



Teachers Expectations and Perceptions towards Service Quality of Polytechnics of Haryana

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Abstract- Conceptualizing the quality of services is much more difficult than for goods. Because of the tangibility factor, to measure service quality can be difficult, but there are many research approaches to measure that. The quality of sensible service makes the way for an economical and profitable organization.. The study is done to ascertain the quality of technical education since it is important for the sustainable development of Indian economy. In this research the perceptions and expectations of the teachers regarding the service quality dimension specifically tangibility provided by different polytechnic institutions in Haryana are studied.

Key words- Service quality, technical institutes. Polytechnics, perceptions, expectations

Introduction- The service industry has emerged as the largest and fastest growing sectors in the world economy, which highly contributes to the global output and employment. It is the most vibrant part of the Indian economy, both in terms of employment potential and contribution to the national income. In India, service sector, as a whole, contributed as much as 68.6 percent of the overall average growth in gross domestic product (GDP) between the years 2002-03 and 2006-07. Viewing their size and influence the two most important services in the Indian economy have been health and education. They are one of the largest and most challenging sectors and hold a key to the country's overall progress. The reason for choosing the measuring of service quality in polytechnic education lies in the fact that in recent years there has been a proliferation of educational institutions in our country. Education is primarily considered as



philanthropic service and it largely contributes to the socioeconomic development of a developing state.

The importance of education in India was acknowledged by the founding fathers of the country and the subsequent governments, and as a result a considerable significance has been given to literacy, school enrollment, institutions of higher education and technical education, over the decades ever since independence. India's aspirations to establish an informed society in the context of increasing globalization are based on the assumption that higher and technical education essentially empowers people with the requisite competitive skills and knowledge. It has been candidly realized that it is the quality of education that prepares one for all pursuits of life and in the absence of an acceptable level of quality, higher education becomes a mere formalism shunned of any purpose or substance. As a result, from around the turn of the century, increasing attention has also been paid to quality and excellence in higher education.

Literature Review

Vivek B Kamat, Jayant Kaur (2017) The study "Quantifying the quality of higher and technical education: salient perspectives" highlights striking points of view on research work done for the appraisal of quality in Higher/Technical Education (HTE). They concluded up by referring scope of further studies which involves a different combination of methods which lessen the influence of their limitations. The study also contributes differently to broad comprehension of TQM ideas in HTE and their effect on its execution measures. The findings exhibited in their investigation are significant and helpful to the strategy makers in HTE, for successfully evaluating the level of quality of service, from a specific viewpoint.

Mokhtar Bunian Seri et.al (2017) focussed in their study named "Service Quality of Polytechnic uses a SERQUAL model for Sustainable TVET system" on enhancing the service quality which increases awareness and in addition enhancing the perception of TVET framework in polytechnics and in accomplishing the plan for transformation design. It will prompt the sustainability of TVET framework in the nation. The aim of this study was to assess the service quality of Polytechnic Ungku Omar. The study of the universe comprises of final semester students of Polytechnic Ungku Omar (PUO) and 222 students were picked through random



sampling method as the sample of the research work. The data were collected by using the SERVQUAL questionnaire. Information collected were analyzed through SPSS version 21. The findings of the research demonstrated a significant distinction between the students' expectations and perceptions in every one of the five dimensions of service quality and, expectations of the students had a larger score than their perceptions. Besides, the results of various regression analyses also demonstrated that the relation between the four indicator factors and the criterion variable was at significant level p.

Chopra Rita et. al(2014) stressed on "Service Quality in Higher Education: A Comparative Study of Management and Education Institutions" they contemplate the students' view of service quality in the present educational condition, utilizing the newly changed service quality (SERVQUAL) instrument to quantify five dimensions: tangibles, reliability, responsiveness, assurance, and empathy. The research has been done on 500 understudies seeking their post-graduation in management and education streams in 10 establishments situated in the north Indian territory of Haryana. An altogether negative gap is seen in the expectations and perceptions regarding the quality of service of higher education, which indicates a feeling of disappointment among the students.

S.Franklin John, S. Senith (2012) focussed on "Service Quality in Indian Technical Education" portraying the Service Quality Dimensions in Indian Technical Education and connecting those service quality dimensions with understudy satisfaction with their instructive experience. The study was conducted by using 21 items reflecting the quality of education and a six point measurement scale among the students of engineering to assess the level of satisfaction with the service quality which they experience in their education. The study further shows that among all the dimensions of service quality the communication skills of the faculty members was important and also plays a significant role in the satisfaction of the students.

