

## **A STUDY ON STUDENT'S PERCEPTION ON THE QUALITY OF HIGHER EDUCATION SERVICE IN THOOTHUKUDI AREA**

**G.Sumathi**, Ph.D Research Scholar, Reg.No12594, Research Centre in Economics, Kamaraj College, Thoothukudi. Tamilnadu affiliated to Manonomaniam Sundaranar university, Abishekapatti, Tirunelveli-627 012, Tamilnadu, India.

**G.Mariselvan**, Ph.D Research Scholar, Reg.No:19112101031010, Research Centre in Economics, Kamaraj College, Thoothukudi. Tamilnadu affiliated to Manonomaniam Sundaranar university, Abishekapatti, Tirunelveli-627 012, Tamilnadu, India.

**Dr.A.Asok., M.A., M.B.A., M.Phil., Ph.D.**, Associate professor and Research Co-Ordinator(Arts), Research Centre in Economics, Kamaraj College, Thoothukudi affiliated to Manonomaniam Sundaranar university, Abishekapatti, Tirunelveli-627 012, Tamilnadu, India Cell No;9865130815. E mail: [vna\\_asok@yahoo.co.in](mailto:vna_asok@yahoo.co.in)

### **ABSTRACT**

The main thrust of this study was to create an opportunity for students to express their feelings about the quality of their lecturer's in the following areas; professional competence, lecturer's attitude to job, lecturer's accessibility to students, usage of instructional material, adequacy of facilities for lecturer, lecturer's leadership style and Quality of lecturer's student supervision. This will enable researcher to determine the measure of quality reliability, tangibility, responsiveness, assurance and empathy of the higher education. The study limits its scope identify the student's expectations and perception of higher education. The study covered Thoothukudi area. The present study makes a systematic effort to measure the perception factors of the educational about the quality of services offered by institutes. This attitude is influenced by the student's perception about the institution and specifically their perceptions about commitment the academic excellence, the positioning of the professional career and the academic process itself, so that, they can perceive an intellectual growth.

**Key Words:** Higher Education, Personality, Self Assurance, Spoken Language

## **INTRODUCTION**

Harvey in 2001 "institution wide student feedback about the quality of their total educational experience is an area of growing activity in higher education institutions around the world". Today that statement remains valid and increase in importance, and the search of student's overall satisfaction has been a research focus of numerous studies. Higher education institution requires information on the quality of academic and administrative services they provide, allowing them to set priorities for resource allocation, and to strengthen marketing and promotion plans. Today it is necessary to find strategies to strengthen their competitiveness by providing a high quality educational service, always seeking differentiation from other public and private institution.

In addition, there is a mushrooming of private institutions in India which lack the basic infrastructure. Therefore, quality has become an important derives for \$110-economic development and also, it becomes a competitive weapon for the institution to attract and serve the students as primary customers.

In the last decade, more than 700 management institutes have been added and every year, new institutions receive approval of the All India Council of Technical education (AICTE), which is a statutory 60 by to regulate technical education in the country.

## **STATEMENT OF THE PROBLEM**

Global competitiveness necessitated education industry, especially higher education to attempt to asses quality and performance as basis for planned improvement. With the proliferation of higher educational institutions resulting in the great number of student turn out, criticism has increased on the quality of student outputs and the need to develop quality reliability, tangibility,

responsiveness, assurance and empathy measure to ensure the quality of input and transformational process especially on the side of the lecturers, since their quality to a larger extent determines the quality of student output. Generally the way, students perceive, or feel about their lectures will determine their attitude to the lectures and the course taught. Their perception in turn will determine how seriously or unseriously they will take the lecturer. This is why it is said that the quality of the lecturers determines the quality of the students. The main thrust of this study was to create an opportunity for students to express their feelings about the quality of their lecturer's in the following areas;

professional competence, lecturer's attitude to job, lecturer's accessibility to students, usage of instructional material, adequacy of facilities for lecturer, lecturer's leadership style and Quality of lecturer's student supervision. This will enable researcher to determine the measure of quality reliability, tangibility, responsiveness, assurance and empathy of the higher education

## **SCOPE OF THE STUDY**

This study is concerned "A study on student's perception on the quality of higher education service". This study aim at studying the students expectations, perception and attitude of higher education service quality. The study limits its scope identify the student's expectations and perception of higher education. The study covered Thoothukudi area.

## **OBJECTIVES OF THE STUDY**

The main objectives of conducting the researcher are;

1. To classify the respondents on the basis of their socio-economic and the other backgrounds.

2. To study the theoretical framework of perception and service quality.
3. 1 To study the level of expectation towards higher education service
4. To identify the relationship between socio-economic profile and their level of perception towards higher education service.
5. To offer suitable suggestion for the improvement of service quality in higher education.

