between Rs. 30,000 to 60,000.

Out of all respondents, only 60 (15%) respondents are having the monthly income more than 90,000 including 8 (2%) respondents of M. S. University, 11 (3%) respondents of S. P. University, 20 (5%) respondents of Parul University and 21 (5%) respondents of GLS University. It is concluded that majority of respondents are earning the income less than Rs. 30,000.

Table-5.92: Cross Tabulation of Family Type of Parents and Universities

Selected Universities	Joint	Nuclear	Grand Total
M. S. University	43 (11%)	55 (14%)	98 (25%)
S. P. University	45 (12%)	52 (13%)	97 (25%)
Parul University	45 (12%)	51 (13%)	96 (25%)
GLS University	45 (12%)	51 (13%)	96 (25%)
Grand Total	178 (47%)	209 (53%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total 387 parents, 178 (47%) respondents are living in the joint family and 209 (53%) respondents are living in nuclear family. Out of 178 (47%) respondents, who are living in the joint family, 43 (11%) respondents are from M. S. University, while 45 (12%) respondents are from S. P. University, Parul University and GLS University. Meanwhile, in the case of total 209 (53%) nuclear family respondents, 55 (14%) respondents are from M. S. University, 52 (13%) respondents are from S. P. University, same 51 (13%) respondents are from Parul University and GLS University. It is concluded that majority of respondents are living in the nuclear family.

Table-5.93: Cross Tabulation of Family Size of Parents and Universities

Selected Universities	Up to 3 Members	3 to 5 Members	5 to 7 Members	More than 7 Members	Grand Total
M. S. University	20 (5%)	50 (13%)	19 (5%)	9 (2%)	98 (25%)
S. P. University	27 (7%)	41 (11%)	20 (5%)	9 (2%)	97 (25%)
Parul University	29 (7%)	29 (7%)	21 (6%)	17 (5%)	96 (25%)
GLS University	18 (5%)	31 (8%)	29 (7%)	18 (5%)	96 (25%)
Grand Total	94 (24%)	151 (39%)	89 (23%)	53 (14%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table represents 151 (39%) respondents are living in a family having 3 to 5 members, including 50 (13%) respondents of M. S. University, 41 (11%) respondents of S. P. University, 29 (7%) respondents of Parul University and 31 (8%) respondents of GLS University, while 53 (14%)

respondents are living in a family having more than 7 family members, including 9 (2%) respondents of M. S. University and S. P. University, 17 (5%) respondents of Parul University and 18 (5%) respondents of GLS University. It is concluded that majority of respondents are living in a family having 3 to 5 family members.

Table-5.94: Cross Tabulation of Earning Person of Family of parents and Universities

Selected Universities	One	Two	Three	Four & Above	Grand Total
M. S. University	29 (7%)	31 (8%)	21 (5%)	17 (5%)	98 (25%)
S. P. University	40 (10%)	26 (7%)	12 (3%)	19 (5%)	97 (25%)
Parul University	37 (10%)	12 (3%)	25 (6%)	22 (6%)	96 (25%)
GLS University	17 (4%)	15 (4%)	29 (8%)	35 (9%)	96 (25%)
Grand Total	123 (31%)	84 (22%)	87 (22%)	93 (25%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table represents 123 (31%) respondents are having only one earning person, including 29 (7%) respondents of M. S. University, 40 (10%) respondents of S. P. University, 37 (10%) respondents of Parul University and 17 (4%) respondents of GLS University, while 93 (25%) respondents are having four and above earning person, including 17 (5%) respondents of M. S. University, 19 (5%) respondents of S. P. University, 22 (6%) respondents of Parul University and 35 (9%) respondents of GLS University. It is concluded that majority of respondents are having one earning person.

Table-5.95: Cross Tabulation of Caste of Parents and Universities

Selected Universities	General	SC	ST	OBC	Minority	Grand Total
M. S. University	39 (10%)	24 (6%)	15 (4%)	16 (4%)	4 (1%)	98 (25%)
S. P. University	38 (10%)	16 (4%)	19 (5%)	18 (5%)	6 (1%)	97 (25%)
Parul University	39 (10%)	20 (5%)	12 (3%)	15 (4%)	10 (3%)	96 (25%)
GLS University	38 (10%)	17 (4%)	10 (3%)	21 (5%)	10 (3%)	96 (25%)
Grand Total	154 (40%)	77 (19%)	56 (15%)	70 (18%)	30 (8%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table represents out of all 387 respondents, 154 (40%) respondents are comes under General caste, including 39 (10%) respondents of M. S. University and Parul University, 38 (10%) respondents of S. P. University and GLS University, while 77 (19%) respondents are comes under SC caste, 56 (15%) respondents are comes under ST caste, 70 (18%) respondents are comes under OBC caste and 30 (8%) respondents are comes under minority. Out of 30 (8%) respondents of minority, 4 (1%) respondents of M. S. University, 6 (1%) respondents of S. P. University, 10 (3%) respondents of Parul University and GLS University are selected. It is concluded that majority of respondents are comes under General Caste.

Table-5.96: Cross Tabulation of Students' Program and Universities

Selected Universities	Arts	Commerce	Science	Engineering	Grand Total
M. S. University	32 (8%)	25 (7%)	23 (6%)	18 (4%)	98 (25%)
S. P. University	20 (5%)	36 (9%)	29 (8%)	12 (3%)	97 (25%)
Parul University	14 (3%)	30 (8%)	33 (9%)	19 (5%)	96 (25%)
GLS University	24 (6%)	25 (7%)	30 (8%)	17 (4%)	96 (25%)
Grand Total	90 (22%)	116 (31%)	115 (31%)	66 (16%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total respondents, 90 (22%) respondents represent Arts, 116 (31%) respondents represent Commerce, 115 (31%) respondents represent Science and 66 (16%) respondents represent Engineering. In the S. P. University 36 (9%) Respondents are represent the Commerce stream, while in the Parul University, 33 (9%) respondents represent the science stream. In the case of Arts stream the M. S. University highlights the majority i.e. 32 (8%) respondents. It is concluded that the overall majority of respondents represent commerce and science stream.

Table-5.97: Cross Tabulation of Students' Semester and Universities

Selected Universities	First	Second	Third	Fourth	Fifth	Six & Above	Grand Total
M. S. University	11 (3%)	34 (8%)	20 (5%)	4 (1%)	18 (5%)	11 (3%)	98 (25%)
S. P. University	11 (3%)	10 (3%)	43 (11%)	1 (0%)	28 (7%)	4 (1%)	97 (25%)
Parul University	13 (3%)	6 (2%)	53 (14%)	6 (1%)	14 (4%)	4 (1%)	96 (25%)
GLS University	7 (2%)	13 (4%)	44 (11%)	7 (2%)	20 (5%)	5 (1%)	96 (25%)
Grand Total	42 (11%)	63 (17%)	160 (41%)	18 (4%)	80 (21%)	24 (6%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total respondents, 160 (41%) respondents represent that the students are studying in third semester, including 20 (5%) samples of MSU, 43 (11%) samples from SPU, 53 (14%) samples from PU and 44 (11%) samples from GLSU. 80 (21%) respondents represent that the students are studying in fifth semester, 63 (17%) respondents represent that the students are studying in second semester. 18 (4%) respondents represent that the students are studying in forth semester. It is concluded that the overall majority of respondents' child are studying in third semester and then fifth semester.

Table-5.98: Cross Tabulation of Academic Qualification and Universities

Selected Universities	Under Graduate	Post Graduate	M.Phil.	Ph.D.	Grand Total
M. S. University	55 (14%)	40 (10%)	0 (0%)	3 (1%)	98 (25%)
S. P. University	64 (17%)	30 (8%)	1 (0%)	2 (0%)	97 (25%)
Parul University	65 (17%)	28 (8%)	2 (0%)	1 (0%)	96 (25%)
GLS University	65 (17%)	30 (8%)	0 (0%)	1 (0%)	96 (25%)
Grand Total	249 (65%)	128 (34%)	3 (0%)	7 (1%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table represents 249 (65%) respondents are selected from Under Graduate course, while 128 (34%) respondents are selected from Post Graduate course. Only 3 (Almost 0%) respondents are selected from M.Phil. and 7 (1%) respondents are selected from Ph.D. course. Out of total Under Graduate course, 55 (14%) respondents are selected from MSU, 64 (17%) respondents are selected from SPU and 65 (17%) respondents are selected from PU and GLSU. It is concluded that majority of respondents are selected from Under Graduate Course.

Table-5.99: University wise Selection Criteria of Program from Parents

Selected Universities	Child's Aptitude	Job Prospects	Child's Preference	Friend's Advice	Grand Total
M. S. University	32 (8%)	44 (11%)	16 (4%)	6 (2%)	98 (25%)
S. P. University	21 (5%)	51 (14%)	17 (4%)	8 (2%)	97 (25%)
Parul University	32 (8%)	46 (12%)	14 (4%)	4 (1%)	96 (25%)
GLS University	28 (8%)	44 (11%)	15 (4%)	9 (2%)	96 (25%)
Grand Total	113 (29%)	185 (48%)	62 (16%)	27 (7%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table shows, 113 (29%) respondents are represents the “Child’s Aptitude” while 185 (48%) respondents are representing “Job Prospects”. 62 (16%) respondents represent “Child’s Preference” and 27 (7%) respondents represent “Friend’s Advice”. Out of 185 (48%) respondents of “Job Prospects”, 44 (11%) respondents are selected from MSU, 51 (14%) respondents are selected from SPU, 46 (12%) respondents are selected from PU and 44 (11%) respondents are selected from GLSU. It is concluded that majority of respondents are selected the program because of Job Prospects.

Table-5.100: Cross Tabulation of Selection Criteria of University

Selected Universities	Child's Preference	Friend's Advice	Scholarships	University Ranking (NAAC)	Grand Total
M. S. University	33 (9%)	17 (4%)	23 (6%)	25 (6%)	98 (25%)
S. P. University	22 (6%)	26 (7%)	29 (7%)	20 (5%)	97 (25%)
Parul University	42 (11%)	28 (7%)	19 (5%)	7 (2%)	96 (25%)
GLS University	36 (10%)	28 (7%)	15 (4%)	17 (4%)	96 (25%)
Grand Total	133 (36%)	99 (25%)	86 (22%)	69 (17%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table shows the criteria of selection of the university. Out of total respondents, 133 (36%) respondents are represents the “Child’s Preference” while 99 (25%) respondents are representing “Friend’s Advice”. 86 (22%) respondents represent “Scholarships” and 69 (17%) respondents represent “University Ranking (NAAC)”. Out of 133 respondents of “Child’s Preference”, 33 (9%) respondents are selected from MSU, 22 (6%) respondents are selected from SPU, 42 (11%) respondents are selected from

PU and 36 (10%) respondents are selected from GLSU. It is concluded that majority of respondents are selected the university because of Child's Preference.

Table-5.101: Cross Tabulation of Career Ambition of the students from Parents' point of view and Universities

Selected Universities	To be an Entrepreneur	To be a Govt. Employee	To be an Executive	To be a Scientist / Researcher	Grand Total
M. S. University	22 (6%)	37 (9%)	29 (7%)	10 (3%)	98 (25%)
S. P. University	24 (6%)	35 (9%)	23 (6%)	15 (4%)	97 (25%)
Parul University	35 (9%)	26 (7%)	22 (6%)	13 (3%)	96 (25%)
GLS University	25 (7%)	36 (9%)	21 (5%)	14 (4%)	96 (25%)
Grand Total	106 (28%)	134 (34%)	95 (24%)	52 (14%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table represents the career ambition of the students from parents' point of view. Out of total 387 respondents, 134 (34%) respondents are representing the "To be a Govt. Employee", 106 (28%) respondents are representing the "To be an Entrepreneur", 95 (24%) respondents are representing the "To be an Executive" and 52 (14%) respondents are representing the "To be a Scientist / Researcher". Out of 134 (34%) respondents of "To be a Govt. Employee" includes 37 (9%) respondents of M. S. University, 35 (9%) respondents of S. P. University, 26 (7%) respondents of Parul University and 36 (9%) respondents of GLS University. It is concluded that majority of respondents are representing "To be a Govt. Employee".

Table-5.102: Cross Tabulation of Future Plan of the students from Parent's Point of View and Universities

Selected Universities	Further Study	Job	Self Employment	Marriage	Grand Total
M. S. University	22 (6%)	52 (13%)	20 (5%)	4 (1%)	98 (25%)
S. P. University	39 (10%)	35 (9%)	18 (5%)	5 (1%)	97 (25%)
Parul University	48 (12%)	35 (9%)	9 (3%)	4 (1%)	96 (25%)
GLS University	37 (10%)	36 (9%)	17 (4%)	6 (2%)	96 (25%)
Grand Total	146 (38%)	158 (40%)	64 (17%)	19 (5%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table represents the future plan of the students from parents' point of view. Out of total 387 respondents, 146 (38%) respondents are representing the "Further Study", 158 (40%) respondents are representing the "Job", 64 (17%) respondents are representing the "Self Employed" and 19 (5%) respondents are representing "Marriage" as future plan. Out of 146 (38%) respondents of "Further Study" includes 22 (6%) respondents of M. S. University, 39 (10%) respondents of S. P. University, 48 (12%) respondents of Parul University and 37 (10%) respondents of GLS University. It is concluded that majority of overall respondents are representing "Job" as future plan.

Table-5.103: Effect of Government Policies on Higher Education (Parents)

Selected Universities	Excellent	Good	Normal	Poor	Very Poor	Grand Total
M. S. University	22 (6%)	35 (9%)	21 (5%)	9 (2%)	11 (3%)	98 (25%)
S. P. University	11 (3%)	36 (9%)	27 (7%)	8 (2%)	15 (4%)	97 (25%)
Parul University	20 (5%)	39 (10%)	22 (6%)	6 (2%)	9 (2%)	96 (25%)
GLS University	22 (6%)	29 (7%)	21 (5%)	10 (3%)	14 (4%)	96 (25%)
Grand Total	75 (19%)	139 (36%)	91 (24%)	33 (9%)	49 (13%)	387 (100%)

Source: Primary Data Collected

Interpretation: The above table shows the effect of government policies on higher education from parents' point of view. Out of total 387 respondents, 139 (36%) respondents are representing the effect is "Good", 91 (24%) respondents are representing the effect of government policies are "Normal". Out of 139 respondents of "Good" effects, includes 35 (9%) respondents of M. S. University, 36 (9%) respondents of S. P. University, 39 (10%) respondents of Parul University and 29 (7%) respondents of GLS University. It is concluded that majority respondents are representing "Good" effect of government policies on higher education.

5.11 Mean Score and Standard Deviation of Gap between Parents Expectation and University Performance

The below table shows mean of parents expectation and actual performance of selected universities. The mean score between 1.00-1.80 means lowest expectation and performance, 1.81-2.60 means low expectation and performance. 2.61-3.40 means average expectation and performance. 3.41-4.20 mean high expectation and performance and 4.21-5.00 mean highest expectation and performance. The mean gap shows the deviation of between expectation of parents and performance of selected Universities.

Table-5.104: Calculation of Mean, Standard Deviation and Mean Gap between Parents Expectation and University Performance of State Universities

Sr. No.	Statements	M. S. University					S. P. University				
		Expectation		Performance		Mean Gap	Expectation		Performance		Mean Gap
		Mean	S.D.	Mean	S.D.		Mean	S.D.	Mean	S.D.	
Reliability Dimension											
1	University fulfils promise of providing the latest information on the subjects to students	4.50	0.76	3.34	1.32	1.16	4.39	0.84	3.37	1.44	1.02
2	University announces examination results promptly	4.46	0.69	3.15	1.20	1.31	4.51	0.75	3.31	1.39	1.20
3	University addresses student grievances	4.57	0.68	3.30	1.26	1.27	4.36	0.95	3.20	1.35	1.16
4	University collects feedback from you for the quality of its services	4.46	0.76	2.90	1.28	1.56	4.44	0.81	3.25	1.27	1.19
5	University provides a regular and a reliable forum of parent-teacher interaction	4.48	0.92	2.96	1.41	1.52	4.40	0.86	3.10	1.41	1.30
Responsiveness Dimension											
6	University responds positively when you seek information	4.45	0.94	3.34	1.30	1.11	4.36	0.88	3.31	1.38	1.05
7	Teachers respond positively when you seek the information about progress of your child	4.45	0.87	3.33	1.17	1.12	4.46	0.81	3.35	1.30	1.11

8	University provides a reliable information related to scholarships and fellowships	4.41	0.96	3.32	1.19	1.09	4.41	0.92	3.19	1.35	1.22
9	University provides placement and information regarding emerging job opportunities	4.45	0.85	3.38	1.23	1.07	4.43	0.85	3.27	1.30	1.16
10	University acts promptly when you complain about treatment of your Child	4.48	0.86	3.31	1.31	1.17	4.43	0.87	3.21	1.36	1.22
Empathy Dimension											
11	Vice-Chancellor, rector and other higher officials of the university care for student welfare	4.42	0.93	3.32	1.30	1.10	4.30	0.96	3.36	1.35	0.94
12	University has special plans for promoting student's welfare	4.41	0.94	3.32	1.24	1.09	4.29	0.91	3.29	1.30	1.00
13	Officials understand the special problems of differently abled students and treat them with empathy	4.33	0.94	3.34	1.37	0.99	4.38	0.78	3.23	1.38	1.15
14	University authorities empathize with students lagging behind in studies and conducts classes for them	4.45	0.94	3.41	1.29	1.04	4.29	0.90	3.18	1.26	1.11
15	Officials express sympathy for students who complain about ragging	4.37	0.97	3.42	1.30	0.95	4.41	0.82	3.29	1.37	1.12
Assurance Dimension											
16	Teachers possess enough knowledge and competence in their domain of specialization	4.56	0.83	3.55	1.30	1.01	4.42	0.86	3.43	1.34	0.99
17	Teachers are courteous in their behaviour towards the students	4.52	0.80	3.45	1.31	1.07	4.42	0.83	3.31	1.35	1.11
18	Non-teaching staff of university is trustworthy and competent	4.35	0.95	3.34	1.33	1.01	4.42	0.81	3.27	1.32	1.15
19	Computer and lab technicians help and assist, when your child is in need	4.35	0.96	3.29	1.32	1.06	4.41	0.82	3.22	1.43	1.19
20	Health related facilities and health specialists are available at university	4.38	0.94	3.29	1.40	1.09	4.37	0.89	3.20	1.54	1.17

Tangibility Dimension											
21	The good quality books and journals are available in library	4.50	0.88	3.38	1.32	1.12	4.38	0.87	3.48	1.37	0.90
22	The university provides quality lab/computer facilities	4.46	0.89	3.21	1.24	1.25	4.40	0.77	3.34	1.26	1.06
23	The university offers good quality hostel facility	4.39	0.90	3.25	1.35	1.14	4.42	0.83	3.34	1.38	1.08
24	Safe drinking water is supplied to the students in proper ways	4.44	0.83	3.22	1.32	1.22	4.42	0.77	3.41	1.36	1.01
25	University provides good quality transportation facility	4.45	0.96	1.97	1.00	2.48	4.41	0.83	2.89	1.35	1.52

Source: Primary Data Collected

Interpretation: The above table shows the comparison of mean and mean gap between parents' expectations and university performance of state universities namely M. S. University and S. P. University. In the reliability dimension of MSU, highest mean score for expectation is 4.57 for "University addresses student grievances". In the same dimension, the lowest mean score for expectation is 4.46 for statements no. 2 and 4. In the university performance, the highest mean score is 3.34 for statement no. 1. Positive mean gap found in all the statements of reliability dimension. The highest mean gap found in statement no. 4. In the reliability dimension of SPU, highest mean score for expectation is 4.51 for statement no. 2. The lowest mean score for expectation is 4.36 for statements no. 3. In the university performance, the highest mean score is 3.37 for statement no. 1 and the lowest mean score is 3.10 for statement no. 5. There is a positive mean gap found in all the statements of reliability dimension. The highest mean gap found in statement no. 5.

In the responsive dimension of MSU, highest mean score for expectation is 4.48 for statement no. 10. The lowest mean score for expectation is 4.41 for statements no. 8. In the university performance, the highest mean score is 3.38 for statement no. 9. There is a positive mean gap in all the statements of responsive dimension. The highest mean gap found in statement no. 10. In the responsive dimension of SPU, highest mean score for expectation is 4.46 for statement no. 7. The lowest mean score for expectation is 4.36 for statements no. 6. In the university performance, the highest mean score is 3.35 for statement no. 7 and the lowest mean score is 3.19 for statement no. 8. There is a positive mean gap in all the statements of responsive dimension. The highest mean gap found in statement no. 8 and 10.

In the empathy dimension of MSU, highest mean score for expectation is 4.45 for statement no. 14. The lowest mean score for expectation is 4.33 for statements no. 13. In the university performance, the highest mean score is 3.42 for statement no. 15 and the lowest mean score is 3.32 for statement no. 11 and 12. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 11. In the empathy dimension of SPU, highest mean score for expectation is 4.41 for statement no. 15. The lowest mean score for expectation is 4.29 for statements no. 12 and 14. In the university performance, the highest mean score is 3.36 for statement no. 11 and the lowest mean score is 3.18 for statement no. 14. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 13.

In the Assurance dimension of MSU, highest mean score for expectation is 4.56 for statement no. 16. The lowest mean score for expectation is 4.35 for statements no. 18 and 19. In the university performance, the highest mean score is 3.55 for statement no. 16 and the lowest mean score is 3.29 for statement no. 19 and 20. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 20. In the Assurance dimension of SPU, highest mean score for expectation is 4.42 for statement no. 16, 17 and 18. The lowest mean score for expectation is 4.37 for statements no. 20. In the university performance, the highest mean score is 3.43 for statement no. 16 and the lowest mean score is 3.20 for statement no. 20. There is a positive

mean gap in all the statements. The highest mean gap found in statement no. 19.

In the tangibility dimension of MSU, highest mean score for expectation is 4.50 for statement no. 21. The lowest mean score for expectation is 4.39 for statements no. 23. In the university performance, the highest mean score is 3.38 for statement no. 21 and the lowest mean score is 1.97 for statement no. 25. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 25. In the tangibility dimension of SPU, highest mean score for expectation is 4.42 for statement no. 23 and 24. The lowest mean score for expectation is 4.38 for statements no. 21. In the university performance, the highest mean score is 3.48 for statement no. 21 and the lowest mean score is 2.89 for statement no. 25. There is a positive mean gap in all the statements. Highest mean gap found in statement no. 25.

