Comparison between Public and Private Secondary Schools regarding Service Quality Management and its Effect on Students' Satisfaction in Pakistan

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Abstract

Service quality management plays its vital role for the enhancement of students' satisfaction. This current research paper aims to explore the concepts of service quality management dimensions and its effect on students' satisfaction. In this study, the dependent variable was students' satisfaction which was measured by the independent variable service quality. The secondary school students of public and private education institutions were the population of this study in Punjab, Pakistan. Random sampling approach applied for the delimitation of the population. Sample was 727 students (public 345, private 382). Five point Likert scale was used in the questionnaire for the collection of data. This study adopted from Parasuraman'S SERVEQUAL dimensions model (1991). Findings of the study show that the quality of the public secondary schools was better as compared to private school. This paper provides the guidance to sort out the most effective factors about the customers' satisfaction regarding service quality.

Keywords: SERVQUAL**,** service quality, students' satisfaction, secondary school

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Introduction

There are several derivatives for the term 'quality' including quality assurance, quality control and quality management (Abdous, 2009). Quality is a central value of any organization that is embedded in its daily operations. The word service has an important value and variety of meaning (Abdullah, 2006), which poses challenges drawing up a generic viewpoint of service quality. Petruzzellis, Uggento and Romanazzi (2006) stated that service tends to be vague and very difficult to evaluate in terms of quality. Crosby, Evans and Cowless (1990) determined that quality management directly relates to customer satisfaction, whereas, Service quality is a more recent concept, but widely accepted and implemented. There are still numerous challenges and disagreements about this relatively new concept. However, Abdullah (2005) argued that Service quality has been linked to increase in profitability and, therefore, considered as a vital approach to ensure a competitive edge over competitors.

Education is one of the most crucial factors to strengthen the social and economic situation of a nation and empowering generation with skills and knowledge. Quality education plays its significant role for the development of the nation due to the emergence of global competition in education and technology in 21st century (Awan & Zia, 2015). The Pakistan National Policy on education thrive to widening the access of education by improving the quality of secondary education through enhancing the enrolment, increasing retention through less dropout rates and enrolled the students for the achievement of national objectives (National Education Policy, 2016).Pakistan is taking the operational steps for the development of education sector. It is said that the education is a fundamental right for all the people throughout the world. Educational organizations are extremely customer sloping service commerce besieged to build up relationship (Sultan and Wong, 2010). Service industries play a vital role for the economic development. Better quality plays a vital role for the development of education institution (Saeed, 2014).). The satisfaction of the customers is an important factor for the development of education institution. It can produce the number of new students. It is impossible for the education institutions to survive if the students feel dissatisfaction. The dissatisfaction of the students is a solemn threat for the institution (Zeshan, A. 2010).

The concept of satisfaction varies among different students (Munteanu, Ceobanu, Bobâlca, & Anton, (2010). The satisfaction of the students depends upon the expectations of the students after perceived the services (Brown & Mazzarol, 2009). The students judge the quality on behalf of previous practices to usage the facilities after receiving the services; students evaluate the new ones with the previous amenities. The growth of an education institution is based on the satisfaction of the students (Hamidullah, 2009). Moreover, the quality of education is one of the major requirements in the age of globalization that have

given rise to many problems for institutions to face. Therefore, school education requires overcoming these challenges, cope with the difficulties, may need to search for effective and creative way to enhance their quality management system (Yousapronpaiboon, 2014).There are plenty of gaps in literature on quality management and substantial challenges on the different perception of quality in developing countries (Chui & Ahmad, 2016). The quality management is one of the best tools that we use to upgrade the quality of education.
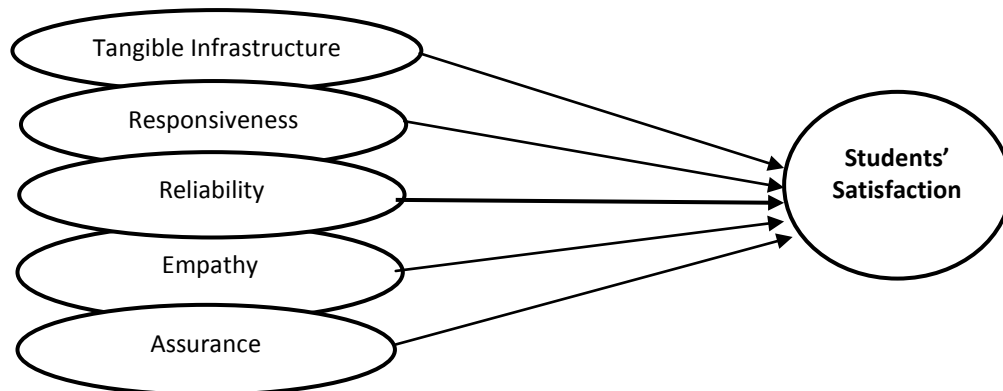
Service Quality