Okae-Adjei, Samuel(2012) in their study "Quality Assurance Practices in Ghanaian polytechnics: The case of Koforidua Polytechnic" sought to examine the quality assurance practices of Koforidua Polytechnic (KP).The study was a descriptive qualitative research. Using the student life cycle framework the author followed students from admission stage through



being taught and assessed and to graduation, looking at the quality checks at each stage. The findings suggest that KP has taken steps to assure quality in its operations. Despite these efforts, KP has not been successful in establishing a quality culture and challenges remain. Among others the author recommends that the quality assurance agencies should support Higher Education Institutions (HEIs) including KP to develop internal quality culture.

Shpetim Çerri(2012) in her work 'Assessing the Quality of Higher Education Services Using a Modified SERVQUAL Scale' focussed on the service quality in high public education in Albania, using the SERVQUAL approach. The survey aims to capture the perceptions and expectations students have about the service they receive in respective universities, leading to an evaluation of overall perceived service quality based on gap analysis. The data analysis reveals findings on students' perceptions of service quality in high education. The study confirms the SERVQUAL scale as a suitable tool in assessing service quality in public sector, holding the same strengths as in private sector. The continuous measurement of service quality in universities will help in engaging in a continuous improvement of this quality, creating a good basis for achieving higher objectives. Service quality measurement will also help in creating a market orientation for public universities, focusing more on the student as a customer.

Objectives of the study-

Objective 1 : To ascertain teachers' perceptions and expectations towards the tangibility facilities provided by the polytechnics of Haryana.

Objective 2 : To measure the gaps between expectations and perceptions of service quality from the teachers' perspective.

Research methodology

Descriptive cum exploratory research design is used in the study. The data were collected using a well structured questionnaire. SERQUAL model was used to calculate the gap scores.

Data analysis

Table 1: Total Respondents

Teachers	No. of respondents
Govt. Institute	60
Pvt. Institute	60
Total	120

Source: Primary survey

Table 1 shows the composition of teachers, including teachers in government and private polytechnic institute of Haryana. Total no. of 120 teachers (60 teachers from government institutes and 60 from private institutes) were selected.

Table 2: Demographic characteristics of teachers

Particulars	Govt. Polytechnics Institute		Pvt. Polytechnics Institute	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Gender				
Male	35	58%	40	67%
Female	25	42%	20	33%
Total	60	100	60	100
Age				
Below 25	7	11%	4	5%
26-30	10	17%	11	20%
30-35	33	55%	30	50%
More than 35	10	17%	15	25%
Total	60	100	60	100
Location				
Urban	42	70%	45	75%
Rural	18	30%	15	25%
Total	60	100	60	100
Marital Status				

Married	32	53%	38	63%
Unmarried	28	47%	22	37%
Total	60	100	60	100
Income				
Less than 30000	6	10%	7	13%
30,000-50,000	16	26%	13	21%
50,000-70,000	28	47%	27	45%
More than 70,000	10	17%	13	21%
Total	60	100	60	100

Source: Primary Survey

Table 2 reveals the demographic information of teachers. It can be seen that among 120 teachers, 60 were selected from government institutes and 60 students were from private institutes. Out of 120 teachers, selected from government institutes 35 were male and 25 were female teachers which indicates that the majority of the respondents (teachers) were male (58%) as compared to 42% who were female teachers. As far as age group is concerned, the majority of respondents (55%) were found in the age group of 30-35 years and most of the teachers (53%) were married. Moreover, the majority of the respondents belonged to urban area (70%) and the income of most of the teachers (47%) fell in 50,000-70,000 groups. The findings concluded that most of the respondents from the government institute were male and fell into age group of 30-35 years who belonged to urban area and were married having family income around 50,000-70,000. On the other hand, out of 60 teachers selected from the private polytechnic institute of Haryana, most of the teachers 40 were male and 20 were female teachers which indicate that the majority of the respondents (teachers) were male (67%) as compared to 33% who were female teachers. As far as age group is concerned, the majority of respondents (50%) were found in the age group of 30-35 years and most of the teachers (63%) were married. Moreover, majority of the respondents belonged to urban area (75%) and income of most of the teachers (45%) fell in 50,000-70,000 groups.

Table 1-: perception and expectations (Tangibility) of teachers of government and private polytechnic institute

	Perceptio n (Govt.)	Expectatio n (Govt.)	Perceptio n (Pvt.)	Expectatio n (Pvt.)	Gap score (P-E)	
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Govt.	Pvt.
Your institute has up to mark equipment.	3.42 (0.82)	3.75 (0.62)	3.82 (0.12)	3.90 (0.83)	-0.23	-0.08
The physical facilities of your institution are visually appealing.	3.49 (0.25)	3.81 (0.90)	3.24 (0.29)	3.61 (0.10)	-0.3	-0.07
The employees in your institute dressed professionally.	3.20 (0.80)	3.82 (0.87)	3.71 (0.83)	3.90 (0.27)	-0.22	-0.1
The teaching aids are physically attractive.	3.20 (0.92)	3.80 (0.71)	3.50 (0.57)	3.90 (0.39)	-0.20	-0.19
The classrooms in the institution are well furnished.	3.51 (0.13)	3.90 (0.19)	3.60 (0.24)	3.80 (0.81)	-0.70	-0.1
The laboratories are well equipped, purified drinking water and clean	3.03 (0.84)	3.84 (0.15)	3.40 (0.83)	3.71 (0.29)	-0.71	-0.41