Table-5.105: Calculation of Mean, Standard Deviation and Mean Gap between Parents Expectation and University Performance of Private Universities

Sr. No.	Statements	Parul University					GLS University				
		Expectation		Performance		Mean Gap	Expectation		Performance		Mean Gap
		Mean	S.D.	Mean	S.D.		Mean	S.D.	Mean	S.D.	
Reliability Dimension											
1	University fulfils promise of providing the latest information on the subjects to students	4.12	0.86	3.64	0.96	0.48	4.46	0.78	3.33	1.31	1.13
2	University announces examination results promptly	4.25	0.79	3.66	0.98	0.59	4.53	0.63	3.29	1.23	1.24
3	University addresses student grievances	4.06	0.93	3.34	1.21	0.72	4.42	0.79	3.23	1.30	1.19
4	University collects feedback from you for the quality of its services	4.10	0.86	3.20	1.29	0.90	4.31	0.83	3.15	1.26	1.16
5	University provides a regular and a reliable forum of parent-teacher interaction	4.07	0.93	3.02	1.25	1.05	4.30	0.90	3.16	1.35	1.14
Responsiveness Dimension											
6	University responds positively when you seek information	4.11	0.80	3.55	0.98	0.56	4.39	0.88	3.44	1.28	0.95
7	Teachers respond positively when you seek the information about progress of your child	4.17	0.87	3.55	0.97	0.62	4.43	0.79	3.33	1.14	1.10
8	University provides a reliable information related to scholarships and fellowships	4.14	0.94	3.28	1.06	0.86	4.33	0.94	3.20	1.25	1.13
9	University provides placement and information regarding emerging job opportunities	4.07	0.94	3.42	1.23	0.65	4.33	0.86	3.19	1.35	1.14
10	University acts promptly when you complain about treatment of your Child	4.12	0.94	3.26	1.17	0.86	4.38	0.83	3.13	1.38	1.25

Empathy Dimension											
11	Vice-Chancellor, rector and other higher officials of the university care for student welfare	4.13	0.76	3.65	0.94	0.48	4.29	0.86	3.42	1.30	0.87
12	University has special plans for promoting student's welfare	4.19	0.80	3.55	0.99	0.64	4.36	0.85	3.36	1.17	1.00
13	Officials understand the special problems of differently abled students and treat them with empathy	4.22	0.90	3.32	1.12	0.90	4.46	0.71	3.36	1.37	1.10
14	University authorities empathize with students lagging behind in studies and conducts classes for them	3.95	0.95	3.10	1.23	0.85	4.22	0.91	3.31	1.32	0.91
15	Officials express sympathy for students who complain about ragging	4.02	0.97	3.18	1.22	0.84	4.40	0.76	3.26	1.28	1.14
Assurance Dimension											
16	Teachers possess enough knowledge and competence in their domain of specialization	4.00	1.00	3.60	0.84	0.40	4.32	0.96	3.52	1.13	0.80
17	Teachers are courteous in their behaviour towards the students	4.08	0.95	3.66	0.99	0.42	4.41	0.85	3.47	1.24	0.94
18	Non-teaching staff of university is trustworthy and competent	4.15	0.90	3.46	0.98	0.69	4.28	0.85	3.28	1.27	1.00
19	Computer and lab technicians help and assist, when your child is in need	4.00	0.96	3.43	1.13	0.57	4.21	0.86	3.25	1.36	0.96
20	Health related facilities and health specialists are available at university	3.98	0.99	3.23	1.27	0.75	4.28	0.90	3.15	1.37	1.13

Tangibility Dimension											
21	The good quality books and journals are available in library	4.10	0.87	3.52	1.01	0.58	4.42	0.79	3.48	1.23	0.94
22	The university provides quality lab/computer facilities	4.31	0.81	3.44	0.90	0.87	4.40	0.71	3.37	1.19	1.03
23	The university offers good quality hostel facility	4.20	0.97	3.23	1.04	0.97	4.46	0.76	2.19	1.44	2.27
24	Safe drinking water is supplied to the students in proper ways	4.13	0.98	3.19	1.25	0.94	4.33	0.79	3.29	1.35	1.04
25	University provides good quality transportation facility	4.07	0.95	3.59	1.27	0.48	4.39	0.77	2.25	1.50	2.14

Source: Primary Data Collected

Interpretation: The above table shows the comparison of mean and mean gap between parents' expectations and university performance of Private Universities namely Parul University and GLS University. In the reliability dimension of PU, highest mean score for expectation is 4.25 for statement no. 2. The lowest mean score for expectation is 4.06 for statements no. 3. In the university performance, the highest mean score is 3.66 for statement no. 2 and the lowest mean score is 3.02 for statement no. 5. There is a positive mean gap found in all the statements of reliability dimension. The highest mean gap found in statement no. 5. In the reliability dimension of GLSU, highest mean score for expectation is 4.53 for statement no. 2. The lowest mean score for expectation is 4.30 for statements no. 5. In the university performance, the highest mean score is 3.33 for statement no. 1 and the lowest mean score is 3.15 for statement no. 4. There is a positive mean gap found in all the statements of reliability dimension. The highest mean gap found in statement no. 2.

In the responsive dimension of PU, highest mean score for expectation is 4.17 for statement no. 7. The lowest mean score for expectation is 4.07 for statements no. 9. In the university performance, the highest mean score is 3.55 for statement no. 6 and 7 and the lowest mean score is 3.26 for statement no. 10. There is a positive mean gap in all the statements of responsive dimension. The highest mean gap found in statement no. 8 and 10.

In the responsive dimension of GLSU, highest mean score for expectation is 4.43 for statement no. 7. The lowest mean score for expectation is 4.33 for statements no. 8 and 9. In the university performance, the highest mean score is 3.44 for statement no. 6 and the lowest mean score is 3.13 for statement no. 10. There is a positive mean gap in all the statements of responsive dimension. The highest mean gap found in statement no. 10.

In the empathy dimension of PU, highest mean score for expectation is 4.22 for statement no. 13. The lowest mean score for expectation is 3.95 for statements no. 14. In the university performance, the highest mean score is 3.65 for statement no. 11 and the lowest mean score is 3.10 for statement no. 14. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 13. In the empathy dimension of GLSU, highest mean score for expectation is 4.46 for statement no. 13. The lowest mean score for expectation is 4.22 for statements no. 14. In the university performance, the highest mean score is 3.42 for statement no. 11 and the lowest mean score is 3.26 for statement no. 15. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 15.

In the Assurance dimension of PU, highest mean score for expectation is 4.15 for statement no. 18. The lowest mean score for expectation is 3.98 for statements no. 20. In the university performance, the highest mean score is 3.66 for statement no. 17 and the lowest mean score is 3.23 for statement no. 20. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 20. In the Assurance dimension of GLSU, highest mean score for expectation is 4.41 for statement no. 17. The lowest mean score for expectation is 4.21 for statements no. 19. In the university performance, the highest mean score is 3.52 for statement no. 16 and the lowest mean score is 3.15 for statement no. 20. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 20.

In the tangibility dimension of PU, highest mean score for expectation is 4.31 for statement no. 22. The lowest mean score for expectation is 4.07 for statements no. 25. In the university performance, the highest mean score is 3.59 for statement no. 25 and the lowest mean score is 3.19 for statement no.

24. There is a positive mean gap in all the statements. Highest mean gap found in statement no. 24. In the tangibility dimension of GLSU, highest mean score for expectation is 4.46 for statement no. 23. The lowest mean score for expectation is 4.33 for statements no. 24. In the university performance, the highest mean score is 3.48 for statement no. 21 and the lowest mean score is 2.19 for statement no. 23. There is a positive mean gap in all the statements. Highest mean gap found in statement no. 23.

5.12 Paired Sample T-Test between Parents Expectation and University Performance

The below tables show the mean gap, standard deviation , paired sample T-Test and its significance value between Parents Expectation and University Performance.

Table-5.106: Paired Sample T-Test between Parents Expectation and University Performance of M. S. University

Sr. No.	Statements	Paired Differences					t-value	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	University fulfils promise of providing the latest information on the subjects to students	1.15306	1.54887	.15646	.84253	1.46359	7.370	97	.000
2	University announces examination results promptly	1.31633	1.54384	.15595	1.00681	1.62585	8.441	97	.000
3	University addresses student grievances	1.26531	1.48914	.15043	.96675	1.56386	8.411	97	.000
4	University collects feedback from you for the quality of its services	1.56122	1.65639	.16732	1.22914	1.89331	9.331	97	.000
5	University provides a regular and a reliable forum of parent-teacher interaction	1.52041	1.70644	.17238	1.17829	1.86253	8.820	97	.000
6	University responds positively when you seek information	1.11224	1.64901	.16658	.78164	1.44285	6.677	97	.000
7	Teachers respond positively when you seek the information about progress of your child	1.12245	1.50782	.15231	.82015	1.42475	7.369	97	.000
8	University provides a reliable information related to scholarships and fellowships	1.09184	1.61237	.16287	.76858	1.41510	6.704	97	.000
9	University provides placement and information regarding emerging job opportunities	1.07143	1.50771	.15230	.76915	1.37371	7.035	97	.000
10	University acts promptly when you complain about treatment of your Child	1.17347	1.49932	.15145	.87288	1.47406	7.748	97	.000

11	Vice-Chancellor, rector and other higher officials of the university care for student welfare	1.10204	1.45368	.14684	.81060	1.39349	7.505	97	.000
12	University has special plans for promoting student's welfare	1.09184	1.41485	.14292	.80818	1.37550	7.639	97	.000
13	Officials understand the special problems of differently abled students and treat them with empathy	0.98980	1.57621	.15922	.67379	1.30581	6.216	97	.000
14	University authorities empathize with students lagging behind in studies and conducts classes for them	1.04082	1.53259	.15481	.73355	1.34808	6.723	97	.000
15	Officials express sympathy for students who complain about ragging	0.94898	1.63324	.16498	.62154	1.27642	5.752	97	.000
16	Teachers possess enough knowledge and competence in their domain of specialization	1.01020	1.37350	.13874	.73484	1.28557	7.281	97	.000
17	Teachers are courteous in their behaviour towards the students	1.06122	1.46306	.14779	.76790	1.35455	7.181	97	.000
18	Non-teaching staff of university is trustworthy and competent	1.01020	1.54316	.15588	.70082	1.31959	6.481	97	.000
19	Computer and lab technicians help and assist, when your child is in need	1.06122	1.47009	.14850	.76649	1.35596	7.146	97	.000
20	Health related facilities and health specialists are available at university	1.09184	1.59953	.16158	.77115	1.41252	6.757	97	.000
21	The good quality books and journals are available in library	1.11224	1.47755	.14925	.81602	1.40847	7.452	97	.000
22	The university provides quality lab/computer facilities	1.25510	1.48748	.15026	.95688	1.55332	8.353	97	.000
23	The university offers good quality hostel facility	1.14286	1.56640	.15823	.82881	1.45690	7.223	97	.000
24	Safe drinking water is supplied to the students in proper ways	1.22449	1.49591	.15111	.92458	1.52440	8.103	97	.000
25	University provides good quality transportation facility	2.47959	1.33339	.13469	2.21226	2.74692	18.409	97	.000

Source: Primary Data Collected

Table-5.107: Paired Sample T-Test between Parents Expectation and University Performance of S. P. University

Sr. No.	Statements	Paired Differences					t-value	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	University fulfils promise of providing the latest information on the subjects to students	1.02062	1.60714	.16318	.69671	1.34453	6.255	96	.000
2	University announces examination results promptly	1.19588	1.59843	.16230	.87372	1.51803	7.368	96	.000
3	University addresses student grievances	1.15464	1.61594	.16407	.82896	1.48032	7.037	96	.000
4	University collects feedback from you for the quality of its services	1.18557	1.53657	.15601	.87588	1.49525	7.599	96	.000
5	University provides a regular and a reliable forum of parent-teacher interaction	1.29897	1.72702	.17535	.95090	1.64704	7.408	96	.000
6	University responds positively when you seek information	1.04124	1.68892	.17148	.70084	1.38163	6.072	96	.000
7	Teachers respond positively when you seek the information about progress of your child	1.11340	1.49914	.15221	.81126	1.41555	7.315	96	.000
8	University provides a reliable information related to scholarships and fellowships	1.21649	1.60874	.16334	.89226	1.54073	7.447	96	.000
9	University provides placement and information regarding emerging job opportunities	1.15464	1.52302	.15464	.84768	1.46160	7.467	96	.000
10	University acts promptly when you complain about treatment of your Child	1.21649	1.51539	.15386	.91108	1.52191	7.906	96	.000
11	Vice-Chancellor, rector and other higher officials of the university care for student welfare	.94845	1.53005	.15535	.64008	1.25683	6.105	96	.000
12	University has special plans for promoting student’s welfare	1.00000	1.52069	.15440	.69351	1.30649	6.477	96	.000

13	Officials understand the special problems of differently abled students and treat them with empathy	1.14433	1.55449	.15783	.83103	1.45763	7.250	96	.000
14	University authorities empathize with students lagging behind in studies and conducts classes for them	1.11340	1.49914	.15221	.81126	1.41555	7.315	96	.000
15	Officials express sympathy for students who complain about ragging	1.11340	1.56709	.15911	.79756	1.42924	6.998	96	.000
16	Teachers possess enough knowledge and competence in their domain of specialization	.98958	1.43999	.14697	.69781	1.28135	6.733	95	.000
17	Teachers are courteous in their behaviour towards the students	1.10309	1.50336	.15264	.80010	1.40609	7.227	96	.000
18	Non-teaching staff of university is trustworthy and competent	1.14433	1.46479	.14873	.84911	1.43955	7.694	96	.000
19	Computer and lab technicians help and assist, when your child is in need	1.18557	1.45294	.14752	.89273	1.47840	8.036	96	.000
20	Health related facilities and health specialists are available at university	1.16495	1.65630	.16817	.83113	1.49877	6.927	96	.000
21	The good quality books and journals are available in library	.89691	1.57774	.16020	.57892	1.21489	5.599	96	.000
22	The university provides quality lab/computer facilities	1.06186	1.41285	.14345	.77710	1.34661	7.402	96	.000
23	The university offers good quality hostel facility	1.08247	1.55235	.15762	.76961	1.39534	6.868	96	.000
24	Safe drinking water is supplied to the students in proper ways	1.01031	1.50343	.15265	.70730	1.31332	6.618	96	.000
25	University provides good quality transportation facility	1.51546	1.58846	.16128	1.19532	1.83561	9.396	96	.000

Source: Primary Data Collected

Table-5.108: Paired Sample T-Test between Parents Expectation and University Performance of Parul University

Sr. No.	Statements	Paired Differences					t-value	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	University fulfils promise of providing the latest information on the subjects to students	.47917	.89418	.09126	.29799	.66034	5.250	95	.000
2	University announces examination results promptly	.58333	.91383	.09327	.39817	.76849	6.254	95	.000
3	University addresses student grievances	.71875	1.25407	.12799	.46465	.97285	5.616	95	.000
4	University collects feedback from you for the quality of its services	.89583	1.38776	.14164	.61465	1.17702	6.325	95	.000
5	University provides a regular and a reliable forum of parent-teacher interaction	1.05208	1.15503	.11789	.81805	1.28611	8.925	95	.000
6	University responds positively when you seek information	.56250	.96040	.09802	.36790	.75710	5.739	95	.000
7	Teachers respond positively when you seek the information about progress of your child	.62500	.95422	.09739	.43166	.81834	6.418	95	.000
8	University provides a reliable information related to scholarships and fellowships	.86458	1.23646	.12620	.61405	1.11511	6.851	95	.000
9	University provides placement and information regarding emerging job opportunities	.64583	1.09524	.11178	.42392	.86775	5.778	95	.000
10	University acts promptly when you complain about treatment of your Child	.86458	1.09179	.11143	.64337	1.08580	7.759	95	.000
11	Vice-Chancellor, rector and other higher officials of the university care for student welfare	.47917	.82052	.08374	.31291	.64542	5.722	95	.000
12	University has special plans for promoting student’s welfare	.64583	.98386	.10041	.44648	.84518	6.432	95	.000

13	Officials understand the special problems of differently abled students and treat them with empathy	.90625	1.29027	.13169	.64482	1.16768	6.882	95	.000
14	University authorities empathize with students lagging behind in studies and conducts classes for them	.85417	1.24798	.12737	.60130	1.10703	6.706	95	.000
15	Officials express sympathy for students who complain about ragging	.83333	1.07279	.10949	.61597	1.05070	7.611	95	.000
16	Teachers possess enough knowledge and competence in their domain of specialization	.40625	1.04204	.10635	.19511	.61739	3.820	95	.000
17	Teachers are courteous in their behaviour towards the students	.41667	1.09224	.11148	.19536	.63797	3.738	95	.000
18	Non-teaching staff of university is trustworthy and competent	.68750	1.09844	.11211	.46493	.91007	6.132	95	.000
19	Computer and lab technicians help and assist, when your child is in need	.56250	1.01372	.10346	.35710	.76790	5.437	95	.000
20	Health related facilities and health specialists are available at university	.75000	1.22259	.12478	.50228	.99772	6.011	95	.000
21	The good quality books and journals are available in library	.58333	1.05298	.10747	.36998	.79669	5.428	95	.000
22	The university provides quality lab/computer facilities	.86458	1.02207	.10431	.65749	1.07167	8.288	95	.000
23	The university offers good quality hostel facility	.96875	1.26035	.12863	.71338	1.22412	7.531	95	.000
24	Safe drinking water is supplied to the students in proper ways	.93750	1.38269	.14112	.65734	1.21766	6.643	95	.000
25	University provides good quality transportation facility	.47917	1.47954	.15100	.17938	.77895	3.173	95	.002

Source: Primary Data Collected

Table-5.109: Paired Sample T-Test between Parents Expectation and University Performance of GLS University

Sr. No.	Statements	Paired Differences					t-value	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	University fulfils promise of providing the latest information on the subjects to students	1.13542	1.44090	.14706	.84346	1.42737	7.721	95	.000
2	University announces examination results promptly	1.23958	1.46356	.14937	.94304	1.53613	8.299	95	.000
3	University addresses student grievances	1.18750	1.47479	.15052	.88868	1.48632	7.889	95	.000
4	University collects feedback from you for the quality of its services	1.15625	1.44607	.14759	.86325	1.44925	7.834	95	.000
5	University provides a regular and a reliable forum of parent-teacher interaction	1.13542	1.58027	.16129	.81522	1.45561	7.040	95	.000
6	University responds positively when you seek information	.94792	1.52433	.15558	.63906	1.25677	6.093	95	.000
7	Teachers respond positively when you seek the information about progress of your child	1.10417	1.43255	.14621	.81391	1.39443	7.552	95	.000
8	University provides a reliable information related to scholarships and fellowships	1.12500	1.51658	.15478	.81771	1.43229	7.268	95	.000
9	University provides placement and information regarding emerging job opportunities	1.13542	1.48409	.15147	.83471	1.43612	7.496	95	.000
10	University acts promptly when you complain about treatment of your Child	1.25000	1.45819	.14883	.95454	1.54546	8.399	95	.000
11	Vice-Chancellor, rector and other higher officials of the university care for student welfare	.86458	1.47698	.15074	.56532	1.16385	5.735	95	.000
12	University has special plans for promoting student's welfare	1.00000	1.40675	.14358	.71497	1.28503	6.965	95	.000

13	Officials understand the special problems of differently abled students and treat them with empathy	1.10417	1.48309	.15137	.80366	1.40467	7.295	95	.000
14	University authorities empathize with students lagging behind in studies and conducts classes for them	.91667	1.45578	.14858	.62170	1.21164	6.170	95	.000
15	Officials express sympathy for students who complain about ragging	1.14583	1.45080	.14807	.85187	1.43979	7.738	95	.000
16	Teachers possess enough knowledge and competence in their domain of specialization	.80208	1.35817	.13862	.52689	1.07727	5.786	95	.000
17	Teachers are courteous in their behaviour towards the students	.93750	1.48546	.15161	.63652	1.23848	6.184	95	.000
18	Non-teaching staff of university is trustworthy and competent	1.00000	1.41421	.14434	.71345	1.28655	6.928	95	.000
19	Computer and lab technicians help and assist, when your child is in need	.96875	1.44698	.14768	.67556	1.26194	6.560	95	.000
20	Health related facilities and health specialists are available at university	1.12500	1.45277	.14827	.83064	1.41936	7.587	95	.000
21	The good quality books and journals are available in library	.93750	1.37506	.14034	.65889	1.21611	6.680	95	.000
22	The university provides quality lab/computer facilities	1.03125	1.41758	.14468	.74402	1.31848	7.128	95	.000
23	The university offers good quality hostel facility	2.27083	1.58599	.16187	1.94948	2.59218	14.029	95	.000
24	Safe drinking water is supplied to the students in proper ways	1.04167	1.44307	.14728	.74927	1.33406	7.073	95	.000
25	University provides good quality transportation facility	2.14583	1.69817	.17332	1.80175	2.48991	12.381	95	.000

Source: Primary Data Collected

Interpretation: The above tables show the mean, standard deviation, t-value and significance value. The mean shows the gap between expectations of parents and actual performance of selected Universities. The values of mean suggests positive gap between expectations of parents and actual performance of universities. The t-value suggests difference between expectations of parents and actual performance. Larger the value of t, the more pronounced the difference between the conditions and the smaller the value of t, the probability that this difference occurred by chance. The tables also reveal that the t-test is significant as the p-value is less than 0.05 in all the statements.

5.13 Mean Score and Standard Deviation of Parents Satisfaction

The below table shows mean of parents expectation and actual performance of selected universities. Mean score between 1.00-1.80 means lowest satisfaction, 1.81-2.60 means low satisfaction. 2.61-3.40 means average satisfaction. 3.41-4.20 mean high satisfaction and 4.21-5.00 mean highest satisfaction. The standard deviation shows the deviation between all the respondents.

Table-5.110: Mean and Standard Deviation of Students Satisfaction

Sr. No.	Statements	MSU		SPU		PU		GLSU	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Reliability Dimension									
1	University keeps its record safe	3.76	1.28	3.40	1.38	3.43	0.89	3.13	1.39
2	Staff are sincere and interested in solving your problems	3.47	1.27	3.31	1.35	3.63	0.89	3.25	1.26
3	University provides timely services	3.45	1.25	3.35	1.28	3.80	0.77	3.34	1.19
4	Teachers are capable to teach	3.78	1.16	3.73	1.27	3.25	0.90	3.67	1.06
5	Non-teaching staff are efficient	3.69	1.28	3.47	1.24	3.63	0.80	3.63	1.07
Responsiveness Dimension									
6	Regular availability of personnel to assist you	3.48	1.38	3.22	1.35	3.50	0.87	3.46	1.26
7	Teachers have capacity to solve students’ problems	3.56	1.21	3.38	1.31	3.37	0.89	3.65	1.23
8	Queries are dealt with efficiently and promptly	3.51	1.28	3.37	1.30	3.35	0.90	3.48	1.24
9	Training to sportsmen and women are available	3.63	1.07	3.49	1.15	3.56	0.97	3.51	1.06
10	Healthcare and medical facilities are available	3.73	1.21	3.55	1.28	3.62	0.87	3.59	1.20
Empathy Dimension									
11	Teaching and non-teaching staff give individual attention	3.45	1.30	3.35	1.30	3.36	0.96	3.22	1.24
12	Teachers keep students’ interest in mind	3.56	1.26	3.48	1.37	3.48	0.89	3.44	1.26
13	Teaching and non-teaching staff patiently listen to you	3.61	1.21	3.49	1.32	3.53	0.96	3.67	1.24
14	The method of issuing books from library is effective	3.81	1.20	3.55	1.29	3.67	0.92	3.64	1.22
15	Sports officials understand students’ problems	3.81	1.21	3.55	1.30	3.51	1.01	3.62	1.25
Assurance Dimension									
16	University staff are friendly and courteous	3.46	1.24	3.42	1.33	3.57	0.90	3.32	1.19
17	Teachers – Parents interaction are held frequently	3.52	1.30	3.43	1.35	3.38	1.00	3.66	1.19

18	University gives competence of lab/computer assistance	3.42	1.21	3.32	1.29	3.61	0.93	3.40	1.24
19	University hostel serves good quality food	3.51	1.20	3.39	1.31	3.61	0.87	3.65	1.09
20	University provides excellent coaching for sports	3.59	1.24	3.42	1.21	3.42	0.97	3.48	1.17
Tangibility Dimension									
21	Basic infrastructure facilities in the campus are available	3.64	1.29	3.39	1.32	3.52	1.03	3.38	1.25
22	Lab and library facilities are available	3.71	1.16	3.64	1.28	3.78	0.94	3.64	1.16
23	Canteen facilities are available	3.68	1.17	3.44	1.36	3.73	0.90	3.73	1.10
24	Internet and Xerox facilities are available	3.73	1.28	3.47	1.29	3.39	1.09	3.62	1.24
25	Sports facilities are available	3.75	1.21	3.62	1.31	3.69	1.04	3.60	1.20
	Average mean score of satisfaction	3.6124		3.4492		3.5356		3.5112	

Source: Primary Data Collected

Interpretation: The above table shows the mean and standard deviation of satisfaction level of parents. In MSU, The highest mean score is 3.81, found in “The method of issuing books from library is effective” and “Sports officials understand students’ problems”. The lowest mean score i.e. 3.42 is found in “University gives competence of lab/computer assistance”. The range of mean scores is from 3.42 to 3.81, it suggests high satisfaction in all the statements. In SPU, the highest mean score i.e. 3.73 is found in “Teachers are capable to teach” and lowest mean score i.e. 3.22 is found in “Regular availability of personnel to assist you”. The range of mean scores is from 3.22 to 3.73, it suggests average satisfaction and high satisfaction. In PU, the mean score of satisfaction level of parents. The highest mean score i.e. 3.80 is found in “University provides timely services”. The lowest mean score i.e. 3.25 is found in “Teachers are capable to teach”. The range of mean scores is from 3.25 to 3.80, it suggests average satisfaction and high satisfaction. In GLSU, the mean score of satisfaction level of parents. The highest mean score i.e. 3.73 is found in “Canteen Facilities are available”. The lowest mean score i.e. 3.13 is found in “University keeps its record safe”. The range of mean scores is from 3.13 to 3.73, it suggests average satisfaction and high satisfaction. The standard deviation shows the average gap between the respondents.

