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IJIEMR Transactions, online available on 28th Feb 2023. Link

[:http://www.ijiemr.org/downloads.php?vol=Volume-12&issue=ISSUE-2](http://www.ijiemr.org/downloads.php?vol=Volume-12&issue=ISSUE-2)

DOI: 10.48047/IJIEMR/V12/ISSUE 2/89

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Volume 12, Issue 2, Pages: 580-594

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Effect of Student Perceived Service Quality on Students' Satisfaction and Student Loyalty-Development of Structural Model –A Study -A Study with Reference to Select schools of Southern India

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Abstract

Over the past two decades, policymakers have called for improvements in the academic performance of school student's especially secondary education in India. Many educational reformers, particularly those associated with the standards movement, believed that the key to improving student performance lies in improving quality of education in schools. In this connection the present study is aimed at evaluating the quality of service in Secondary schools of South India by developing a structural model to recognize the relation between the factors of student perceived service quality, students' satisfaction and student loyalty. Structural equation modeling is used. Software tools such as Statistical Package for Social Sciences (SPSS-22) and Analysis of Moment Structures (AMOS-22) were used for analyzing the data.

Keywords: service quality, Structural equation modeling, satisfaction and student loyalty

Introduction

21st century is regarded as the era of information and technology, wherein it has observed the exchange of information globally. In the light of this, the fundamental aspect of addressing the needs of students is one of the consequences in the education sector (Cheng 2005; Hon 2004). And nowadays, the culture of school education is completely changed. Moreover, it is limited by the result oriented competition between schools which has now become the only means of satisfying the expectations of parents. Schools, undoubtedly, should require maintaining their ability to empower the students in the sphere of ideas and in the capacity of dealing with them. However, the educational climate is changing with a changing environment both at domestic level and international level (Pan, 2004). It was observed that Oman's philosophy of education in view of the main educational approaches shows that it lies between conservatism and modernism (Kooli, 2020). The experience and perception of students about the quality of education that they received from the institution they studied is always

viewed as education focused quality (AtifManzoor, 2018).

The different perspectives of study are the basis for conceptualizing the service quality. Several past studies have improved the services marketing domain during the last three decades. And the findings of the most of the studies have emphasized on service quality dimensions (the dimensional approach) across different industries, cultures, and firms. Some measures have been developed by these studies to measure quality. Oman's higher educational institutions (HEIs) consider the quality assessment programs as tools imposed strategically more on account of accountability, but not as an effectual device for development (Kooli, 2019). The researchers further concluded that the institutional engagement seems to be a tool imposed strategically more on account of the quality accreditation standards, but not as self-engagement of the HEIs (Kooli, et al 2019). The researchers further made an attempt to observe whether the quality audit assessment could positively impact the human resource management practices and processes of the private HIEs (Kooli

and Abadli, 2021). Servqual has been considered as an expectancy-disconfirmation paradigm -EDP (Parves Sultan and Ho Yin Wong, 2010). Anyhow, very few studies have emphasized on the antecedents (the antecedents' framework) to service quality (Dabholkar et al., 2000; Gounaris et al., 2003). Various models have been developed in the previous literature to address the consequences of service quality in the context of commercial settings (Cassel and Eklof, 2001; Cronin et al., 2000; Fornell et al., 1996).

Literature Review:

Muhammad Naveed Jabbar et al. (2019) investigated the ideas of service quality management aspects and how they affect student satisfaction. The independent variable service quality was used to measure the dependent variable in this study, which was students' satisfaction.. At the secondary level, there is a strong link between service quality measures and student happiness. Quality control is both a mental and a physical attitude.

CagriBulut et al. (2021) revealed the study that contributes to the EduQUAL literature by expanding with a new dimension covering the quality assessment of the core educational services with empirical evidence generated in 2019 over the secondary-school students of private schools operating in Turkey. Faustina Oduru Twum (2020), analysed student satisfaction with services given by Valley View University's School of Business. The SERVQUAL categories of tangibles, reliability, responsiveness, assurance, and empathy were used in this study, and the results showed that they had a significant impact on student satisfaction at the School of Business.

