

**An Investigation of Students' Perceptions of Service Quality on Management Higher Education (MHE) in Bengaluru, India**

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**Abstract:** Rapidly discussions about an insightful examination which has checked a gathering of students' desires and view of administration quality after some time. On account of its restricted degree, the discoveries of this examination may not be summed up to the understudy populace all in all. Be that as it may, it serves to feature the requirement for MHEs to assemble data on students' desires, not just amid their time at business organization foundation, however at the purpose of entry and previously, to oversee students' desires from enrolment through to graduation, so as to adjust them as intently as conceivable to what can be conveyed by method for administration quality, for the understudy assessment process, or upward examination to be managed in a considerably more point by point, thorough and multi- focused route than will in general be the situation as of now at numerous business administration establishment in Bengaluru.

**Keywords:** Higher education, Management, Service quality, Students

**Introduction**

In the midst of the a huge number of the board graduates produced by the 5,500 B-schools in the nation, just 7 percent end up being employable, says an examination directed by ASSOCHAM. But the IIMs, just a couple of these administration establishments can flaunt quality administration instruction that can enable their alumni to verify business. MBA graduates are spending lakhs of rupees on their administration training, however subsequent to graduating; the vast majority of them are procuring a measly 8000 to 10,000 rupees for each month-that as well, just when they can discover situations. Grounds enrolments have gone somewhere around an astounding 45 percent, on account of the financial log jam from 2014 to 2016 and the low instruction quality. Subsequently, 220 B-schools have officially closed down in top urban communities, for example, Delhi-NCR, Bangalore, Mumbai, Kolkata, Lucknow and so on. Around 120 more B-schools are slated to meet a similar destiny, this year.

For what reason would it be a good idea for you to get an administration degree? The accompanying focuses plot how an administration degree can be valuable for understudies: An administration program gives an all-encompassing advancement of administrative aptitudes through introduction to contextual analyses, instructing, industry preparing, consultancy and research and collaboration with industry pioneers. Every one of these viewpoints in the executives instruction help understudies develop useful and effective ranges of abilities required in the business. At the point when the board understudies enter the corporate field, they can proficiently distinguish different issues and turn out with the most ideal answers for handle them through their multifaceted ranges of abilities. In the worldwide business condition, challenges looked by associations are of a dynamic sort. Introduction to administrative aptitudes is significant as it encourages the director to work in arranged global organizations having nearness in numerous landmasses

Issues in the board training in India, less number of seats in Tier-1 B-schools: The top B-schools in the nation, which are really ready to give decent quality instruction and situation opportunity, don't have enough seats for all the commendable understudies. "An extensive number of CAT wannabes, who qualify with a top quality 80 percentile

score or above, look for confirmation in one of the main 100 schools which just have a couple of seats on offer,". "This pool of competitors comprises of a generous number (at least 40,000) of candidates each year who have no place to follow not having the capacity to verify affirmation in any of these top positioning organizations." Candidates who score well are reluctant to make due with Tier-2 or Tier-3 universities, yet the top administration foundations basically can't give seats to all such commendable understudies. Different issues that even the top B-schools in the nation are confronting: "The set up establishments face an extreme dimension of rivalry to pick up an edge over their rivals as far as better foundation, better scholastic meticulousness, and affiliations with Fortune-500 organizations for on-grounds situations and so on."

Low-quality instruction in littler B-schools: While there is a lack of seats in the top B-schools, incomprehensibly, seats are going empty after affirmations in Tier-2 and Tier-3 the executives' schools. "This is on the grounds that numerous new establishments still don't pursue comprehensively benchmarked works on including concentrating on the ability improvement of resources, meritorious understudies or top scorers don't choose these schools." The issue can be tackled just either by expanding the quantity of seats in head business colleges or overhaul the lesser known failing to meet expectations organizations," Moreover, littler foundations level with lesser compensations for educators. In this way, quality instructors don't have any significant bearing in such universities and the training quality endures.

