



A STUDY ON PERCEPTION OF STUDENTS TOWARDS SERVICE QUALITY OF ARTS AND SCIENCE COLLEGES IN KOVILPATTI TALUK

¹Dr. (Mrs.) C. Muthulakshmi and ²Mrs. R.Subha Ranjan

¹Assistant Professor and ²Ph.D. Research Scholar (Part Time)

¹PG and Research Department of Commerce

^{1&2}G. Venkataswamy Naidu College, Kovilpatti, Affiliated to Manonmaniam Sundaranar University
Tirunelveli, Tamil Nadu, India

ABSTRACT

This research aims to measure the service quality of arts and science colleges in Kovilpatti Taluk. The study was conducted among 331 students by using SERVQUAL instrument. It is used to measure the gap between perception and service quality. The literature review has collected from various Indian and Foreign context. The hypotheses were framed and it is tested with the SPSS software. Many statistical tools were applied for interpreting the data like, chi-square test, one way ANOVA, and t-test. The findings of the study disclose the students' perception and the services rendered by the educational institutions. Few recommendations for further research are also suggested.

Keywords: Students' Perception, Students' Expectation, Service Quality, Assurance.

I.INTRODUCTION

Higher education is regarded as one of the most important factors of a nation's development, both from the global perspective, as well as individual one, representing the main source of investment in people that contributes to the development of a state. In 2005, Kazemi said that the development of a community often depends on the degree of higher education, but also on the qualitative and quantitative development of an educational system¹. The satisfaction of the students is an important factor for the development educational institutions. It can create the number of new students. For this reason, it is impossible for the education institutions to stay alive if the students never feel dissatisfaction. The displeasure of the students is a grave threat for the institution.

The need of the hour is higher education for sustainable development. The goal of the decade, as outlined by UNESCO, is to integrate the principles, values and practices of sustainable development into all aspects of education and learning. This aims to encourage changes in behaviour that will create a more sustainable future².

The expectations of the students will be fulfilled through the achievement of greater service quality of higher educational institutions. Focused on minimising rote learning and introducing reforms in the Indian education system to ensure all round development of students, the long-awaited National Education Policy 2020 ("NEP 2020") has been announced by the Union Cabinet on July 29, 2020³.

II.REVIEW OF LITERATURE

Hariprakash (2014) in his study entitled "A study on the entrepreneurial traits and achievement motivation among college students in Thoothukudi district" analyzed that the relationship between the profile variables and the entrepreneurial traits of the college students. The study suggested that the university while modifying the syllabus can introduce a paper on entrepreneurship development and training with practical exposure in the fourth and sixth semester for all the arts and science courses like environmental science.

Natasja Rudje (2014) made a study entitled "Examining student satisfaction with the student services center at a local community college" concluded that the students overall believe that staff is willing to go above and beyond, and that they are able to form personal connections with them. Recommendations such as open communication with students, professional development to address staff knowledge and examining student satisfaction demeanor, and establishing an office of multiculturalism will assist staff in supporting students so that they can ultimately be empowered to achieve their educational goals.

Abdel Magid Hamouda and Galal M.Abdella (2018) in their article entitled "Investigating determinants of student satisfaction in the first year of college in a public university in the state of Qatar" examined that the influence of various academic, social and

¹ Kazemi, M. (2005). Higher education and stable political development. Institute for Research and Planning in Higher Education 1, pp. 13–32.

² <https://www.developmenteducationreview.com/issue/issue-6/education-and-sustainable-development>

³ <https://www.mondaq.com/india/education/976628/part-ii-national-education-policy-2020-reforms-in-indian-higher-education-system>



environmental aspects on the overall satisfaction of first year students. This study has provided a snapshot a some of the key determinants of the overall student satisfaction of the first-year experience.

Prabakaran.V Benat Vadhani.D & Nithya.M (2018) in their article entitled “Students perception and attitude towards selection of colleges in Tamilnadu” study focused on the school students perception and attitude towards selection of colleges in Tamilnadu. The study found that the existence of significant relationship between few variables such as parents income field of study and gender and place preference to study. It also narrowed down the identified eleven factors into three factors which are the most crucial in influencing the students on higher education.

