An Empirical study towards Level of Satisfaction in Quality of Education - with Special reference towards Physicality, Assurance and Dependability variable

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Abstract

Education is a most essential tool for social and economic growth of a country. The best of quality of education in the classroom can be performed by learning process and psychosocial realities of the young generation. Teachers need to adapt to the realities of the student needs and wants. Higher education faces a new era to motivate and encourage the students to study.

Expectations for the better performance in terms of good teaching insight and producing competent graduates. The findings of this study can be used by the practitioners in identification and improvement of service gap areas to enhance student's satisfaction. The variable include for the study are Physicality, Assurance and Dependability. This present study has been conducted in Chennai. In this research, 5-point Likert scale, is used to measure each variable. Questionnaires are distributed to 125 respondents and analyzed using IBM SPSS version 20.

Keywords: Higher Education, Quality, Learning process

Introduction

Education is a most essential tool for social and economic growth of a country. The best of quality of education in the classroom can be performed by learning process and psychosocial realities of the young generation. Teachers need to adapt to the realities of the student needs and wants. Higher education faces a new era to motivate and encourage the students to study. The quality education provides real ground knowledge with thinking ability, widens their younger generation mind set, develops critical thinking with analytical power. Expectations

for the better performance in terms of good teaching insight and producing competent graduates. The variable include for the study are Physicality: Design of classrooms, Lightning in classrooms, Lecture rooms equipment's are adequate and appropriate for teaching, Physical appearance of buildings , General cleanliness, Degree of comfort in classrooms and study room, Parking availability and accessibility, Easy transportation availability to the faculty and Internet/email access. Assurance: Faculties' staff are friendly and respectful, Lecturers are friendly and respectful, Academic qualifications of lecturers and Lecturers are innovative and agents of change. Dependability: Faculty staff shows interest in solving problems of students, Faculty lecturers show interest in solving problems of students and The faculty collects information regularly from students to improve its services. These measures have been generally used to analyze educational development.

Review of Literature

"Due to economic change and work life culture gave complex reforms based on quality and in service towards educational institutions. The educational institutions in India, increasingly find themselves in an environment that is focused on understanding the role and importance of service quality. There is a need for adaptation to serve the in terms of greater responsiveness, responsibility, accountability and increased expectations, the educational systems are being pressurized to shift their focus from quantitative expansion, to an emphasis on quality". (Dotchin, J.A. & Oakland, J.S. (1994).

Research Methodology

This study employed Descriptive research design. The researcher collected the data from primary and secondary sources. The primary data were collected from students, teaching faculty includes full time and teaching fellow. The primary data were collected through questionnaire method and Secondary data were collected through books, magazines and internet sources. This present study has been conducted in South Chennai Division in Tamilnadu. It includes Guindy, Mylapore, Velachery, Alandur and Sholinganallur. In this research, 5-point Likert scale, is used to measure each variable. Questionnaires are distributed to 125 respondents using convenient sampling method. After collecting the complete questionnaires, data are coded and then entered into SPSS tool for analysis.

Analysis

Table 1: Gender

		No of Respondents	Percentage
Gender	Male	75	60.0
	Female	50	40.0
	Total	**125**	**100.0**

Source: Primary Data

Inference: Majority of the respondents belongs to Male.

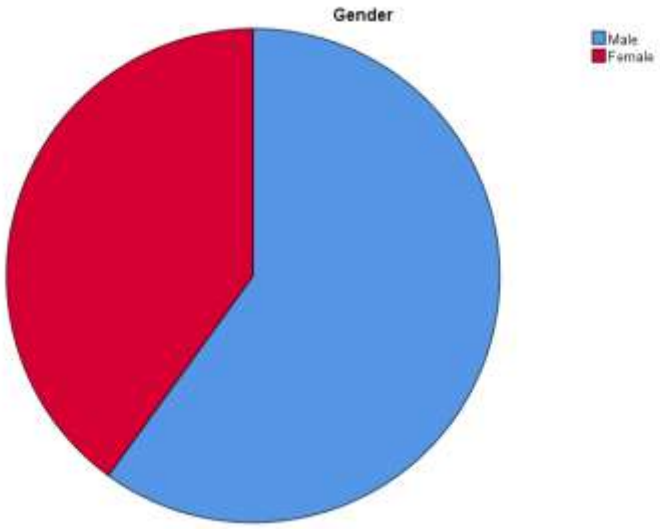

Figure 1: Gender

Table 2: Age

		No of Respondents	Percentage
Age	Below 20 years	43	34.4
	21 to 40 years	40	32.0
	41 and above	42	33.6
	Total	**125**	**100.0**

Source: Primary Data

Inference: Majority of 34 percent of the respondents belongs to below 20 years old.

Table 3: Cross Tabulation between Gender and Design of classroom

		Design of classroom					
		Highly Satisfied	**Satisfied**	**Moderately Satisfied**	**Dissatisfied**	**Highly Dissatisfied**	**Total**
Gender	**Male**	31	36	5	2	1	**75**
	Female	13	25	12	0	0	**50**
Total		**44**	**61**	**17**	**2**	**1**	**125**

Source: Primary Data

Inference: Majority of the respondents is satisfied towards design of Class room and they belongs to Male respondents.