N.S.Jayawardena (2018) stated that service quality levels offered in private secondary schools need to be to improve the quality of education levels in Sri Lanka. Harold John D.Culala & John Angelo V.D.Leon (2020) stated that the goal of secondary education in relation to the achieving the tenets of SDG(sustainable development goal) 4 of UN by 2030,the international community and national authorities need to actively work in removing societal barriers, then it provides free, equitable primary and

secondary education. Pranati Panda &AngulaN.Reddy (2007) stated that, the success of these efforts in universalizing secondary education critically depends on removing bottlenecks like improving the efficiency of elementary education, recruiting teachers in adequate numbers and training them appropriately etc. Dr.Norman Adamson Sigalla King (2017) revealed that In primary education, the research should find out factors leading to poor quality of pupils entering from secondary school. Chrine , C Hapompwe (2020) studied the impact of public secondary schools education financing on service quality in Lusaka district of the republic of Zambia

Statement of the problem: To identify the important factors effecting quality of service in secondary education and to examine the relationship between service quality, satisfaction and attitude.

What is the relationship between service quality and satisfaction and attitude in secondary education sector from Faculty and Student?

H₁: There is a positive relationship between service quality and student satisfaction.

H₂: There is a positive relationship between service quality and student attitude.

Objectives of the study

1. To develop a model to examine the relationship between service quality, satisfaction and attitude

Sampling Method

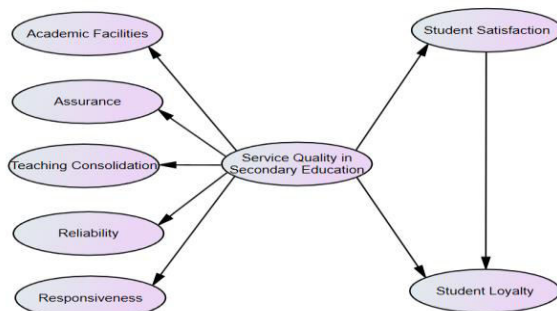
In India, five major states representing, Southern part of India (namely, Andhra Pradesh, Telangana, TamilNadu, Karnataka and Kerala) were selected. From each state, three districts were selected on the basis of highest population. The sample of the study consists of fifteen major districts of Southern India, among which from each district 100 students were selected representing both genders. The students were drawn from Secondary Class IXth and Xth class. A sample of 2250 was collected from different schools out of which 1500 sample was finalized for actual analysis after eliminating out layers and incomplete questionnaires. Hence the total

sample constitutes $15 * 100 = 1500$ students (five states, 15 districts, 100 Students from each district). Stratified Random Sampling Technique was employed in the final selection of the sample.

For this study Multi stage sampling procedure was adopted for the purpose of collecting the primary data. In the first stage, five states namely Andhra Pradesh, Telangana, Tamil Nadu, Karnataka, and Kerala States of southern part of India were selected. In the second stage, three major districts from each state on the basis of large size of population were selected. In the third stage; we have selected five major towns from each selected major district on the basis of large size of population. In the fourth stage, we have chosen one top school from the each selected major town on the basis of the number of students studying.

Research Model

The following research model explains the relationship between the variables service quality, student satisfaction and student loyalty. The service quality was measured with five factors namely 1) Academic Facilities 2) Assurance, 3) Teaching Consolidation, 4) Reliability and 5) Responsiveness. These five factors were evolved after conducting factor analysis of a total number of 26 items.



Relationship between Service Quality- Student Satisfaction and Loyalty

Survey Instrument

For measuring service quality, the widely used service quality measurement scale-SERVQUAL scale (Parasuraman *et al.*, 1988, 1991) was used. A pilot study was conducted and the survey instrument was finalized after discussions with experts

and A five point Likert scale range from 1=strongly disagree to 5=Strongly Agree was used to know the different attitudes of respondents in all the situations.

Data Collection

The data was collected from both primary and secondary sources. The primary data was collected from the respondents by administering a structured questionnaire. Data was collected through Survey Method, Observation techniques, Panel discussions and Focused group discussions. Secondary data was collected from books, journals, research reports etc. The collected data was analyzed with use of SPSS software. Statistical techniques like factor analysis, structural equation modeling, and multiple regressions were used.

Data Analysis

The collected data was analyzed using multivariate data analysis tests with the help of software tools such as Statistical Package for Social Sciences (SPSS-22) and Analysis of Moment Structures (AMOS-22). Exploratory Factor analysis was conducted using SPSS to identify the critical factors of service quality with respect to students. EFA was used to develop the theoretical model. Then Confirmatory Factor Analysis was used to test the theoretical models and confirm the dimensions and attributes developed in this research. Consequently, Service Quality scales were developed using AMOS software. The Cronbach alpha for the resultant scales was calculated to ensure scale reliability. Structural models were developed to test the hypothesized relationships between the constructs of service quality, student satisfaction and student attitude.