Rita van Deuren and Karma Lhaden (2018) in their work entitled “Student satisfaction in higher education: A comparative study of a private and a public college” this study presents analysis of similarities and differences between the public and private college. Overall student satisfaction does not differ, but the perception of the quality of factors contributing to satisfaction differs. Some factors contribute to student satisfaction in both colleges, but other factors are only relevant for the private or for the public college.

III.OBJECTIVES OF THE STUDY

1. To study the overview of arts and science colleges in Thoothukudi district.
2. To examine the perception of students towards service quality of arts and science colleges.
3. To offer suitable suggestions to improve the students satisfaction towards the services rendered in higher educational institutions.

IV. SCOPE OF THE STUDY

The current study emphasizes the perception of students towards the service quality of their institutions. The survey has been conducted in the arts and science colleges in Thoothukudi district. The primary data has been measured through the service quality dimensions viz., Tangibility, Dependability, Responsibility, Assurance, Empathy, Individuality, Placement Facilities and Students Satisfaction.

V.STATEMENT OF THE PROBLEM

As each and every student may come from different places and may also different cultural backgrounds, every educational institution is required to know about their strengths, weaknesses, opportunities and threats. Therefore, their perception and expectation may also differ.

Every educational institution is considered as a competitor for admitting the students more and more. In this case, students’ satisfaction plays an important role in achieving the highest rank in the market. Students’ satisfaction acts as a major tool in improving the service quality of higher educational institutions. Exact understanding of students’ expectation is one of the major problems.

In India, there are 7,539 arts and 3,790 science colleges⁴ in the year 2013. The number of Arts and Science Colleges are increasing day by day. All the colleges are strived to achieve the Top rank through the improvement of their service quality and thereby increases the satisfaction of the students.

Therefore, this study is required to understand the perception of students towards the service quality of arts and colleges.

VI.RESEARCH METHODOLOGY

This study has made use of both primary and secondary data.

6.1COLLECTION OF DATA

Both primary and secondary data have been collected for the research work.

6.1.1 Primary data

Primary data had been collected through the structured questionnaire.

6.1.2 Secondary data

Secondary data was collected from the journals, magazines, research reports and from the companies’ websites.

⁴ <https://www.dreducation.com/2013/08/data-statistics-india-student-college.html>



6.2 SAMPLE DESIGN AND SAMPLING METHOD

This study was conducted among the students residing in Kovilpatti. Convenience sampling was used for selection for the sample respondents for primary data collection. The sampling size is 331 and it is limited to the area of Kovilpatti.

VII. DESIGN OF THE QUESTIONNAIRE

Structured questionnaire has been used to collect the data from the respondents. The questionnaire is segmented in 3 parts, viz.,

- 1. Demographic and socio-economic profile of the respondents
2. Institutional profile of the respondents
3. SERVQUAL profile of the respondents.

VIII. STATISTICAL TOOLS

The following statistical tools were applied in this study as follows,

- 1. Percentage analysis
2. Chi-square test
3. One-Way ANOVA and
4. t-test

IX. ANALYSIS AND INTERPRETATION OF DATA

9.1 Analysis of demographic and socio-economic profile of the respondents:

Demographic and socio-economic factors may have greater influence in determining the perception of students towards arts and science colleges. Hence the researcher has made an attempt to analyse the demographic and socio-economic profile of the respondents. The results are displayed in the table - 1.

TABLE - 1
DEMOGRAPHIC AND SOCIO-ECONOMIC PROFILE OF THE RESPONDENTS

Table with 4 columns: S.NO, VARIABLES, CLASSIFICATION, and FREQUENCY. It lists demographic and socio-economic data for 331 respondents across 8 categories.