Hypothesis

Ho: There is no association between Gender and Physicality of classroom

H1: There is an association between Gender and Physicality of classroom

Table 4: Level of Satisfaction towards Physicality in Class Room

Physicality							
		Highly Satisfied	**Satisfied**	**Moderately Satisfied**	**Dissatisfied**	**Highly Dissatisfied**	**Total**
Lightning in classroom	Male	22	44	1	7	1	75
	Female	8	**28**	9	1	4	50
Lecture room equipment are adequate and appropriate for teaching	Male	13	**47**	10	3	2	75
	Female	13	27	6	2	2	50
Physical appearance	Male	17	**50**	5	0	3	75
	Female	9	30	6	4	1	50

building							
General cleanliness	Male	12	37	16	4	6	75
	Female	4	**38**	7	0	1	50
Degree of comfort in class room and study room	Male	**48**	17	6	1	3	75
	Female	14	33	2	0	1	50
Parking availability	Male	11	**30**	15	19	0	75
	Female	5	29	14	0	2	50
Internet access	Male	15	**40**	13	5	2	75
	Female	14	27	4	3	2	50

Source: Primary Data

Inference: Majority of the respondents are satisfied towards Lightning in classroom, Lecture room equipment are adequate and appropriate for teaching, Physical appearance building, General cleanliness, Parking availability and Internet access. Majority of the respondents are highly satisfied towards Degree of comfort in class room and study room.

Table 5: Chi-square Test Association between Gender and Physicality of classroom

Variable: Physicality	**Chi-Square Tests**	**df**	**Asymptotic Significance (2-sided)**	**Result**
Lightning in classrooms	18.530[a]	4	.001	Significant
Lecture rooms equipment's are adequate and appropriate for teaching.	1.672[a]	4	.796	Non-Significant
Physical appearance of buildings.	7.867[a]	4	.097	Non-Significant
General cleanliness	10.528[a]	4	.032	Significant
Degree of comfort in classrooms and study rooms.	23.714[a]	4	.000	Significant
Parking availability and accessibility.	19.064[a]	4	.001	Significant
Internet/ access	2.939[a]	4	.568	Non-Significant

Source: Computed Data

Inference: It is seen that the Chi-Square value and the Asymp sig value which is less than the critical value (P=0.05). Hence null hypothesis is rejected at a 0.05 significance level. Hence, there is an association between Gender and Lightning in classroom, General cleanliness, Degree of comfort in class room and study room, Parking availability and Internet access.

Table 6: Level of Satisfaction towards Assurance

Variable: Assurance		**Highly Satisfied**	**Satisfied**	**Moderately Satisfied**	**Dissatisfied**	**Highly Dissatisfied**
Faculties'/ staff are friendly and respectful	Male	38	39	0	21	1
	Female	33	34	0	8	0
Qualifications of Staff	Male	23	24	0	2	1
	Female	23	23	0	7	0
Lecturers are innovative	Male	25	43	4	0	3
	Female	7	23	9	8	3

Source: Primary Data

Inference: Majority of the respondents are satisfied towards Faculties'/ staff are friendly and respectful, Qualifications of Staff and Lecturers are innovative.

Table 7: Association between Gender and Level of Satisfaction towards Assurance

Variable: Assurance	**Chi-Square Tests**	**df**	**Asymptotic Significance (2-sided)**	**Result**
Faculties'/ staff are friendly and respectful.	3.583[a]	3	.310	Non-Significant
Qualifications of Staff	11.423[a]	3	.010	Significant
Lecturers are innovative	21.988[a]	4	.000	Significant

Source: Computed Data

Inference: It is seen that the Chi-Square value and the Asymp sig value which is less than the critical value (P=0.05). Hence null hypothesis is rejected at a 0.05 significance level. Hence, there is an association between Gender and Qualifications of Staff and Lecturers are innovative.

Table 8: Level of Satisfaction towards Dependability

Dependability		Highly Satisfied	Satisfied	Moderately Satisfied	Dissatisfied	Highly Dissatisfied
Faculty staff shows interest in solving problems of students	**Male**	52	21	0	2	0
	Female	30	18	0	1	1
Feedback	**Male**	27	41	3	3	1
	Female	12	28	9	0	1
Total		39	69	12	3	2

Source: Primary Data

Inference: Majority of the respondents are Highly satisfied towards Faculty staff shows interest in solving problems of students and Satisfied towards Feedback analysis.

Table 9: Association between Gender and Level of Satisfaction towards Dependability

Dependability	Chi-Square Tests	df	Asymptotic Significance (2-sided)	Result
Faculty staff shows interest in solving problems of students	2.569[a]	3	.463	Non-Significant
Collecting feedback	9.603[a]	4	.048	Significant

Source: Computed Data

Inference: It is seen that the Chi-Square value and the Asymp sig value which is less than the critical value (P=0.05). Hence null hypothesis is rejected at a 0.05 significance level. Hence, there is an association between Gender and Collecting feedback.

Conclusion

The perception of faculty, students and alumni can be contrasted and a new scale can be developed for measuring quality education service. Due to increasing competition in education sector from domestic and from global may create the survival problems to the existing institution. In this paper researcher identified there is an association between Gender and “Qualifications of teaching faculties” , “Teaching faculties are innovative” and while

"Collecting feedback".

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