

# ASSESSING SERVICE QUALITY IN BUSINESS SCHOOLS: IMPLICATIONS FOR IMPROVEMENT

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## **Abstract**

Measuring service quality in business schools has gained great momentum due to increased competition among institutes. Quality experts opined that measuring service satisfaction is one of the greatest challenges of the quality movement implementation. The literature suggests that there is mounting pressure from stakeholders, students, parents and employers to close the increasing gap between institutional quality and their expectations. Therefore, this study was designed to assess service quality in business schools according to SERVQUAL model in the perception of students.

Survey research was used to achieve the objectives of the research study. Eight business schools were taken as sample from public and private sectors randomly. A structured questionnaire was adopted with five dimensions of service quality (Tangibility, reliability, responsiveness, assurance, and empathy) recommended in SERVQUAL model containing 20 statements. The responses of 300 business graduates were taken on five-point Likert rating scale. The collected data was analyzed by frequencies, mean, t-test, one way ANOVA and independent sample t-test. The findings show that students perceive low quality in all the dimensions of service quality (SERVQUAL) model in all institutes.

**Keywords:** Business schools, Service quality, SERVQUAL

## **Introduction**

Increased competition in the educational environment has contributed to the growing importance of service quality measurement at business schools (Gbadamosi, Gbolahan & De Jager, Johan 2008). Quality experts believe that, 'measuring customer satisfaction at an educational establishment might be regarded by educators as one of the greatest challenges of the quality movement' in higher education (Quinn, et. al. 2009). Therefore, it is vital for business schools to actively monitor the quality of services and commit to continuously improve to the needs of stakeholders.

In the last decade, there is huge demand in Pakistan for business education. As a result a number of private and foreign business institutes enter in Pakistani market to compete for students. Most of the institutes are striving to attract students by supplying improved services. There is

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increasing pressure from the customer of business education, which includes student, parents, executives and employers to close the widening gap between their expectations of institutional performance and actual performance. But unfortunately, there are a few researches on the quality measurement concept which can be used to improve the service quality of Pakistani business schools as per expectations of stakeholders. Therefore, this study intends to measure the service quality offered by Pakistani business schools in the perception of the students through SERVQUAL model.

### ***Measuring Service Quality***

In the search for a reliable method of measuring service quality there has been little consensus on the methodology which is of general applicability in all service industries (Faganel, 2010). There are a number of models used by various researchers to measure the services' quality. For instance, The Image Model of Grönroos (used by Sachdev, & Verma, 2004); Lethenin & Lethenin's 3-Dimension Model for Measuring Service Quality (1992); ECSI, European customer satisfaction index (used by Martensen, Gronholdt, Eskildsen & Kristensen, 2000); SERVPERF (used by Fagnel, 2010); HEdPERF (used by Abdulllah 2006).

SERVQUAL model presented by Parasuraman, Zeithaml and Berry (1985) was the most experimented model in last decades (Faganel, 2010). A number of researches have been conducted on the basis of SERVQUAL model (Mc Elwee and Redman, 1993; O'Neil & Wright, 2002; LaBay & Comm, 2003; Sahney et al., 2004; Barnes, 2006; Gao & Wei (year); Tyran & Ross, 2006; Yang et al., 2006; Smith et al., 2007; Lee & Tai, 2008; Yeo, 2008; Brochado, 2009). In brief, SERVQUAL is recognized as a tried and tested instrument that has been successfully applied in various different contexts (Buttle, 1996). Its strengths more than outweigh any deficiencies, and the results can be presented in a format useful for targeting specific service improvements (O'Neill and Palmer, 2001). Therefore, current research study was conducted by using this model. SERVQUAL is based on customers' expectations and perception and comprised of five dimensions which can be defined as follows:

- Tangibles: physical facilities, equipment and appearance of personnel

- Reliability: ability to perform service dependably and accurately
- Responsiveness: willingness to help customers and provide prompt service
- Assurance: knowledge and courtesy of employees and their ability to inspire trust and confidence
- Empathy: caring individualized attention provided by the firm to its customers.