S.NO	VARIABLES	CLASSIFICATION	FREQUENCY
9.	Residential area	Rural Urban	207(62.54%) 124(37.46%)
10.	Total no.of members in the family	2 to 3 3 to 4 4 to 5 More than 5	41(12.39%) 98(29.61%) 149(45.02%) 43(12.99%)
11.	Status of the institution	Aided college Self-financing college Constituent college Autonomous college	144(43.50%) 130(39.27%) 25(7.55%) 32(9.67%)
12.	Type of institution: By Gender	Women's college Co - education	36(10.88%) 295(89.12%)
13.	By Shift	Full day Morning Shift Evening Shift	204(61.63%) 117(35.35%) 10(3.02%)
14.	Location of the institution	Rural Urban	173(52.27%) 158(47.73%)

Source: Primary data

INTERPRETATION

It is observed from the above table that out of 331 respondents of the study, 69.79% of the respondents are male, 77.04% of the respondents belong to the age group below 20 years, the marital status of 92.75% of the respondents is single, the monthly income of 61.33% of the respondents is below Rs.20,000, 75.83% of the respondents are UG graduates, 61.03% of the respondents belong to the nuclear family, the parents of 34.44% of the respondents are completed graduation, the occupation of the parents of 25.08% of the respondents is private employee, the residential area of 62.54% of the respondents is rural, the number of members of 45.02% of the respondents is between 4 and 5, the institutional status of 43.50% of the respondents is aided college, the institutional category of 89.12% of the respondents is co-education, 61.63% of the respondents are studied in full day shift, the institutional location of 52.27% of the respondents is rural area.

9.2 Analysis of service quality dimensions

Service quality of the colleges are promptly analysed with the help of SERQUAL tool. Hence the researcher has made an attempt to study the service quality of the college and the results are displayed in the table – 2.

TABLE – 2
ANALYSIS OF SERVICE QUALITY DIMENSIONS - RESULTS

Variables	p Value							
	SQ1	SQ2	SQ3	SQ4	SQ5	SQ6	SQ7	SQ8
Chi – square test								
Educational qualification of parents	.026*	.260**	.034*	.020*	.002*	.478**	.013*	.000*
No. of family members	.184**	.049*	.335**	.211**	.722**	.621**	.023*	.857**
One-way ANOVA								
Age	.001*	.002*	.013*	.137**	.413**	.035*	.026*	.075**
Monthly income	.150**	.002*	.113**	.000*	.002*	.034*	.022*	.021*
Education	.430**	.153**	.473**	.050*	.711**	.343**	.807**	.652**
Occupation of parents	.000*	.000*	.002*	.114**	.006*	.011*	.002*	.000*
Institutional status	.293**	.033*	.117**	.281**	.001*	.009*	.922**	.093**
Shift of the institution	.002*	.002*	.006*	.011*	.095**	.001*	.040*	.000*
t- test								
Gender	.000*	.000*	.000*	.000*	.000*	.000*	.000*	.000*



Variables	p Value							
	SQ1	SQ2	SQ3	SQ4	SQ5	SQ6	SQ7	SQ8
Marital status	.000*	.000*	.000*	.000*	.000*	.000*	.000*	.000*
Family status	.000*	.000*	.000*	.000*	.000*	.000*	.000*	.000*
Area	.000*	.000*	.000*	.000*	.000*	.000*	.000*	.000*
Institution type	.037*	.030*	.002*	.003*	.041*	.442**	.124**	.000*
IT Location	.000*	.000*	.000*	.000*	.000*	.000*	.000*	.000*

Source: Computed data

Note:

SQ1	SQ2	SQ3	SQ4	SQ5	SQ6	SQ7	SQ8
Tangibility	Dependability	Responsibility	Assurance	Empathy	Individuality	Placement facilities	Students' satisfaction

* denotes significant result

** denotes insignificant result

Interpretation

Chi-square test Analysis

Chi-square test has been applied to find out the significant difference between Educational qualification of parents and the service quality dimensions. It is observed that the p value is significant between the educational qualification of parents and the dimensions of service quality viz., Tangibility (.026), Responsibility (.034), Assurance (.020), Empathy (.002), Placement facilities (.013) and Student's satisfaction (.000). It is also shown that the p value is insignificant between the educational qualification of parents and the dimensions of service quality viz., Dependability (.260) and Individuality (.478).

Chi-square test has been applied to find out the significant difference between number of family members and the service quality dimensions. It is observed that the p value is significant between the number of family members and the dimensions of service quality viz., Dependability (.049*) and Placement facilities (.023). It is also shown that the p value is insignificant between the educational qualification of parents and the dimensions of service quality viz., Tangibility (.184), Responsibility (.335), Assurance (.211), Empathy (.722), Individuality (.621) and Student's satisfaction (.857).

