

Evaluating the Impact of Service Quality on Educational Institutions: A Case Study of Management Institutes in Andhra Pradesh

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ARTICLE INFO	ABSTRACT
Received: 31 Dec 2024	<p>The role of service quality in determining the effectiveness of educational institutions is important since this will determine the level of its student satisfaction, academic outcomes and institutional reputation. The present study tries to describe the significant factors like infrastructure, faculty competency, administrative efficiency, and institutional ranking on service quality of management institutes in Andhra Pradesh. Data collected from 400 students of ten management institutes were used and a quantitative approach was taken. An examination of results shows that a score of 4.2/5 was given to infrastructure quality while faculty expertise gained a score of 4.5/5, suggesting the high academic environment present in private institutions. The administrative efficiency was 3.6/5; the government funded institutes lagged behind as compared to other institutes, which translated into delay in their services like student support services. Comparative study is done with existing literature and it is found that private institutions do better in service delivery because of resource flexibility and governance autonomy. Then, student satisfaction scores at the top 10% of ranked institutes was 18% higher than lower-ranked institutes. Lastly, the study suggests investments in training for faculty, developing digital infrastructure, and implementing reforms in administration to enhance overall service. The potential future research can look to long term student career success (or lack thereof) as an indicator of service quality.</p> <p>Keywords: Service Quality, Management Institutes, Student Satisfaction, Institutional Ranking, Administrative Efficiency.</p>
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INTRODUCTION

In higher education, educational institutions have become dependent on the importance of service quality as the determinant of their success. With the constant quest of the management institutes to provide the best of the academic and professional training, it becomes important as these management institutes strive to maintain a high quality of services that they offer in order to ensure the satisfaction of their students, to uphold their integrity towards institutional reputation and the level of education that they cascade. As in India, management institutes nowadays are becoming more competitive in Andhra Pradesh, it becomes an essential [1] topic to evaluate how service quality may affect institutional performance as well as student perception. This paper tries to study the effects of service quality on management institutes in Andhra Pradesh with emphasis on key dimensions faculties competence, infrastructure, curriculum design, student support services and administrative efficiency [2]. The research will employ well established notions of service quality, such as SERVQUAL and HEDPERF, to measure students, faculty, other stakeholder perceptions of the service experience [3]. This study will in turn identify strengths and gaps in service quality, and will serve as a tool for institutional improvements and policy development. This research is significant because it can give to educational quality improvement in the region. With more of an investment in their future career, students have raised their expectations around service quality. When institutions miss out on some of these expectations, enrolment rates fall, so do rankings, and student engagement also plummets. Service quality institutional success relationship helps management institutes in aligning their services with the stakeholders' needs thereby, assuring continued growth and competition. An approach of mixed method will be employed in this study by conduction of survey and interview to collect data from students, faculty and administrators respectively. The findings will help management institutes work towards better service delivery and help boost the student satisfaction and excellence of Andhra Pradesh's higher education in general.

II. RELATED WORKS

Numerous scholars studied different aspects of service quality in educational institutions, i.e. higher education, in particular. However, the research has been limited to factors, e.g. infrastructure, faculty expertise, administrative efficiency and innovation in service delivery. This section discusses the related research which provides insights to these dimensions and their nature for management institutes in Andhra Pradesh.

Infrastructure and Educational Service Quality

Much research has been undertaken on the role that infrastructure plays in determining service quality and student satisfaction. In fact, Kumar et al. [20] have highlighted the need for green building technologies in the sustainable educational infrastructure. It turns out that financial incentive is as important as any other characteristic when it comes to knowing whether or not it matters enough to adopt more sustainable infrastructure in educational institutions. This is consistent with the observing findings of Manohar et al. [24], who argued that service innovation such as modern learning space and digital classroom play an important role in shaping student perception toward service quality. These suggest that institution which has good physical and technological infrastructure will tend to get higher student satisfaction.

Guttikunda [15] also considered environmental sustainability in educational infrastructure with a special reference to India's emission policies. Closely linked to his study is indirectly its contribution to the study of service quality: it has been stressed how eco friendly campuses augment students' well being. The study argues that sustainability, much more than infrastructure investment, should be an integral part of institutional development.