5.14 Hypotheses Testing

H₀₂₀ : There is no significant association between university type and overall satisfaction of parents.

5.111: Tests of Normality of University Type and Parents Satisfaction

	University Type	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	State University	.284	195	.000	.839	195	.000
	Private University	.210	192	.000	.859	192	.000

a. Lilliefors Significance Correction

Interpretation: Above table shows the test of normality. The significance value for University type and overall satisfaction of parents is less than 0.05. Hence, the data is not normally distributed.

Table-5.112: University Type and Parents Satisfaction

Overall Satisfaction	Types of University		Grand Total
	State University	Private University	
Highly Dissatisfied	26	10	36
Dissatisfied	13	6	19
Neutral	33	78	111
Satisfied	83	70	153
Highly Satisfied	40	28	68
Grand Total	195	192	387

Source: Primary Data Collected

Table-5.113: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	31.134	4	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between university type and overall satisfaction of parents.

H₀₂₁ : There is no significant association between gender and overall satisfaction of parents.

Table-5.114: Tests of Normality of Gender and Parents Satisfaction

	Gender	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	Male	.233	252	.000	.875	252	.000
	Female	.251	135	.000	.837	135	.000

a. Lilliefors Significance Correction

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for gender and overall satisfaction of parents. Hence, the data is not normally distributed.

Table-5.115: Gender and Parents Satisfaction

Overall Satisfaction	Gender		Grand Total
	Male	Female	
Highly Dissatisfied	20	16	36
Dissatisfied	17	2	19
Neutral	71	40	111
Satisfied	96	57	153
Highly Satisfied	48	20	68
Grand Total	252	135	387

Source: Primary Data Collected

Table-5.116: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	7.751	4	0.101

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is no significant association between gender and overall satisfaction of parents.

H₀₂₂ : There is no significant association between age group and overall satisfaction of parents.

Table-5.117: Tests of Normality of Age Group and Parents Satisfaction

	Age Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	Below 40 Years	.265	104	.000	.846	104	.000
	41 to 50 Years	.246	170	.000	.859	170	.000
	51 to 60 Years	.208	93	.000	.869	93	.000
	61 Years & Above	.252	20	.002	.858	20	.007
a. Lilliefors Significance Correction							

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for age group and overall satisfaction of parents. Hence, the data is not normally distributed.

Table-5.118: Age Group and Parents Satisfaction

Overall Satisfaction	Age Groups				Grand Total
	Below 40 Years	41 to 50 Years	51 to 60 Years	Above 61 Years	
Highly Dissatisfied	14	19	3	0	36
Dissatisfied	5	9	4	1	19
Neutral	24	42	37	8	111
Satisfied	44	66	34	9	153
Highly Satisfied	17	34	15	2	68
Grand Total	104	170	93	20	387

Source: Primary Data Collected

Table-5.119: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	17.224	12	0.141

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is no significant association between age group and overall satisfaction of parents.

H₀₂₃ : There is no significant association between Residential Location and overall satisfaction of parents.

Table-5.120: Tests of Normality of Location and Parents Satisfaction

	Location	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	Rural	.189	105	.000	.861	105	.000
	Urban	.187	282	.000	.846	282	.000

a. Lilliefors Significance Correction

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for residential location and overall satisfaction of parents. Hence, the data is not normally distributed.

Table-5.121: Residential Location and Parents Satisfaction

Overall Satisfaction	Residential Location		Grand Total
	Rural	Urban	
Highly Dissatisfied	6	30	36
Dissatisfied	4	15	19
Neutral	31	80	111
Satisfied	46	107	153
Highly Satisfied	18	50	68
Grand Total	105	282	387

Source: Primary Data Collected

Table-5.122: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	3.066	4	0.547

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is no significant association between residential location and overall satisfaction of parents.

H₀₂₄ : There is no significant association between occupation and overall satisfaction of parents.

Table-5.123: Tests of Normality of Occupation and Parents Satisfaction

	Occupation of Parents	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	Service	.173	175	.000	.856	175	.000
	Business	.174	123	.000	.856	123	.000
	Agriculture	.199	38	.001	.854	38	.000
	Professionals	.231	51	.000	.835	51	.000
a. Lilliefors Significance Correction							

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for occupation and overall satisfaction of parents. Hence, the data is not normally distributed.

Table-5.124: Occupation and Parents Satisfaction

Overall Satisfaction	Occupation				Grand Total
	Service	Business	Agriculture	Professional	
Highly Dissatisfied	20	10	0	6	36
Dissatisfied	7	11	0	1	19
Neutral	45	36	12	18	111
Satisfied	65	51	18	19	153
Highly Satisfied	38	15	8	7	68
Grand Total	175	123	38	51	387

Source: Primary Data Collected

Table-5.125: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	18.930	12	0.901

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is no significant association between age group and overall satisfaction of parents.

H0₂₅ : There is no significant association between family monthly income and overall satisfaction of parents.

Table-5.126: Tests of Normality of Family Monthly Income and Parents Satisfaction

	Monthly Income	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	Less than Rs. 30,000	.224	137	.000	.848	137	.000
	Rs. 30,000 to 60,000	.198	99	.000	.851	99	.000
	Rs. 60,000 to 90,000	.229	91	.000	.829	91	.000
	More than Rs. 90,000	.222	60	.000	.840	60	.000
a. Lilliefors Significance Correction							

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for family monthly income and overall satisfaction of parents. Hence, the data is not normally distributed.

Table-5.127: Family Monthly Income and Parents Satisfaction

Overall Satisfaction	Monthly Income				Grand Total
	Less than Rs. 30,000	Rs. 30,000 to 60,000	Rs. 60,000 to 90,000	More than Rs. 90,000	
Highly Dissatisfied	19	14	3	0	36
Dissatisfied	10	0	1	8	19
Neutral	19	29	40	23	111
Satisfied	62	39	31	21	153
Highly Satisfied	27	17	16	8	68
Grand Total	137	99	91	60	387

Source: Primary Data Collected

Table-5.128: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	55.448	12	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between family monthly income and overall satisfaction of parents.

H0₂₆ : There is no significant association between type of family and overall satisfaction of parents.

Table-5.129: Tests of Normality of Family Type and Parents Satisfaction

	Family Type	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	Joint	.173	178	.000	.857	178	.000
	Nuclear	.173	209	.000	.854	209	.000

a. Lilliefors Significance Correction

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for family type and overall satisfaction of parents. Hence, the data is not normally distributed.

Table-5.130: Family Type and Parents Satisfaction

Overall Satisfaction	Family Type		Grand Total
	Joint	Nuclear	
Highly Dissatisfied	18	18	36
Dissatisfied	10	9	19
Neutral	45	66	111
Satisfied	75	78	153
Highly Satisfied	30	38	68
Grand Total	178	209	387

Source: Primary Data Collected

Table-5.131: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	2.559	4	0.634

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is no significant association between family type and overall satisfaction of parents.

H0₂₇ : There is no significant association between Number of earning person and overall satisfaction of parents.

Table-5.132: Tests of Normality of No. of Earning Person and Students Satisfaction

	No. of Earning Person	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	One	.193	94	.000	.874	94	.000
	Two	.201	151	.000	.839	151	.000
	Three	.202	89	.000	.842	89	.000
	Four & Above	.222	53	.000	.838	53	.000

a. Lilliefors Significance Correction

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for no. of earning person and overall satisfaction of parents. Hence, the data is not normally distributed.

Table-5.133: No. of Earning Person and Parents Satisfaction

Overall Satisfaction	No. of Earning Person of Family				Grand Total
	One	Two	Three	Four & Above	
Highly Dissatisfied	8	5	6	17	36
Dissatisfied	2	3	7	7	19
Neutral	31	24	27	29	111
Satisfied	65	30	33	25	153
Highly Satisfied	17	22	14	15	68
Grand Total	123	84	87	93	387

Source: Primary Data Collected

Table-5.134: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	31.985	12	0.001

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between number of earning person of family and overall satisfaction of parents.

H₀₂₈ : There is no significant association between Caste and overall satisfaction of parents.

Table-5.135: Tests of Normality of Caste and Parents Satisfaction

	Caste	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	General	.174	154	.000	.856	154	.000
	SC	.198	77	.000	.844	77	.000
	ST	.220	56	.000	.861	56	.000
	OBC	.191	70	.000	.846	70	.000
	Minority	.218	30	.001	.850	30	.001
a. Lilliefors Significance Correction							

Interpretation: Above table shows the significance value of test of normality is less than 0.05 for no. of caste and overall satisfaction of parents. Hence, the data is not normally distributed.

Table-5.136: Caste and Parents Satisfaction

Overall Satisfaction	Caste					Grand Total
	General	SC	ST	OBC	Minority	
Highly Dissatisfied	16	10	4	6	0	36
Dissatisfied	12	4	2	1	0	19
Neutral	40	33	15	15	8	111
Satisfied	62	22	24	31	14	153
Highly Satisfied	24	8	11	17	8	68
Grand Total	154	77	56	70	30	387

Source: Primary Data Collected

Table-5.137: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	26.895	16	0.043

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between caste and overall satisfaction of parents.

H₀₂₉ : There is no significant association between study program and overall satisfaction of parents.

Table-5.138: Tests of Normality of Program and Parents Satisfaction

	Program	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	Arts	.219	90	.000	.813	90	.000
	Commerce	.199	116	.000	.870	116	.000
	Science	.189	115	.000	.863	115	.000
	Engineering	.204	66	.000	.844	66	.000

a. Lilliefors Significance Correction

Interpretation: Above table depicts the significance value of test of normality is less than 0.05 for program and overall satisfaction of parents. Hence, the data is not normally distributed.

Table-5.139: Name of Program and Parents Satisfaction

Overall Satisfaction	Name of Programs				Grand Total
	Arts	Commerce	Science	Engineering	
Highly Dissatisfied	5	27	3	1	36
Dissatisfied	0	10	6	3	19
Neutral	17	21	51	22	111
Satisfied	47	38	42	26	153
Highly Satisfied	21	20	13	14	68
Grand Total	90	116	115	66	387

Source: Primary Data Collected

Table-5.140: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	71.186	12	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between study program and overall satisfaction of parents.

H₀₃₀ : There is no significant association between semester and overall satisfaction of parents.

Table-5.141: Tests of Normality of Semester and Parents Satisfaction

	Semester	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	First	.197	42	.000	.869	42	.000
	Second	.326	63	.000	.728	63	.000
	Third	.203	160	.000	.867	160	.000
	Fourth	.260	18	.002	.791	18	.001
	Fifth	.234	80	.000	.851	80	.000
	Six & Above	.279	24	.000	.787	24	.000

a. Lilliefors Significance Correction

Interpretation: Above table shows the significance value of test of normality is less than 0.05 for semester and overall satisfaction of parents. Hence, the data is not normally distributed.

Table-5.142: Semester and Parents Satisfaction

Overall Satisfaction	Semesters						Grand Total
	First	Second	Third	Fourth	Fifth	Six & Above	
Highly Dissatisfied	1	0	22	0	13	0	36
Dissatisfied	0	2	2	0	15	0	19
Neutral	5	14	54	11	21	6	111
Satisfied	27	37	52	7	16	14	153
Highly Satisfied	9	10	30	0	15	4	68
Grand Total	42	63	160	18	80	24	387

Source: Primary Data Collected

Table-5.143: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	100.996	20	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between semester and overall satisfaction of parents.

H₀₃₁ : There is no significant association between academic qualification and overall satisfaction of parents.

Table-5.144: Tests of Normality of Academic Qualification and Parents Satisfaction

	Academic Qualification	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Students	UG	.176	249	.000	.860	249	.000
	PG	.195	128	.000	.841	128	.000
	M.Phil.	.385	3	.	.750	3	.000
	Ph.D.	.235	7	.200*	.856	7	.139
*. This is a lower bound of the true significance. a. Lilliefors Significance Correction							

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for academic qualification except the Ph.D. and overall satisfaction of parents. Data for Ph.D. is lower bound of the true significance. Hence, the data is not normally distributed.

Table-5.145: Academic Qualification and Parents Satisfaction

Overall Satisfaction	Level of Academic Qualification				Grand Total
	Under Graduate	Post Graduate	M.Phil.	Ph.D.	
Highly Dissatisfied	32	2	0	2	36
Dissatisfied	17	2	0	0	19
Neutral	69	40	1	1	111
Satisfied	94	56	0	3	153
Highly Satisfied	37	28	2	1	68
Grand Total	249	128	3	7	387

Source: Primary Data Collected

Table-5.146: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	29.400	12	0.003

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between level of academic qualification and overall satisfaction of parents.

H₀₃₂ : There is no significant association between caste and effect of government policies on higher education.

Table-5.147: Tests of Normality of Caste and effect of Government Policies

	Effect	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Caste	Excellent	.186	75	.000	.884	75	.000
	Good	.188	139	.000	.874	139	.000
	Normal	.287	91	.000	.794	91	.000
	Poor	.347	33	.000	.675	33	.000
	Very Poor	.423	49	.000	.607	49	.000

a. Lilliefors Significance Correction

Interpretation: Above table shows the significance value of test of normality is less than 0.05 for semester and overall satisfaction of students. Hence, the data is not normally distributed.

Table-5.148: Caste and Effect of Government Policies on Higher Education

Caste	Effect					Grand Total
	Excellent	Good	Normal	Poor	Very Poor	
General	20	37	44	18	35	154
SC	18	31	21	2	5	77
ST	14	23	15	1	3	56
OBC/SEBC	17	26	10	12	5	70
Minority	6	22	1	0	1	30
Grand Total	75	139	91	33	49	387

Source: Primary Data Collected

Table-5.149: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	71.756	16	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between caste and effect of government policies on higher education.

5.15 Factor Analysis

Factor analysis is calculated by taking twenty five statements of satisfaction. The results are presented in below table.

Table-5.150: KMO and Bartlett's Test of Parents Satisfaction

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.958
Bartlett's Test of Sphericity	Approx. Chi-Square	7620.295
	df	300
	Sig.	0.000

Interpretation: The results showed that the KMO measure of sampling adequacy is 0.958. The significance P-Value of Bartlett's Test of Sphericity is 0.000 i.e. $P < 0.05$ which signifies that the data is suitable for the application of factor analysis.

Table-5.151: KMO Range Communalities (For Parents)

Statements	Initial	Extraction
University keeps its record safe	1.000	.755
Staff are sincere and interested in solving your problems	1.000	.725
University provides timely services	1.000	.769
Teachers are capable to teach	1.000	.594
Non-teaching staff are efficient	1.000	.666
Regular availability of personnel to assist you	1.000	.709
Teachers have capacity to solve students' problems	1.000	.624
Queries are dealt with efficiently and promptly	1.000	.697
Training to sportsmen and women are available	1.000	.608
Healthcare and medical facilities are available	1.000	.607
Teaching and non-teaching staff give individual attention	1.000	.642
Teachers keep students' interest in mind	1.000	.680
Teaching and non-teaching staff patiently listen to you	1.000	.691
The method of issuing books from library is effective	1.000	.582
Sports officials understand students' problems	1.000	.581
University staff are friendly and courteous	1.000	.641
Teachers – Parents interaction are held frequently	1.000	.751
University gives competence of lab/computer assistance	1.000	.611
University hostel serves good quality food	1.000	.599
University provides excellent coaching for sports	1.000	.491
Basic infrastructure facilities in the campus are available	1.000	.743
Lab and library facilities are available	1.000	.640
Canteen facilities are available	1.000	.670
Internet and Xerox facilities are available	1.000	.643
Sports facilities are available	1.000	.569
<i>Extraction Method: Principal Component Analysis.</i>		

Interpretation: Communalities ranges less than 0.50 is not taken in to consideration as these factors are not contributing anything to the factor analysis.

Table-5.152: Parents Satisfaction Total Variance Explained

CT	Initial Eigen Values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	A	B	C	A	B	C	A	B	C
1	13.584	56.599	56.599	13.584	56.599	56.599	7.577	31.570	31.570
2	1.147	4.777	61.376	1.147	4.777	61.376	5.012	20.884	52.454
3	1.094	4.558	65.934	1.094	4.558	65.934	3.235	13.480	65.934
4	.796	3.317	69.251						
5	.707	2.945	72.196						
6	.659	2.745	74.942						
7	.599	2.494	77.436						
8	.548	2.282	79.717						
9	.502	2.092	81.809						
10	.466	1.940	83.749						
11	.418	1.742	85.491						
12	.394	1.641	87.132						
13	.376	1.568	88.700						
14	.359	1.494	90.194						
15	.336	1.399	91.592						
16	.304	1.268	92.860						
17	.273	1.136	93.996						
18	.268	1.118	95.115						
19	.236	.983	96.098						
20	.227	.947	97.045						
21	.202	.841	97.886						
22	.190	.792	98.678						
23	.176	.733	99.411						
24	.141	.589	100.000						
CT= Component Total A=Total B=% of Variance C=Cumulative %									

Interpretation: There are three components having the Initial Eigen Values over 1 and it explained for about 65.934 per cent of variation in the Satisfaction of Parents.

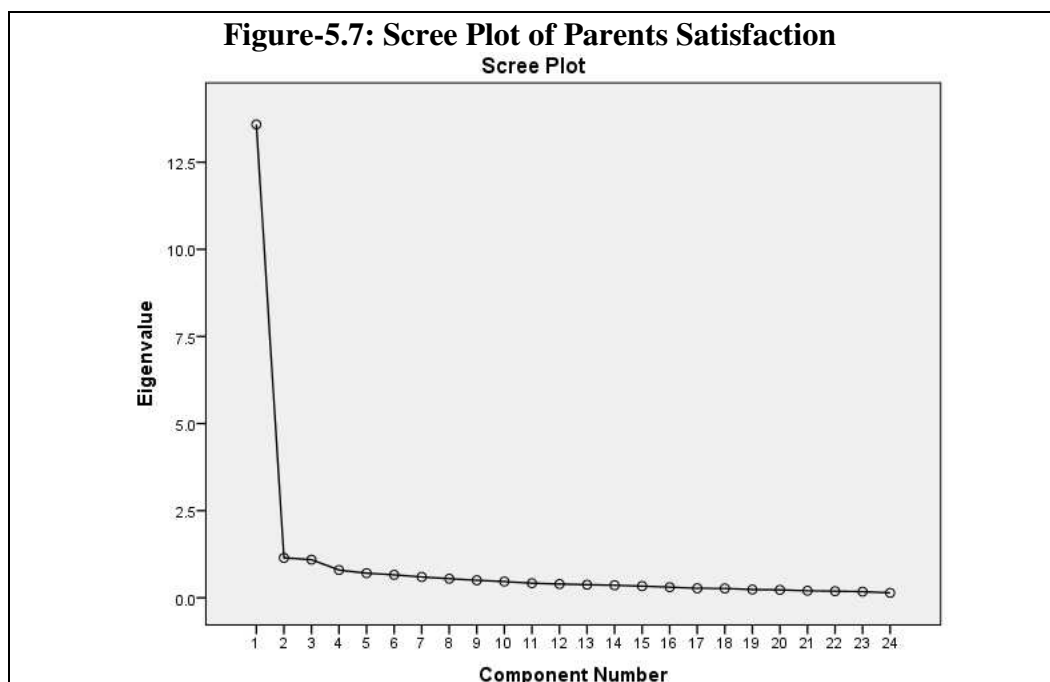


Table-5.153: Rotated Component Matrix of Parents Satisfaction

Sr. No.	Statements	Components		
		1	2	3
1	University keeps its record safe	.154	.167	.840
2	Staff are sincere and interested in solving your problems	.446	.234	.610
3	University provides timely services	.683	.254	.490
4	Teachers are capable to teach	.427	.527	.367
5	Non-teaching staff are efficient	.608	.361	.408
6	Regular availability of personnel to assist you	.750	.154	.351
7	Teachers have capacity to solve students' problems	.610	.384	.334
8	Queries are dealt with efficiently and promptly	.690	.359	.301
9	Training to sportsmen and women are available	.336	.610	.352
10	Healthcare and medical facilities are available	.452	.508	.382
11	Teaching and non-teaching staff give individual attention	.613	.364	.354
12	Teachers keep students' interest in mind	.671	.346	.333
13	Teaching and non-teaching staff patiently listen to you	.645	.427	.315
14	The method of issuing books from library is effective	.542	.469	.254
15	Sports officials understand students' problems	.489	.531	.243
16	University staff are friendly and courteous	.640	.318	.364
17	Teachers – Parents interaction are held frequently	.825	.235	.104
18	University gives competence of lab/computer assistance	.573	.366	.383
19	University hostel serves good quality food	.683	.349	.057
20	Basic infrastructure facilities in the campus are available	.096	.721	.462
21	Lab and library facilities are available	.229	.753	.137
22	Canteen facilities are available	.459	.696	-.034
23	Internet and Xerox facilities are available	.661	.454	-.067
24	Sports facilities are available	.374	.632	.179
<i>a. Rotation converged in 7 iterations.</i>				

Interpretation: The above table shows Principal component Analysis. Varimax with Kaiser Normalization Rotated method is used in factors rotation. The analysis identified three components. Items having factor loading more than 0.50 is considered.

Factor 1 contains 14 attributes and explained 56.599% of the variance in the data, with an Eigen Value of 13.584. The attributes associated with this factor

includes “University provides timely services”, “Non-teaching staff are efficient”, “Regular availability of personnel to assist you”, “Teachers have capacity to solve students’ problems”, “Queries are dealt with efficiently and promptly”, “Teaching and non-teaching staff give individual attention”, “Teachers keep students’ interest in mind”, “Teaching and non-teaching staff patiently listen to you”, “The method of issuing books from library is effective”, “University staff are friendly and courteous”, “Teachers – Parents interaction are held frequently”, “University gives competence of lab/computer assistance”, “University hostel serves good quality food” and “Internet and Xerox facilities are available” Consequently this factor referred as ***“Contribution of Staff in Satisfaction”***.

Factor 2 contains 8 attributes and explained 4.777% of the variance in the data, with an Eigen Value of 1.147. The attributes associated with this factor includes “Teachers are capable to teach”, “Training to sportsmen and women are available”, “Healthcare and medical facilities are available”, “Sports officials understand students’ problems”, “Basic infrastructure facilities in the campus are available”, “Lab and library facilities are available”, “Canteen facilities are available” and “Sports facilities are available”. Consequently this factor referred as ***“Contribution of Infrastructure in Satisfaction”***.

Factor 3 contains 2 attributes and explained 4.558% of the variance in the data, with an Eigen Value of 1.094. The attributes associated with this factor includes “University keeps its record safe” and “Staff are sincere and interested in solving your problems” Consequently this factor referred as ***“Contribution of Safety & Solution in Satisfaction”***.