One-way ANOVA Analysis

One-way ANOVA technique has been applied to find out the significant difference between Age and the service quality dimensions. It is observed that the p value is significant between the Age and the dimensions of service quality viz., Tangibility (.001), Dependability (.002), Responsibility (.003), Individuality (.035) and Placement facilities (.026). It is also shown that the p value is insignificant between the Age and the dimensions of service quality viz., Assurance (.137), Empathy (.413), and Students satisfaction (.075).

One-way ANOVA technique has been applied to find out the significant difference between Monthly income and the service quality dimensions. It is observed that the p value is significant between the Monthly income and the dimensions of service quality viz., Dependability (.002), Assurance (.000), Empathy (.002), Individuality (.034), Placement facilities (.022), and Students satisfaction (.021). It is also shown that the p value is insignificant between the Monthly income and the dimensions of service quality viz., Tangibility (.150) and Assurance (.113).

One-way ANOVA technique has been applied to find out the significant difference between Education and the service quality dimensions. It is observed that the p value is significant between the Education and the dimensions of service quality viz., Assurance (.050). It is also shown that the p value is insignificant between the Education and the dimensions of service quality viz., Tangibility (.430), Dependability (.153), Responsibility (.473), Empathy (.711), Individuality (.343), Placement facilities (.807) and Student satisfaction (.652).

One-way ANOVA technique has been applied to find out the significant difference between Occupation of parents and the service quality dimensions. It is observed that the p value is significant between the Occupation of parents and the dimensions of service quality viz., Tangibility (.000), Dependability (.000), Responsibility (.002), Empathy (.006), Individuality (.011), Placement facilities (.002) and Student satisfaction (.000). It is also shown that the p value is insignificant between the Occupation of parents and the dimensions of service quality viz., Assurance (.114).

One-way ANOVA technique has been applied to find out the significant difference between Institutional status and the service quality dimensions. It is observed that the p value is significant between the Institutional status and the dimensions of service quality viz.,



Dependability (.033), Empathy (.001) and Individuality (.009). It is also shown that the p value is insignificant between the Institutional status and the dimensions of service quality viz., Placement facilities (.922) and Students satisfaction (.093).

One-way ANOVA technique has been applied to find out the significant difference between Shift of the institution and the service quality dimensions. It is observed that the p value is significant between the Shift of the institution and the dimensions of service quality viz., Tangibility (.002), Dependability (.002), Responsibility (.006), Assurance (.011), Individuality (.001), Placement facilities (.040) and Students satisfaction (.000). It is also shown that the p value is insignificant between the Shift of the institution and the dimensions of service quality viz., Empathy (.095).

t-test Analysis

t-test has been applied to find out the significant difference between Gender and the service quality dimensions. It is observed that the p value is significant between the Gender and the dimensions of service quality viz., Tangibility (.000), Dependability (.000), Responsibility (.000), Assurance (.000), Empathy (.000), Individuality (.000), Placement facilities (.000) and Students satisfaction (.000).

t-test has been applied to find out the significant difference between Marital status and the service quality dimensions. It is observed that the p value is significant between the Marital status and the dimensions of service quality viz., Tangibility (.000), Dependability (.000), Responsibility (.000), Assurance (.000), Empathy (.000), Individuality (.000), Placement facilities(.000) and Students satisfaction (.000).

t-test has been applied to find out the significant difference between Family status and the service quality dimensions. It is observed that the p value is significant between the Family status and the dimensions of service quality viz., Tangibility (.000), Dependability (.000), Responsibility (.000), Assurance (.000), Empathy (.000), Individuality (.000), Placement facilities (.000) and Students satisfaction (.000).

t-test has been applied to find out the significant difference between Area and the service quality dimensions. It is observed that the p value is significant between the Area and the dimensions of service quality viz., Tangibility (.000), Dependability (.000), Responsibility (.000), Assurance (.000), Empathy (.000), Individuality (.000), Placement facilities (.000) and Students satisfaction (.000).