### ***Service Quality in Educational Settings Past Researches***

During the last decade, quality initiatives have been the subject of an enormous amount of practitioner and academic discourse, and at various levels have found a gateway into higher education (Avdjieva and Wilson, 2002, Barnes, 2003). Ford et al., (1999) identified reputation, career opportunities, program issues, physical aspects, and location as important attributes to offer for educational service providers. Further the authors highlighted that due to high competitive environment surrounding business education, institutions need to better understand the nature and quality of service offered. Adey (1997) recommended several 'university characteristics' may be useful in explaining the perceived quality among students, these being an emphasis on competent teaching, the availability of staff for student consultation, library services, computer facilities, recreational activities, class sizes, level and difficulty of subject content, and student workload. In line with the previous researchers Lau (2003) suggests a conceptual framework consisting of three factors based on learning, teaching and resources (Institutional Administrators, faculty, and Students) which are considered to influence student involvement and satisfaction. Abdullah (2006) used HEDPERF instrument consisting of 41 statements to assess service quality in the higher education sector. His study confirmed that students' perceptions of service quality are consisted of six identified dimensions: non-academic aspects, academic aspects, reputation, access, program issues and understanding. He suggested widening and developing of the measuring instrument from a different perspective that is from other customer groups (internal customers, employers, government, parents and general public). Table 1 highlights the past researches in educational settings to measure service quality.

**Table-1: Past Researches in Educational Setting to measure Service Quality**

<b>Authors</b>	<b>Service Quality Dimensions</b>
Entwistle and Tait, 1990	<ul style="list-style-type: none"> <li>▪ Standards of organization</li> <li>▪ Assessment and feedback</li> <li>▪ Teachers' enthusiasm and methodology</li> <li>▪ Relevance and interest of the material to students</li> <li>▪ Teachers' interest in individual students</li> <li>▪ Explanation of study material</li> <li>▪ Difficulty, pace and quantity of workload</li> <li>▪ Willingness for class involvement</li> </ul>
Lehtinen and Lehtinen (1992)	<ul style="list-style-type: none"> <li>▪ Physical Quality</li> <li>▪ Interactive Quality</li> <li>▪ Corporative Quality</li> </ul>
Gronroos 2000	<ul style="list-style-type: none"> <li>▪ Technical quality</li> <li>▪ Functional quality</li> <li>▪ Reputational quality</li> </ul>
Hampton, 1993	<ul style="list-style-type: none"> <li>▪ Quality of education</li> <li>▪ Teaching</li> <li>▪ Social life-personal</li> <li>▪ Campus facilities</li> <li>▪ Effort to pass courses</li> <li>▪ Social life-campus</li> <li>▪ Student advising</li> </ul>
LeBlanc and Nguyen, 1994	<ul style="list-style-type: none"> <li>▪ Faculty</li> <li>▪ Reputation</li> <li>▪ Physical evidence</li> <li>▪ Administration</li> <li>▪ Curriculum</li> <li>▪ Responsiveness</li> <li>▪ Access to facilities</li> </ul>
Qureshi, Mahmood, & Sajid, 2008	<ul style="list-style-type: none"> <li>▪ Curriculum</li> <li>▪ Contact personnel</li> <li>▪ Physical Evidence</li> <li>▪ Reputation</li> <li>▪ Responsiveness</li> <li>▪ On campus facilities</li> <li>▪ Grading and assessment criteria</li> <li>▪ Faculty</li> <li>▪ Students</li> <li>▪ Fee structure</li> <li>▪ Development and planning</li> <li>▪ Discipline</li> </ul>
Pereda, Airey & Bennett, 2007	<ul style="list-style-type: none"> <li>▪ Recognition</li> <li>▪ quality of instruction and interaction with faculty</li> <li>▪ sufficiency of resources</li> <li>▪ quality of facilities</li> </ul>
Abdullah, 2006	<ul style="list-style-type: none"> <li>▪ non- academic aspects</li> <li>▪ academic aspects</li> <li>▪ Reputation</li> <li>▪ Access</li> <li>▪ Program issues</li> <li>▪ Understanding</li> </ul>