Aptitude based training is to some degree ailing in all the advanced education fields in India and the executives is the same. The focal point of B-schools need to move from hypothetical learning to expertise based instruction with an increasingly useful and dynamic methodology. The board training underlines on instructional methods like utilizing contextual analyses and so forth as opposed to bestowing the down to earth ability accomplished from long periods of involvement in the area. The executives foundations, not following current logical blend of inventive instructive apparatuses, make a gigantic dissimilarity between the genuine and scholastic culture of business the board. Lower level B-schools seriously need in bestowing hands-on preparing to their understudies.

## **Review of Literature**

Cristina Calvo-Porrall et al, (2013) first research goal is about analyzing differences in perceived quality in higher education (HE) between a private and a public university centre. Second, the research aims to analyze which are the key dimensions in perceived quality in HE from the students' standpoint. The results suggest that tangibility and empathy dimensions are the most influent variables on perceived quality in HE. Furthermore, some relevant significant differences were found between the public and the private centre. The results give an opportunity to HE institutions' managers to develop enhancing quality strategies for their institutions, given that the present study relies on a sample of actual undergraduate university students. DomingosFernandes Campos et al, (2017) the findings showed that the students' expectations of the set of factor-defined dimensions and attributes studied increased notably over time. Senior students tended to be more demanding than beginning students. Aside from the comfort levels of the classroom, the attributes rated as most important by the majority of students were directly linked to the professors, whether with respect to their practical experience, teaching methods, motivation or training received. This was the case at each stage of data collection. The importance × performance gaps matrix offers managers at higher education institutions with information to support decisions, especially with regard to setting priorities. The information obtained enables managers to align actions with emerging areas of need, and effectively direct resources to ensure student satisfaction, retention and loyalty. Using importance ratings taken at different stages of student interaction with the institution was found to be useful at the institution investigated. Institutions could attract new student customers by meeting expectations with such trend data.

HuongThi Pham & Louise Starkey (2016) Vietnam is experiencing rapid expansion in the provision of higher education that requires quality assurance appropriate for the Vietnamese-centralised Confucian cultural context. This paper aims to examine the concept of quality from the perspectives of academic leaders, quality assurance members and academics at three higher education institutions in Vietnam. The concept of quality was found to be under-conceptualised in this Vietnamese context. Quality was conceptualised as meeting societal needs across the case studies underpinned by the belief that the purpose of higher education is to prepare graduates for employment. The paper discusses the necessity of revisiting the philosophy of higher education and re-conceptualising quality in Vietnam that informs quality assurance processes that are relevant to the cultural context. JosepGallifa& Pere Batallé (2010) Comparative results between campuses and evolution in time of some meaningful variables are presented to illustrate the method's potentialities. A characterization of the main traits of the students' perceptions of service quality obtained from the data resulted in a profile of the single campuses and for the whole system. This profile is interesting in terms of ascertaining meaningful dimensions of the university brand. Examples of practical implications for the campuses where the process was implemented are presented to illustrate the importance of some findings for quality improvement policies. This approach can be easily applied in other institutions.

Moshe Sharabi (2013) In today's environment, higher education (HE) institutions need to become more efficient and participate in a competitive global market where client expectations are continually rising. In this new reality, quality is critical for success. While the economic benefits of quality have been long established, many HE institutions still ignore them at their own risk. This is especially true for service quality and this paper will focus on HE service quality management and improvement. This paper aims to discuss these issues. An analysis of the service process within HE institutions reveals that the quality of service given to the customer tier (the students) by the boundary tier (all the employees who have contact with the students) is greatly dependent on the coordination tier (top HE management and its various departments). In this service chain, there are several problems and pitfalls that prevent the enhancement of service quality. In light of the three tiers of service model, the paper discusses practical implications and focuses on recommendations how to manage and improve service quality in HE.

MukdashineSandmaung& Do Ba Khang (2013) The purpose of this paper is to determine the quality indicators that are suitable for assuring quality in higher education institutions (HEIs) in Thailand, from the perspectives of students, teaching staff, managerial staff and employers. These quality expectations are then to be compared with the quality indicators of the Office of Higher Education Commission (OHEC) in Thailand. In terms of relative perceived importance, while the rank correlations among quality expectations of different stakeholder groups were generally high, a correlation between students and teaching/managerial staff was the lowest. The most important expectations of stakeholders are found missing from the OHEC list, and several indicators used by OHEC were among the lowest ranked items. Factor analysis also suggested a different structure for categorizing the quality indicators compared to what is being mandated by OHEC. The stakeholders' perspectives and their priorities observed in this study could serve as initial empirical inputs for OHEC and HEIs in developing or reviewing quality assurance systems.