## **METHODOLOGY**

Data for the study was collected by administering a structured Questionnaire. The items in the questionnaire were adopted from the variables drawn from the literature. The statements have been modified and rewarded according to the Thoothukudi and rewarded according to the place taken for conducting the study. The Questionnaire includes various expectation and perception from the student and higher education service quality.

This section describes the methodology which includes collection of data, construction of questionnaire, F-test, T-test, Chi-square test, Garrett ranking, Kendall's co-efficient of concordance.

## **COLLECTION OF DATA**

The study is based on both primary and secondary data. The primary data were collected from the respondents directly with the help of structures Questionnaire Schedule. The secondary data were collected from books, journals and websites.

## **SAMPLING DESIGN**

With a view of studying "Student perception, expectation and attitude of higher education service quality" 120 samples were selected. The respondents were selected by adopting convenient sampling technique.

## **FIELDWORK AND DATA COLLECTION**

The researcher carried out her fieldwork for the study during the period from April 2020 to May 2020. The required information is collected through Questionnaire schedule.

## **TOOLS FOR ANALYSIS**

Data were analysed with the help of table and percentages. Garrett ranking is also used to timed to rank the various facilities are available in their institution on the higher education service quality.

F - Test is used to analyse the relationship between the level of attitude and socio-economic profile of the respondents like gender, age, marital status, types of size of the family, monthly income and locality details.

T - Test is used to analyse the perception towards higher education service.

Chi - Square test is used to analyse level of expectation and socio-economic 0 of the respondents like gender, age, marital status, types of family, size of the monthly income and locality details.

Kendall's co-efficient of concordance about fourth's level of attitude.

## **HYPOTHESES TO BE TESTED**

In order to study the relationship between socio-economic profile of the sample respondents and their level of attitude towards the higher education service, the following null hypotheses were framed.

- There exists no significant relationship between gender of the respondents and their level of attitude towards the higher education service.
- There exists no significant relationship between age of the respondents and their level of attitude towards the higher education service.
- There exists no significant relationship between marital status of the respondents and their level of attitude towards the higher education service.
- There exists no significant relationship between types of family and their level of attitude towards the higher education service.
- There exists no significant relationship between size of the family and their level of attitude towards the higher education service.
- There exists no significant relationship between monthly income of the respondents and their level of attitude towards the higher education service.
- There exists no significant relationship between locality of the respondents and their level of attitude towards the higher education service.

## **CONSOLIDATED RESULTS OF CHI-SQUARE TEST**

The consolidated results of Chi-Square test are given in Table-1.

**TABLE-1**

### **CONSOLIDATED RESULTS OF CHI-SQUARE TEST**

<b>S.No</b>	<b>Demographic variables</b>	<b>Degrees of freedom</b>	<b>Calculated value</b>	<b>Table Value</b>	<b>Results</b>
1.	Gender	2	0.533	5.99	NS
2.	Age	2	0.175	5.99	
3.	Marital status	2	0.033	5.99	
4.	Type of Family	2	0.025	5.99	
5.	Size of the family	2	0.158	5.99	
6.	Monthly Income	2	0.933	5.99	
7.	Locality	2	0.85	5.99	

NS - Not Significant

## **PERCEPTION TOWARDS HIGHER EDUCATION SERVICE**

The data presented in Table 2, shows the perception towards higher education service

**TABLE – 2**

### **PERCEPTION TOWARDS HIGHER EDUCATION SERVICE**

<b>S. No</b>	<b>Factors</b>	<b>Mean Score</b>	<b><math>\sigma</math></b>	<b>Co-efficient</b>	<b>T-Test</b>	<b>Rank</b>
	<b>Tangibility</b>					
1.	The institution has modern up to date infrastructure	2.13	2.24	105.16	-0.18	5
2.	The institute has up to date teaching support	1.92	2.18	113.54	-0.22	8
3.	Useful information related to scholarship, job opportunities are accurately provided by the institute.	1.81	2.21	122.00	-0.24	10
	<b>Reliability</b>					
4.	The institutes must upgrade the syllabus from time to time	3.00	1.53	49.68	0	2
5.	The institute have a tie-up with the companies for placements of the students	3.08	2.05	22.36	0.03	1
	<b>Responsiveness</b>					
6.	There is transparency of	2.05	2.37	115.51	-0.16	3

	official procedure.					
7.	The faculty provide sufficient time to give direction and suggestion	1.78	2.08	116.85	-0.28	11
	<b>Assurance</b>					
8.	The faculty deal with students in a caring and courteous manners.	1.97	2.12	49.26	-0.23	9
9.	The staff have high research productivity	2.02	2.27	112.38	-0.19	16
10.	One must feel safe in your transaction with the institute.	2.01	2.20	109.45	-0.21	7
	<b>Empathy</b>					
11.	The faculty should provide individual attention to students.	2.04	2.36	115.69	-0.17	4
12.	The working hours of the department is convenient for students	1.52	2.13	140.13	-0.13	12

Significant at 5% level

With regard to the perception towards higher education services, the mean scores of all the statements are above the neutral point (3), this is proved by 't' test at 5% level of significant.