Reliability: Cronbach's Alpha score of all three components are calculated. Factor 1 has alpha score of 0.956 for 14 no. of items in it. Factor 2 has alpha score is 0.901 for 8 no. of items in it. Factor 3 has alpha score of 0.739 for 2 no. of items in it.

Hair et al. (1998) have suggested that the acceptable alpha score should be more than 0.60. This analysis fulfills the given condition.

5.16 Correlation and Regression Models

H0₃₃ : There is no significant association between Expectations and Satisfaction of parents.

Table-5.154: Correlation between Expectation and Satisfaction

	Overall Expectation	
Overall Satisfaction	Pearson Correlation	0.013
	Sig. (2-tailed)	0.796
	N	387

Interpretation: The above table shows Pearson Correlation between overall expectation and overall satisfaction. The value of Correlation is 0.013, Significance P-Value is 0.796 and N is 387. As the value of correlation indicates, there is a low positive correlation between overall expectation and overall satisfaction. Therefore the above null hypothesis is accepted.

H0₃₄ : There is no significant association between Reliability Dimension and Satisfaction of parents.

Table-5.155: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.0711	0.505	0.499	0.794

Table-5.156: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	245.952	5	49.190	77.848	0.00
	Residual	240.746	381	0.632		
	Total	486.698	386			
<i>a. Dependent Variable: Overall Satisfaction</i>						

Interpretation: Regression analysis is held to know the association between Satisfaction of Parents and Reliability Dimension of SERVQUAL Model. From the ANOVA test, it is clear that the significance value is 0.00, which is less than significance value 0.05. It means there is a significant association between dependent variable Satisfaction of Parents and independent variable Reliability Dimension. The adjusted R² Value 0.499 indicates that the model explains 49.9% of the Reliability Dimension is responsible for Satisfaction of Parents.

Figure-5.8: Path Diagram of Reliability Dimension & Parents Satisfaction

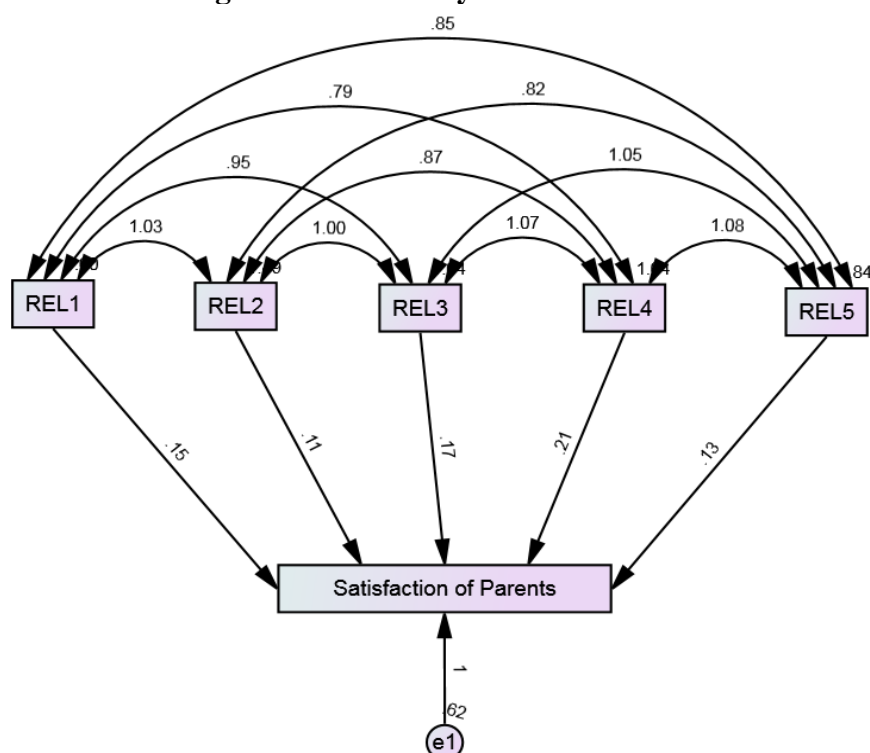


Table-5.157: Coefficients

Statements of Reliability Dimension	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.058	0.134		7.920	0.000
University fulfils promise of providing the latest information on the subjects to students	0.145	0.045	0.164	3.204	0.001
University announces examination results promptly	0.107	0.050	0.117	2.155	0.032
University addresses student grievances	0.168	0.049	0.192	3.424	0.001
University collects feedback from you for the quality of its services	0.208	0.046	0.238	4.566	0.000
University provides a regular and a reliable forum of parent-teacher interaction	0.130	0.041	0.158	3.187	0.002

a. Dependent Variable: Overall Satisfaction

Interpretation: Coefficient analysis reveals the relationship between Satisfaction of Parents and each statements of Reliability Dimension. For all the statements of reliability dimension, the significance value is less than 0.05. Hence, the null hypothesis is rejected and proved that there is a significant association between Reliability Dimension and Satisfaction of parents.

H0₃₅ : There is no significant association between Responsiveness Dimension and Satisfaction of parents.

Table-5.158: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.742	0.551	0.545	0.75723

Table-5.159: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	268.234	5	53.647	93.559	0.00
	Residual	218.464	381	0.573		
	Total	486.698	386			

a. Dependent Variable: Overall Satisfaction

Interpretation: Regression analysis is held to know the association between Satisfaction of Parents and Responsiveness Dimension of SERVQUAL Model. From the ANOVA test, it is clear that the significance value is 0.00, which is less than significance value 0.05. It means there is a significant association between dependent variable Satisfaction of Parents and independent variable Responsiveness Dimension. The adjusted R² Value 0.545 indicates that the model explains 54.5% of the Responsiveness Dimension is responsible for Satisfaction of Parents.

Figure-5.9: Path Diagram of Responsiveness Dimension & Parents Satisfaction

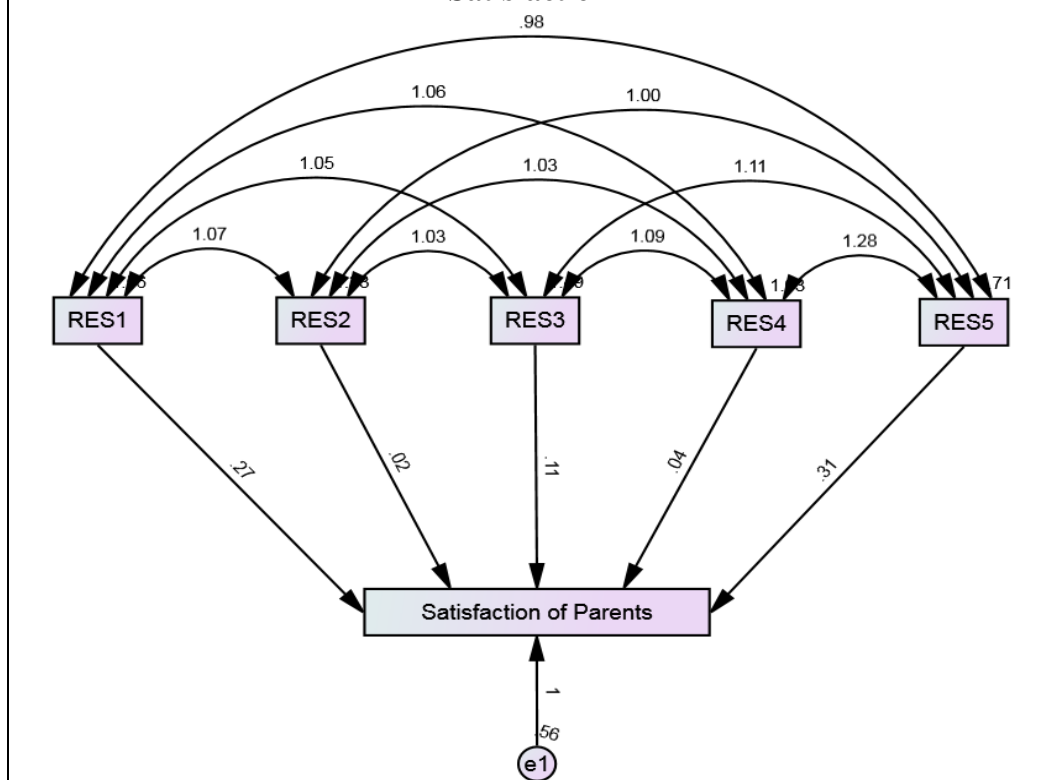


Table-5.160: Coefficients

Statements of Responsiveness Dimension	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.032	0.126		8.163	0.000
University responds positively when you seek information	0.267	0.050	0.297	5.354	0.000
Teachers respond positively when you seek the information about progress of your child	0.023	0.058	0.024	0.393	0.694
University provides a reliable information related to scholarships and fellowships	0.108	0.053	0.117	2.023	0.044
University provides placement and information regarding emerging job opportunities	0.041	0.053	0.046	0.766	0.444
University acts promptly when you complain about treatment of your Child	0.311	0.049	0.362	6.318	0.000
<i>a. Dependent Variable: Overall Satisfaction</i>					

Interpretation: Coefficient analysis reveals the relationship between Satisfaction of Parents and each statements of Reliability Dimension. For first, third and fifth statements of responsiveness dimension, the significance value is less than 0.05, which means these statements are highly significant for Satisfaction of parents.

H₀₃₆ : There is no significant association between Empathy Dimension and Satisfaction of parents.

Table-5.161: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.730	0.533	0.527	0.77228

Table-5.162: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	259.464	5	51.893	87.008	0.00
	Residual	227.234	381	0.596		
	Total	486.698	386			
<i>a. Dependent Variable: Overall Satisfaction</i>						

Interpretation: Regression analysis is held to know the association between Satisfaction of Parents and Empathy Dimension of SERVQUAL Model. From the ANOVA test, it is clear that the significance value is 0.00, which is less than significance value 0.05. It means there is a significant association between dependent variable Satisfaction of Parents and independent variable Empathy Dimension. The adjusted R^2 Value 0.527 indicates that the model explains 52.7% of the Empathy Dimension is responsible for Satisfaction of Parents.

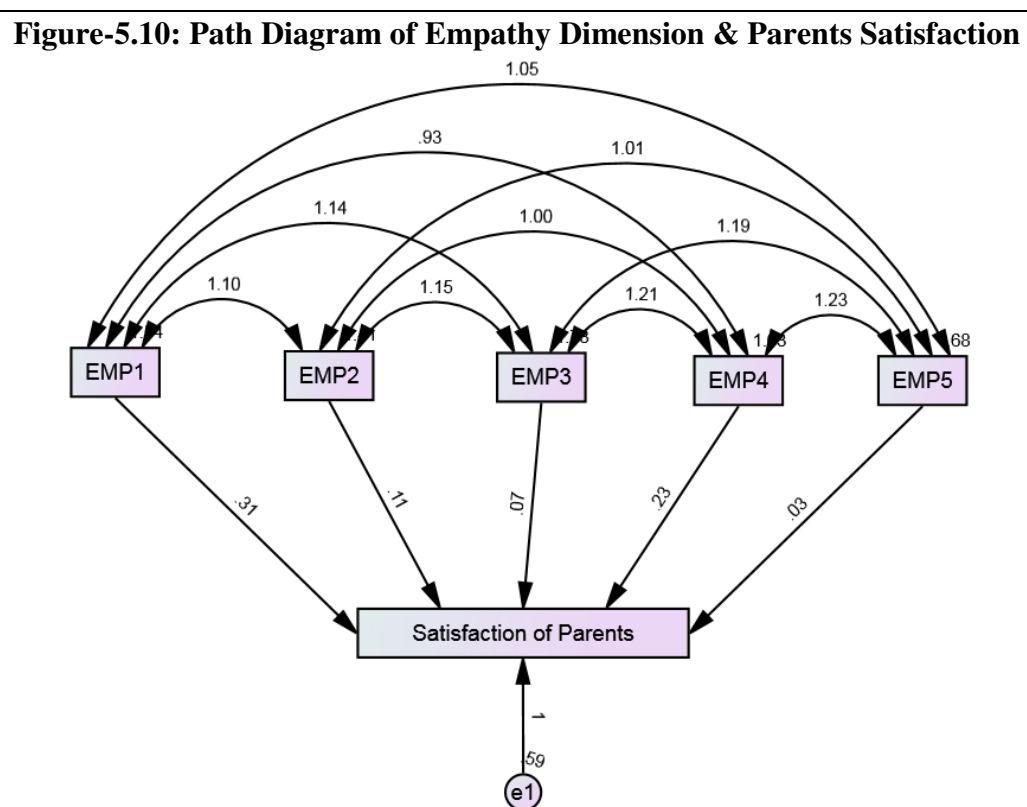


Table-5.163: Coefficients

Statements of Empathy Dimension	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.998	0.128		7.782	0.000
Vice-Chancellor, rector and other higher officials of the university care for student welfare	0.306	0.052	0.339	5.920	0.000
University has special plans for promoting student's welfare	0.114	0.057	0.121	1.995	0.047

Officials understand the special problems of differently abled students and treat them with empathy	0.070	0.053	0.083	1.334	0.183
University authorities empathize with students lagging behind in studies and conducts classes for them	0.225	0.051	0.257	4.398	0.000
Officials express sympathy for students who complain about ragging	0.032	0.050	0.037	0.636	0.525
<i>a. Dependent Variable: Overall Satisfaction</i>					

Interpretation: Coefficient analysis reveals the relationship between Satisfaction of Parents and each statements of Empathy Dimension. For first, second and forth statements of empathy dimension, the significance value is less than 0.05, which means these statements are highly significant for Satisfaction of parents.

H₀₃₇ : There is no significant association between Assurance Dimension and Satisfaction of parents.

Table-5.164: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.772	0.596	0.590	0.71863

Table-5.165: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	289.936	5	57.987	112.283	0.000
	Residual	196.762	381	0.516		
	Total	486.698	386			
<i>a. Dependent Variable: Overall Satisfaction</i>						

Interpretation: Regression analysis is held to know the association between Satisfaction of Parents and Assurance Dimension of SERVQUAL Model. From the ANOVA test, it is clear that the significance value is 0.00, which is less than significance value 0.05. It means there is a significant association between dependent variable Satisfaction of Parents and independent variable Assurance Dimension. The adjusted R² Value 0.590 indicates that the model explains 59.0% of the Assurance Dimension is responsible for Satisfaction of Parents.

Figure-5.11: Path Diagram of Assurance Dimension & Parents Satisfaction

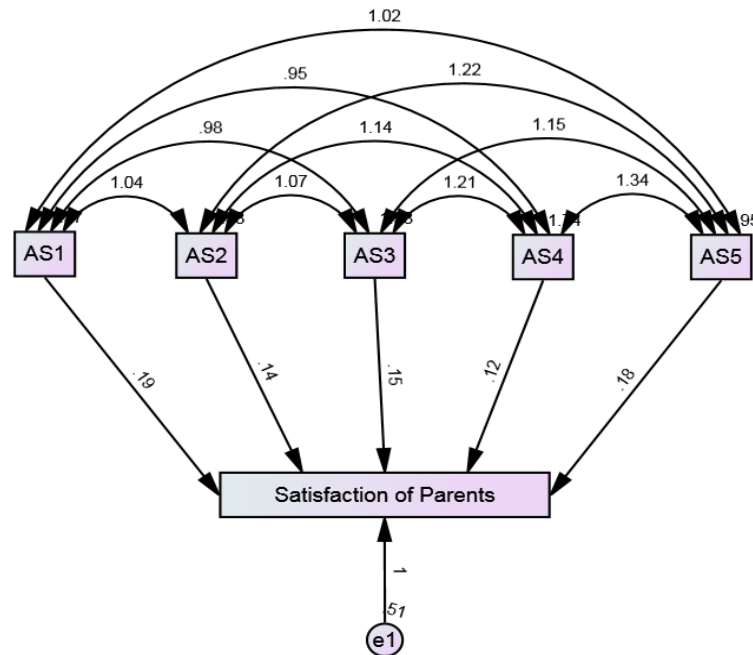


Table-5.166: Coefficients

Statements of Assurance Dimension	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.852	.123		6.936	.000
Teachers possess enough knowledge and competence in their domain of specialization	.192	.048	.201	3.974	.000
Teachers are courteous in their behaviour towards the students	.141	.051	.156	2.770	.006
Non-teaching staff of university is trustworthy and competent	.149	.050	.164	2.976	.003
Computer and lab technicians help and assist, when your child is in need	.121	.048	.142	2.522	.012
Health related facilities and health specialists are available at university	.184	.042	.230	4.362	.000
<i>a. Dependent Variable: Overall Satisfaction</i>					

Interpretation: Coefficient analysis reveals the relationship between Satisfaction of Parents and each statements of Assurance Dimension. For all the statements of reliability dimension, the significance value is less than 0.05. Hence, the null hypothesis is rejected and proved that there is a significant association between Assurance Dimension and Satisfaction of parents.

H0₃₈ : There is no significant association between Tangibility Dimension and Satisfaction of parents.

Table-5.167: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.719	0.517	0.511	0.78533

Table-5.168: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	251.720	5	50.344	81.630	0.000
	Residual	234.977	381	0.617		
	Total	486.698	386			

a. Dependent Variable: Overall Satisfaction

Interpretation: Regression analysis is held to know the association between Satisfaction of Parents and Tangibility Dimension of SERVQUAL Model. From the ANOVA test, it is clear that the significance value is 0.00, which is less than significance value 0.05. It means there is a significant association between dependent variable Satisfaction of Parents and independent variable Tangibility Dimension. The adjusted R² Value 0.511 indicates that the model explains 51.1% of the Tangibility Dimension is responsible for Satisfaction of Parents.

Figure-5.12: Path Diagram of Tangibility Dimension & Parents Satisfaction

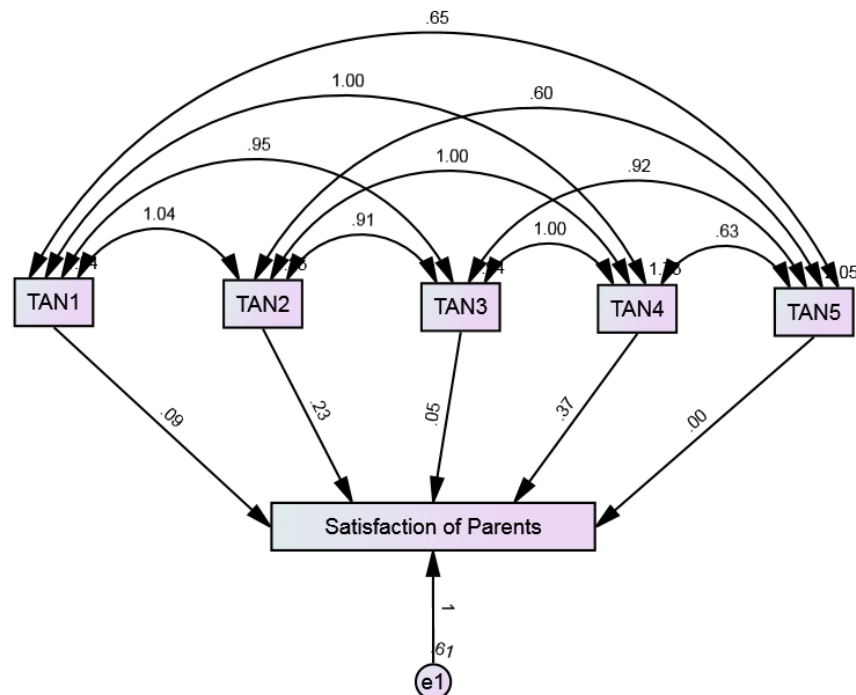


Table-5.169: Coefficients

Statements of Empathy Dimension	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.112	.133		8.342	0.000
The good quality books and journals are available in library	0.086	0.049	0.095	1.748	0.081
The university provides quality lab/computer facilities	0.226	0.055	0.233	4.101	0.000
The university offers good quality hostel facility	0.045	0.039	0.056	1.167	0.244
Safe drinking water is supplied to the students in proper ways	0.368	0.042	0.434	8.660	0.000
University provides good quality transportation facility	0.002	0.032	0.002	0.059	0.953
<i>a. Dependent Variable: Overall Satisfaction</i>					

Interpretation: Coefficient analysis reveals the relationship between Satisfaction of Parents and each statements of tangibility dimension. For second and forth statements of tangibility dimension, the significance value is less than 0.05, which means these statements are highly significant for Satisfaction of parents.

5.17 Impact of COVID-19 on Education

The below table shows mean score of responses given by the parents. The mean score between 1.00-1.80 means strongly disagree; 1.81-2.60 means disagree; 2.61-3.40 means Neutral. 3.41-4.20 mean agree; and 4.21-5.00 mean strongly agree with the statements.

Table-5.170: Mean Score of Impact of COVID-19 on Education

Sr. No.	Statements	MSU	SPU	PU	GLSU	Overall
1	Online Classes are more effective than Offline Classes	2.24	2.73	2.40	2.31	2.42
2	Online Examination are more effective than Offline Examination	2.48	2.87	2.82	2.51	2.67
3	Online Examination gives better results than Offline Examination	2.96	3.58	3.42	2.97	3.24
4	University communicates properly regarding Fees Payment, Exam updates, result declaration and other useful information	3.22	3.38	3.47	3.19	3.32
5	Online Examination system is safe & reliable	3.41	3.70	3.46	3.50	3.52
6	University gives relief in fees and other payments due to COVID-19	3.33	3.22	3.27	3.18	3.25
7	Due to COVID-19, University gives extra time in payment of fees	3.50	3.39	3.32	3.33	3.38
8	I need to visit the University physically for fees payment and other works even, University is working online	3.29	3.30	3.25	3.07	3.23
9	University has flexible admission procedure	3.11	3.34	3.50	2.92	3.21
10	University provides vaccination facility for parents	2.38	2.67	2.43	2.28	2.44

Source: Primary Data Collected

Interpretation: The above table reveals the mean score of given statements. Highest mean score is 3.50 for MSU in “Due to COVID-19, University gives extra time in payment of fees”, 3.70 for SPU in “Online Examination system is safe & reliable”, 3.50 for PU in “University has flexible admission procedure” and 3.52 for GLSU in “Online Examination system is safe & reliable”. The overall highest mean score is 3.52 for “Online Examination system is safe & reliable”

Part – III

5.18 Demographic Profile of Teaching Staff

The data is collected from 260 teaching staff of selected universities out of which two universities are state universities while two universities are private universities. The below table shows the Cross Tabulation of Gender and selected Universities:

Table-5.171: Cross Tabulation of Gender of Teachers and Universities

Selected Universities	Male	Female	Grand Total
M. S. University	38 (15%)	28 (10%)	66 (25%)
S. P. University	36 (14%)	29 (11%)	65 (25%)
Parul University	36 (14%)	28 (11%)	64 (25%)
GLS University	38 (15%)	27 (10%)	65 (25%)
Grand Total	148 (58%)	112 (42%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total 260 respondents, 148 (58%) respondents are male and 112 (42%) respondents are female. Out of 148 (58%) male, 38 (15%) respondents are from M. S. University, 36 (14%) respondents are from S. P. University. Meanwhile, in the case of total 112 (42%) female, 28 (11%) respondents are from Parul University and 27 (10%) respondents are from GLS University. It is concluded that majority of respondents are male.