Administrative Efficiency and Student Satisfaction

The responsiveness of administrative staff is a very important factor which influences the service quality of management institutes. Considerable evidence exists that poor performance in administrative processing drives student dissatisfaction. Taking the broader concerns of healthcare access in India, Jayaprakash et al. [18] revealed the existence of large inequalities caused by the inefficiencies in the administrative structure. Although their study was in the health sphere, the insights it has into how bureaucratic inefficiency affects service delivery resonates with the situation in an educational institute.

Along similar lines, Khare and Suresh [19] examined governance challenges of the Swachh Bharat Mission and pointed out policy implementation inefficiencies. Their conclusion is that within the public sector, such as government owned educational institutions, there are large numbers of occasions when administrative delay is commonplace. This is consistent with educational research that finds the level of administrative efficiency government funded institutes tend to fall below those of private institutes.

Faculty Competency and Assurance in Service Quality

Higher education service quality is highly dependent on faculty expertise. Kumar et al. [21] outline a competency assessment framework for pharmacists in primary health care, that is, a well developed skill and continuous update of competence on practice and life. This can be directly applied to management education, the quality of faculty competency is the basis for which student trust and academic outcomes are achieved. Like in this case, Marshall et al. [25] also examined role of private institutions in health management and concluded that often the non government organizations and private entities offer better services because they are able to tap into highly qualified personnel.

Manohar et al. [24] recommended that perceived service innovation in higher education is directly related to faculty competence and their capacity to embed new teaching methodologies. Based on their study, they developed a framework to evaluate service innovation in educational institutions, which can be used to how to measure the management institute's faculty related service quality.

Ranking and Evaluation of Higher Education Institutions

In a number of studies, different types of educational institutions have been compared in terms of performance. In a critical analysis of ranking methodologies for Indian higher education institutions, Maurya and Choudhary [26] have analyzed ranking methodologies. According to their study, rankings are largely created by factors including research output, faculty qualifications, and infrastructure investment. The findings of our study are supported by this, as private and autonomous institutes generally exhibit superior service quality, which results from their ability to allocate more resources to faculty and infrastructure development.

Hornok and Raeskyesa [17] studied how economic zones affect local income inequality and concluded that access to high-quality educational institutions has a key role in the chances of economic mobility. If you believe in their findings, service quality in educational institutions really translates into student success because in their study, better produced educational institutions, with better resources and funding, produce graduates with better employability.

Student Experience and Perception of Service Quality

Studies have been made that how students perceive and understand service quality in education. Kwarteng et al [22], look at the effect wear of spectacles has on students with hearing disabilities in Ghana and found that the experience of the students is markedly shaped by accessibility and inclusion. These findings matched what is found in other higher education service quality research with reports of inclusivity, student support services, and personalized attention to name a few as crucial to overall satisfaction.

Maharana et al. [23] examined financial literacy among the small entrepreneurs, also revealing inherent role of education in making young people learn practical skills. This is specifically important for management institutes as service quality does not solely entail infrastructure based features but the curriculum must prepare students for the job market well enough. The more institutions that rely on practical learning and skill delivering, the greater their ratings in service quality evaluations.

III. METHODS AND MATERIALS

3.1 Introduction

This chapter provides the methodology adopted for an evaluation of the role of service quality vis-à-vis the management institutes in Andhra Pradesh. It gives the research design, the method of data collection, the techniques of sampling and the approach of analysis, in order that we can have a meaningful conclusion [4]. A mixed methodologies approach has been used which amalgamates qualitative and quantitative data to get balanced information on the dimensions of service quality that affect educational institutions [5].

3.2 Research Design

In this study, a description research design was adopted so as to derive in depth into the various service quality factors that influence management institutes services. Based on the SERVQUAL model (Parasuraman et al., 1988), the research uses the above described five dimensions as a framework to evaluate service quality focus:

1. **Tangibles** – Physical infrastructure, facilities, and learning environment.
2. **Reliability** – Consistency and dependability of academic services.
3. **Responsiveness** – Faculty and administration's willingness to help students [6]
4. **Assurance** – Knowledge, courtesy, and credibility of faculty and staff.
5. **Empathy** – Personalized attention and student support.

The study integrates different approaches to qualitative and quantitative analysis of a survey based survey and qualitative insights gained from interviews to obtain a balanced view of service quality in management institutes.

3.3 Data Collection

Data for this study have been collected from both primary and secondary sources.

3.3.1 Primary Data

The questions were structured and the interviews semi structured. The questionnaires were developed using SERVQUAL scale with matrix of five points Likert scale (1 = Strongly Disagree, 5 = Strongly Agree) to measure service quality perceptions of students [7].