t-test has been applied to find out the significant difference between Institution Type and the service quality dimensions. It is observed that the p value is significant between the Institution Type and the dimensions of service quality viz., Tangibility (.037), Dependability (.030), Responsibility (.002), Assurance (.003), Empathy (.041), and Students satisfaction (.000). It is also shown that the p value is insignificant between the Institution Type and the dimensions of service quality viz., Individuality (.442) and Placement facilities (.124).

t-test has been applied to find out the significant difference between Institution Location and the service quality dimensions. It is observed that the p value is significant between the Institution Location and the dimensions of service quality viz., Tangibility (.000), Dependability (.000), Responsibility (.000), Assurance (.000), Empathy (.000), Individuality (.000), Placement facilities (.000) and Students satisfaction (.000).

X.FINDINGS

1. Majority (69.79%) of the respondents are male.
2. Majority (77.04%) of the respondents are in the age group below 20 years.
3. Majority of the respondents (92.75%) are single.
4. Majority (61.33%) of the respondents parents are earning a monthly income of below Rs.20,000.
5. Majority (75.83%) of the respondents have completed UG course.
6. Majority (61.03%) of the respondents belong to the nuclear family.
7. Majority (34.44%) of the respondents parents have completed graduation.
8. Majority(25.08%) of the respondents are private employee.
9. Majority (62.54%) of the respondents are coming from the rural area.
10. Majority (45.02%) of the respondents are have 4 to 5 members in the family.
11. Majority (43.50%) of the respondents are studying in aided college.
12. Majority (89.12%) of the respondents are studying in co-education colleges.
13. Majority (61.63%) of the respondents are belong to the full day shift.
14. Majority (52.27%) of the respondents are belong to the category of location of the institution is rural area.



15. Chi-square test has been applied to find out the significant difference between the variables viz., Educational qualification of parents and the number of family members and the service quality dimensions. The results are shown as follows:

- It is proved from the results that there is a significant difference between the educational qualification of parents and the dimensions of service quality viz., Tangibility (.026), Responsibility (.034), Assurance (.020), Empathy (.002), Placement facilities (.013) and Students satisfaction (.000) and there is an insignificant between the educational qualification of parents and the dimensions of service quality viz., Dependability (.260) and Individuality (.478).
- It is observed that the p value is significant between the number of family members and the dimensions of service quality viz., Dependability (.049*) and Placement facilities (.023). It is also shown that the p value is insignificant between the educational qualification of parents and the dimensions of service quality viz., Tangibility (.184), Responsibility (.335), Assurance (.211), Empathy (.722), Individuality (.621) and Students satisfaction (.857).

16. One-way ANOVA technique has been applied to find out the significant difference between variables viz., Age, Monthly income, Education, Occupation of parents, Institutional status and Shift of the institution and the service quality dimensions. The results are shown as follows:

- It is observed that the p value is significant between the Age and the dimensions of service quality viz., Tangibility (.001), Dependability (.002), Responsibility (.003), Individuality (.035) and Placement facilities (.026). It is also shown that the p value is insignificant between the Age and the dimensions of service quality viz., Assurance (.137), Empathy (.413), and Students satisfaction (.075).
- It is observed that the p value is significant between the Monthly income and the dimensions of service quality viz., Dependability (.002), Assurance (.000), Empathy (.002), Individuality (.034), Placement facilities (.022), and Students satisfaction (.021). It is also shown that the p value is insignificant between the Monthly income and the dimensions of service quality viz., Tangibility (.150) and Assurance (.113).
- It is observed that the p value is significant between the Education and the dimensions of service quality viz., Assurance (.050). It is also shown that the p value is insignificant between the Education and the dimensions of service quality viz., Tangibility (.430), Dependability (.153), Responsibility (.473), Empathy (.711), Individuality (.343), Placement facilities (.807) and Student satisfaction (.652).
- It is observed that the p value is significant between the Occupation of parents and the dimensions of service quality viz., Tangibility (.000), Dependability (.000), Responsibility (.002), Empathy (.006), Individuality (.011), Placement facilities (.002) and Student satisfaction (.000). It is also shown that the p value is insignificant between the Occupation of parents and the dimensions of service quality viz., Assurance (.114).
- It is observed that the p value is significant between the Institutional status and the dimensions of service quality viz., Dependability (.033), Empathy (.001) and Individuality (.009). It is also shown that the p value is insignificant between the Institutional status and the dimensions of service quality viz., Placement facilities (.922) and Students satisfaction (.093).
- It is observed that the p value is significant between the Shift of the institution and the dimensions of service quality viz., Tangibility (.002), Dependability (.002), Responsibility (.006), Assurance (.011), Individuality (.001), Placement facilities (.040) and Students satisfaction (.000). It is also shown that the p value is insignificant between the Shift of the institution and the dimensions of service quality viz., Empathy (.095).