Table-5.172: Cross Tabulation of Age Group of Teachers and Universities

Selected Universities	Below 30 Years	31 to 40 Years	41 to 50 Years	Above 51 Years	Grand Total
M. S. University	18 (7%)	24 (9%)	11 (4%)	13 (5%)	66 (25%)
S. P. University	15 (6%)	20 (7%)	15 (6%)	15 (6%)	65 (25%)
Parul University	15 (6%)	26 (10%)	16 (6%)	7 (3%)	64 (25%)
GLS University	11 (4%)	23 (9%)	24 (9%)	7 (3%)	65 (25%)
Grand Total	59 (23%)	93 (35%)	66 (25%)	42 (17%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table represents 59 (23%) respondents are below 30 years of age including 18 (7%) respondents of M. S. University, 15 (6%) respondents of S. P. University, 15 (6%) respondents of Parul University and 11 (4%) respondents of GLS University, while 93 (35%) respondents are between 31 to 40 years of age including 24 (9%) respondents of M. S. University, 20 (7%) respondents of S. P. University, 26 (10%) respondents of Parul University and 23 (9%) respondents of GLS University. It is concluded that majority of respondents are between the age of 31 to 40 years.

Table-5.173: Cross Tabulation of Residential Location of Teachers and Universities

Selected Universities	Rural	Urban	Grand Total
M. S. University	9 (3%)	57 (22%)	66 (25%)
S. P. University	27 (10%)	38 (15%)	65 (25%)
Parul University	18 (6%)	46 (19%)	64 (25%)
GLS University	8 (3%)	57 (22%)	65 (25%)
Grand Total	62 (23%)	198 (77%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total 260 respondents, 62 (23%) respondents are living in rural area and 198 (77%) respondents are living in urban area. Out of 198 (77%) urban respondents, 57 (22%) respondents are from M. S. University, while 38 (15%) respondents are from S. P. University. Meanwhile, in the case of total 62 (23%) rural respondents, 18 (6%) respondents are from Parul University, while only 8 (3%) respondents are from GLS University. It is concluded that majority of respondents are living in urban area.

Table-5.174: Cross Tabulation of Marital Status of Teachers and Universities

Selected Universities	Unmarried	Married	Divorced	Widow	Grand Total
M. S. University	21 (8%)	43 (16%)	2 (1%)	0 (0%)	66 (25%)
S. P. University	18 (7%)	45 (18%)	1 (0%)	1 (0%)	65 (25%)
Parul University	20 (8%)	40 (15%)	4 (2%)	0 (0%)	64 (25%)
GLS University	23 (9%)	35 (13%)	7 (3%)	0 (0%)	65 (25%)
Grand Total	82 (32%)	163 (62%)	14 (6%)	1 (0%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total 260 respondents, 82 (32%) respondents are unmarried, 163 (62%) respondents are married, 14 (6%) respondents are divorced and only 1 (0%) respondent is widow. Out of 163 (62%) married respondents, 43 (16%) respondents are from M. S. University, while 45 (18%) respondents are from S. P. University. Meanwhile, in the case of total 14 (6%) divorced respondents, 4 (2%) respondents are from Parul University, while 7 (3%) respondents are from GLS University. It is concluded that majority of respondents are married.

Table-5.175: Cross Tabulation of Designation of teachers and Universities

Selected Universities	Assistant Professor	Associate Professor	Professor	Senior Professor	Grand Total
M. S. University	42 (15%)	12 (5%)	12 (5%)	0 (0%)	66 (25%)
S. P. University	41 (15%)	10 (4%)	12 (5%)	2 (1%)	65 (25%)
Parul University	47 (19%)	10 (4%)	6 (2%)	1 (0%)	64 (25%)
GLS University	45 (17%)	12 (5%)	6 (2%)	2 (1%)	65 (25%)
Grand Total	175 (66%)	44 (18%)	36 (14%)	5 (2%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table represents 175 (66%) respondents are working as an assistant professor including 42 (15%) respondents of M. S. University, 41 (15%) respondents of S. P. University, 47 (19%) respondents of Parul University and 45 (17%) respondents of GLS University, while 44 (18%) respondents are working as an associate professor. Total 36 (14%) respondents are working as a professor. While, only 5 (2%) respondents are working as senior professor. It is concluded that majority of respondents are working as an assistant professor.

Table-5.176: Cross Tabulation of Nature of Appointment of Teachers and Universities

Selected Universities	Temporary	Permanent	Grand Total
M. S. University	35 (13%)	31 (12%)	66 (25%)
S. P. University	22 (8%)	43 (17%)	65 (25%)
Parul University	7 (3%)	57 (22%)	64 (25%)
GLS University	9 (3%)	56 (22%)	65 (25%)
Grand Total	73 (27%)	187 (73%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total 260 respondents, 73 (27%) respondents are temporary in nature and 187 (73%) respondents are permanent in nature. Out of 187 (73%) permanent respondents, 31 (12%) respondents are from M. S. University, while 43 (17%) respondents are from S. P. University. Meanwhile, in the case of total 73 (27%) temporary respondents, 7 (3%) respondents are from Parul University and 9 (3%) respondents are from GLS University. It is concluded that majority of respondents are permanent in nature.

Table-5.177: Cross Tabulation of Monthly Income of Teachers and Universities

Selected Universities	Less than Rs. 30,000	Rs. 30,000 to 60,000	Rs. 60,000 to 90,000	More than Rs. 90,000	Grand Total
M. S. University	6 (2%)	24 (9%)	5 (2%)	31 (12%)	66 (25%)
S. P. University	12 (5%)	24 (9%)	18 (7%)	11 (4%)	65 (25%)
Parul University	10 (4%)	22 (9%)	11 (4%)	21 (8%)	64 (25%)
GLS University	10 (4%)	10 (4%)	19 (7%)	26 (10%)	65 (25%)
Grand Total	38 (15%)	80 (31%)	53 (20%)	89 (34%)	260 (25%)

Source: Primary Data Collected

Interpretation: The above table represents 38 (15%) respondents are having less than Rs. 30,000 monthly income including 6 (2%) respondents of M. S. University, 12 (5%) respondents of S. P. University, 10 (4%) respondents of Parul University and GLS University, while 89 (34%) respondents are having the monthly income more than 90,000 including 31 (12%) respondents of M. S. University, 11 (4%) respondents of S. P. University, 21 (8%) respondents of Parul University and 26 (10%) respondents of GLS University. It is concluded that majority of respondents are earning monthly income more than Rs. 90,000.

Table-5.178: Cross Tabulation of Family Type of Teacher and Universities

Selected Universities	Joint	Nuclear	Grand Total
M. S. University	34 (13%)	32 (12%)	66 (25%)
S. P. University	39 (15%)	26 (10%)	65 (25%)
Parul University	41 (16%)	23 (9%)	64 (25%)
GLS University	36 (14%)	29 (11%)	65 (25%)
Grand Total	150 (58%)	110 (42%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total 260 teachers, 150 (58%) respondents are living in the joint family and 110 (42%) respondents are living in nuclear family. Out of 150 (58%) respondents, who are living in the joint family, 34 (13%) respondents are from M. S. University, while 39 (15%) respondents are from S. P. University, 41 (16%) respondents are from Parul University and 36 (14%) respondents are from GLS University. Meanwhile, in the case of total 110 (42%) nuclear family respondents, 32 (12%) respondents are from M. S. University, 26 (10%) respondents are from S. P. University, 23 (9%) respondents are from Parul University and 29 (11%) respondents are from GLS University. It is concluded that majority of respondents are living in joint family.

Table-5.179: Cross Tabulation of Family Size of Teachers and Universities

Selected Universities	Up to 3 Members	3 to 5 Members	5 to 7 Members	More than 7 Members	Grand Total
M. S. University	19 (7%)	29 (11%)	14 (5%)	4 (2%)	66 (25%)
S. P. University	20 (8%)	31 (12%)	8 (3%)	6 (2%)	65 (25%)
Parul University	16 (7%)	29 (11%)	13 (5%)	6 (2%)	64 (25%)
GLS University	15 (6%)	27 (10%)	13 (5%)	10 (4%)	65 (25%)
Grand Total	70 (28%)	116 (44%)	48 (18%)	26 (10%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table represents 116 (44%) respondents are living in a family having 3 to 5 members, including 29 (11%) respondents of M. S. University, 31 (12%) respondents of S. P. University, while 26 (10%) respondents are living in a family having more than 7 family members, including 4 (2%) respondents of M. S. University, 6 (2%) respondents of S. P. University, 6 (2%) respondents of Parul University and 10 (4%) respondents of GLS University. It is concluded that majority of respondents are living in a family having 3 to 5 family members.

Table-5.180: Cross Tabulation of Earning Person of Family of teachers and Universities

Selected Universities	One	Two	Three	Four & Above	Grand Total
M. S. University	17 (6%)	26 (10%)	15 (6%)	8 (3%)	66 (25%)
S. P. University	19 (7%)	30 (11%)	12 (5%)	4 (2%)	65 (25%)
Parul University	21 (8%)	24 (9%)	12 (5%)	7 (3%)	64 (25%)
GLS University	13 (5%)	35 (14%)	8 (3%)	9 (3%)	65 (25%)
Grand Total	70 (26%)	115 (44%)	47 (19%)	28 (11%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table represents 70 (26%) respondents are having only one earning person, including 17 (6%) respondents of M. S. University, 19 (7%) respondents of S. P. University, while 115 (44%) respondents are having two earning person, including 26 (10%) respondents of M. S. University, 30 (11%) respondents of S. P. University, 24 (9%) respondents of Parul University and 35 (14%) respondents of GLS University. Total 47 (19%) respondents are having three earning persons in the family. 28 (11%)

respondents are having four and above earning persons in the family. It is concluded that majority of respondents are having two earning persons in the family.

Table-5.181: Cross Tabulation of Caste of Teachers and Universities

Selected Universities	General	SC	ST	OBC	Minority	Grand Total
M. S. University	41 (15%)	13 (5%)	4 (2%)	6 (2%)	2 (1%)	66 (25%)
S. P. University	34 (13%)	13 (5%)	8 (3%)	7 (3%)	3 (1%)	65 (25%)
Parul University	35 (13%)	11 (4%)	7 (3%)	6 (3%)	5 (2%)	64 (25%)
GLS University	38 (14%)	9 (3%)	7 (3%)	6 (3%)	5 (2%)	65 (25%)
Grand Total	148 (55%)	46 (17%)	26 (11%)	25 (11%)	15 (6%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table represents out of all 260 respondents, 148 (55%) respondents are comes under General caste, including 41 (15%) respondents of M. S. University, 34 (13%) respondents of S. P. University, 35 (13%) respondents of Parul University and 38 (14%) respondents of GLS University. While 46 (17%) respondents are comes under SC caste, 26 (11%) respondents are comes under ST caste, 25 (11%) respondents are comes under OBC caste and 15 (6%) respondents are comes under minority. Out of 15 (6%) respondents of minority, 2 (1%) respondents of M. S. University, 3 (1%) respondents of S. P. University, 5 (2%) respondents of Parul University and GLS University are selected. It is concluded that majority of respondents are comes under General Caste.

Table-5.182: Cross Tabulation of Teaching Program of Teachers and Universities

Selected Universities	Arts	Commerce	Science	Engineering	Grand Total
M. S. University	17 (7%)	12 (4%)	21 (8%)	16 (6%)	66 (25%)
S. P. University	16 (6%)	15 (6%)	21 (8%)	13 (5%)	65 (25%)
Parul University	10 (4%)	10 (4%)	25 (10%)	19 (7%)	64 (25%)
GLS University	18 (7%)	20 (8%)	13 (5%)	14 (5%)	65 (25%)
Grand Total	61 (24%)	57 (22%)	80 (31%)	62 (23%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total respondents, 61 (24%) respondents represent Arts, 57 (22%) respondents represent Commerce, 80 (31%) respondents represent Science and 62 (23%) respondents represent Engineering. 21 (8%) respondents of S. P. University and 25 (10%) respondents of Parul University represent the science stream. In the case of Arts stream the M. S. University represents 17 (7%) respondents. It is concluded that the overall majority of respondents represent science stream.

Table-5.183: Cross Tabulation of Teaching Semester and Universities

Selected Universities	First	Second	Third	Fourth	Fifth	Six & Above	Grand Total
M. S. University	0 (0%)	6 (2%)	12 (5%)	14 (5%)	12 (5%)	22 (8%)	66 (25%)
S. P. University	1 (0%)	3 (1%)	19 (8%)	7 (3%)	13 (5%)	22 (8%)	65 (25%)
Parul University	3 (1%)	5 (2%)	14 (5%)	14 (5%)	9 (4%)	19 (8%)	64 (25%)
GLS University	4 (2%)	3 (1%)	4 (2%)	18 (7%)	2 (1%)	34 (12%)	65 (25%)
Grand Total	8 (3%)	17 (6%)	49 (20%)	53 (20%)	36 (15%)	97 (36%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table shows that out of total respondents, 97 (36%) respondents are teaching in six and above semester, including 22 (8%) samples of MSU and SPU, 19 (8%) samples from PU and 34 (12%) samples from GLSU. 53 (20%) respondents are teaching in fourth semester, 49 (20%) respondents are teaching in third semester. While, only 8 (3%) respondents are teaching in first semester. It is concluded that the majority of respondents are teaching in six and above semester.

Table-5.184: Cross Tabulation of Academic Qualification and Universities

Selected Universities	Under Graduate	Post Graduate	M.Phil.	Ph.D.	Grand Total
M. S. University	29 (11%)	23 (9%)	0 (0%)	14 (5%)	66 (25%)
S. P. University	17 (7%)	28 (11%)	4 (2%)	16 (5%)	65 (25%)
Parul University	33 (13%)	20 (8%)	1 (0%)	10 (4%)	64 (25%)
GLS University	23 (9%)	24 (9%)	1 (0%)	17 (7%)	65 (25%)
Grand Total	102 (40%)	95 (37%)	6 (2%)	57 (21%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table represents 102 (40%) teachers are teaching in Under Graduate course, while 95 (37%) teachers are teaching in Post Graduate course. Only 6 (2%) respondents are guiding M.Phil. students and 57 (21%)

respondents are guiding Ph.D. students. Out of total Under Graduate course, 29 (11%) respondents are selected from MSU, 17 (7%) respondents are selected from SPU and 33 (13%) respondents are selected from PU and 23 (9%) respondents are selected from GLSU. It is concluded that majority of respondents are selected from Under Graduate Course.

Table-5.185: University wise Teacher's opinion on selection Criteria of Program by Students

Selected Universities	Had aptitude for it	Job Prospects	Student's Preference	Friend's Advice	Grand Total
M. S. University	29 (11%)	25 (10%)	10 (4%)	2 (0%)	66 (25%)
S. P. University	13 (5%)	35 (14%)	14 (5%)	3 (1%)	65 (25%)
Parul University	29 (11%)	28 (11%)	4 (2%)	3 (1%)	64 (25%)
GLS University	20 (8%)	16 (6%)	23 (9%)	6 (2%)	65 (25%)
Grand Total	91 (35%)	104 (41%)	51 (20%)	14 (4%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table shows, 91 (35%) respondents are represents the “Had aptitude for it” while 104 (41%) respondents are representing “Job Prospects”. 51 (20%) respondents represent “Student's Preference” and 14 (4%) respondents represent “Friend's Advice”. Out of 104 (41%) respondents of “Job Prospects”, 25 (10%) respondents are selected from MSU, 35 (14%) respondents are selected from SPU, 28 (11%) respondents are selected from PU and 16 (6%) respondents are selected from GLSU. It is concluded that majority of students are selected the program because of Job Prospects.

Table-5.186: University wise Teacher's opinion on selection Criteria of University by Students

Selected Universities	Parent's Advice	Friend's Advice	Scholarships	University Ranking (NAAC)	Grand Total
M. S. University	20 (8%)	13 (4%)	7 (3%)	26 (10%)	66 (25%)
S. P. University	14 (5%)	18 (8%)	6 (2%)	27 (10%)	65 (25%)
Parul University	20 (8%)	11 (5%)	9 (4%)	24 (9%)	64 (25%)
GLS University	14 (5%)	13 (4%)	11 (5%)	27 (10%)	65 (25%)
Grand Total	68 (28%)	55 (21%)	33 (13%)	104 (38%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table shows the selection criteria of the university. Out of total respondents, 68 (28%) respondents are represents the “Parent’s Advice” while 55 (20%) respondents are representing “Friend’s Advice”. 33 (13%) respondents represent “Scholarships” and 104 (38%) respondents represent “University Ranking (NAAC)”. Out of 104 (38%) respondents of “University Ranking (NAAC)”, 26 (10%) respondents are selected from MSU, 27 (11%) respondents are selected from SPU, 24 (9%) respondents are selected from PU and 27 (10%) respondents are selected from GLSU. It is concluded that the students are selected the university because of University Ranking (NAAC).

Table-5.187: Cross Tabulation of Career Ambition of the students from Teachers’ point of view and Universities

Selected Universities	To be an Entrepreneur	To be a Govt. Employee	To be an Executive	To be a Scientist / Researcher	Grand Total
M. S. University	23 (9%)	27 (10%)	12 (4%)	4 (2%)	66 (25%)
S. P. University	20 (8%)	36 (14%)	6 (2%)	3 (1%)	65 (25%)
Parul University	28 (11%)	22 (9%)	11 (3%)	3 (1%)	64 (25%)
GLS University	30 (12%)	16 (7%)	12 (4%)	7 (3%)	65 (25%)
Grand Total	101 (40%)	101 (40%)	41 (13%)	17 (7%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table represents the career ambition of the students from teachers’ point of view. Out of total 260 respondents, 101 (40%) respondents are representing the “To be an Entrepreneur” and “To be a Govt. Employee”, 41 (13%) respondents are representing the “To be an Executive”, 17 (7%) respondents are representing the “To be a Scientist / Researcher”. Out of 101 (34%) respondents of “To be a Govt. Employee” includes 27 (10%) respondents of M. S. University, 36 (14%) respondents of S. P. University, 22 (9%) respondents of Parul University and 16 (7%) respondents of GLS University. It is concluded that majority of respondents are representing “To be an Entrepreneur” and “To be a Govt. Employee”.

Table-5.188: Cross Tabulation of Future Plan of the students from Teachers' Point of View and Universities

Selected Universities	Further Study	Job	Self Employment	Marriage	Grand Total
M. S. University	31 (12%)	20 (8%)	13 (4%)	2 (1%)	66 (25%)
S. P. University	20 (8%)	29 (11%)	16 (6%)	0 (0%)	65 (25%)
Parul University	21 (9%)	28 (11%)	14 (5%)	1 (0%)	64 (25%)
GLS University	16 (6%)	29 (11%)	18 (7%)	2 (1%)	65 (25%)
Grand Total	88 (35%)	106 (41%)	61 (22%)	5 (2%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table represents the future plan of the students from teachers' point of view. Out of total 260 respondents, 88 (35%) respondents are representing the "Further Study", 106 (41%) respondents are representing the "Job", 61 (22%) respondents are representing the "Self Employed" and 5 (2%) respondents are representing "Marriage" as future plan. It is concluded that majority of overall respondents are representing "Job" as future plan.

Table-5.189: Effect of Government Policies on Higher Education (Teachers)

Selected Universities	Excellent	Good	Normal	Poor	Very Poor	Grand Total
M. S. University	4 (2%)	37 (14%)	12 (4%)	9 (3%)	4 (2%)	66 (25%)
S. P. University	12 (4%)	29 (12%)	16 (6%)	1 (0%)	7 (3%)	65 (25%)
Parul University	6 (2%)	20 (8%)	21 (8%)	10 (4%)	7 (3%)	64 (25%)
GLS University	12 (4%)	25 (10%)	20 (8%)	1 (0%)	7 (3%)	65 (25%)
Grand Total	34 (12%)	111 (44%)	69 (26%)	21 (7%)	25 (11%)	260 (100%)

Source: Primary Data Collected

Interpretation: The above table shows the effect of government policies on higher education from teachers' point of view. Out of total 260 respondents, 111 (44%) respondents are representing the effect is "Good", 69 (26%) respondents are representing the effect of government policies are "Normal". It is concluded that majority respondents are representing "Good" effect of government policies on higher education.

5.19 Mean Score and Standard Deviation of Gap between Teachers Expectation and University Performance

The below table shows mean of teacher expectation and actual performance of selected universities. The mean score between 1.00-1.80 means lowest expectation and performance, 1.81-2.60 means low expectation and performance. 2.61-3.40 means average expectation and performance. 3.41-4.20 mean high expectation and performance and 4.21-5.00 mean highest expectation and performance. The mean gap shows the deviation of between expectation of teachers and performance of selected Universities.

Table-5.190: Calculation of Mean, Standard Deviation and Mean Gap between Teachers Expectation and University

Performance of State Universities

Sr. No.	Statements	M. S. University					S. P. University				
		Expectation		Performance		Mean Gap	Expectation		Performance		Mean Gap
		Mean	S.D.	Mean	S.D.		Mean	S.D.	Mean	S.D.	
Reliability Dimension											
1	University provides good salary and perks to the employees	4.39	0.60	3.33	1.16	1.06	3.98	1.02	2.86	0.99	1.12
2	University fulfils promises of providing promotions on time	4.13	0.94	2.25	1.08	1.88	3.83	1.03	2.52	0.95	1.31
3	University addresses and takes a serious note of employee grievances	3.87	1.01	2.33	1.20	1.54	3.80	1.04	2.86	1.08	0.94
4	University collects feedbacks from you for the quality of its services	3.84	1.20	2.30	1.26	1.54	3.78	1.09	2.66	1.17	1.12
5	University provides a regular and a reliable forum of parent-teacher interaction	3.78	1.18	2.16	1.13	1.62	3.83	1.13	2.61	1.16	1.22
Responsiveness Dimension											
6	Management of the university responds positively when you seek any information	4.00	1.06	2.69	1.25	1.31	4.01	0.93	3.15	1.06	0.86
7	Management of the University provides reliable information related to Promotion and Increments	4.03	0.92	2.53	1.11	1.50	3.89	0.88	2.95	0.87	0.94

8	University arranges good quality Seminars, Conferences and Workshops to improve your skills	4.43	0.61	3.46	1.08	0.97	3.98	1.05	3.26	1.18	0.72
9	University arranges trainings to improve teaching skills	4.31	0.76	3.03	1.22	1.28	3.92	1.03	3.20	1.12	0.72
10	University acts promptly when you complain about any problems/concerns	4.07	1.12	2.28	1.26	1.79	3.86	1.05	3.10	1.06	0.76
Empathy Dimension											
11	Vice-Chancellor and other higher officials of the university care for welfare of teachers	4.30	0.94	2.51	1.14	1.79	3.89	1.04	2.75	1.07	1.14
12	University has special plans regarding welfare of teachers	4.01	0.90	2.53	1.01	1.48	3.80	1.04	2.67	1.10	1.13
13	Officials understand the special problems of differently abled teachers and treat them with empathy	4.19	0.88	2.59	1.02	1.60	3.80	0.95	2.95	1.06	0.85
14	Teachers and University higher authorities have cordial relationship with you	4.33	0.70	2.71	1.11	1.62	3.80	0.97	2.86	1.05	0.94
15	Officials and management doesn't discriminate with teaching staff. They are impartial towards all.	4.24	0.99	2.27	1.31	1.97	3.84	1.10	2.90	1.16	0.94
Assurance Dimension											
16	University possesses enough capabilities to retain you for a long time	4.18	0.90	2.87	0.93	1.31	3.84	0.93	2.96	0.98	0.88
17	Management of the university is courteous in their behaviour towards the teachers	4.09	0.92	2.65	0.98	1.44	3.92	0.92	3.03	0.96	0.89
18	Non-teaching staff of the university is trustworthy and helpful	4.36	0.71	3.77	1.06	0.59	4.06	0.76	3.29	0.91	0.77
19	Computer and lab technicians help and assist you, when you are in need	4.37	0.71	3.50	0.98	0.87	4.00	1.00	3.21	1.09	0.79
20	Health related facilities and health specialists are available at University	4.62	0.54	3.78	1.03	0.84	3.98	0.96	3.23	1.08	0.75

Tangibility Dimension											
21	The good quality books and journals are available in the library	4.63	0.64	4.21	0.93	0.42	4.18	0.78	3.52	1.07	0.66
22	University provides quality lab / computer facilities	4.53	0.70	3.54	1.16	0.99	4.12	0.89	3.49	1.06	0.63
23	University offers good quality residences for employees	4.46	0.68	2.95	1.01	1.51	3.92	0.92	3.07	1.06	0.85
24	Safe drinking water and good quality toilets are available	4.31	0.96	3.01	1.27	1.30	4.01	0.96	3.20	1.13	0.81
25	University provides good quality transportation facility	3.93	1.21	2.12	1.13	1.81	3.75	1.03	2.72	1.11	1.03

Source: Primary Data Collected

Interpretation: The above table shows the comparison of mean and mean gap between teachers' expectations and university performance of state universities namely M. S. University and S. P. University. In the reliability dimension of MSU, highest mean score for expectation is 4.39 for Statement no. 1. In the same dimension, the lowest mean score for expectation is 3.78 for statement no. 5. In the university performance, the highest mean score is 3.33 for statement no. 1. Positive mean gap found in all the statements of reliability dimension. The highest mean gap found in statement no. 2. In the reliability dimension of SPU, highest mean score for expectation is 3.98 for statement no. 1. The lowest mean score for expectation is 3.78 for statements no. 4. In the university performance, the highest mean score is 2.86 for statement no. 1 and 3 and the lowest mean score is 2.52 for statement no. 4. There is a positive mean gap found in all the statements of reliability dimension. The highest mean gap found in statement no. 2.