Variables of Study

The independent variables of the study are 1) Academic Facilities 2) Assurance, 3) Teaching Consolidation, 4) Reliability and 5) Responsiveness; and the dependent variable of the study is Service Quality in secondary education. The dependent variables are Student Satisfaction and Student Loyalty.

CFA of Students Satisfaction

The student's satisfaction was assessed thorough four observed variables. They are SA1-Your overall satisfaction with the school, SA2-Your satisfaction with

infrastructure of the school, SA3-Your satisfaction with teachers of the school, SA4-Your satisfaction with the examination system, SA5-Your satisfaction with service of the school, SA6-Your satisfaction with course syllabus. The schematic diagram of CFA model of Students Satisfaction dimension is shown in figure.1.

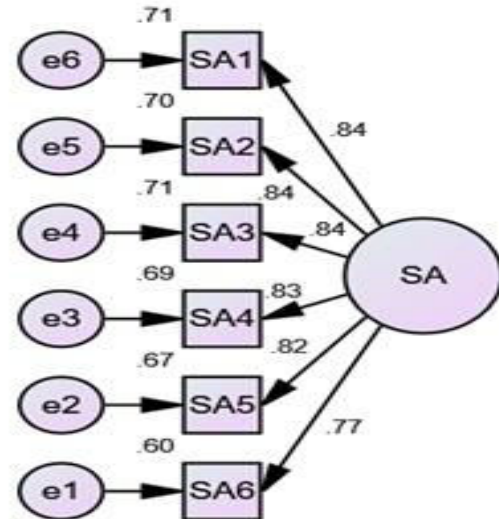


Figure:1 CFA Model of Student Satisfaction

Table 1 displays that the Average Variance Explained is 0.68 and the factor reliability is 0.92 of the factor student satisfaction has convergent validity and factor reliability.

Table 1 CFA Results Student Satisfaction dimension

Attribute	Factor Loading	Squared Loadings	AVE	CR
SA1	.84	.71	.68	.92
SA2	.84	.70		
SA3	.84	.71		
SA4	.83	.69		
SA5	.82	.67		
SA6	.77	.60		

Table 1.1 displays the fit indices of student satisfaction factor. All the fit indices indicate that the model is fit.

Table 1.1 Fit Indices of Student Satisfaction

χ^2	DF	GFI	AGFI	CFI	TLI	NFI	IFI	RMR	SRMR	RMSEA	PCLOSE
1.650	9	.992	.981	.998	.996	.994	.998	.010	.0108	.033	.813

CFA of Student Loyalty

The student loyalty was assessed through four observed variables. LOY1-I feel proud to be a student of this school, LOY2-I would consider myself as a loyal student of the school, LOY3- I would say good things about the schools, if asked, LOY4- I

would recommend the school to a friend or relative, LOY5- I would contribute to school development in future. The schematic diagram of CFA model of Student Loyalty dimension is shown in figure 1.1

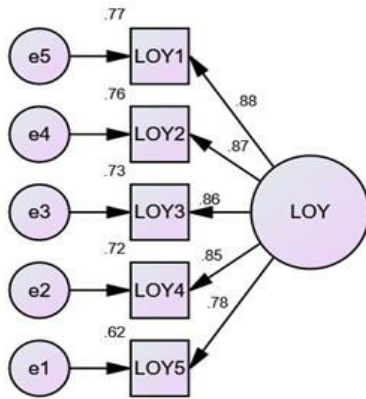


Figure 1.1 CFA Model of Student Loyalty

Table 1.2 displays that the Average Variance Explained is 0.721 and the factor reliability is 0.982 of the factor student satisfaction has convergent validity and factor reliability.

Table 1.2 CFA Results Student Loyalty dimension

Attribute	Factor Loading	Squared Loadings	AVE	CR
LOY1	.88	.77	.721	.982
LOY2	.87	.76		
LOY3	.86	.73		
LOY4	.85	.72		
LOY5	.78	.62		

Table 1.3 displays the fit indices of student satisfaction factor. All the fit indices representing that the model is fit.