A Parasuraman, Zeithaml, and Berry (1988) explained that service quality is "On the whole assessment of particular service organizations that results from matching up the performance of that firm with the general hope of the customers (students) that hoe firms in that sector should carry out business. Parasuraman, Zeithaml, and Berry (1988) stated that, in the field of learning and education, the service quality has its essential role through word of mouth communications. It mostly depends upon the perception of the customers after receiving services (Alves & Raposo, 2010). Service quality is a source of motivation among students by rendered them effective performance in both areas in academic as well as administration (Ahmad & Nawaz, 2010). The educational organizations lay stress on the service quality to attract, enhance the number of students and for the marketing point of view (Usman, 2010). Service quality provides information and awareness to the students according to the services that organizations rendered to their customers as well as marketing strategies. The satisfaction is measured to the students by their expectations and past experiences (Tahar, 2008). The students measure the facilities agreeable by comparing what they are really getting according to their perception and expectation (Gruber, Voss, & Glaser-Zikuda, 2010). Educational organizations determined on the service quality dimensions to attract their customers. They delivered the service quality on satisfactory way to the students because it is the essential element for their progress (Sapri, Kaka, & Finch, 2009). Tahar (2008) described that educational organizations in USA lay stress on the academic status firstly and cost/time is after to it but in New Zealand organizations firstly focus on the cost/time, physical appearance and location. The service quality evaluates by the satisfaction of the customers after rendered the services. The service quality creates an interaction of physical environment and output of the quality.

Students' Satisfaction

Satisfaction is an actual font of happiness after receiving the services according to expectations and perception of an individual (Gruber, Fuß, Voss, & Glaser-Zikuda, 2010). It is positively connected with the prospects of the students. Satisfaction means the result according to the expectations after rendered the services. Satisfaction is the assessment of the service quality by experience of students. Customer satisfaction is a real dread of

perceptions and expectations of customer. Hanse mark and Albinsson (2004) stated that the satisfaction is expressive reply of the customer and admiration of their moods permitting to their prospects. (Petruzzellis, D'Uggento, & Romanazzi, 2006) suggested that satisfaction is an understanding before and after using the new things. The students take their negative and positive decisions about service quality regarding to their mind set (Sapri, Kaka, & Finch 2009). Hasan and Ilias (2008) stated that the life experience of the students during their learning mainly based on the satisfaction about service quality. They judge the organizational culture, staff behavior and response. Tian and Wang (2010) observed that satisfaction is a positive response of customer according to their interest and fulfillment of their desires after getting the services. The satisfaction of the students depends upon the cultural impact regarding their perception. Every student has different kinds of background; therefore, it is difficult to satisfy them according to the cultural background. Navarro, Iglesias, and Torres, (2005a) stated that the consciousness of students about quality is essential; it renders the organization with significant information regarding the betterment of student's satisfaction.

Study Framework

Research Objectives

Following were objectives:

1. Explore the level of service quality and students' satisfaction at secondary level in Punjab, Pakistan.
2. Determine the difference between public and private secondary school students in Punjab, Pakistan.
3. Investigate the service quality dimensions which affect students' satisfaction at secondary school level in Punjab, Pakistan.

Research Questions

Following were questions of research:

1. What is the statistical difference of opinion between public and private secondary school students in Punjab, Pakistan?
2. What service quality dimensions affect the students' satisfaction at secondary school level in Punjab, Pakistan?

Hypothesis

Following were hypotheses:

H_1. There is a significance difference between public and private secondary school students in Punjab, Pakistan.

H_2. There is a significance correlation between service quality dimensions and students' satisfaction at secondary school level in Punjab, Pakistan.

Research Methodology

The study was quantitative in nature. Student's satisfaction was dependent variable while service quality management was independent variable. The secondary school students of public and private institutes were considered as the population of the study.

