

Empirical Study on the Impact of Service Quality Dimensions on Satisfaction of Students: With Reference to Executive Coaching's of Kota

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KEYWORDS

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SERVQUAL, Private
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ABSTRACT

Purpose: The purpose of this study is to see how the service quality elements affect student satisfaction in private coaching institutes of Kota District. This research unifies, refines, and extends the empirical work undertaken in the field of education service quality in the coaching institutes of Kota, in addition to acknowledging the critical roles of service quality in boosting student satisfaction. It has a number of implications for managers at these coaching institutes, including the importance of strategies related to increasing service quality which will effect the satisfaction level of students. **Objective:** As one of the first attempts to explore empirically the impact of the service quality approach on student satisfaction this research adds to academic and practical knowledge. The study aims to investigate the relationship between service quality and student satisfaction of private coaching institutes. It also aims to study the Impact of Service Quality on Student Satisfaction of private coaching institutes. The overall study aims to identify the service quality factors leading to student satisfaction. **Methodology:** The study is based on Empirical research The independent variables in the study are the factors of service quality like Tangibility, reliability, responsiveness, empathy and assurance, while the dependent variable taken for the study is student satisfaction. A quantitative method is used to analyse the data collected through structured questionnaires which was administered in five coaching institutes in Kota: Allen Career Institute, Resonance, Bansal Classes, Aakash, and Vibrant Academy. Data was collected from 400 respondents (384 According to Morgan formulae and 16 as contingency respondents). Stratified simple random sampling method was used to collect the reliable data. The Data was analysed using Statistical tools like correlation and regression analysis. **Results:** The results shows that all the independent variables are highly correlated with the dependent variable which shows that each element of service quality has an impact on the satisfaction level of the students enrolled in the private coaching institutes of Kota. The Regression analysis concludes that there is a positive impact of tangibility, reliability and assurance on students' satisfaction and there is a negative impact of responsiveness and empathy on the satisfaction of students of the private coaching institutes. Further, the study gives important guidance for future research opportunities, such as investigating the impact of the marketing mix approach on other coaching institutes' performance criteria.

1. Introduction

It is absolutely true that the service quality and the consumers satisfaction are the main burning topics which are addressed by every marketing practices and theories (Mackoy), 1996)The key of success in today's competitive environment lies in delivering quality services and this will increase the level of satisfaction so the consumers evaluation for services and its quality are very important for firms those which have an objective to make good marketing strategies. The organizations which provide competitive service qualities they also have a lot of satisfied and loyal customer's base. Repurchasing behaviour of customers are the base of satisfaction which can increase a firm's revenue and profits. Thus, the issue of customer satisfaction and service quality is very important for research, now a day every company tries to improve its service quality for customer retention and satisfaction. (Shafiq, (2013).)

Since they are regarded as a crucial source of income for the nation, education sectors are currently of utmost importance. Therefore, many governments are working to attract both domestic and foreign students to their countries in an effort to help them develop and improve the quality of life there. Coaching institutes are regarded as a crucial component of the education industry since they meet the most fundamental demand of students, which is education. In a cutthroat market, having excellent values and a tool for improving service quality is crucial. The level of service quality in the education industry determines how well it meets student expectations, and almost all colleges are successful in increasing student satisfaction by offering high-quality services. When evaluating services, students typically don't focus on money; instead, they prioritise quality. As a result, colleges should develop a standard of excellence that satisfies students' needs and put this standard into action.

Students in the education sector nowadays are more sophisticated and demanding. To determine the best tactics for boosting universities' service quality, it is also vital to understand students' location, such as where they are from and what expectations they have. Students are frequently in high demand, but when it comes to the education sector, the Coaching Institute's service quality is the most crucial consideration. Implementing a successful service quality will be necessary because it will result in students being satisfied.

As competition becomes more intense and environmental factors become more hostile, the concern for service quality grows. If service quality is to become the cornerstone of marketing strategy, the marketer must have the means to measure it. The most popular measure of service quality is SERVQUAL, an instrument developed by Parasuraman et al. (1985; 1988). Not only has research on this instrument been widely cited in the marketing literature, but also its use in industry has been quite widespread. (Asubonteng, (1996).)