In the responsive dimension of MSU, highest mean score for expectation is 4.43 for statement no. 8. The lowest mean score for expectation is 4.00 for statements no. 6. In the university performance, the highest mean score is 3.46 for statement no. 8. There is a positive mean gap in all the statements of responsive dimension. The highest mean gap found in statement no. 10. In the responsive dimension of SPU, highest mean score for expectation is 4.01 for statement no. 6. The lowest mean score for expectation is 3.86 for statements no. 10. In the university performance, the highest mean score is 3.26 for statement no. 8 and the lowest mean score is 2.95 for statement no. 7. There is a positive mean gap in all the statements of responsive dimension. The highest mean gap found in statement no. 7.

In the empathy dimension of MSU, highest mean score for expectation is 4.33 for statement no. 14. The lowest mean score for expectation is 4.01 for statements no. 12. In the university performance, the highest mean score is 2.71 for statement no. 14 and the lowest mean score is 2.27 for statement no. 15. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 15. In the empathy dimension of SPU, highest mean score for expectation is 3.89 for statement no. 11. The lowest mean score for expectation is 3.80 for statements no. 12, 13 and 14. In the university performance, the highest mean score is 2.95 for statement no. 13 and the lowest mean score is 2.67 for statement no. 12. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 11.

In the Assurance dimension of MSU, highest mean score for expectation is 4.62 for statement no. 20. The lowest mean score for expectation is 4.09 for statements no. 17. In the university performance, the highest mean score is 3.78 for statement no. 20 and the lowest mean score is 2.65 for statement no. 17. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 17. In the Assurance dimension of SPU, highest mean score for expectation is 4.06 for statement no. 18. The lowest mean score for expectation is 3.84 for statements no. 16. In the university performance, the highest mean score is 3.23 for statement no. 20 and the lowest mean score is 2.96 for statement no. 16. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 17.

In the tangibility dimension of MSU, highest mean score for expectation is 4.63 for statement no. 21. The lowest mean score for expectation is 3.93 for statements no. 25. In the university performance, the highest mean score is 3.21 for statement no. 21 and the lowest mean score is 2.12 for statement no. 25. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 25. In the tangibility dimension of SPU, highest mean score for expectation is 4.18 for statement no. 21. The lowest mean score for expectation is 3.75 for statements no. 25. In the university performance, the highest mean score is 3.52 for statement no. 21 and the lowest mean score is 2.72 for statement no. 25. There is a positive mean gap in all the statements. Highest mean gap found in statement no. 25.

**Table-5.191: Calculation of Mean, Standard Deviation and Mean Gap between Teachers Expectation and University
Performance of Private Universities**

Sr. No.	Statements	Parul University					GLS University				
		Expectation		Performance		Mean Gap	Expectation		Performance		Mean Gap
		Mean	S.D.	Mean	S.D.		Mean	S.D.	Mean	S.D.	
Reliability Dimension											
1	University provides good salary and perks to the employees	4.21	0.91	3.35	0.93	0.86	4.73	0.56	3.98	0.78	0.75
2	University fulfils promises of providing promotions on time	4.06	0.94	3.03	1.06	1.03	4.63	0.65	3.78	0.71	0.85
3	University addresses and takes a serious note of employee grievances	4.09	0.98	3.15	1.11	0.94	4.70	0.57	3.70	0.86	1.00
4	University collects feedbacks from you for the quality of its services	4.00	1.12	3.10	1.14	0.90	4.63	0.60	3.60	0.84	1.03
5	University provides a regular and a reliable forum of parent-teacher interaction	4.09	1.04	3.07	1.05	1.02	4.64	0.73	3.67	0.75	0.97
Responsiveness Dimension											
6	Management of the university responds positively when you seek any information	4.10	0.96	3.31	1.12	0.79	4.44	0.77	3.66	0.75	0.78
7	Management of the University provides reliable information related to Promotion and Increments	4.12	0.95	3.09	0.97	1.03	4.49	0.79	3.56	0.76	0.93
8	University arranges good quality Seminars, Conferences and Workshops to improve your skills	4.31	0.79	3.50	0.94	0.81	4.67	0.58	3.76	0.84	0.91
9	University arranges trainings to improve teaching skills	4.25	0.83	3.39	0.93	0.86	4.66	0.53	3.63	0.85	1.03
10	University acts promptly when you complain about any problems/concerns	4.09	1.01	3.25	1.12	0.84	4.63	0.60	3.76	0.74	0.87

Empathy Dimension											
11	Vice-Chancellor and other higher officials of the university care for welfare of teachers	4.26	0.80	3.28	1.10	0.98	4.53	0.70	4.00	0.81	0.53
12	University has special plans regarding welfare of teachers	4.07	0.84	3.37	1.06	0.70	4.46	0.77	3.89	0.97	0.57
13	Officials understand the special problems of differently abled teachers and treat them with empathy	4.07	0.84	3.28	1.04	0.79	4.47	0.73	3.55	0.84	0.92
14	Teachers and University higher authorities have cordial relationship with you	4.23	0.75	3.40	1.03	0.83	4.55	0.68	3.78	0.85	0.77
15	Officials and management doesn't discriminate with teaching staff. They are impartial towards all.	4.25	0.90	3.15	1.22	1.10	4.53	0.79	3.76	0.76	0.77
Assurance Dimension											
16	University possesses enough capabilities to retain you for a long time	4.09	0.84	3.28	0.89	0.81	4.40	0.86	3.98	0.78	0.42
17	Management of the university is courteous in their behaviour towards the teachers	4.12	0.82	3.20	0.92	0.92	4.50	0.66	3.89	0.79	0.61
18	Non-teaching staff of the university is trustworthy and helpful	4.21	0.74	3.54	0.87	0.67	4.30	0.84	3.60	0.78	0.70
19	Computer and lab technicians help and assist you, when you are in need	4.26	0.73	3.57	0.93	0.69	4.46	0.63	3.81	0.80	0.65
20	Health related facilities and health specialists are available at University	4.31	0.79	3.40	0.95	0.91	4.27	0.78	3.13	0.65	1.14

Tangibility Dimension											
21	The good quality books and journals are available in the library	4.43	0.66	3.65	1.10	0.78	4.58	0.74	3.67	1.13	0.91
22	University provides quality lab / computer facilities	4.29	0.77	3.59	1.06	0.70	4.46	0.70	3.87	1.05	0.59
23	University offers good quality residences for employees	4.14	0.77	3.00	0.99	1.14	4.09	0.93	2.81	0.99	1.28
24	Safe drinking water and good quality toilets are available	4.32	0.81	3.35	1.17	0.97	4.50	0.75	3.55	0.95	0.95
25	University provides good quality transportation facility	3.96	1.03	3.54	1.08	0.42	4.23	0.89	2.47	0.92	1.76

Source: Primary Data Collected

Interpretation: The above table shows the comparison of mean and mean gap between teachers' expectations and university performance of Private Universities namely Parul University and GLS University. In the reliability dimension of PU, highest mean score for expectation is 4.21 for statement no. 1. The lowest mean score for expectation is 4.00 for statements no. 4. In the university performance, the highest mean score is 3.35 for statement no. 1 and the lowest mean score is 3.03 for statement no. 2. There is a positive mean gap found in all the statements of reliability dimension. The highest mean gap found in statement no. 2. In the reliability dimension of GLSU, highest mean score for expectation is 4.73 for statement no. 1. The lowest mean score for expectation is 4.63 for statements no. 2 and 4. In the university performance, the highest mean score is 3.98 for statement no. 1 and the lowest mean score is 3.60 for statement no. 4. There is a positive mean gap found in all the statements of reliability dimension. The highest mean gap found in statement no. 4.

In the responsive dimension of PU, highest mean score for expectation is 4.31 for statement no. 8. The lowest mean score for expectation is 4.09 for statements no. 10. In the university performance, the highest mean score is 3.50 for statement no. 8 and the lowest mean score is 3.09 for statement no. 7. There is a positive mean gap in all the statements of responsive dimension. The highest mean gap found in statement no. 7.

In the responsive dimension of GLSU, highest mean score for expectation is 4.67 for statement no. 8. The lowest mean score for expectation is 4.44 for statements no. 7. In the university performance, the highest mean score is 3.76 for statement no. 8 and 10 and the lowest mean score is 3.56 for statement no. 7. There is a positive mean gap in all the statements of responsive dimension. The highest mean gap found in statement no. 9.

In the empathy dimension of PU, highest mean score for expectation is 4.26 for statement no. 11. The lowest mean score for expectation is 4.07 for statements no. 12 and 13. In the university performance, the highest mean score is 3.40 for statement no. 14 and the lowest mean score is 3.15 for statement no. 15. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 15. In the empathy dimension of GLSU, highest mean score for expectation is 4.55 for statement no. 14. The lowest mean score for expectation is 4.46 for statements no. 12. In the university performance, the highest mean score is 4.00 for statement no. 11. The lowest mean score is 3.55 for statement no. 13. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 13.

In the Assurance dimension of PU, highest mean score for expectation is 4.31 for statement no. 20. The lowest mean score for expectation is 4.09 for statements no. 16. In the university performance, the highest mean score is 3.57 for statement no. 19 and the lowest mean score is 3.20 for statement no. 17. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 17. In the Assurance dimension of GLSU, highest mean score for expectation is 4.50 for statement no. 17. The lowest mean score for expectation is 4.27 for statements no. 20. In the university performance, the highest mean score is 3.98 for statement no. 16 and the lowest mean score is 3.13 for statement no. 20. There is a positive mean gap in all the statements. The highest mean gap found in statement no. 20.

In the tangibility dimension of PU, highest mean score for expectation is 4.43 for statement no. 21. The lowest mean score for expectation is 4.14 for statements no. 23. In the university performance, the highest mean score is 3.65 for statement no. 21 and the lowest mean score is 3.00 for statement no.

23. There is a positive mean gap in all the statements. Highest mean gap found in statement no. 23. In the tangibility dimension of GLSU, highest mean score for expectation is 4.58 for statement no. 21. The lowest mean score for expectation is 4.09 for statements no. 23. In the university performance, the highest mean score is 3.67 for statement no. 21 and the lowest mean score is 2.47 for statement no. 25. There is a positive mean gap in all the statements. Highest mean gap found in statement no. 25.

5.20 Paired Sample T-Test between Teachers Expectation and University Performance

The below tables show the mean gap, standard deviation , paired sample T-Test and its significance value between Teachers Expectation and University Performance.

Table-5.192: Paired Sample T-Test between Teachers Expectation and University Performance of M. S. University

Sr. No.	Statements	Paired Differences					t-value	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	University provides good salary and perks to the employees	1.06061	1.12152	.13805	.78490	1.33631	7.683	65	.000
2	University fulfils promises of providing promotions on time	1.87879	1.49373	.18387	1.51158	2.24599	10.218	65	.000
3	University addresses and takes a serious note of employee grievances	1.54545	1.36079	.16750	1.21093	1.87998	9.227	65	.000
4	University collects feedbacks from you for the quality of its services	1.54545	1.44841	.17829	1.18939	1.90152	8.668	65	.000
5	University provides a regular and a reliable forum of parent-teacher interaction	1.62121	1.45460	.17905	1.26363	1.97880	9.055	65	.000
6	Management of the university responds positively when you seek any information	1.30303	1.40296	.17269	.95814	1.64792	7.545	65	.000
7	Management of the University provides reliable information related to Promotion and Increments	1.50000	1.45972	.17968	1.14116	1.85884	8.348	65	.000
8	University arranges good quality Seminars, Conferences and Workshops to improve your skills	.96970	1.13639	.13988	.69034	1.24906	6.932	65	.000
9	University arranges trainings to improve teaching skills	1.28788	1.45460	.17905	.93029	1.64546	7.193	65	.000
10	University acts promptly when you complain about any problems/concerns	1.78788	1.54437	.19010	1.40823	2.16753	9.405	65	.000

11	Vice-Chancellor and other higher officials of the university care for welfare of teachers	1.78788	1.50400	.18513	1.41815	2.15761	9.657	65	.000
12	University has special plans regarding welfare of teachers	1.48485	1.35013	.16619	1.15295	1.81675	8.935	65	.000
13	Officials understand the special problems of differently abled teachers and treat them with empathy	1.60606	1.23884	.15249	1.30151	1.91061	10.532	65	.000
14	Teachers and University higher authorities have cordial relationship with you	1.62121	1.32160	.16268	1.29632	1.94610	9.966	65	.000
15	Officials and management doesn't discriminate with teaching staff. They are impartial towards all.	1.96970	1.47773	.18190	1.60643	2.33297	10.829	65	.000
16	University possesses enough capabilities to retain you for a long time	1.30303	1.21490	.14954	1.00437	1.60169	8.713	65	.000
17	Management of the university is courteous in their behaviour towards the teachers	1.43939	1.19136	.14665	1.14652	1.73227	9.815	65	.000
18	Non-teaching staff of the university is trustworthy and helpful	.59091	1.08099	.13306	.32517	.85665	4.441	65	.000
19	Computer and lab technicians help and assist you, when you are in need	.87879	1.07439	.13225	.61467	1.14291	6.645	65	.000
20	Health related facilities and health specialists are available at University	.83333	1.03155	.12698	.57975	1.08692	6.563	65	.000
21	The good quality books and journals are available in the library	.42424	.97760	.12033	.18392	.66457	3.526	65	.001
22	University provides quality lab / computer facilities	.98485	1.22151	.15036	.68457	1.28513	6.550	65	.000
23	University offers good quality residences for employees	1.51515	1.17986	.14523	1.22511	1.80520	10.433	65	.000
24	Safe drinking water and good quality toilets are available	1.30303	1.36967	.16859	.96632	1.63974	7.729	65	.000
25	University provides good quality transportation facility	1.81818	1.53832	.18935	1.44002	2.19635	9.602	65	.000

Source: Primary Data Collected

Table-5.193: Paired Sample T-Test between Teachers Expectation and University Performance of S. P. University

Sr. No.	Statements	Paired Differences					t-value	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	University provides good salary and perks to the employees	1.12308	1.24383	.15428	.81487	1.43128	7.280	64	.000
2	University fulfils promises of providing promotions on time	1.30769	1.40226	.17393	.96023	1.65516	7.519	64	.000
3	University addresses and takes a serious note of employee grievances	.93846	1.26091	.15640	.62602	1.25090	6.001	64	.000
4	University collects feedbacks from you for the quality of its services	1.12308	1.35217	.16772	.78803	1.45813	6.696	64	.000
5	University provides a regular and a reliable forum of parent-teacher interaction	1.21538	1.23101	.15269	.91036	1.52041	7.960	64	.000
6	Management of the university responds positively when you seek any information	.84615	1.12125	.13907	.56832	1.12399	6.084	64	.000
7	Management of the University provides reliable information related to Promotion and Increments	.93846	1.13022	.14019	.65841	1.21852	6.694	64	.000
8	University arranges good quality Seminars, Conferences and Workshops to improve your skills	.72308	.97640	.12111	.48114	.96502	5.971	64	.000
9	University arranges trainings to improve teaching skills	.72308	1.12511	.13955	.44429	1.00186	5.181	64	.000
10	University acts promptly when you complain about any problems/concerns	.75385	1.26282	.15663	.44093	1.06676	4.813	64	.000
11	Vice-Chancellor and other higher officials of the university care for welfare of teachers	1.13846	1.19735	.14851	.84177	1.43515	7.666	64	.000
12	University has special plans regarding welfare of teachers	1.12308	1.25633	.15583	.81177	1.43438	7.207	64	.000

13	Officials understand the special problems of differently abled teachers and treat them with empathy	.84615	1.13510	.14079	.56489	1.12742	6.010	64	.000
14	Teachers and University higher authorities have cordial relationship with you	.93846	1.17096	.14524	.64831	1.22861	6.461	64	.000
15	Officials and management doesn't discriminate with teaching staff. They are impartial towards all.	.93846	1.32142	.16390	.61103	1.26589	5.726	64	.000
16	University possesses enough capabilities to retain you for a long time	.87692	1.08264	.13429	.60866	1.14519	6.530	64	.000
17	Management of the university is courteous in their behaviour towards the teachers	.89231	1.13362	.14061	.61141	1.17321	6.346	64	.000
18	Non-teaching staff of the university is trustworthy and helpful	.76923	.93155	.11554	.53840	1.00006	6.657	64	.000
19	Computer and lab technicians help and assist you, when you are in need	.78462	1.09676	.13604	.51285	1.05638	5.768	64	.000
20	Health related facilities and health specialists are available at University	.75385	.93593	.11609	.52193	.98576	6.494	64	.000
21	The good quality books and journals are available in the library	.66154	.90618	.11240	.43700	.88608	5.886	64	.000
22	University provides quality lab / computer facilities	.63077	1.02423	.12704	.37698	.88456	4.965	64	.000
23	University offers good quality residences for employees	.84615	1.14879	.14249	.56150	1.13081	5.938	64	.000
24	Safe drinking water and good quality toilets are available	.81538	1.11653	.13849	.53872	1.09205	5.888	64	.000
25	University provides good quality transportation facility	1.03077	1.42488	.17673	.67770	1.38384	5.832	64	.000

Source: Primary Data Collected

Table-5.194: Paired Sample T-Test between Teachers Expectation and University Performance of Parul University

Sr. No.	Statements	Paired Differences					t-value	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	University provides good salary and perks to the employees	.85938	.90619	.11327	.63302	1.08573	7.587	63	.000
2	University fulfils promises of providing promotions on time	1.03125	1.22109	.15264	.72623	1.33627	6.756	63	.000
3	University addresses and takes a serious note of employee grievances	.93750	1.11091	.13886	.66000	1.21500	6.751	63	.000
4	University collects feedbacks from you for the quality of its services	.89063	1.27388	.15923	.57242	1.20883	5.593	63	.000
5	University provides a regular and a reliable forum of parent-teacher interaction	1.01563	1.18847	.14856	.71876	1.31249	6.837	63	.000
6	Management of the university responds positively when you seek any information	.79688	1.14337	.14292	.51127	1.08248	5.576	63	.000
7	Management of the University provides reliable information related to Promotion and Increments	1.03125	1.08333	.13542	.76064	1.30186	7.615	63	.000
8	University arranges good quality Seminars, Conferences and Workshops to improve your skills	.81250	.90633	.11329	.58611	1.03889	7.172	63	.000
9	University arranges trainings to improve teaching skills	.85938	1.06707	.13338	.59283	1.12592	6.443	63	.000
10	University acts promptly when you complain about any problems/concerns	.84375	1.15770	.14471	.55456	1.13294	5.831	63	.000
11	Vice-Chancellor and other higher officials of the university care for welfare of teachers	.98438	1.10543	.13818	.70825	1.26050	7.124	63	.000
12	University has special plans regarding welfare of teachers	.70313	1.06428	.13303	.43728	.96897	5.285	63	.000

13	Officials understand the special problems of differently abled teachers and treat them with empathy	.79688	1.15717	.14465	.50782	1.08593	5.509	63	.000
14	Teachers and University higher authorities have cordial relationship with you	.82813	1.10633	.13829	.55177	1.10448	5.988	63	.000
15	Officials and management doesn't discriminate with teaching staff. They are impartial towards all.	1.09375	1.24363	.15545	.78310	1.40440	7.036	63	.000
16	University possesses enough capabilities to retain you for a long time	.81250	.99003	.12375	.56520	1.05980	6.565	63	.000
17	Management of the university is courteous in their behaviour towards the teachers	.92188	.99689	.12461	.67286	1.17089	7.398	63	.000
18	Non-teaching staff of the university is trustworthy and helpful	.67188	.83675	.10459	.46286	.88089	6.424	63	.000
19	Computer and lab technicians help and assist you, when you are in need	.68750	.87060	.10882	.47003	.90497	6.318	63	.000
20	Health related facilities and health specialists are available at University	.90625	.90359	.11295	.68054	1.13196	8.024	63	.000
21	The good quality books and journals are available in the library	.78125	1.06113	.13264	.51619	1.04631	5.890	63	.000
22	University provides quality lab / computer facilities	.70313	1.07909	.13489	.43358	.97267	5.213	63	.000
23	University offers good quality residences for employees	1.14063	1.24553	.15569	.82950	1.45175	7.326	63	.000
24	Safe drinking water and good quality toilets are available	.96875	1.09789	.13724	.69451	1.24299	7.059	63	.000
25	University provides good quality transportation facility	1.42188	1.47793	.18474	1.05270	1.79105	7.697	63	.000

Source: Primary Data Collected

Table-5.195: Paired Sample T-Test between Teachers Expectation and University Performance of GLS University

Sr. No.	Statements	Paired Differences					t-value	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	University provides good salary and perks to the employees	.75385	.75064	.09311	.56785	.93985	8.097	64	.000
2	University fulfils promises of providing promotions on time	.84615	.75479	.09362	.65913	1.03318	9.038	64	.000
3	University addresses and takes a serious note of employee grievances	1.00000	.79057	.09806	.80411	1.19589	10.198	64	.000
4	University collects feedbacks from you for the quality of its services	1.03077	.88334	.10956	.81189	1.24965	9.408	64	.000
5	University provides a regular and a reliable forum of parent-teacher interaction	.96923	.88334	.10956	.75035	1.18811	8.846	64	.000
6	Management of the university responds positively when you seek any information	.78462	.83838	.10399	.57687	.99236	7.545	64	.000
7	Management of the University provides reliable information related to Promotion and Increments	.92308	.83493	.10356	.71619	1.12996	8.913	64	.000
8	University arranges good quality Seminars, Conferences and Workshops to improve your skills	.90769	.70096	.08694	.73400	1.08138	10.440	64	.000
9	University arranges trainings to improve teaching skills	1.03077	.80950	.10041	.83019	1.23135	10.266	64	.000
10	University acts promptly when you complain about any problems/concerns	.86154	.78813	.09776	.66625	1.05683	8.813	64	.000
11	Vice-Chancellor and other higher officials of the university care for welfare of teachers	.53846	.79209	.09825	.34219	.73473	5.481	64	.000
12	University has special plans regarding welfare of teachers	.56923	.90085	.11174	.34601	.79245	5.094	64	.000

13	Officials understand the special problems of differently abled teachers and treat them with empathy	.92308	.85344	.10586	.71160	1.13455	8.720	64	.000
14	Teachers and University higher authorities have cordial relationship with you	.76923	.82480	.10230	.56486	.97361	7.519	64	.000
15	Officials and management doesn't discriminate with teaching staff. They are impartial towards all.	.76923	.70199	.08707	.59529	.94318	8.835	64	.000
16	University possesses enough capabilities to retain you for a long time	.41538	.80801	.10022	.21517	.61560	4.145	64	.000
17	Management of the university is courteous in their behaviour towards the teachers	.61538	.72224	.08958	.43642	.79435	6.869	64	.000
18	Non-teaching staff of the university is trustworthy and helpful	.70769	.84267	.10452	.49889	.91650	6.771	64	.000
19	Computer and lab technicians help and assist you, when you are in need	.64615	.75892	.09413	.45810	.83421	6.864	64	.000
20	Health related facilities and health specialists are available at University	1.13846	.78813	.09776	.94317	1.33375	11.646	64	.000
21	The good quality books and journals are available in the library	.90769	1.07126	.13287	.64225	1.17314	6.831	64	.000
22	University provides quality lab / computer facilities	.58462	.91672	.11371	.35746	.81177	5.141	64	.000
23	University offers good quality residences for employees	1.27692	1.32886	.16482	.94765	1.60620	7.747	64	.000
24	Safe drinking water and good quality toilets are available	.95385	.97517	.12096	.71221	1.19548	7.886	64	.000
25	University provides good quality transportation facility	1.75385	1.32324	.16413	1.42596	2.08173	10.686	64	.000

Source: Primary Data Collected

Interpretation: The above tables show the mean, standard deviation, t-value and significance value. The mean shows the gap between expectations of teachers and actual performance of selected Universities. The values of mean suggests positive gap between expectations of parents and actual performance of universities. The t-value suggests difference between expectations of teachers and actual performance. Larger the value of t , the more pronounced the difference between the conditions and the smaller the value of t , the probability that this difference occurred by chance. The tables also reveal that the *t-test* is significant as the p-value is less than 0.05 in all the statements.