Random sampling approach was applied for the selection of sample. The researcher selected 345 students from public institutes while 382 from private institutes.

Table 1

Total population of public and private Secondary Schools in Punjab

Categories	No. of Schools
Public	52231
Private	60502
Total	112733

Source: Punjab Education Foundation (PEF) 2018

Krejcie and Morgan (1970)table, was followed to select the sample of the study. Random sampling approach was applied for the delimitation of the population. For the delimitation of the population, 727 students (public 345, private 382) were selected as sample of the study.

Table 2

Determining sample size of a known population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Source: Krejice& Morgan, (1970)   N= Population   S= Sample size

Five point Likert scale was used in the questionnaire for the collection of data. This study was adopted from Parasuraman's SERVEQUAL dimensions model. The study comprised five main dimensions i.e. tangible infrastructure, responsiveness, reliability, empathy and assurance. SPSS software was used for the data analysis. Cronbachs' Alpha was conducted to find out the reliability of scale. The reliability of the scale was .869 (Parasuraman et al., 1991). The validity of the scale was checked by experts. Mean and Standard Deviation, Factor analysis, independent sample t-test and Pearson correlation tests were applied for analysis.

Findings

Table 3

Descriptive Analysis

Factors	*M*	*SD*
Tangible Infrastructure	3.51	.75
Responsiveness	3.27	.89
Reliability	3.73	.74
Empathy	3.29	1.00
Assurance	3.51	.83
Total	3.51	.64

Overall Mean= M= 3.51, SD= .64

Mean of the factors about service quality presents by the secondary school students is ranging (M=3.27 to 3.51), (SD= .74 to 1.00). Majority of the factors are shown satisfied.

Factor Analysis

Table 4

Confirmatory Factor Analysis about Tangible Infrastructure

Statements	Factor Loading
General appearance of the building is appreciated	.623
There is sufficient light in class rooms	.677
Classroom temperature is always remained normal	.588
The campus is safe from security threats.	.651
Learning environment of the school is appreciated	.630
Nice physical appearance of staff members	.606
There is furnished computer labs	.473
Sitting position in the class room is comfortable	.590

Factor loading of the statements No 1 to 8 is ranging from .473 to .677. All factor loadings are moderate except statement no 3, 7 and 8. which is ranging from .473 to .590 even accepted for factor loading.

Table 5

Confirmatory Factor Analysis about Responsiveness

Statements	Factor Loading
Career counselling facility is available for students.	.703
Staffs are cooperative with the students.	.584
First aid facilities are available in school.	.684
Queries of the students handle appropriately.	.742
Focus on dealing the queries efficiently.	.694

Factor loading of the statements No 1 to 5 is ranging from .584 to .742. All factor loadings are moderate except statement no 2. This is ranging from .584 even accepted for factor loading.

Table 6

Confirmatory Factor Analysis about Reliability

Statements	Factor Loading
Registration of the students is completed in time and error free.	.617
Student's record is urgently available when it required.	
Classes are conduct regularly.	.661
Syllabus is always completed as per requirement.	.661
Exams are always conducted according to schedule.	.686
Results are always announced with accuracy.	.704
Teaching staff is highly qualified.	.657
The behavior of the management staff is polite to solve the student's	.649
problem as claimed.	.556
Time table is implemented without clashes.	.513

Factor loading of the statements No 1 to 8 is ranging from .513 to .686. All factor loadings are moderate except statement no 8, 9. This is ranging from .513 to .556 even accepted for factor loading.

Table 7

Confirmatory Factor Analysis about Empathy

Statements	Factor Loading
Study rooms are available for students.	.734
Behavior of the teachers towards students is good.	.799
Rules are not so strict for the students to make the learning process successfully.	.672

Factor loading of the statements No 1 to 3 is ranging from .672 to .799. All factor loadings are moderate even accepted for factor loading.

Table 8

Confirmatory Factor Analysis about Assurance

Statements	Factor Loading
There is friendly environment among staff.	.564
There is a team building environment in the institution.	.704
Rules and regulations follow by the staff and students.	.714
Culture of the school is appreciated.	.694
Strategies are made on the base of innovation.	.588

Factor loading of the statements No 1 to 5 is ranging from .564 to .729. All factor loadings are moderate except statement no 1 and 5. which is ranging from .564 to .588 even accepted for factor loading.