Implementing a successful service quality will be necessary because it will result in students being satisfied. Students who are not happy will attend education-related sectors with poor service quality. For competitive advantages, the majority of colleges are looking for quality improvement solutions. Every service that universities offer will benefit students and make them happy. Some institutions have a dedicated service division that monitors student satisfaction and satisfies their requirements. Delivering a good quality of service is currently essential to the competitive market's performance, which will raise student satisfaction levels.

Student assessments on the value of the services offered in the educational sector are therefore essential to the development of the business. Coaching Institutes should provide competitive services to entice students and earn their loyalty. Numerous advantages result from happy students, including the building of a strong relationship with the Coaching Institute and the students' devotion. In order to determine how pleased students are with the educational system, service quality measures will be employed as variables in this study. The five elements of high-quality service are empathy, certainty, reliability, responsiveness, and tangibleness. These five characteristics have an impact on the way that students evaluate the quality of the services. Students' satisfaction is a dependent variable in this study, and five service quality characteristics, as well as sub-independent variables including Tangibility, Reliability, Responsiveness, Empathy and Assurance.

2. Research Model and Hypothesis

This section explains research model and research hypothesis created by the researcher:

Research model:

The following figure is the research model:

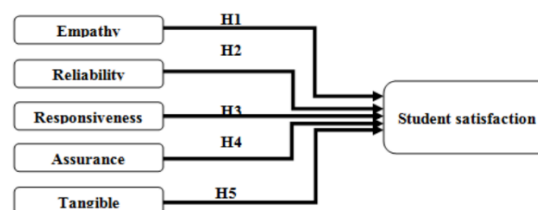


Figure 1. Research Model

Objective:

- To study the relationship between service quality and student satisfaction of private coaching institutes
- To study the Impact of Service Quality on Student Satisfaction of private coaching institutes
- To identify the service quality factors leading to student satisfaction
- To suggest measures to private coaching institutes to improve service quality.

Research Hypothesis:

According to the above researcher model, the researcher made the following research hypothesis:

H1: There is a positive impact of Tangibility on students' satisfaction

H2: There is a positive impact of Reliability on students' satisfaction

H3: There is a positive impact of Responsiveness on students' satisfaction

H4: There is a positive impact of Empathy on students' satisfaction

H5: There is a positive impact of Assurance on students' satisfaction

3. Methodology

The purpose of this study is to investigate the impact of service quality on students' satisfaction in private coaching institutes in Kota. a quantitative method is used to analyse the data collected through structured questionnaires. A well-defined structured questionnaire was prepared and data was collected from 400 respondents (384 According to Morgan formulae and 16 as contingency respondents). Stratified simple random sampling method was used to collect the reliable data. The questionnaire was structured in the form of multiple-choice questions and was based on five-point Likert scale ranging from strongly disagree to strongly agree.

3.1 DATA ANALYSIS

Table 1- Reliability test

FACTOR	RELIABILITY STATISTICS CRONBACH'S ALPHA	NO. OF ITEM
Tangible	.901	5
Empathy	.933	5
Reliability	.713	5
Assurance	.864	5
Responsiveness	.785	5

Table 1 shows reliability test for five service quality dimensions. The tangible dimension of service quality Statistics Cronbach's Alpha $\alpha=.901$, the empathy dimension of service quality Statistics Cronbach's Alpha $\alpha=.933$, the Reliability dimension of service quality Statistics Cronbach's Alpha $\alpha=.713$, the Assurance dimension of service quality Statistics Cronbach's Alpha $\alpha=.864$ and the Assurance dimension of service quality Statistics Cronbach's Alpha $\alpha=.785$. therefore, the Empathy dimension of service quality represented the highest reliability among all the higher dimensions of service quality.