Martensen, 2000	<ul style="list-style-type: none"> <li>▪ Institution image</li> <li>▪ Student expectations</li> <li>▪ Perceived quality of non-human resources</li> <li>▪ Perceived quality of human resources</li> <li>▪ Perceived value</li> <li>▪ Students satisfaction</li> <li>▪ Students loyalty</li> </ul>
Brochado, 2009	<ul style="list-style-type: none"> <li>▪ Tangibility</li> <li>▪ Reliability</li> <li>▪ Responsiveness</li> <li>▪ Assurance</li> <li>▪ Empathy</li> </ul>

Kaleem & Rahmat (2004) conducted a research study by using SERVQUAL model and found that service quality across public and private sector business schools is below the students' satisfaction level. Moreover, they reported that the students in private sector have more expectations than the students in public business schools. They attributed this gap due to higher fee structure in private sector. Qureshi, Mahmood, & Sajid (2008) reported in their study that business schools in both public and private sectors are not performing up to the required standards and they suggested that business schools in private sector may invest in quality education while public sector schools may invest on secondary education. Morales & Calderon (2010) conducted the research on measuring the service quality of executive education in business schools through SERVQUAL and found that reliability and empathy is the most important dimension in the perception of business schools while tangibility is at the second place. Gao & Wei (2010) in their study found that Chinese students have consistent high expectations of service quality provided by business schools, while their perceptions are relatively low which indicates that Chinese business schools need to improve their service quality.

In Pakistan business education has gained great popularity owing to the growing demands for improving the quality of services to satisfy the major stakeholder, the students. In response to this popularity, there is mushrooming of business schools in Pakistan in last couple of decades. These institutions are working under Public and Private sector and are listed with Higher Education Commission of Pakistan (Lodhi, 2010). In Pakistan currently there are a few business schools from public and private sector which are providing quality in the limited context and are not able to effectively focus on quality of service delivery to the external

customers (Qureshi, Mehmood & Sajid 2008). For that reason, this research study was designed to measure the perception of the students about quality of services offered by business institutes and recommend improvements for future.

### ***Objectives of the Study***

The objectives of the study were as follows:

1. Measuring the service quality of business institutes according to the SERVQUAL model in Business schools of Lahore in the perception of students.
2. Assessing the need to improve service quality of business institutes with respect to determinants of SERVQUAL model.
3. Assessing the need to improve service quality in the light of demographical variables.
4. Give recommendations to improve the service quality of business institutes.

To achieve the research objectives the research study focused the following questions.

1. What is the perception of students about the service quality of business institutes in the light of SERVQUAL model?
2. What are the areas which need improvement in service quality of business institutes in the light of SERVQUAL model?
3. What is the difference in the perception about the service quality of institutes according to demographical variables?

### ***Design of the Study***

This study is designed to assess service quality in business schools according to SERVQUAL model. Survey research was used to achieve the objectives of the research study. Eight business schools are taken as sample from public and private sectors randomly.

The study selected a convenient sample of 500 students from eight business schools. The required data was collected through a structured questionnaire based on SERVQUAL model. The questionnaire was administered by the researcher themselves. A total of 300 questionnaires were received.

The questionnaire was consisted of five SERVQUAL dimensions as used by Gao & Wei (2010). It contains 20 statements about five determinants, tangibility, reliability, responsiveness, assurance and empathy. The responses of the students were taken on five- point Likert

rating scale ranging from 5 strongly agree to 1 strongly disagree. Further the respondents were assured about the ethical issues such as confidentiality and anonymity.

### **Results and Discussion**

Cronbach's Coefficients alpha was calculated to measure the internal consistency of the five SQ dimensions. The internal consistency of the scale was found 0.888. To measure the perception of students about the quality of service one sample t-test was used while for variance in demographics (for gender and sector) independent sample was used and one way ANOVA for institutional variance was used.