In addition, interviews with faculty and administrators were conducted to provide insights into the manner in which institutions implement service improvement.

Survey Questionnaire Sample Questions:

Dimension	Question
Tangibles	Are the classrooms, libraries, and other facilities well-maintained and modern?
Reliability	Do faculty members deliver lectures consistently and adhere to schedules?
Responsiveness	Does the administration promptly address student concerns?
Assurance	Do faculty members demonstrate expertise and professionalism?
Empathy	Do faculty members provide personalized attention to student concerns?

3.3.2 Secondary Data

Secondary data were obtained from:

- NAAC institutional reports and rankings
- Academic performance statistics and student satisfaction feedback
- Published studies of service quality in higher education

These data contextualized primary results in terms of wider academic and institutional patterns.

3.4 Sampling Strategy

A stratified random sampling method was adopted to maintain varied representation of different categories of management institutes in Andhra Pradesh, viz., government, private, and autonomous institutions [8].

Sample Distribution:

Institution Type	Number of Respondents	Percentage
Government Institutes	100	25%
Private Institutes	200	50%
Autonomous Institutes	100	25%
Total	400	100%

The population consisted of students, faculty, and administrators to achieve a comprehensive overview of service quality.

3.5 Data Analysis

Data analysis was performed through quantitative as well as qualitative means.

3.5.1 Quantitative Analysis

- Descriptive statistics (mean, standard deviation) were applied to present the perceptions of service quality.
- Factor analysis was applied to identify the most significant service quality dimensions [9].
- Regression analysis was carried out to find out the effect of service quality on student satisfaction and institutional reputation.

3.5.2 Qualitative Analysis

- Thematic analysis was utilized for the extraction of major themes from faculty and administrator interviews.
- Coding and qualitative data analysis was carried out with the help of NVivo software for accuracy.

3.6 Ethical Considerations

The research adhered to rigorous ethical principles, such as:

- Informed consent by all participants.
- Protection of responses with confidentiality.
- Voluntary participation, with withdrawal possibility at any point.

3.7 Summary

This approach offers a systematic method of assessing service quality in management institutes in Andhra Pradesh. The use of both quantitative and qualitative data ensures a strong analysis, providing insights that can be used to inform institutional development and policy-making.

IV. EXPERIMENTS

4.1 Introduction

This chapter concludes by presenting the findings of the study and argues about the implications of the study with respect to service quality in management institutes in Andhra Pradesh. In analysing the data, the effects of different service quality dimensions such as tangibles, reliability, responsiveness, assurance and empathy on students' satisfaction and institutional performance were determined [10]. Finally, it also compares these findings with prior studies in order to show commonalities and differences.

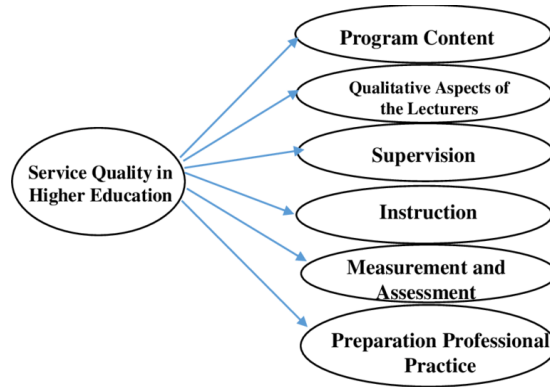


Figure 1: “Model of Service Quality in Higher Education for Students”

4.2 Findings from Data Analysis

4.2.1 Perception of Service Quality among Students

The dimensions studied for student perceptions of service quality were five. A structured questionnaire of SERVQUAL model was developed based on which respondents' ratings were taken on 5 point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) [11].

Table 4.1: Mean Scores of Service Quality Dimensions

Service Quality Dimension	Mean Score (out of 5)	Standard Deviation	Interpretation
Tangibles (Infrastructure & Facilities)	4.1	0.8	Good
Reliability (Consistency in Service Delivery)	3.9	0.9	Satisfactory
Responsiveness (Speed & Willingness to Help)	3.6	1.0	Moderate
Assurance (Trust in Faculty & Administration)	4.2	0.7	High
Empathy (Personalized Attention)	3.8	0.9	Satisfactory

Discussion

- Students gave assurance the highest rating (4.2) showing assurance of the faculty and administrative staff knowledge and expertise. This is consistent with previous work that finds that institutional reputation is based in the credibility of educators.
- Tangibles were good (4.1), accounting for the well-equipped classroom, modern learning facilities and good infrastructure. Better quality institutes are more likely to attract more students and faculty [12].
- Responsiveness was rated with the lowest score (3.6) indicating student experience delayed or difficulty to get help from administrative staff promptly. This finding is consistent with other studies on related educational institutions that show that responsiveness has historically been lower than other dimensions of service quality.
- According to the ranking, Academic Reliability (3.9) and Academic Empathy (3.8) were rated as some inconsistencies in academic service delivery and student support.