17. t-test has been applied to find out the significant difference between variables viz., Gender, Marital status, Family status, Area, Institution Type and Institution Location and the service quality dimensions. The results are shown as follows:

- It is observed that the p value is significant between the Gender and the dimensions of service quality viz., Tangibility (.000), Dependability (.000), Responsibility (.000), Assurance (.000), Empathy (.000), Individuality (.000), Placement facilities (.000) and Students satisfaction (.000).
- It is observed that the p value is significant between the Marital status and the dimensions of service quality viz., Tangibility (.000), Dependability (.000), Responsibility (.000), Assurance (.000), Empathy (.000), Individuality (.000), Placement facilities (.000) and Students satisfaction (.000).
- It is observed that the p value is significant between the Family status and the dimensions of service quality viz., Tangibility (.000), Dependability (.000), Responsibility (.000), Assurance (.000), Empathy (.000), Individuality (.000), Placement facilities (.000) and Students satisfaction (.000).
- It is observed that the p value is significant between the Area and the dimensions of service quality viz., Tangibility (.000), Dependability (.000), Responsibility (.000), Assurance (.000), Empathy (.000), Individuality (.000), Placement facilities (.000) and Students satisfaction (.000).
- It is observed that the p value is significant between the Institution Type and the dimensions of service quality viz., Tangibility (.037), Dependability (.030), Responsibility (.002), Assurance (.003), Empathy (.041), and Students satisfaction (.000). It is also shown that the p value is insignificant between the Institution Type and the dimensions of service quality viz., Individuality (.442) and Placement facilities (.124).



- It is observed that the p value is significant between the Institution Location and the dimensions of service quality viz., Tangibility (.000), Dependability (.000), Responsibility (.000), Assurance (.000), Empathy (.000), Individuality (.000), Placement facilities (.000) and Students satisfaction (.000).

XI.SUGGESTIONS

1. The colleges shall take necessary steps to improve its own academic program based on the National Education Policy 2020.
2. The colleges shall improve the way of teaching and hostel facility.
3. All the colleges shall take the responsibility for students' career.
4. Most of the students are coming from Tamil medium schools. They are suffering a lot during their interview times. So, the college management shall instruct the lecturers to take the classes in English.
5. The college management should provide the CCTV camera for the student's security.
6. Proper advice may be given for improving English fluency of students' group discussions and seminars shall be conducted at least once in a week.
7. Proper advice shall be given to the lecturers for guidance and supporting the students to attend their seminar.
8. The college shall provide strict rules and regulations for their students' discipline like wearing ID cards, formal shoes, proper dressing, and proper haircuts etc.
9. All the students should be treated as same.
10. Like studies, most of the students are interested in sports too. So the college must take necessary steps to improve their sports skill.
11. The administrators and staff members shall maintain a good relationship with students retention for further study.
12. Management shall provide proper advice to the faculty and staff for treating the students with respect and care.
13. Proper training may be provided to all the staff members who have direct contact with the students for improving their skills and developing a good relationship with the students.
14. Every college needs to implement ballot box or website that will help for the good and continuous evaluation progress.
15. The management may arrange seminars, workshops and conference programs periodically that will enable the students for improving their ability and success of the college.
16. The colleges may provide grace period to the poor students for paying their tuition fees. It will create good thought about their colleges.
17. Management shall take extra efforts to fulfil the students' needs.
18. The colleges shall provide well equipped classroom with modern teaching equipments like OHP, LCD and Podium to improve their service quality better and more.
19. The management must provide hygienic food in canteen to their students. Every institution should have a responsibility about the students' health care.
20. There should be adequate number of well qualified lecturers in the colleges. Management must design its own strategy to motivation for quality teaching.
21. The faculty should be encouraged to involve in research activities that will motivate the students' skills and interests.
22. The personality development programmes should be conducted for the students to improve their personality in the future.
23. Subject experts, academicians and industrialists shall be invited to share their life experience and provide proper guidance to the students.
24. The colleges shall consider to introduce the job oriented new courses apart from the traditional courses.
25. The colleges should encourage the students to participate in the variety of sports which will increase their employment.