**Table-2: One sample t-test for measuring the perception about Service Quality of Business Schools**

SERVEQUAL	Statements	Mean	SD	t-value	df	Sig.
Tangibility	Up-to-date equipment	3.9333	1.03882	15.562	299	.000*
	Physical facilities	3.6767	1.11786	10.484	299	.000*
	Well-dressed staff	3.8300	1.07934	13.319	299	.000*
	Better competitive accommodation	3.6533	1.03443	10.939	299	.000*
Reliability	Keep promises with students	3.5733	1.10848	8.959	299	.000*
	Staffs' sympathy to problems	3.4867	1.14347	7.372	299	.000*
	Honors' its promises	3.5500	1.10978	8.584	299	.000*
	Maintain records accurately	3.8867	.97827	15.699	299	.000*
Responsiveness	Tell exact time about performance of services	3.6000	1.00167	10.375	299	.000*
	Perform services at first time	3.5033	1.06479	8.188	299	.000*
	Staff ready to help students	3.5700	1.17603	8.395	299	.000*
	Staff responds promptly to queries	3.4867	1.14054	7.391	299	.000*
Assurance	Students trust all staff	3.3667	1.15904	5.479	299	.000*
	Staff deals politely	3.5633	1.10305	8.846	299	.000*
	Students feel safe while receiving services	3.7000	.99665	12.165	299	.000*
	Professors are knowledgeable	3.9867	.97450	17.537	299	.000*
Empathy	Gives individual attention	3.5367	1.11930	8.305	299	.000*
	Professors understand specific needs	3.5900	1.16609	8.764	299	.000*
	All staff keeps students' interest at heart	3.3000	1.16671	4.454	299	.001*
	Timing suites students	3.4467	1.36628	5.662	299	.000*

\* $p < 0.05$

As table 2 illustrates that for tangibility the mean scores for all the statements are significantly above the cut point (3.0). It proves that all the students are agreeing with the statements that their institutions are providing them tangible facilities.

In case of reliability, responsiveness, assurance and empathy again the mean scores of the statements are significantly higher than the test value three showing that students perceive the quality services provided by their institutions. These are not in line with the findings of Qureshi, Mehmood & Sajid (2008) that institutions in Pakistan are not providing the services up to the level of their expectations. The results show that the institutions in Pakistan are on the road to improve the quality of services in all the dimensions as per stakeholders' expectations.

**Table-3: One Way ANOVA Analysis of Variance for Service Quality in Sub-scales by Institutions**

SRVQUAL	Variance	Sum of Squares	df	Mean Square	F	Sig.
Tangibility	Between groups	40.878	7	5.840	14.502	.000*
	Within groups	117.584	292	.403		
	Total	158.462	299			
Reliability	Between groups	40.596	7	5.799	11.783	.000*
	Within groups	143.716	292	.492		
	Total	184.312	299			
Responsiveness	Between groups	35.071	7	5.010	9.888	.000*
	Within groups	147.949	292	.507		
	Total	183.020	299			
Assurance	Between groups	54.616	7	7.802	13.336	.000*
	Within groups	170.833	292	.585		
	Total	225.449	299			
Empathy	Between groups	873.858	7	124.837	13.336	.000*
	Within groups	2733.328	292	9.361		
	Total	3607.187	299			

\* $p < 0.05$

Table 3 indicates that there is significant difference of service quality among the eight institutes in the perception of students. Therefore, post hoc analysis is conducted to know the variance among institutes.