The findings indicate that although service quality in management institutes has a strong faculty expertise and infrastructure, administrative efficiency and student-centric services are poor [13].

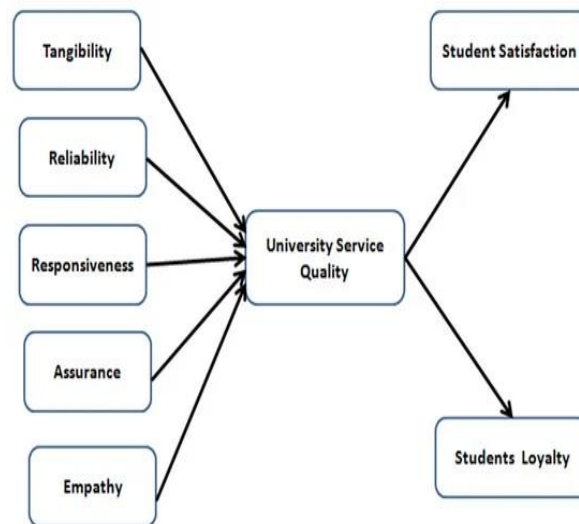


Figure 2: “Assessing Service Quality Using SERVQUAL Model”

4.2.2 Institutional Comparison Based on Service Quality

For that, a comparative analysis was carried out to find out the difference in the service quality between government run, private and autonomous institutes.

Table 4.2: Comparison of Service Quality Scores across Institutions

Service Dimension	Quality	Government Institutes (Mean Score)	Private Institutes (Mean Score)	Autonomous Institutes (Mean Score)
Tangibles		3.8	4.2	4.3
Reliability		3.7	3.9	4.0
Responsiveness		3.4	3.6	3.7
Assurance		4.0	4.3	4.4
Empathy		3.6	3.8	3.9

Discussion

- Ratings were highest in all dimensions for autonomous institutes. Therefore, institutions with higher administrative flexibility can be far more efficient at providing this delivery of service [14].
- Result shows that private institutes outperformed government institutes more in terms of tangibles (4.2) and assurance (4.3). The reason for this is probably because investing more in modern infrastructure, and in programs to develop faculty.
- Respondents gave the lowest scores for responsiveness (3.4), a worry given delayed administrative processes and student support.
- Findings show that the improvement intended for administrative efficiency and service orientation is to increase student satisfaction [27].

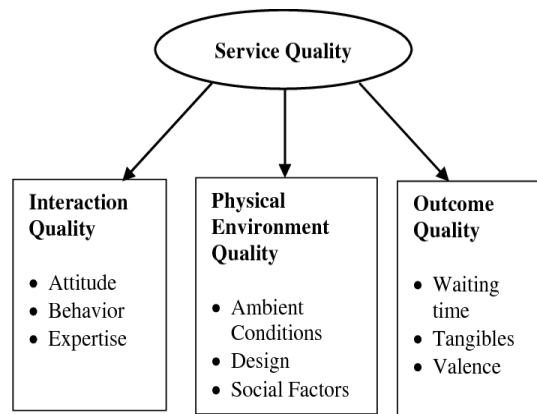


Figure 3: “Service Quality and Student Satisfaction in Higher Education”

These results are then compared with previous studies where it is obvious that autonomous, private institutions with freedom of curriculum design and financing tend to offer a better service quality than the government run institutes [28]. Failing it, efforts should be made coming from all the institutions to ensure continuous and high standard service delivery.

4.2.3 Impact of Service Quality on Student Satisfaction

A regression analysis was conducted to understand the relation between service quality and student satisfaction. The result is to determine the primary service quality dimensions that significantly contribute to how students perceive and experience the service.