Table 1.3 Fit Indices of Student Loyalty

x2	DF	GFI	AGFI	CFI	TLI	NFI	IFI	RMR	SRMR	RMSEA	PCLOSE
11.654	5	.995	.984	.999	.997	.996	.999	.000	.0087	.033	.721

Measurement Model of Latent Factors

The Measurement model of latent factors was recognized by taking the results of CFA of latent factors and it is revealed in the figure 1.2

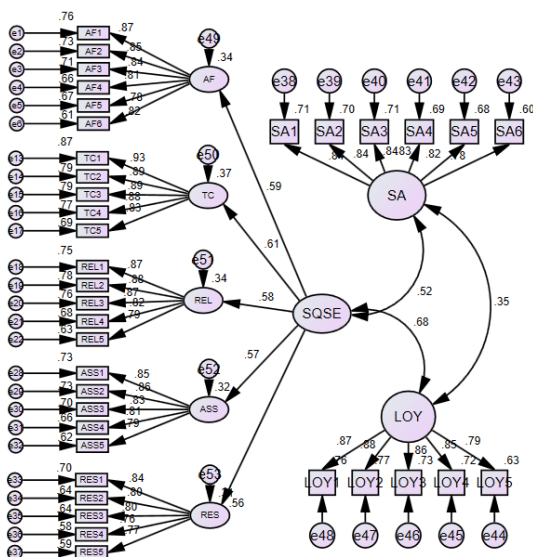


Figure 1.2 Final Measurement Model of Latent Factors.

Note: SQSE- Service Quality in Secondary Education, SA- Student Satisfaction, LOY- Student Loyalty, AF-Academic Facilities, AF1-Schools have up to date and modern equipment and technology, AF2-Laboratory facilities are adequate, AF3-Library facilities are adequate, AF4-Physical appearance of the building and classroom of school is visually appealing, AF5-Sports facilities and amenities are adequate, AF6-School has proper amenities e.g., canteen, parking areas, rest rooms, TC-Teaching Consolidation, TC1-Teachers take regular feedback from students, TC2-Teachers are capable of enhancing students' current knowledge, TC3-The teachers are strict with deadlines given in assignment, TC4-Teachers give individual attention to students, TC5-Modern Teaching Methods are utilized, REL- Reliability, REL1-Teacher services are good as promised, REL2-Teachers are

always willing to help students and use time effectively in teaching, REL3-Teachers are striving to imbibe various skills in students, REL4-Institutes are upgrading syllabus from time to time, REL5- School has a peaceful environment, ASS-Assurance, ASS1-Knowledge and Skills of teachers are up to date, ASS2-Students feel safe during interaction with the staff, ASS3-Appearance of teaching staff is good, ASS4-Teaching and learning process is up to date, ASS5-The academic staff is willing to solve the problems, RES-Responsiveness, RES1-Teachers are providing peaceful atmosphere, RES2-Teachers are responding to the students patiently, RES3-The school operates on time, RES4-Actions are immediately taken by top management, RES5-Teachers are dealing with caring manner, SA1-Your overall satisfaction with the school, SA2-

Your satisfaction with infrastructure of the school, SA3-Your satisfaction with teachers of the school, SA4-Your satisfaction with the examination system, SA5-Your satisfaction with service of the school, SA6-Your satisfaction with course syllabus, LOY1- I feel proud to be a student of this school, LOY2- I would consider myself as a loyal student of the school, LOY3- I would say good things about the schools, if asked, LOY4- I would recommend the school to a friend or relative, LOY5- I would contribute to school development in future.

Table 1.4 displays that the model fit indices of measurement model of latent factor. All the fit indices of the model are satisfactory i.e., student satisfaction factor. All the fit indices indicate that the model is fit.

Table 1.4 Model Fit Summary of Measurement Model of Latent Factors

χ^2	DF	GFI	AGFI	CFI	TLI	NFI	IFI	RMR	SRMR	RMSEA	PCLOSE
1.532	621	.921	.911	.981	.979	.947	.981	.038	.374	.030	1.000

The Direct Model

The direct model is revealed in the subsequent figure which elucidates the association from student perceived service quality to student satisfaction and student loyalty.