5.21 Mean Score and Standard Deviation of Teachers Satisfaction

The below table shows mean of teachers expectation and actual performance of selected universities. Mean score between 1.00-1.80 means lowest satisfaction, 1.81-2.60 means low satisfaction. 2.61-3.40 means average satisfaction. 3.41-4.20 mean high satisfaction and 4.21-5.00 mean highest satisfaction. The standard deviation shows the deviation between all the respondents.

Table-5.196: Mean and Standard Deviation of Teachers Satisfaction

Sr. No.	Statements	MSU		SPU		PU		GLSU	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Reliability Dimension									
1	University keeps its record safe	3.63	0.83	3.32	0.89	3.27	0.93	3.60	1.23
2	Higher Officers are sincere and interested in solving your problems	2.93	1.00	3.23	0.93	3.39	0.94	3.69	1.07
3	University provides timely salary and perks	4.12	0.98	3.18	1.04	3.55	0.97	3.71	1.16
4	University is capable to retain you	3.77	0.79	3.31	0.90	3.53	0.87	3.77	1.10
5	The non-teaching staff is efficient	3.77	0.87	3.32	1.00	3.33	0.89	3.55	1.09
Responsiveness Dimension									
6	Regular arrangements of good quality seminars & FDPs	3.90	0.94	3.72	0.91	3.53	0.89	3.71	1.11
7	Management has capacity to solve your problems	2.98	1.10	3.46	0.95	3.19	0.99	3.46	1.00
8	Queries are dealt efficiently and promptly	2.62	1.16	3.14	1.00	3.05	1.06	3.43	1.06
9	Facilities to sportsmen and women are available	3.63	0.98	3.23	1.03	3.20	0.89	3.48	1.06
10	Healthcare and medical facilities are available	4.04	0.84	3.40	0.98	3.50	0.80	3.26	0.91
Empathy Dimension									
11	Non-teaching staff gives individual attention to your needs/concerns	3.46	1.02	3.09	0.86	3.14	0.91	3.29	0.96
12	Teachers and higher authorities have cordial relationship with you	3.18	1.12	3.09	0.86	3.23	1.02	3.69	1.06
13	Non-teaching staff and Management patiently listen to you	3.16	1.14	3.31	0.90	3.28	0.84	3.68	1.06
14	The method of issuing books from library is effective	4.18	0.82	3.66	1.09	3.78	0.90	3.77	1.01
15	Sports officials understand your problems	3.45	0.99	3.22	0.91	3.20	0.91	3.43	1.02
Assurance Dimension									
16	Officials and management are friendly and courteous	3.19	0.99	3.18	0.83	3.19	0.94	3.60	1.18
17	Teachers meetings with Officials and management are held frequently	2.75	1.31	3.23	0.93	3.16	1.06	3.60	1.13

18	University gives competence of lab / computer assistance	3.24	1.08	3.38	0.98	3.34	0.96	3.52	1.08
19	University provides good quality residence facility	3.12	1.10	3.15	0.99	3.08	0.78	3.15	0.85
20	University provides excellent coaching for sports	3.36	1.13	3.11	0.95	3.11	0.98	3.29	1.03
Tangibility Dimension									
21	Basic infrastructure facilities in the campus are available	3.75	0.96	3.31	0.77	3.41	0.85	3.55	1.15
22	Lab and library facilities are available	3.84	0.86	3.52	1.00	3.52	0.89	3.60	1.12
23	Canteen facilities are available	3.48	1.21	3.38	0.90	3.31	0.99	3.62	1.19
24	Internet and photocopy facilities are available	3.66	1.05	3.29	0.88	3.38	0.93	3.49	1.12
25	Sports facilities are available	3.81	0.97	3.42	0.97	3.44	0.94	3.57	1.17
Average mean score of satisfaction		3.4808		3.306		3.3244		3.5404	

Source: Primary Data Collected

Interpretation: The above table shows the mean and standard deviation of satisfaction level of teachers. In MSU, The highest mean score is 4.18, found in statement no. 14 and the lowest mean score i.e. 2.62 is found in statement no. 8. The range of mean scores is from 2.62 to 4.18, it suggests average satisfaction and high satisfaction. In SPU, the highest mean score i.e. 3.72 is found in statement no. 6 and lowest mean score i.e. 3.09 is found in statement no. 11 and 12. The range of mean scores is from 3.09 to 3.72, it suggests average satisfaction and high satisfaction. In PU, the highest mean score i.e. 3.78 is found in statement no. 14 and the lowest mean score i.e. 3.05 is found in statement no. 8. The range of mean scores is from 3.05 to 3.78, it suggests average satisfaction and average satisfaction and high satisfaction. In GLSU, the highest mean score is 3.77 found in statement no. 6 and 14. The lowest mean score is 3.15 found in statement no. 19. The range of mean scores is from 3.15 to 3.77, it suggests average satisfaction and high satisfaction. The standard deviation shows the average gap between the respondents.

5.22 Hypotheses Testing

H₀₃₉ : There is no significant association between university type and overall satisfaction of teachers.

Table-5.197: Tests of Normality of University Type and Teachers Satisfaction

	University Type	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Teachers	State University	.251	131	.000	.852	131	.000
	Private University	.209	129	.000	.887	129	.000
a. Lilliefors Significance Correction							

Interpretation: Above table shows the test of normality. The significance value for University type and overall satisfaction of teachers is less than 0.05. Hence, the data is not normally distributed.

Table-5.198: University Type and Teachers Satisfaction

Overall Satisfaction	Types of University		Grand Total
	State University	Private University	
Highly Dissatisfied	2	3	5
Dissatisfied	8	11	19
Neutral	60	48	108
Satisfied	51	39	90
Highly Satisfied	10	28	38
Grand Total	131	129	260

Source: Primary Data Collected

Table-5.199: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	12.119	4	0.016

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between university type and overall satisfaction of teachers.

H₀₄₀ : There is no significant association between gender and overall satisfaction of teachers.

Table-5.200: Tests of Normality of Gender and Teachers Satisfaction

	Gender	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Teachers	Male	.250	148	.000	.873	148	.000
	Female	.199	112	.000	.877	112	.000
a. Lilliefors Significance Correction							

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for gender and overall satisfaction of teachers. Hence, the data is not normally distributed.

Table-5.201: Gender and Teacher Satisfaction

Overall Satisfaction	Gender		Grand Total
	Male	Female	
Highly Dissatisfied	2	3	5
Dissatisfied	13	6	19
Neutral	67	41	108
Satisfied	51	39	90
Highly Satisfied	15	23	38
Grand Total	148	112	260

Source: Primary Data Collected

Table-5.202: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	7.481	4	0.113

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is no significant association between gender and overall satisfaction of teachers.

H₀₄₁ : There is no significant association between age group and overall satisfaction of teachers.

Table-5.203: Tests of Normality of Age Group and Teachers Satisfaction

	Age Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Teachers	Below 30 Years	.267	59	.000	.834	59	.000
	31 to 40 Years	.311	93	.000	.799	93	.000
	41 to 50 Years	.233	66	.000	.887	66	.000
	51 Years & Above	.258	42	.000	.892	42	.001
a. Lilliefors Significance Correction							

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for age group and overall satisfaction of teachers. Hence, the data is not normally distributed.

Table-5.204: Age Group and Teachers Satisfaction

Overall Satisfaction	Age Groups				Grand Total
	Below 30 Years	31 to 40 Years	41 to 50 Years	Above 51 Years	
Highly Dissatisfied	2	0	1	2	5
Dissatisfied	2	2	7	8	19
Neutral	22	47	18	21	108
Satisfied	28	28	26	8	90
Highly Satisfied	5	16	14	3	38
Grand Total	59	93	66	42	260

Source: Primary Data Collected

Table-5.205: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	36.072	12	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between age group and overall satisfaction of teachers.

H₀₄₂ : There is no significant association between Residential Location and overall satisfaction of teachers.

Table-5.206: Tests of Normality of Location and Teachers Satisfaction

	Location	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Teachers	Rural	.238	62	.000	.881	62	.000
	Urban	.235	198	.000	.870	198	.000

a. Lilliefors Significance Correction

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for residential location and overall satisfaction of teachers. Hence, the data is not normally distributed.

Table-5.207: Residential Location and Teachers Satisfaction

Overall Satisfaction	Residential Location		Grand Total
	Rural	Urban	
Highly Dissatisfied	3	2	5
Dissatisfied	8	11	19
Neutral	28	80	108
Satisfied	20	70	90
Highly Satisfied	3	35	38
Grand Total	62	198	260

Source: Primary Data Collected

Table-5.208: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	12.799	4	0.012

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between residential location and overall satisfaction of teachers.

H₀₄₃ : There is no significant association between designation and overall satisfaction of teachers.

Table-5.209: Tests of Normality of Designation and Teachers Satisfaction

	Occupation of Parents	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Teachers	Assistant Professor	.214	175	.000	.878	175	.000
	Associate Professor	.270	44	.000	.864	44	.000
	Professor	.389	36	.000	.690	36	.000
a. Lilliefors Significance Correction b. Overall Satisfaction of Teachers is constant when Designation = Senior Professor. It has been omitted.							

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for designation and overall satisfaction of teachers. Hence, the data is not normally distributed.

Table-5.210: Designation and Teachers Satisfaction

Overall Satisfaction	Assistant Professor	Associate Professor	Professor	Senior Professor	Grand Total
Highly Dissatisfied	3	0	2	0	5
Dissatisfied	11	6	2	0	19
Neutral	67	10	26	5	108
Satisfied	64	20	6	0	90
Highly Satisfied	30	8	0	0	38
Grand Total	175	44	36	5	260

Source: Primary Data Collected

Table-5.211: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	37.006	12	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between designation and overall satisfaction of teachers.

H0₄₄ : There is no significant association between nature of appointment and overall satisfaction of teachers.

Table-5.212: Tests of Normality of Appointment and Teachers Satisfaction

	Appointment	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Teachers	Temporary	.234	73	.000	.885	73	.000
	Permanent	.247	187	.000	.873	187	.000

a. Lilliefors Significance Correction

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for nature of appointment and overall satisfaction of teachers. Hence, the data is not normally distributed.

Table-5.213: Nature of Appointment and Teachers Satisfaction

Overall Satisfaction	Nature of Appointment		Grand Total
	Temporary	Permanent	
Highly Dissatisfied	1	4	5
Dissatisfied	6	13	19
Neutral	24	84	108
Satisfied	30	60	90
Highly Satisfied	12	26	38
Grand Total	73	187	260

Source: Primary Data Collected

Table-5.214: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	3.572	4	0.467

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is no significant association between nature of appointment and overall satisfaction of teachers.

H0₄₅ : There is no significant association between type of family and overall satisfaction of teachers.

Table-5.215: Tests of Normality of Family Type and Teachers Satisfaction

	Family Type	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Teachers	Joint	.239	150	.000	.881	150	.000
	Nuclear	.242	110	.000	.865	110	.000

a. Lilliefors Significance Correction

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for family type and overall satisfaction of teachers. Hence, the data is not normally distributed.

Table-5.216: Family Type and Teachers Satisfaction

Overall Satisfaction	Family Type		Grand Total
	Joint	Nuclear	
Highly Dissatisfied	4	1	5
Dissatisfied	12	7	19
Neutral	65	43	108
Satisfied	43	47	90
Highly Satisfied	26	12	38
Grand Total	150	110	260

Source: Primary Data Collected

Table-5.217: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	6.943	4	0.139

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is no significant association between family type and overall satisfaction of teachers.

H₀₄₆ : There is no significant association between Number of earning person and overall satisfaction of teachers.

Table-5.218: Tests of Normality of No. of Earning Person and Teachers Satisfaction

	No. of Earning Person	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Teachers	One	.349	70	.000	.759	70	.000
	Two	.231	115	.000	.881	115	.000
	Three	.200	47	.000	.900	47	.001
	Four & Above	.229	28	.001	.873	28	.003

a. Lilliefors Significance Correction

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for no. of earning person and overall satisfaction of teachers. Hence, the data is not normally distributed.

Table-5.219: No. of Earning Person and Teachers Satisfaction

Overall Satisfaction	No. of Earning Person of Family				Grand Total
	One	Two	Three	Four & Above	
Highly Dissatisfied	0	1	1	3	5
Dissatisfied	1	9	8	1	19
Neutral	40	38	18	12	108
Satisfied	21	47	16	6	90
Highly Satisfied	8	20	4	6	38
Grand Total	70	115	47	28	260

Source: Primary Data Collected

Table-5.220: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	19.856	12	0.070

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is no significant association between number of earning person of family and overall satisfaction of teachers.

H₀₄₇ : There is no significant association between Caste and overall satisfaction of teachers.

Table-5.50: Tests of Normality of Caste and Teachers Satisfaction

	Caste	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Teachers	General	.232	148	.000	.876	148	.000
	SC	.272	46	.000	.796	46	.000
	ST	.243	26	.000	.838	26	.001
	OBC	.328	25	.000	.731	25	.000
	Minority	.243	15	.017	.840	15	.012
a. Lilliefors Significance Correction							

Interpretation: Above table shows the significance value of test of normality is less than 0.05 for no. of caste and overall satisfaction of teachers. Hence, the data is not normally distributed.

Table-5.222: Caste and Teacher Satisfaction

Overall Satisfaction	Caste					Grand Total
	General	SC	ST	OBC	Minority	
Highly Dissatisfied	1	1	0	1	2	5
Dissatisfied	11	2	1	1	4	19
Neutral	58	21	10	16	3	108
Satisfied	49	21	7	7	6	90
Highly Satisfied	29	1	8	0	0	38
Grand Total	148	46	26	25	15	260

Source: Primary Data Collected

Table-5.223: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	47.104	16	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between caste and overall satisfaction of teachers.

H0₄₈ : There is no significant association between program and overall satisfaction of teachers.

Table-5.224: Tests of Normality of Program and Teachers Satisfaction

	Program	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Teachers	Arts	.239	61	.000	.892	61	.000
	Commerce	.191	57	.000	.879	57	.000
	Science	.241	80	.000	.852	80	.000
	Engineering	.246	62	.000	.856	62	.000
a. Lilliefors Significance Correction							

Interpretation: Above table depicts the significance value of test of normality is less than 0.05 for program and overall satisfaction of teachers. Hence, the data is not normally distributed.

Table-5.225: Name of Program and Teachers Satisfaction

Overall Satisfaction	Name of Programs				Grand Total
	Arts	Commerce	Science	Engineering	
Highly Dissatisfied	1	2	2	0	5
Dissatisfied	10	3	3	3	19
Neutral	27	20	36	25	108
Satisfied	18	19	30	23	90
Highly Satisfied	5	13	9	11	38
Grand Total	61	57	80	62	260

Source: Primary Data Collected

Table-5.226: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	18.315	12	0.106

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is no significant association between study program and overall satisfaction of teachers.

H0₄₉ : There is no significant association between semester of teaching and overall satisfaction of teachers.

Table-5.227: Tests of Normality of Semester and Teachers Satisfaction

	Semester	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Teachers	First	.311	8	.022	.736	8	.006
	Second	.334	17	.000	.664	17	.000
	Third	.297	49	.000	.759	49	.000
	Fourth	.287	53	.000	.864	53	.000
	Fifth	.294	36	.000	.792	36	.000
	Six & Above	.227	97	.000	.863	97	.000
a. Lilliefors Significance Correction							

Interpretation: Above table shows the significance value of test of normality is less than 0.05 for semester and overall satisfaction of teachers. Hence, the data is not normally distributed.

Table-5.228: Teaching Semester and Teachers Satisfaction

Overall Satisfaction	Semesters						Grand Total
	First	Second	Third	Fourth	Fifth	Six & Above	
Highly Dissatisfied	0	1	1	1	2	0	5
Dissatisfied	0	0	3	6	0	10	19
Neutral	3	6	28	15	21	35	108
Satisfied	1	10	17	26	10	26	90
Highly Satisfied	4	0	0	5	3	26	38
Grand Total	8	17	49	53	36	97	260

Source: Primary Data Collected

Table-5.229: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	58.936	20	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between teaching semester and overall satisfaction of teachers.

H₀₅₀ : There is no significant association between academic qualification and overall satisfaction of teachers.

Table-5.230: Tests of Normality of Academic Qualification and Teachers Satisfaction

	Academic Qualification	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Overall Satisfaction of Teachers	UG	.289	102	.000	.837	102	.000
	PG	.317	95	.000	.835	95	.000
	M.Phil.	.401	6	.003	.702	6	.007
	Ph.D.	.324	57	.000	.820	57	.000

a. Lilliefors Significance Correction

Interpretation: Above table indicates the significance value of test of normality is less than 0.05 for academic qualification and overall satisfaction of teachers. Hence, the data is not normally distributed.

Table-5.231: Academic Qualification and Teachers Satisfaction

Overall Satisfaction	Level of Academic Qualification				Grand Total
	Under Graduate	Post Graduate	M.Phil.	Ph.D.	
Highly Dissatisfied	2	1	1	1	5
Dissatisfied	4	11	1	3	19
Neutral	51	25	0	32	108
Satisfied	24	51	4	11	90
Highly Satisfied	21	7	0	10	38
Grand Total	102	95	6	57	260

Source: Primary Data Collected

Table-5.232: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	51.018	12	0.000

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between level of academic qualification and overall satisfaction of teachers.

H₀₅₁ : There is no significant association between caste and effect of government policies on higher education.

Table-5.233: Tests of Normality of Caste and effect of Government Policies

	Effect	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Caste	Excellent	.313	34	.000	.770	34	.000
	Good	.304	111	.000	.745	111	.000
	Normal	.447	69	.000	.567	69	.000
	Poor	.193	21	.040	.874	21	.011
	Very Poor	.283	25	.000	.744	25	.000

a. Lilliefors Significance Correction

Interpretation: Above table shows the significance value of test of normality is less than 0.05 for Caste and effect of Government Policies. Hence, the data is not normally distributed.

Table-5.234: Caste and Effect of Government Policies on Higher Education

Caste	Effect					Grand Total
	Excellent	Good	Normal	Poor	Very Poor	
General	1	1	1	2	0	5
SC	0	7	9	0	3	19
ST	15	43	25	15	10	108
OBC/SEBC	12	47	21	2	8	90
Minority	6	13	13	2	4	38
Grand Total	34	111	69	21	25	260

Source: Primary Data Collected

Table-5.235: Chi-Square Test

	Value	df	P-Value
Pearson Chi-Square	29.189	16	0.023

Interpretation: The P-Value of Pearson Chi-Square test indicates that there is a significant association between caste and effect of government policies on higher education.

5.23 Factor Analysis

Factor analysis is calculated by taking twenty five statements of satisfaction. The results are presented in below table.

Table-5.236: KMO and Bartlett's Test of Teachers Satisfaction

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.920
Bartlett's Test of Sphericity	Approx. Chi-Square	5580.738
	df	300
	Sig.	0.000

Interpretation: The results showed that the KMO measure of sampling adequacy is 0.920. The significance P-Value of Bartlett's Test of Sphericity is 0.000 i.e. $P < 0.05$ which signifies that the data is suitable for the application of factor analysis.

Table-5.237: KMO Range Communalities (for Teachers)

Statements	Initial	Extraction
University keeps its record safe	1.000	.653
Higher Officers are sincere and interested in solving your problems	1.000	.711
University provides timely salary and perks	1.000	.719
University is capable to retain you	1.000	.745
The non-teaching staff is efficient	1.000	.724
Regular arrangements of good quality seminars & FDPs	1.000	.578
Management has capacity to solve your problems	1.000	.717
Queries are dealt efficiently and promptly	1.000	.748
Facilities to sportsmen and women are available	1.000	.694
Healthcare and medical facilities are available	1.000	.655
Non-teaching staff gives individual attention to your needs/concerns	1.000	.667
Teachers and higher authorities have cordial relationship with you	1.000	.780
Non-teaching staff and Management patiently listen to you	1.000	.691
The method of issuing books from library is effective	1.000	.754
Sports officials understand your problems	1.000	.576
Officials and management are friendly and courteous	1.000	.789
Teachers meetings with Officials and management are held frequently	1.000	.675
University gives competence of lab / computer assistance	1.000	.637
University provides good quality residence facility	1.000	.644
University provides excellent coaching for sports	1.000	.704
Basic infrastructure facilities in the campus are available	1.000	.765
Lab and library facilities are available	1.000	.704
Canteen facilities are available	1.000	.807
Internet and photocopy facilities are available	1.000	.696
Sports facilities are available	1.000	.806
Extraction Method: Principal Component Analysis.		

Interpretation: In the above table, no any communalities ranges found less than 0.50. All these factors are contributing to the factor analysis. Hence, all these factors taken in to consideration.

Table-5.238: Teachers Satisfaction Total Variance Explained

CT	Initial Eigen Values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	A	B	C	A	B	C	A	B	C
1	12.853	51.413	51.413	12.853	51.413	51.413	6.069	24.275	24.275
2	2.464	9.857	61.271	2.464	9.857	61.271	5.715	22.861	47.136
3	1.253	5.010	66.281	1.253	5.010	66.281	3.132	12.528	59.663
4	1.066	4.265	70.546	1.066	4.265	70.546	2.721	10.882	70.546
5	.884	3.536	74.082						
6	.681	2.724	76.806						
7	.645	2.580	79.386						
8	.567	2.267	81.653						
9	.528	2.110	83.763						
10	.486	1.945	85.708						
11	.443	1.773	87.482						
12	.402	1.606	89.088						
13	.397	1.587	90.676						
14	.320	1.278	91.954						
15	.297	1.190	93.144						
16	.277	1.110	94.254						
17	.247	.988	95.242						
18	.203	.811	96.053						
19	.192	.768	96.820						
20	.175	.699	97.519						
21	.163	.651	98.170						
22	.137	.546	98.716						
23	.122	.489	99.206						
24	.107	.430	99.635						
25	.091	.365	100.000						
CT= Component Total A=Total B=% of Variance C=Cumulative %									

Interpretation: There are four components having the Initial Eigen Values over 1 and it explained for about 70.546 per cent of variation in the satisfaction of teachers.