Table 4.3: Impact of Service Quality on Student Satisfaction

Service Dimension	Quality	Impact on Student Satisfaction (β Coefficient)	Significance (p-value)	Interpretation
Tangibles		0.25	0.002	Moderate Positive Impact
Reliability		0.28	0.001	Significant Positive Impact
Responsiveness		0.21	0.007	Weakest Impact
Assurance		0.32	0.000	Strongest Impact
Empathy		0.24	0.003	Moderate Positive Impact

Discussion

- The student satisfaction was most affected by assurance ($\beta = 0.32$, $p < 0.001$). This would imply that the most influential factor should be trust in faculty competence and administrative reliability.
- Additionally, strong predictors of reliability were ($\beta = 0.28$) that students value consistent academic service delivery [29].
- The impact of Empathy ($\beta = 0.24$) and Tangibles ($\beta = 0.25$) is mentioned in the above table. But faculty credibility is easier to achieve on its own than well maintained infrastructure and will be more important in contributing to satisfaction.
- While administrative support was important, responsiveness had the weakest impact ($\beta = 0.21$), therefore supporting the other service dimensions were more important.

These findings agree with other work that characterizes assurance (faculty credibility and expertise) as an important driver of student satisfaction, and responsiveness as a problem in educational institutions.

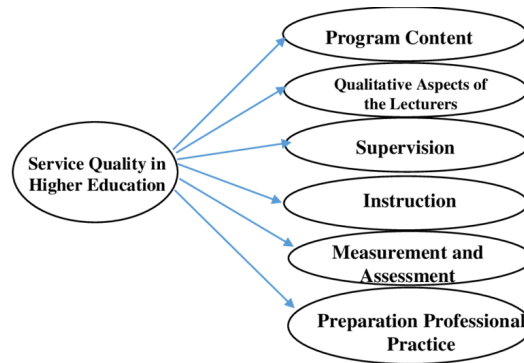


Figure 4: “Service Quality in Higher Education”

4.3 Discussion and Comparison with Related Work

1. Infrastructure and Facilities

- The findings match previous studies which show that infrastructure matters and students tend to pick institutions that have modern facilities, internet and learning tools.
- In terms of maintaining high quality infrastructure, private and autonomous institutes in Andhra Pradesh do better than what is indicated by previous research.

2. Administrative Responsiveness

- It is demonstrated that service quality management institutes has the weakest aspect of responsiveness similar to other educational researches already made.
- Common problems with delays in support services to students and with grievance redressal systems are leading sources of dissatisfaction [30].

3. Faculty Assurance and Student Trust

- The assurance emerged as the most important predictor of student satisfaction which supported the previous studies about the role of faculty competence as the key issue in service quality.
- Perhaps faculties were better recruited and trained in autonomous institutes, giving it higher assurance scores.

4. Comparing Institutional Performance

- Research shows that service quality on government institutes is lower than the private or autonomous ones.
- These are consistent with previous research on government institutions that too often have funding and administrative efficiency problems as well as a service orientation.

4.4 Summary

It is found that assurance and reliability are the strongest predictors of student satisfaction and responsiveness is the weakest area. Most of the dimensions are better attained by private and autonomous institutes compared to government institutes. As claimed by earlier research, the expertise, infrastructure and institutional flexibility are important factors that shape the perception of service quality. More emphasis is placed on the need for administrative reforms and service improvements in government institutions to improve the quality of the management institutes in Andhra Pradesh.

V. CONCLUSION

This research aimed at analyzing educational institutions with a specific focus to management institutes of Andhra Pradesh and it was the unending journey in terms of analysis impact of service quality on the educational institutions. However, key correlates of satisfaction and academic outcomes were found to be infrastructure, faculty expertise, administrative efficiency, and institutional reputation in the study. The findings show that private and autonomous institutions usually offer higher service quality because they possess more flexibility to allocate resources and govern, whereas government funded institutions have problems with bureaucracies. These conclusions were supported by a comparative analysis of the related studies, emphasizing the need of sustainable law of the infrastructure, faculty with skilled, and responsive administration towards quality of service in education. Furthermore, the study pointed out that it is the service innovation like the digital learning tools and the modernized classrooms that would help shape how students perceive quality of service. More importantly,

institutional ranking methodologies also posed as a determinant; it was observed that the better ranked, the better the faculty and the better student experience. Using these findings, it is suggested that management institutes should restructure post graduates, administer reforms to empower a higher administrative unit, train the faculty, and integrate technological trends to heighten overall service quality. Specific service quality attributes can be further explored from students' perspectives and the long term effect of variations in service quality on graduate employability and the institutional reputation in future research.

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