Independent Sample t-test

Table 9

Public (n= 345) and Private (n= 382) secondary school students

Factors	Private		Public		Independent sample t-test	
	M	*SD*	*M*	*SD*	*df*	*sig*
Tangible infrastructure	3.45	.64	3.55	.84	705	.07
Responsiveness	3.05	.78	3.47	.93	720	.00**
Reliability	3.63	.69	3.83	.76	724	.00**
Empathy	3.02	1.61	3.54	1.05	716	.00**
Assurance	3.47	.80	3.55	.86	724	.15

Level of significance≤ .05, ***≤ .02*

Independent sample t-test was conducted between public and private secondary school students. There was not a significance difference in tangible infrastructure. The public school respondents score is higher (M= 3.55, SD= .84) than Private (M=3.45, SD= .64). There was a significance difference in responsiveness. The public school respondents score is higher (M= 3.47, SD= .93) than Private (M=3.05, SD= .78). There was also significance difference in reliability. The public school respondents score is higher (M= 3.83, SD= .76) than Private (M=3.63, SD= .69). There was also significance difference in empathy. The public school respondents score is higher (M= 3.54, SD= 1.05) than Private (M=3.02, SD= 1.61). There was not significance difference in assurance. The public school respondents score is higher (M= 3.55, SD= .86) than Private (M=3.47, SD= .80).

Pearson Correlation

Table 10

Between service quality dimensions and students' satisfaction

Variables		Tangible infrastructure	Responsiveness	Reliability	Empathy	Assurance	Students' satisfaction
Tangible infrastructure	Pearson Correlation	1					
	Sig.						
	N	727					
Responsiveness	Pearson Correlation	.584**	1				
	Sig.	.000					
	N	727	727				

Reliability	Pearson Correlation	.543[**]	.517[**]	1			
	Sig.	.000	.000				
	N	727	727	727			
Empathy	Pearson Correlation	.467[**]	.545[**]	.560[**]	1		
	Sig.	.000	.000	.000			
	N	727	727	727	727		
Assurance	Pearson Correlation	.497[**]	.474[**]	.572[**]	.532[**]	1	
	Sig.	.000	.000	.000	.000		
	N	727	727	727	727	727	
Students' satisfaction	Pearson Correlation	.808[**]	.772[**]	.840[**]	.732[**]	.777[**]	1
	Sig.	.000	.000	.000	.000	.000	
	N	727	727	727	727	727	727

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

Pearson correlation was conducted between independent variable (service quality dimensions) and dependent variable (students' satisfaction). The statistical result was found that tangible infrastructure and students satisfaction have strong positive relationship with (r=.808, sig=.00) whereas, responsiveness and students satisfaction have moderate positive relationship with (r=.772, sig=.00), reliability and students satisfaction have strong positive relationship with (r=.840, sig=.00), empathy and students satisfaction have moderate positive relationship with (r=.732, sig=.00) and assurance and students satisfaction have moderate positive relationship with (r=.777, sig=.00)

Discussion

Education is one of the most crucial factors to strengthen the socio-economic growth of the country and empowering generation with skills and knowledge. Quality management in education is a philosophy that insists on the betterment, enhancement and change for all the service provided to the students (Sallis, 2014). Quality management is a concept that focuses to render the quality education to the students within the institution (Gharakhani et al., 2013). Therefore, quality management is an important factor for the development of education institutions and it has a solid theoretical foundation that can be implemented and adapted in educational system (Wani & Mehraj, 2014).

Conclusion and Recommendations

It was concluded that the students of secondary school level have satisfaction of the service quality dimensions. There found statistical significance difference in service quality management dimensions responsiveness, reliability and empathy between public and private secondary school students. The respondents of public education institutions had higher score than private. The service quality dimensions have strong correlation between student's satisfactions at secondary level. The quality management is an attitude of mind as well as a technique for the improvement of education sector. The workshops are necessary for the awareness of service quality at every level. In Pakistan there is a number of private schools but seemed to be unconscious regarding focus on service quality whereas, public sector schools focused on the quality of services. It is highly recommended that the government should make a policy by which inspects the quality of services that rendered to the students among private education institutions at secondary level. So, that the quality of private education institutions can also be enhanced. Further studies should be conducted to increase the geographical diversity and there is a need to include more quality management practices and their impact on organizational outcome.

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