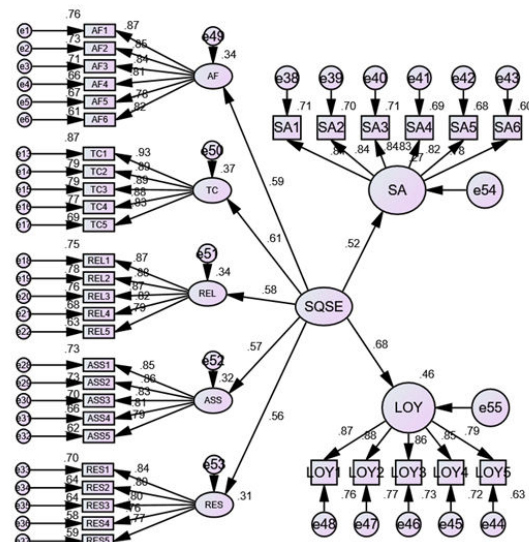


Figure 1.3 Structural Model of the Direct Model (M1)

Table 1.5 Model Fit Summary of the Direct Model (M1)

χ^2	DF	GFI	AGFI	CFI	TLI	NFI	IFI	RMR	SRMR	RMSEA	PCLOSE
1.532	621	.921	.911	.981	.979	.947	.981	.038	.0374	.030	1.000

The fit indices in table 1.5 indicate that the model is fit all the fit indices are above 0.90 RMSEA value is .030. It shows the direct model has good fit.

The Satisfaction Model

The satisfaction model is revealed in figure 1.4. In this model the main link to result estimation of loyalty is through satisfaction. The two pathways are important and have optimistic associations.

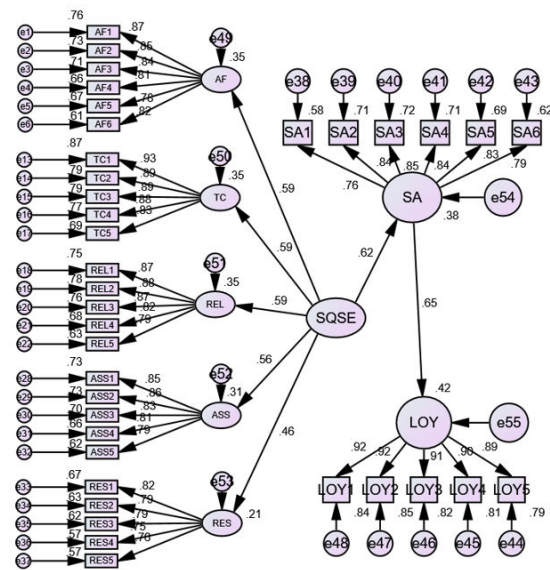


Figure 1.4 Structural Model of the Satisfaction Model

Table 1.6 Model Fit Summary of the Satisfaction Model

x2	DF	GFI	AGFI	CFI	TLI	NFI	IFI	RMR	SRMR	RMSEA	PCLOSE
1.766	622	.911	.900	.972	.970	.939	.972	.091	0952	.036	1.000

Table 1.6 displays all fit indices are overhead 0.90 and RMSEA value is 0.039. It designates that the satisfaction model has good fit.

The Research Model

The model revealed in fig 1.5 is the research model that contains of the direct and indirect association between the service quality, student satisfaction and student attitude.