Figure-5.13: Scree Plot of Teachers Satisfaction

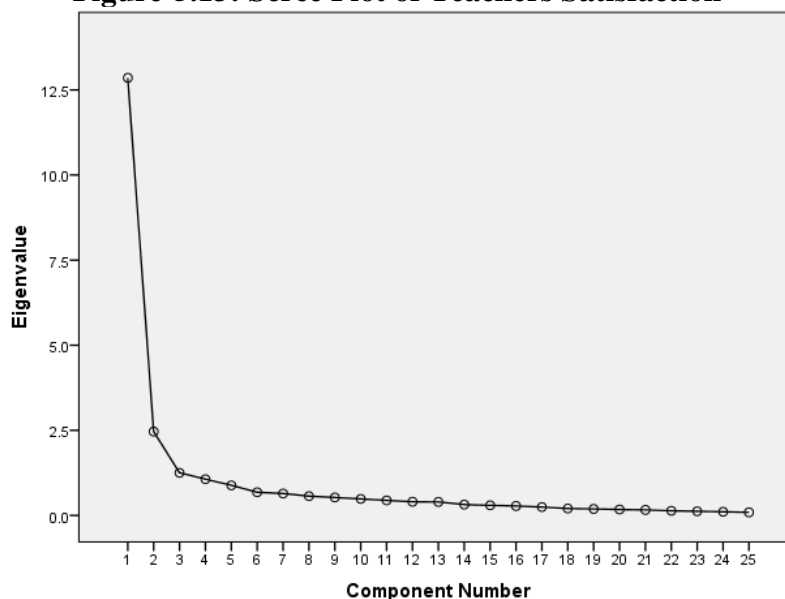


Table-5.239: Rotated Component Matrix of Teacher Satisfaction

Sr. No.	Statements	Components			
		1	2	3	4
1	University keeps its record safe	.421	.460	.513	-.025
2	Higher Officers are sincere and interested in solving your problems	-.039	.693	.328	.348
3	University provides timely salary and perks	.287	.157	.771	.129
4	University is capable to retain you	.405	.431	.624	.079
5	The non-teaching staff is efficient	.692	.306	.365	.138
6	Regular arrangements of good quality seminars & FDPs	.542	.224	.343	.341
7	Management has capacity to solve your problems	.143	.785	.142	.246
8	Queries are dealt efficiently and promptly	.126	.820	.010	.245
9	Facilities to sportsmen and women are available	.618	.388	.196	.352
10	Healthcare and medical facilities are available	.346	.059	.407	.605
11	Non-teaching staff gives individual attention to your needs/concerns	.730	.259	.074	.248
12	Teachers and higher authorities have cordial relationship with you	.295	.756	.340	-.071
13	Non-teaching staff and Management patiently listen to you	.363	.729	.155	.068
14	The method of issuing books from library is effective	.174	.217	.647	.507
15	Sports officials understand your problems	.406	.244	.232	.546
16	Officials and management are friendly and courteous	.400	.764	.166	.130
17	Teachers meetings with Officials and management are held frequently	.107	.785	.161	.148
18	University gives competence of lab / computer assistance	.521	.572	.120	.155
19	University provides good quality residence facility	.271	.381	-.072	.649
20	University provides excellent coaching for sports	.535	.253	.108	.585
21	Basic infrastructure facilities in the campus are available	.681	.319	.444	.056
22	Lab and library facilities are available	.587	.257	.495	.220
23	Canteen facilities are available	.849	.193	.147	.164
24	Internet and photocopy facilities are available	.732	.052	.284	.276
25	Sports facilities are available	.721	.080	.237	.473
<i>a. Rotation converged in 13 iterations.</i>					

Interpretation: The above table shows Principal component Analysis. Varimax with Kaiser Normalization Rotated method is used in factors rotation. The analysis identified four components. Items having factor loading more than 0.50 is considered.

Factor 1 contains 10 attributes and explained 51.413% of the variance in the data, with an Eigen Value of 12.853. The attributes associated with this factor includes “The non-teaching staff is efficient”, “Regular arrangements of good quality seminars & FDPs”, “Facilities to sportsmen and women are available” “Non-teaching staff gives individual attention to your needs/concerns”, “Sports officials understand your problems”, “Basic infrastructure facilities in the campus are available”, “Lab and library facilities are available”, “Canteen facilities are available”, “Internet and photocopy facilities are available” and “Sports facilities are available”. Consequently this factor referred as ***“Contribution of Non-Teaching Staff & Infrastructure in Satisfaction”***.

Factor 2 contains 8 attributes and explained 9.875% of the variance in the data, with an Eigen Value of 2.464. The attributes associated with this factor includes “Higher Officers are sincere and interested in solving your problems”, “Management has capacity to solve your problems”, “Queries are dealt efficiently and promptly”, “Teachers and higher authorities have cordial relationship with you”, “Non-teaching staff and Management patiently listen to you”, “Officials and management are friendly and courteous”, “Teachers meetings with Officials and management are held frequently” and “University gives competence of lab / computer assistance”. Consequently this factor referred as ***“Contribution of Management Relationship in Satisfaction”***.

Factor 3 contains 4 attributes and explained 5.010% of the variance in the data, with an Eigen Value of 1.253. The attributes associated with this factor includes “University keeps its record safe”, “University provides timely salary and perks”, “University is capable to retain you” and “The method of issuing books from library is effective”. Consequently this factor referred as ***“Contribution of Faith on University in Satisfaction”***.

Factor 4 contains 3 attributes and explained 4.265% of the variance in the data, with an Eigen Value of 1.066. The attributes associated with this factor includes “Healthcare and medical facilities are available”, “University provides good quality residence facility” and “University provides excellent coaching for sports” Consequently this factor referred as ***“Contribution of Perk in Satisfaction”***.

Reliability: Cronbach's Alpha score of all four components are calculated. Component 1 has alpha score of 0.941 for 10 no. of items in it. Component 2 has alpha score is 0.918 for 8 no. of items in it. Component 3 has alpha score of 0.831 for 4 no. of items in it and Component 4 has alpha score of 0.767 for 3 no. of items in it.

Hair et al. (1998) have suggested that the acceptable alpha score should be more than 0.5. This analysis fulfills the given condition.

5.24 Correlation and Regression Models

H0₅₂ : There is no significant association between Expectations and Satisfaction of teachers.

Table-5.240: Correlation between Expectation and Satisfaction

	Overall Expectation	
Overall Satisfaction	Pearson Correlation	0.401
	Sig. (2-tailed)	0.000
	N	260

Interpretation: The above table shows Pearson Correlation between overall expectation and overall satisfaction of teachers. The value of Correlation is 0.401, Significance P-Value is 0.000 and N is 260. As the value of correlation indicates, there is an average positive correlation between overall expectation and overall satisfaction. Therefore the above null hypothesis is rejected.

H0₅₃ : There is no significant association between Reliability Dimension and Satisfaction of Teachers.

Table-5.241: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.495	0.245	0.231	0.787

Table-5.242: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	51.261	5	10.252	16.529	0.00
	Residual	157.550	254	0.620		
	Total	208.812	259			
<i>a. Dependent Variable: Overall Satisfaction</i>						

Interpretation: Regression analysis is held to know the association between Satisfaction of Teachers and Reliability Dimension of SERVQUAL Model. From the ANOVA test, it is clear that the significance value is 0.00, which is less than significance value 0.05. It means there is a significant association between dependent variable Satisfaction of Teachers and independent variable Reliability Dimension. The adjusted R² Value 0.245 indicates that the model explains 24.5% of the Reliability Dimension is responsible for Satisfaction of Teachers.

Figure-5.14: Path Diagram of Reliability Dimension & Teachers Satisfaction

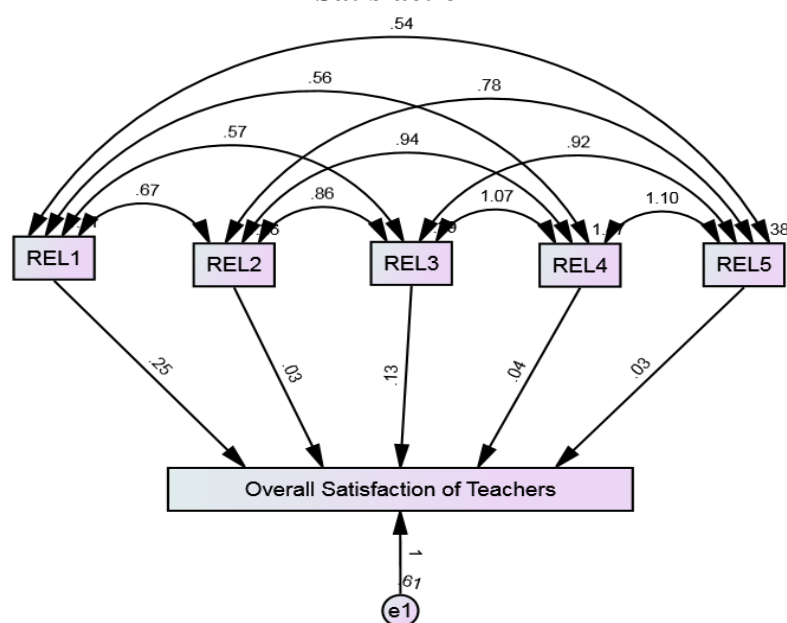


Table-5.243: Coefficients

Statements of Reliability Dimension	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.992	.177		11.238	.000
University provides good salary and perks to the employees	.254	.057	.298	4.420	.000
University fulfils promises of providing promotions on time	.027	.067	.034	.407	.684
University addresses and takes a serious note of employee grievances	.130	.067	.171	1.954	.052
University collects feedbacks from you for the quality of its services	.045	.077	.060	.575	.566
University provides a regular and a reliable forum of parent-teacher interaction	.026	.067	.034	.383	.702
<i>a. Dependent Variable: Overall Satisfaction</i>					

Interpretation: Coefficient analysis reveals the relationship between Satisfaction of teachers and each statements of Reliability Dimension. For the first statement, the significance value is less than 0.05, which shows high impact on satisfaction. The significance value of Constant is 0.000. Hence, the null hypothesis is rejected and proved that there is a significant association between Reliability Dimension and Satisfaction of teachers.

H0₅₄ : There is no significant association between Responsiveness Dimension and Satisfaction of Teachers.

Table-5.244: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.480	0.231	0.216	0.79518

Table-5.245: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.205	5	9.641	15.247	0.00
	Residual	160.607	254	0.632		
	Total	208.812	259			

a. Dependent Variable: Overall Satisfaction

Interpretation: Regression analysis is held to know the association between Satisfaction of Teachers and Responsiveness Dimension of SERVQUAL Model. From the ANOVA test, it is clear that the significance value is 0.00, which is less than significance value 0.05. It means there is a significant association between dependent variable Satisfaction of Teachers and independent variable Responsiveness Dimension. The adjusted R² Value 0.216 indicates that the model explains 21.6% of the Responsiveness Dimension is responsible for Satisfaction of Parents.

Figure-5.15: Path Diagram of Responsiveness Dimension & Teachers Satisfaction

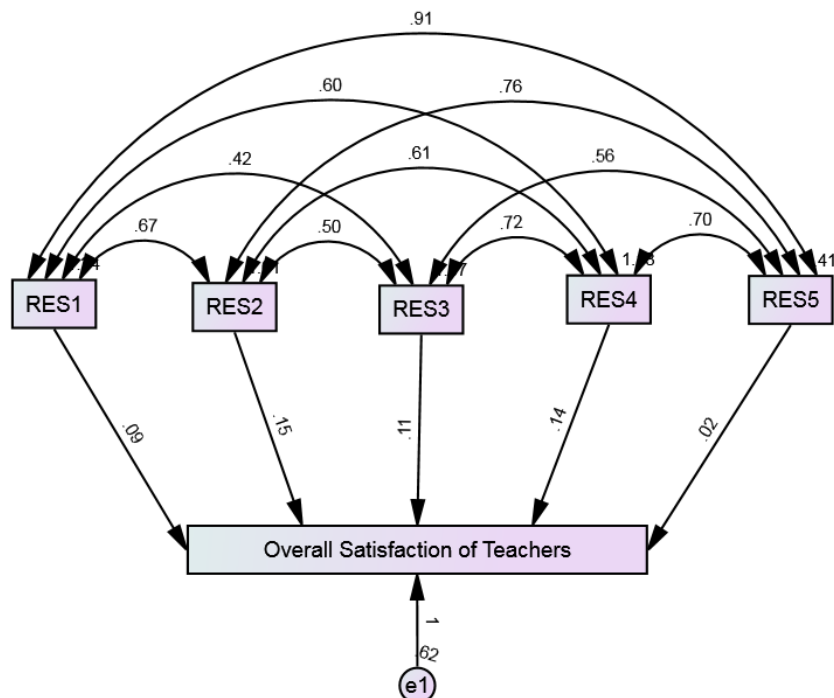


Table-5.246: Coefficients

Statements of Responsiveness Dimension	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.883	.200		9.428	.000
Management of the university responds positively when you seek any information	.090	.064	.112	1.404	.162
Management of the University provides reliable information related to Promotion and Increments	.145	.070	.163	2.073	.039
University arranges good quality Seminars, Conferences and Workshops to improve your skills	.112	.064	.129	1.737	.084
University arranges trainings to improve teaching skills	.138	.069	.163	1.995	.047
University acts promptly when you complain about any problems/concerns	.022	.064	.029	.341	.733
<i>a. Dependent Variable: Overall Satisfaction</i>					

Interpretation: Coefficient analysis reveals the relationship between Satisfaction of teachers and each statements of Responsiveness Dimension. For second and fourth statement, the significance value is less than 0.05, which shows high impact on satisfaction. The significance value of Constant is 0.000. Hence, the null hypothesis is rejected and proved that there is a significant association between Reliability Dimension and Satisfaction of teachers.

H₀₅₅ : There is no significant association between Empathy Dimension and Satisfaction of Teachers.

Table-5.247: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.485	0.235	0.220	0.79278

Table-5.248: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.172	5	9.834	15.647	0.00
	Residual	159.639	254	0.629		
	Total	208.812	259			
<i>a. Dependent Variable: Overall Satisfaction</i>						

Interpretation: Regression analysis is held to know the association between Satisfaction of Teachers and Empathy Dimension of SERVQUAL Model. From the ANOVA test, it is clear that the significance value is 0.00, which is less than significance value 0.05. It means there is a significant association between dependent variable Satisfaction of Teachers and independent variable Empathy Dimension. The adjusted R^2 Value 0.220 indicates that the model explains 22.0% of the Empathy Dimension is responsible for Satisfaction of Teachers.

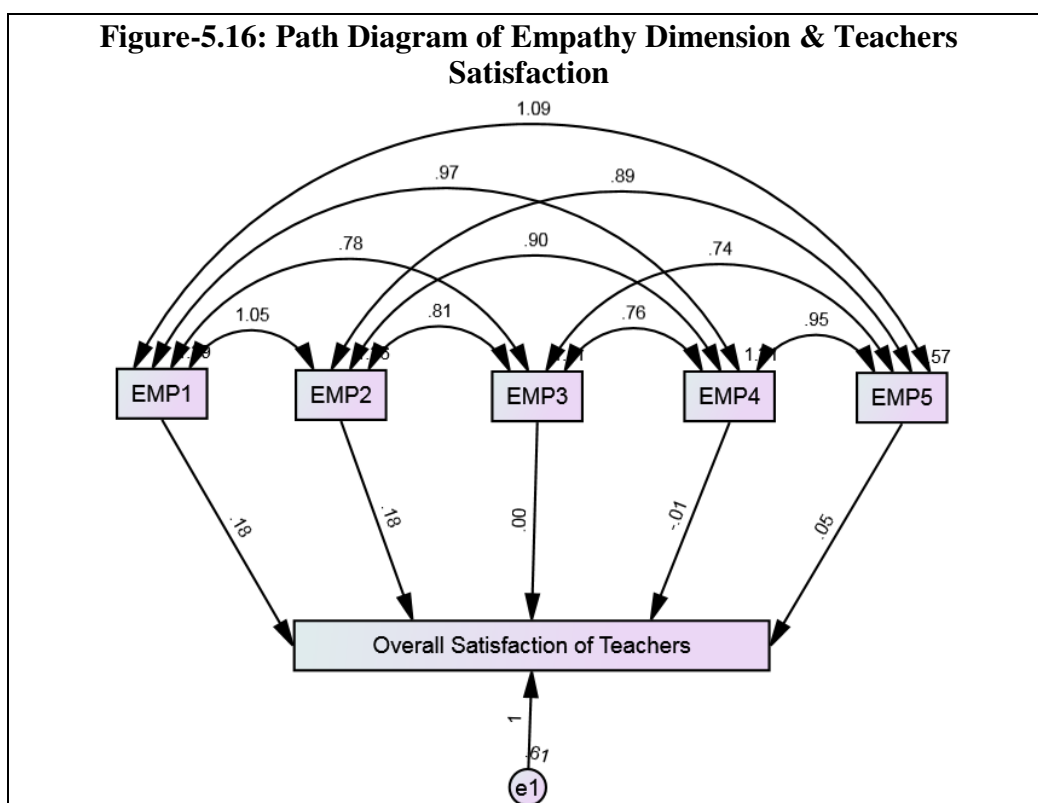


Table-5.249: Coefficients

Statements of Empathy Dimension	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.280	.167		13.676	.000
Vice-Chancellor and other higher officials of the university care for welfare of teachers	.176	.079	.232	2.225	.027
University has special plans regarding welfare of teachers	.181	.070	.236	2.566	.011
Officials understand the special problems of differently abled teachers and treat them with empathy	.000	.067	.000	.006	.995

Teachers and University higher authorities have cordial relationship with you	-.008	.076	-.009	-.101	.920
Officials and management doesn't discriminate with teaching staff. They are impartial towards all.	.052	.061	.072	.846	.399
<i>a. Dependent Variable: Overall Satisfaction</i>					

Interpretation: Coefficient analysis reveals the relationship between Satisfaction of Teachers and each statements of Empathy Dimension. For first and second statements of empathy dimension, the significance value is less than 0.05, which means these statements are highly significant for Satisfaction of teachers.

H₀₅₆ : There is no significant association between Assurance Dimension and Satisfaction of Teachers.

Table-5.250: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.543	.295	.281	.76126

Table-5.251: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	61.616	5	12.323	21.265	.000
	Residual	147.195	254	.580		
	Total	208.812	259			
<i>a. Dependent Variable: Overall Satisfaction</i>						

Interpretation: Regression analysis is held to know the association between Satisfaction of Teachers and Assurance Dimension of SERVQUAL Model. From the ANOVA test, it is clear that the significance value is 0.00, which is less than significance value 0.05. It means there is a significant association between dependent variable Satisfaction of Teachers and independent variable Assurance Dimension. The adjusted R² Value 0.281 indicates that the model explains 28.1% of the Assurance Dimension is responsible for Satisfaction of Teachers.

Figure-5.17: Path Diagram of Assurance Dimension & Teachers Satisfaction

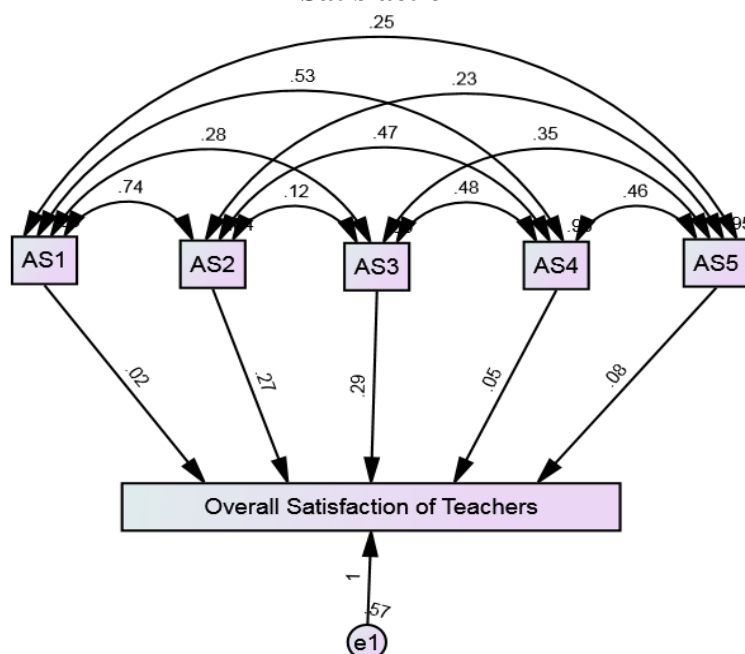


Table-5.252: Coefficients

Statements of Assurance Dimension	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.161	.240		4.845	.000
University possesses enough capabilities to retain you for a long time	.019	.075	.021	.254	.800
Management of the university is courteous in their behaviour towards the teachers	.268	.071	.306	3.808	.000
Non-teaching staff of the university is trustworthy and helpful	.285	.063	.294	4.531	.000
Computer and lab technicians help and assist you, when you are in need	.047	.069	.051	.676	.499
Health related facilities and health specialists are available at University	.079	.057	.086	1.393	.165
<i>a. Dependent Variable: Overall Satisfaction</i>					

Interpretation: Coefficient analysis reveals the relationship between Satisfaction of teachers and each statements of Assurance Dimension. For second and third statements of reliability dimension, the significance value is less than 0.05, which means these statements are highly significant for Satisfaction of teachers.

Table-5.255: Coefficients

Statements of Empathy Dimension	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.759	.205		8.584	.000
The good quality books and journals are available in the library	.107	.058	.130	1.838	.067
University provides quality lab / computer facilities	.285	.061	.347	4.669	.000
University offers good quality residences for employees	-.045	.055	-.051	-.810	.419
Safe drinking water and good quality toilets are available	.176	.050	.226	3.548	.000
University provides good quality transportation facility	-.047	.054	-.057	-.868	.386
<i>a. Dependent Variable: Overall Satisfaction</i>					

Interpretation: Coefficient analysis reveals the relationship between Satisfaction of teachers and each statements of tangibility dimension. For second and forth statements of tangibility dimension, the significance value is less than 0.05, which means these statements are highly significant for Satisfaction of teachers.

5.25 Impact of COVID-19 on Education

The below table shows mean score of responses given by the teachers. The mean score between 1.00-1.80 means strongly disagree; 1.81-2.60 means disagree; 2.61-3.40 means Neutral. 3.41-4.20 mean agree; and 4.21-5.00 mean strongly agree with the statements.

Table-5.256: Mean Score of Impact of COVID-19 on Education

Sr. No.	Statements	MSU	SPU	PU	GLSU	Overall
1	Online Classes are more effective than Offline Classes	2.24	2.38	2.36	2.15	2.28
2	Online Examination are more effective than Offline Examination	1.85	2.49	2.42	2.37	2.28
3	Online Examination gives better results than Offline Examination	2.55	2.88	2.69	2.45	2.64
4	Online Examination system is safe and reliable in my University	2.32	3.14	3.17	3.71	3.08
5	University permits work from home facility	2.97	2.97	3.27	3.68	3.22
6	University pays due salary regularly	4.17	3.46	3.95	4.11	3.92
7	Due to COVID-19, University arranges for flexible working time	3.39	3.22	3.27	3.43	3.33
8	I need to visit the University physically for work even, when university is working online	3.56	3.31	3.09	3.02	3.25
9	University has flexible admission procedure	3.26	3.23	3.27	3.83	3.40
10	University provides vaccination facility for employees	4.61	3.69	3.84	3.92	4.02

Source: Primary Data Collected

Interpretation: The above table reveals the mean score of given statements. Highest mean score is 4.61 for MSU and 3.69 for SPU in “University provides vaccination facility for employees”. Mean 3.95 for PU and 4.11 for GLSU in “University pays due salary regularly” The overall highest mean score is 4.02 for “University provides vaccination facility for employees”