XII.CONCLUSION

This study analysed the expectations and perceptions of the students. This study highlights the importance of way of teaching of the lecturers, playground equipment, bus facility, library facilities, labs, hostel facility, computer lab facility and Wi-fi facility and the students' discipline in improving the service quality of the colleges. This study discussed the overall harmony of teachers and students, office staff and students' relationship that seeks to find out if the students are satisfied. SERVQUAL tool has been applied in this study to identify the students' satisfaction, dissatisfaction and expectations that are sorted and useful for the recommendations made to improve the service quality of the colleges. When the suggestions and recommendations of this study are considered with care, this study is a good solution for retaining students.

XIII.REFERENCES

1. Abdel Magid Hamouda, Galal M.Abdella (2018) "Investigating Determinants of Student Satisfaction in the First Year of College in a Public University in the State of Qatar" Education Research International 2018(1):1-14 DOI: 10.1155/2018/7194106



2. Basheer A. Al-Alak, Ahmad Salih Mheidi Alnaser (2012) "Assessing the Relationship Between Higher Education Service Quality Dimensions and Student Satisfaction" Australian Journal of Basic and Applied Sciences, 6(1): 156-164, 2012 ISSN 1991-8178.
3. Hariprakash N., "A Study on The Entrepreneurial Traits and Achievement Motivation Among College Students in Thoothukudi District" Doctoral thesis submitted to manonmaniam sundaranar university.
4. Khyati Shetty Datta, Julie Vardhan (2017) "A SERVQUAL-Based Framework for Assessing Quality of International Branch Campuses in UAE: A Management Students' Perspective" Research Article <https://doi.org/10.1177/2158244016676294>
5. Natasja Rudge, (2014). "Examining Student Satisfaction with the Student Services Center at a Local Community College" Counselor Education Master's Theses. 157.
6. Prabakaran V., Benat Vadhani.D., Nithya.M (2018). "Students' Perception and Attitude Towards Selection of Colleges in Tamilnadu" International Journal of Marketing, Financial Services & Management Research, ISSN 2277-3622 Vol.7 (6), JUNE (2018), pp. 1-11.
7. Rita van Deuren, Karma Lhaden (2018) "Student Satisfaction in Higher Education: A Comparative Study of a Private and A Public College" Bhutan Journal of Research & Development Spring 2017 publication at: <https://www.researchgate.net/publication/322735609>
8. Santhana Jeyalakshmi S., Meenakumari S (2016) "Service Quality Management:A Literature Review" Shanlax International Journal of Management Volume 3 Issue 4 April 2016 ISSN: 2321 – 4643
9. Zaid Yaseen Saud AL_Dulaimi, (2016) "Education, Educational Services and their Quality" Journal of Marketing Management June 2016, Vol. 4, No. 1, pp. 58-66 ISSN: 2333-6080(Print), 2333-6099. Published by American Research Institute for Policy Development DOI: 10.15640/jmm.v4n1a6 URL: <https://doi.org/10.15640/jmm.v4n1a6>.

Filename: 17
Directory: C:\Users\DELL\Documents
Template: C:\Users\DELL\AppData\Roaming\Microsoft\Templates\Normal.dotm
Title:
Subject:
Author: Windows User
Keywords:
Comments:
Creation Date: 4/16/2021 4:41:00 PM
Change Number: 5
Last Saved On: 5/2/2021 12:12:00 AM
Last Saved By: Murali Korada
Total Editing Time: 35 Minutes
Last Printed On: 5/3/2021 11:40:00 PM
As of Last Complete Printing
Number of Pages: 9
Number of Words: 5,170 (approx.)
Number of Characters: 29,473 (approx.)