Parves Sultan &Ho Yin Wong (2012) they found that information (marketing communications) is more statistically significant than past experience as the antecedents of service quality. The consequences of service quality are composed of trust, satisfaction, and image. Overall, the results suggest a good validity of the theoretical model and the key paths in the model are found statistically significant, except past experience affecting service quality. Railya B. Galeeva, (2016) Educational service quality assessments allow the management to acquire an image of the overall quality of an

institution, as well as its strengths and weaknesses, thereby improving its strategic positioning to make improvements. It is hoped that the proposed improvement to the SERVQUAL technique will increase adoption of the method among academic institutions.

**Methodology**

The primary motivation behind this investigation is to break down understudies' view of administration quality at MHE in Bengaluru, India. Information procured by methods for the use of SRVQUAL was examined utilizing free examples T-test and single direction ANOVA by means of SPSS (Statistical Package for Social Sciences) 23.0 programming programs. The investigation of free examples T-test was utilized to characterize whether there were huge contrasts in understudies' perspectives on the administration nature of education as far as gender orientation. Additionally, the examination of single direction ANOVA was regulated to characterize whether were huge contrasts in understudies' perspectives on the administration quality in advanced education as far as their classes.

**Results and Discussion**

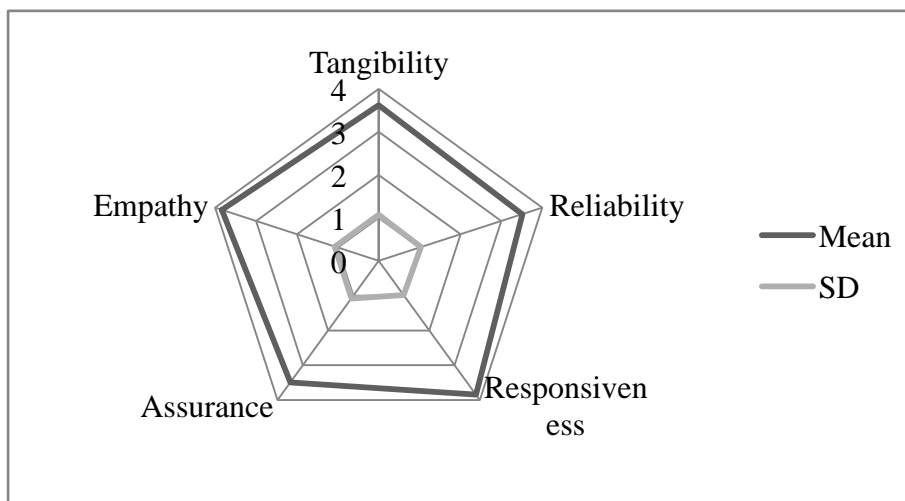
This section talks about the percentage of results reached by analysing the participants' views on the service quality. Also, changes in students' perceptions of service quality dimensions

Table 1: Demographic Classification of the Respondents

Demographic Variables		Frequency
Gender	Male	250 (0.60)
	Female	165 (0.40)
UG Education	BE/B.Tech	78 (0.19)
	BBA/B.Com	225 (0.54)
	B.Sc	112 (0.27)

Table 2 and Figure 1: Mean and SD Value of SERVQUAL Factors

SERVQUAL Factors	Mean	SD
Tangibility	3.62	1.07
Reliability	3.51	1.03
Responsiveness	3.84	0.98
Assurance	3.49	1.08
Empathy	3.83	1.07