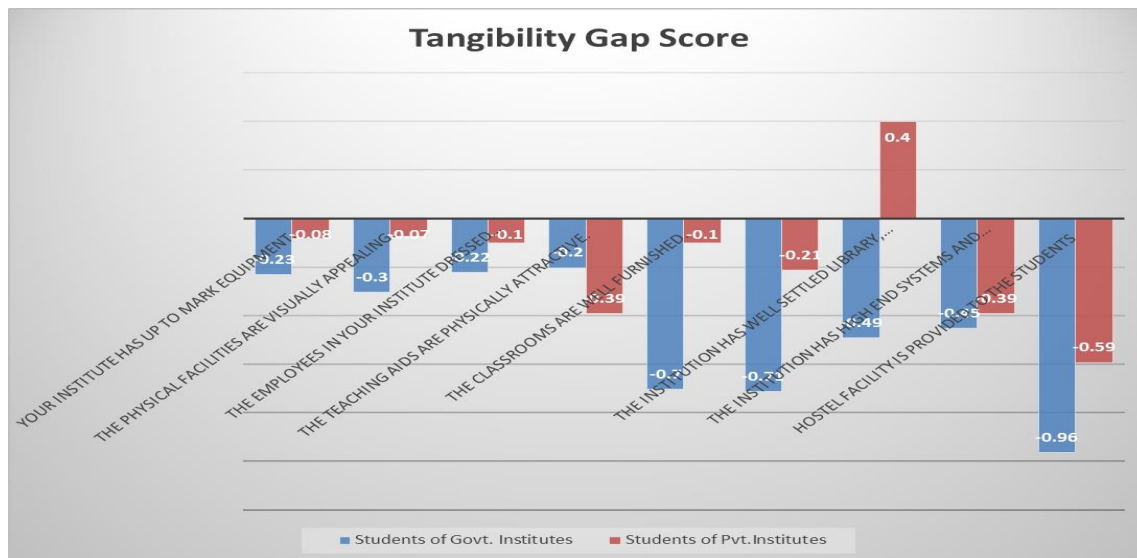
toilet facilities are given.						
The institution has well settled library, well furnished common rooms for girls and sports facility	3.02 (0.62)	3.61 (0.49)	3.90 (0.40)	3.50 (0.17)	-0.49	0.4
The institution has high end systems and Wi-Fi facility.	3.31 (0.43)	3.76 (0.81)	3.01 (0.61)	3.40 (0.36)	-0.45	-0.39
Hostel facility is provided to the students by the institution.	3.02 (0.16)	3.98 (0.53)	3.21 (0.26)	3.80 (0.52)	-0.96	-0.59

Source: Primary Survey

The mean value and standard deviation (SD) of each statement of the tangibility dimension of service quality were given. It can be seen that most of the teachers of a government institute highly perceived with the statement “the physical facilities of your institution are visually appealing” because these statements had higher mean values. Whereas the expectations of teachers of government institutions were higher for the following statements “the physical facilities of your institution are visually appealing” because of higher mean values assigned to the statement. In case of private institutes, the teachers' perception of tangibility was found higher in these statements: The institution has well settled library, well-furnished common rooms for girls and sports facility and institute has up to mark equipment. The mean score of perception towards tangibility were ranging from 3.00 to 3.90. The expectations of teachers towards tangibility were higher for these statements: The teaching aids are physically attractive and institute has up to mark equipment.

The gap score has been analyzed which shows the difference between the expectations and perception of the teachers of government and private institutes. The gap score (Perception – Expectations) is found negative for all statements which indicates that expectations of teachers are higher than their perception.

Figure 4.1 Tangibility Gap scores



Source: Primary Survey

The gap score has been analyzed which shows the difference between the expectations and perception of the teachers of government and private institutes. The gap score (Perception –



Expectations) is found negative for all statements which indicates that expectations of teachers are higher than their perception. However, there is not much difference between the scores of perception and expectations of tangibility but are lower than expectations. The results showed a shortfall for all the items except “the institution has well settled library, well-furnished common rooms for girls and sports facility” in the case of teachers of private institutes.

Findings and Conclusion

It can be seen that the perception and expectations of most of the teachers of government institute were higher for some statements because the statements have highest mean values. In particular, it was found that teachers' perception of tangibility of polytechnic institute did not meet their expectation level because all gap scores are found negative, but gap scores of teacher's perception and expectations of government institute are higher as compared to a gap score of respondent's perception and expectations of private institutes.

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