Correlation coefficient

Strength of association	Coefficient, r	
	positive	negative
Small	0.1 to 0.3	-0.1 to -0.3
Medium	0.3 to 0.5	-0.3 to -0.5
Large	0.5 to 1.0	-0.5 to -1.0

(Source: Altman and Bland, 1983; Hinkle, Wiersma and Jurs, 2003, Ismail, 2015)

Table 2- Correlation Analysis

FACTORS	PEARSON CORRELATION	STUDENT SATISFACTION
Tangibility	Pearson Correlation	.757(**)
	Sig. (2- tailed)	.000
	N	400
Reliability	Pearson Correlation	.909(**)
	Sig. (2- tailed)	.000
	N	400
Responsiveness	Pearson Correlation	.868(**)
	Sig. (2- tailed)	.000
	N	400
Empathy	Pearson Correlation	.877(**)
	Sig. (2- tailed)	.000
	N	400
Assurance	Pearson Correlation	.903(**)
	Sig. (2- tailed)	.000
	N	400

** Correlation is significant at the 0.01 level (2-tailed).

According to correlation test as seen in table 2, the researchers found out that tangibility has a significantly positive correlation ($r=.757^{**}$, $p<0.01$) with student satisfaction, reliability has a positive high correlation ($r=.909^{**}$, $p<0.01$) with student satisfaction, responsiveness has a positive correlation ($r=.868^{**}$, $p<0.01$) with student satisfaction, Empathy has a positive correlation ($r=.877^{**}$, $p<0.01$) with student satisfaction, and Assurance has a positive high correlation ($r=.903^{**}$, $p<0.01$) with student satisfaction, where the correlation is

tested between tangibility, reliability, responsiveness, empathy and assurance as independent factor and student satisfaction as dependent factor.

Table 3 – Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.927 (a)	.859	.857	.182

A Predictors: (Constant), Tangible, Responsiveness, Empathy, Assurance, Reliability

Table 4- ANOVA

Model		Sum of Squares	Do	Mean Square	F	Sig.
1	Regression	79.627	5	15.925	480.213	.000(a)
	Residual	13.066	394	0.33		
	Total	92.694	399			

Predictors: (Constant), Tangible, Responsiveness, Empathy, Assurance, Reliability

Table 5- Coefficients

	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	.771	.068			11.422	.000
Tangibility	.080	.018	.146		4.500	.000
Reliability	.037	.088	.053		.418	.676
Responsiveness	-.561	.089	-1.032		-6.335	.000
Empathy	-.348	.107	-.588		-3.250	.001
Assurance	1.553	.185	2.337		8.394	.000

Dependent Variable: Satisfaction

Table (5) explains the results research hypothesis. The first hypotheses, Tangibility has significantly predicted students' satisfaction (Beta is weight 0.146, $p < 0.01$) this indicates that Tangibility has a positive impact on students' satisfaction. Therefore, based on this result the first hypotheses were supported. The second hypotheses, reliability has significantly predicted students' satisfaction (Beta is weight .053, $p < 0.01$), this indicates that reliability also have a positive impact on students' satisfaction. Therefore, based on this result the second hypotheses were also accepted. The third hypotheses, Responsiveness has not significantly predicted students' satisfaction (Beta is weight -1.032, $p > 0.05$) this indicates that Responsiveness does not have a positive impact on students' satisfaction. Therefore, based on this result the third hypotheses were Rejected. The fourth hypotheses, Empathy has also not significantly predicted student satisfaction (Beta is weight -.588, $p < 0.01$) this indicates that responsiveness does not have a positive impact on students' satisfaction. Therefore, based on this result the fourth hypotheses were also rejected. Finally, the fifth hypotheses, Assurance has significantly predicted students' satisfaction (Beta is weight 2.337, $p < 0.01$) this indicates that Assurance has a positive impact on students' satisfaction. Therefore, based on these results the fifth hypotheses were supported.

4. Findings

In this section, the main research findings of the study are discussed. The findings are discussed with respect to the previous studies revealed in literature review of this study. The reliability coefficients of five service quality dimensions of modified SERVQUAL were reliable with the original version developed by Parasurarnan et al. (1988). In order to measure the reliability of instruments used in this study, Cronbach's alpha is used. According to (Sekaran, 2005) an acceptable instrument in analysing research when Cronbach's alpha is greater than 0.6 and is within 0.8. Reliability test for five service quality dimensions were as follow: The tangible dimension of service quality Statistics Cronbach's Alpha $\hat{\rho} = .901$, the empathy dimension of service quality Statistics Cronbach's Alpha $\hat{\rho} = .933$, the Reliability dimension of service quality Statistics Cronbach's Alpha $\hat{\rho} = .713$, the Assurance dimension of service quality Statistics Cronbach's Alpha $\hat{\rho} = .864$ and the Assurance dimension of service quality Statistics Cronbach's Alpha $\hat{\rho} = .785$. The results of reliability testing of five service quality dimensions in the research were all above 0.6; therefore, they are all acceptable for further analysis.