H<sub>0</sub>1: There is no significant difference Gender and SERVQUAL Factors

Table 3: T Test for Gender and SERVQUAL Factors

SERVQUAL Factors		N	Mean	SD	t	Sig
Tangibility	Male	250	3.44	0.65	0.247	0.002
	Female	165	3.47	0.65		
	Total	415	3.45	0.65		
Reliability	Male	250	3.54	0.76	0.745	0.008
	Female	165	3.59	0.67		
	Total	415	3.55	0.74		
Responsiveness	Male	250	3.91	0.58	0.376	0.005
	Female	165	3.88	0.67		
	Total	415	3.9	0.6		
Assurance	Male	250	3.6	0.63	0.419	0.008
	Female	165	3.64	0.71		
	Total	415	3.61	0.65		
Empathy	Male	250	3.76	0.79	0.155	0.004
	Female	165	3.73	0.77		
	Total	415	3.69	0.74		

T-test analysis conducted for different education significance value of SERVQUAL Factor’s scores for respective categories do differ significantly. Therefore, null hypothesis (H<sub>0</sub>1) is rejected. From the t-test analysis significant relationship is established between assortment of gender and SERVQUAL factor. There is relationship between gender and SERVQUAL factors.

H<sub>0</sub>2: There is no significant difference education and SERVQUAL Factors

Table 4: F Test for Education and SERVQUAL Factors

SERVQUAL Factors		N	Mean	SD	F	Sig
Tangibility	BE/B.Tech	78	3.31	0.79	2.505	0.003
	BBA/B.Com	225	3.46	0.65		
	B.Sc	112	3.3	0.58		
	Total	415	3.45	0.65		
Reliability	BE/B.Tech	78	3.74	0.63	1.873	0.004
	BBA/B.Com	225	3.91	0.6		
	B.Sc	112	3.86	0.46		
	Total	415	3.9	0.6		
Responsiveness	BE/B.Tech	78	3.54	0.71	3.281	0.008
	BBA/B.Com	225	3.62	0.64		
	B.Sc	112	3.4	0.65		
	Total	415	3.61	0.65		
Assurance	BE/B.Tech	78	3.45	0.85	2.398	0.001
	BBA/B.Com	225	3.69	0.72		
	B.Sc	112	3.69	0.6		
	Total	415	3.68	0.72		
Empathy	BE/B.Tech	78	3.68	0.88	5.538	0.004
	BBA/B.Com	225	3.78	0.78		
	B.Sc	112	3.42	0.78		
	Total	415	3.76	0.79		



ANOVA test analysis conducted for different education significance value of SERVQUAL Factor's scores for respective categories do differ significantly. Therefore, null hypothesis (Ho2) is rejected. From the ANOVA analysis significant relationship is established between assortment of education group and SERVQUAL factors. There is relationship between education and SERVQUAL factors.

### **Conclusion**

There are huge changes, for example, competition among higher foundations and national in the advanced education market of our occasions. They are an indication that understudies' view of administration quality in advanced education must be given much consideration. Along these lines, it was tried to uncover understudies view of administration quality measurements as far as their sex and classes SERVQUAL scale in this investigation. The aftereffects of this investigation show that there was no huge distinction between understudies' view of non-scholastic and scholarly perspective, notoriety, and recognition programs measurements of administration quality as far as their sexual orientation. In any case, there were huge contrasts between understudies' view of access and physical offices measurements of administration quality as far as their sexual orientation. While get to measurement is more essential for females than guys, physical offices measurement is progressively critical for guys to survey the administration nature of advanced education. As a result of these, it very well may be derived that sexual orientation is certainly not a huge variable on understudies' view of non-scholarly and scholastic perspective, notoriety, and certificate programs measurements of administration quality. However, it is a noteworthy variable on their view of access and physical offices measurements of administration quality.

### **Suggestion and limitation**

The recommendations came to through this exploration are as pursued: Leaders of advanced education should make all administration be open for all understudies at any piece of their establishments. MHE specialist organizations should make needs-investigation to give quality support all things considered. This investigation has a few impediments; it is restricted to one higher instructive organization. Along these lines, it would be approved by further research. Future examinations may need to apply the estimation instrument in different nations and in different colleges. Likewise in this examination, the general dimension of understudies' fulfillment was the main target. Notwithstanding, guardians are acknowledged as the partners of instruction. Because of this, further looks into might be utilized to gauge guardians' fulfillment too.

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