**Table-4: Tukey HSD for Multiple Comparisons of Service Quality in Sub-scales by Institutions**

Sub-scales	(I)	Mean Difference (I-J)						
		Institutions						
		UMT	LSE	LUMS	HCC	DBE	GCU	HB&F
Tangibility	P.Aims	-.521	-.407	-1.26*	-.741*	-.235	-.800*	-.829*
	UMT		.114	-.748*	-.220	.285	-.279	-.308
	LSE			-.862*	-.334	.171	-.393	-.422
	LUMS				.527	1.03*	.468*	.440*
	HCC					.506*	-.059*	-.087*
	DBE						-.566*	-.593*
	GCU							-.028
Reliability	P.Aims	.0500	-.071	-1.08*	-.442	-.349	-.563	-.762*
	UMT		-.121	-1.132*	-.492	-.399	-.613	-.812*
	LSE			-1.010*	-.371	-.277	-.492	-.690*
	LUMS				.639*	.733*	.518*	.319
	HCC					.093	-.120	-.319
	DBE						-.214	-.413
	GCU							-.198
Responsiveness	P.Aims	.04286	-.164	-1.11*	-.276	-.270	-.543*	-.448
	UMT		-.207	-1.153*	-.319	-.313	-.586*	-.491
	LSE			-.946*	-.112	-.106	-.379	-.284
	LUMS				.833*	.839*	.566*	.661*
	HCC					.006	-.266	-.171
	DBE						-.272	-.177
	GCU							.095
Assurance	P.Aims	.17857	-.271	-1.306*	-.258	-.471	-.707*	-.593*
	UMT		-.450	-1.48*	-.437	-.650	-.886*	-.771*
	LSE			-1.03*	.012	-.200	-.436	-.321
	LUMS				1.048*	.835*	.599*	.713
	HCC					-.212	-.448	-.334
	DBE						-.236	-.121
	GCU							.114
Empathy	P.Aims	-.714	1.08	5.22*	1.035	1.885	2.830	2.373
	UMT		1.800	5.94*	1.75	2.60	3.54*	3.08*
	LSE			4.14*	-.050	.800	1.744	1.287
	LUMS				-4.192*	-3.342*	-2.39*	-2.85*
	HCC					.850	1.794	1.337
	DBE						.944	.487
	GCU							-.456

\* $p < 0.05$ 

The institution wise results are as follows:

1. With respect to PAK AIMS, it is evident from the analysis that in tangibility dimension of SERVQUAL Pak Aims students significantly perceive low quality of services than the students of LUMS, HCC, GCU and HB &F. But in reliability dimension

- respondents perceive its performance lower than LUMS and HB & F respondents. While for assurance and responsiveness the mean difference revealed that Pak Aims is not doing well in providing service quality in comparison to LUMS and HB&F. This means that Pak Aims needs to improve its services in all its dimensions.
2. The students in UMT perceive that the institute is not providing better services than the perception of LUM, HCC & HB & F students in all the dimensions. Moreover the mean of other institutions are high in most of the categories, implying that institute is not providing quality services and needs to improve.
  3. For LSE the analysis revealed that the mean difference is significantly lower as compared to LUMS, HCC & HB & F in all service quality dimensions except empathy. While HCC, DBE & GCU respondents means are higher than LSE but not significant. Interestingly for LUMS, the highest ranking institute in Pakistan, students perception is high for all categories i.e. tangibility, reliability, responsiveness, assurance and empathy. These results are not in line with the findings of Kaleem & Rahmat (2004) study which found that the highest gap of perceptions and expectations exist in the responses of LUMS student. They attribute this gap to the high expectation of services against the high fee structure at LUMS.

#### ***Variance in responses with respect to Gender and Sector***

The independent sample test revealed that there is no difference of opinion among respondents with respect to gender and sector. The findings are in line with the past researches (Qureshi, Mehmood & Sajid (2008); Kaleem & Rahmat (2004).

#### ***Conclusion***

Measuring service quality is very important to retain students in any institution. But perception of quality is different for different stakeholders. In this research study, most of the statements means fall in the range of 3.3- 3.9 which means that there is room to improve the quality of services to survive in competitive environment. Therefore, institutions may improve their services in the light of discussed dimensions of SERVQUAL according to the perceptions of major stakeholder- that is student.

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