The correlation test was applied to check the relationship between the independent variables (Tangibility, reliability, responsiveness, empathy and assurance) and dependent variable (student satisfaction). The results from the analysis showed that all the independent variables are highly correlated with the dependent variable which shows that each element of service quality has an impact on the satisfaction level of the students enrolled in the private coaching institutes of Kota. the study revealed that tangible factors like Equipment's and tools

used for teaching, availability of adequate and understandable learning material, appropriately dressed staff, ideal branch location and design, and attractive physical facilities all influence the satisfaction level of the students. At the same time reliability factors like delivering services as promised, committed and persistent services, free from biasness and errors, consistent and regular services and scheduled classes also impact positively to achieve students' satisfaction. The responsiveness factor like immediate solutions to problems, willing to solve queries and doubts, parents concerned are answered promptly, programs to improve skills of students are also impacting the student's satisfaction in a positive way.

Whereas the empathy factor includes individualized care and attention to students, convenient class schedules, properly addressed student issues, convenient class timings also have a positive impact to fulfil student satisfaction. The assurance factor of service quality includes building students' confidence, valuable feedback, good reward for money invested, appropriate assistance and fair practice and prominent results also help in measuring the satisfaction level of the students of the private coaching institutes and to sustain in the competitive environment.

Regression analysis was used to investigate and estimate the relationship between the dependent variable (student satisfaction) and the set of independent variables (Tangibility, reliability, responsiveness, empathy and assurance). The analysis concludes that there is a positive impact of tangibility, reliability and assurance on students' satisfaction and there is a negative impact of responsiveness and empathy on the satisfaction of students of the private coaching institutes.

5. Conclusions

The main purpose of this study was to investigate the impact of service quality dimensions on the student's satisfaction of private coaching institutes. The researchers proposed to study theoretical foundations on students' satisfaction and service quality dimensions, SERVQUAL is used to investigate the impact of service quality dimensions on students' satisfaction to meet the research objective. The association between service quality and student satisfaction will help in assisting the managers of the private coaching institutes in Kota to understand and implement the five measures of service quality in their institutes and associate them with students to maintain student loyalty and build their trust in their institute. According to the regression analysis the study revealed that Tangibility, reliability and assurance factors are properly implemented and managed by the coaching institutes but they need dot improve and modify their responsiveness and empathy elements to increase students' satisfaction. Administrators should constantly adjust on those factors in order to be able to provide its students with the best values and also state the significant dimensions to lay more emphasis on to enhance service quality leading increasing level of students' satisfaction. The latest or modern business strategy is student satisfaction through ensuring that students are provided with excellent quality of services.

6. Recommendations

According to the research findings, following recommendations are suggested:

1. Staff should always serve right at the first time; therefore, employee should be provided with effective training program. Students should be provided with service as promised. This factor is important, because the fact it creates trust between students and employee or the Coaching Institute itself. If an employee will follow the standards of the Coaching Institute, means that Coaching Institute is able to provide services as promised. Therefore, necessary training should be provided to all staff members.
2. Administrators should always be visible and handling students' problem. This is another significant factor, because students should feel that he or she is important and that management cares. That will show that Coaching Institute's management is involved in the operations and if it needed, the management team will solve the incident or problems immediately or even will prevent unpleasant situations.
3. Doing the best to avoid problem or issue that might occur. That should be controlled by departments, but in that case, trust should be built up between manager and employee, that employee will inform his or her manager about all issues which have happened or may happen. Employee should not be afraid that he or she will be punished.

7. Limitations

Few issues related with the cost and limited time in this study needs further research considerations. Even though

this study dealt with the student's perception towards service quality and its relation with satisfaction, the sample size considered is very small. The findings might not be very suitable as having students with different background such as, educational background, age, and gender. Empirical studies should be conducted moderately with other Coaching Institutes or other industries so that investigative the service quality dimensions and students' satisfaction across the various contexts or business could be measured and could be useful for future growth and enhancement. Also, future study should focus on a larger sample size.

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