To findout the most perceived statement with regard to the students attitude, expectation and perception on higher education service providers, co-efficient of variation is applied and the least value of co-efficient of variation is ranked as first

and foremost perceived statement. The least score of co-efficient of variation is (22.36) 'the institutes have tie up with the companies for placements of the students' and the highest score is (140.13) he working hours of the department is convenient for students'.

## **SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION**

### **FINDINGS**

The findings of the study are analysed.

- 55 percent of the respondents are female.
- 50 percent of the respondents belong to the age group of 20 - 22 years.
- 70 percent of the respondents are unmarried.
- 72 percent of the respondents are living in nuclear family.
- 75 percent of the respondents stated that they are having below 3 members in their family.
- 42 percent of the respondents have monthly income of 210,000 to 220,000.
- 46 percent of the respondents are living in semi-rural area.
- 50 percent of the respondents said that art courses are available in their institution.
- 24 percent of the respondents are pursuing M.Phil course.
- 38 percent of the respondents are in the 2nd year.
- 87 percent of the respondents are study under English medium.
- 45 percent of the respondents came to know about their institution out of self-interest.
- 100 percent of the respondents are opined that the institution has developed their personality.

- 27 percent of the respondents stated that the institution has developed the personality development of self assurance.
- 70 percent of the respondents opined that their skills are developed by the institution.
- 25 percent of the respondents said that their communication skills have been developed.
- 100 percent of the respondents are facing some problems in this institution.
- 35 percent of the respondents said that developing spoken language is the main problem.
- From the Garrett rank techniques it is found that, the main facilities in their institution are 'accessibility'.
- Using Kendall's co-efficient of concordance it is found that, there is no significant between the levels of attitude towards higher education service.
- By the application of 'F' test it is found that, the level of attitude is independent of gender, marital status, type of family, size of the family, monthly income details.
- By the application of 'F' test it is found that the level of attitude is dependent of age, type of family, marital status, monthly income, and locality details.
- Findout the application of Chi-Square test, it is found that, the level of expectation is independent of gender, age, marital status, type of family, size of the family, monthly income, locality details.

## **SUGGESTIONS:**

On the basis of the above analysis the following suggestions are made.

1. Marketers of higher education services should try to manage the service expectations in a realistic manner, and they should never try to set expectation based on false / unrealistic promises.
2. Efforts must be taken by educational institution to improve the communication skills of the students like offering language lab, special training / workshops.
3. The management of higher — education institutions could use the results of the research to improve the study process and increase the student perception and expectation.
4. The management help in training appropriate policies with respect to admission, teaching — learning processes and placements.
5. The marketers should always try to minimize the gap between perception and expectation service across all quality parameters.
6. Study the processes involved within the individual college to note those which can be improved, especially those related to advising.

## **CONCLUSION**

Service industries are playing an increasingly important role in the overall economy. The present study makes a systematic effort to measure the perception factors of the educational about the quality of services offered by institutes. It also studies the impact of demographic variable like gender, educational background or residential background, household income on service quality perception factors. This attitude is influenced by the student's perception about the institution and specifically their perceptions about commitment the academic excellence, the positioning of the professional career and the academic process itself, so that, they can perceive an intellectual growth.

## **REFERENCES**

1. Abdullah, F. (2006), "A New measuring instrument of service quality for the higher education service", *International Journal of Consumer Studies*, Vo130, PP.569-581.
2. Boaden, R.T and Dale, B.G (1992), "Teamwork in Service Quality circles by Another Name"?, *International Journal of Industry Management*, Vol.4, PP.5-24.
3. Brown, T.T., Churchill, G.A and Petur, J.P., (1993), "Improving the Measurement of Service Quality", *Journal of Retailing*, Vol.69, PP127-139.
4. Cooling, C and Harvey, L. (1995), "Quality control Assurance and assessment the link to continuous improvement", *Quality Assurance in Education*, Vol.1 3, PP.30-41
5. Donthu, N and Yoo, B. (1998), "Cultural influences on service quality expectations", *Journal service research*, Vol.1, PP.178-186.
6. Dotchin, J.A and Ookland, J.S (1994), "Total Quality Management In Services — Part 1: Understanding and Classifying Services", *International Journal of Quality and Reliability Management*, Vol.11, PP.9-43.