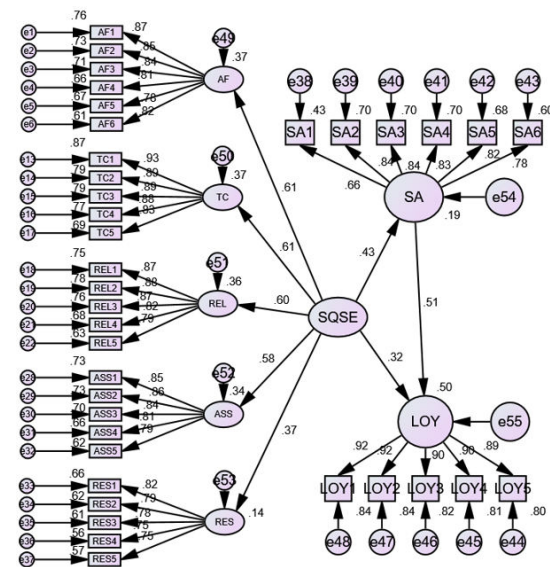


Figure 1.5 Structural Model of the Research Model

Table 1.7 AMOS Results of Structural Research Model

Path			Standardized Regression weights	C.R	P
SA	<---	SQSE	.431	5.715	***
AF	<---	SQSE	.606	8.214	***
TC	<---	SQSE	.611	8.433	***
REL	<---	SQSE	.604	8.000	***
ASS	<---	SQSE	.581	7.967	***
RES	<---	SQSE	.373		
LOY	<---	SA	.514		
LOY	<---	SQSE	.316		
AF1	<---	AF	.870		
AF2	<---	AF	.854	28.013	***
AF3	<---	AF	.841	27.094	***
AF4	<---	AF	.814	25.642	***
AF5	<---	AF	.820	25.644	***
AF6	<---	AF	.782	23.614	***
TC1	<---	TC	.933		
TC2	<---	TC	.888	35.828	***
TC3	<---	TC	.886	36.196	***
TC4	<---	TC	.880	35.145	***
TC5	<---	TC	.832	30.621	***
REL1	<---	REL	.865		
REL2	<---	REL	.882	29.254	***
REL3	<---	REL	.871	28.308	***
REL4	<---	REL	.824	25.890	***
REL5	<---	REL	.791	24.004	***
ASS1	<---	ASS	.852		
ASS2	<---	ASS	.857	25.958	***
ASS3	<---	ASS	.835	25.365	***
ASS4	<---	ASS	.812	24.292	***
ASS5	<---	ASS	.789	23.293	***
RES1	<---	RES	.815		
RES2	<---	RES	.788	21.571	***
RES3	<---	RES	.784	21.913	***
RES4	<---	RES	.749	20.376	***
RES5	<---	RES	.752	20.184	***
SA1	<---	SA	.657		
SA2	<---	SA	.836	15.299	***
SA3	<---	SA	.840	15.430	***
SA4	<---	SA	.834	15.303	***
SA5	<---	SA	.824	15.259	***
SA6	<---	SA	.777	14.735	***
LOY5	<---	LOY	.893		
LOY4	<---	LOY	.899	26.805	***
LOY3	<---	LOY	.904	27.195	***
LOY2	<---	LOY	.919	28.457	***
LOY1	<---	LOY	.916	28.193	***

Table 1.8 Model Fit Summary of Research Model

x2	DF	GFI	AGFI	CFI	TLI	NFI	IFI	RMR	SRMR	RMSEA	PCLOSE
1.532	621	.921	.911	.981	.979	.947	.981	.038	.0781	.030	1.000

Table 1.8 displays all fit indices are above 0.90 and RMSEA value is 0.036. It designates that the research model has good and appropriate fit.

Note: *** Significant at Probability level 0.001; ** the critical ratio is not available, because the regression weights are 1; CR=Critical Ratio

Results of Hypotheses Testing

H1: There is a positive relationship between service quality and student satisfaction.

The results of structural research model are revealed in the table 1.7. The hypothesized pathway from service quality to student satisfaction is important at (P<0.001) and the standardized coefficient is .431. Hence, the hypothesis that there is an optimistic association between service quality and student satisfaction is supported.

H2: There is a positive relationship between service quality and student attitude

Table 1.7 displays the results of structural research model. The hypothesized pathway from service quality to student attitude is substantial (P<0.001) and the standardized coefficient is 0.316. Hence, the hypothesis there is an optimistic association between service quality and student loyalty is supported.

Conclusion

To meet the service quality requirement of secondary education, the present research has developed a model with 26 items integrated with five factors namely Academic Facilities, Assurance, Teaching Consolidation, Responsiveness and reliability to assess service quality in schools. The study tested the effect of service quality on student loyalty. A simple mediation technique was applied to identify the relationship between service quality and student loyalty. The Present research findings will benefit the schools to enhance the service quality and they can also make use of the model developed in the present study to assess the service

quality in schools. It is identified that service quality measurement and approaches are key issues in the present scenario of secondary education. The study identified five critical factors to measure service quality in secondary education.

The field observation of the study suggests that, amidst the advancements of Information Technology, the service quality of secondary education of both public and private schools in southern India is still to be improved in terms of infrastructure facilities, school atmosphere, PTR, teaching methodology, the design of curriculum and examination system. It further concludes that majority of the secondary school students of both public and private schools are to be further strengthened in the four pillars of languages (regional, national and international level) viz., listening, reading, speaking and writing. These four pillars are considered to be as the foundation for better understanding of the core subjects like Physical Science, Social Science and Mathematics. The field observation of the study further finds that majority of the secondary school students of both public and private schools in southern India are lacking enough physical, psychological and intellectual strength which in turn becomes a hurdle for higher and launching their career in a very constructive way. Efforts should be made to enlighten the higher order learning of the students in inculcating more practical and application-oriented skills.

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