

FACTORS EFFECTING THE SERVICE QUALITY OF PUBLIC AND PRIVATE SECTOR UNIVERSITIES COMPARATIVELY: AN EMPIRICAL INVESTIGATION

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ABSTRACT

The purpose of this research is to assess the influence of demographic and some other observable factors on overall service quality of public and private sector universities by using service quality dimensions of servqual. The population of interest in this study the private and public sector universities in Pakistan. 174 useable responses are collected from students. The survey research method is used in this study by adopting the modified servqual scale. Males and Females have same perceived service quality of private and public universities. Student teacher relationship and political activities are found to be most influential factors for service quality in private and public sector universities of Pakistan. The results suggest the improvement for all stakeholders in the planning, administration and management practices in higher education academic systems based on service quality dimensions. The present study contributes to existing literature by analyzing the role of some important factors on service quality of higher education. Secondly, it opens the new debates on reasons, variables, concepts which may influence the quality of education in universities.

Keywords: Service Quality, Service Quality in Higher Education, Higher Education, Education, Service Marketing, Service Quality Factors, Quality in Education, Service Quality in Universities, ServQual,.

INTRODUCTION:

There is no doubt that universities are the major component for the development of a society and people of any country. To develop the human capital in the country, universities play a prominent role. The efficiency, productivity of students, ability of accepting challenges of the practical world, delivering results and solutions according to the employers' expectations are the major components included in the services of the university. Universities provide services in different disciplines. No matter what the discipline is being taught at the university, there are expectations of students, parents, employers, society, and community. Keeping in view the substantial importance of the need for better quality of services in universities of Pakistan, this study aims to measure and analyze their Service Quality.

The dimensions of service quality are taken in this study as defined in SERVQUAL model. Students' expectations are the standards that can be checked to measure quality of services by university. The five dimensions of service quality represent the students' expectations from university services. The service quality of universities would be measured using well-validated and reliable instrument of SERVQUAL, which gives us a numerical value by calculating the difference of expectations of customers and their perceived actual services. The objective of this study is to give an assessment of the factors influencing the service quality of Universities in Pakistan, so that the stakeholders would feel an ease develop policies and adopt strategies keeping in view the factors, as well as five dimensions of quality addressed in SERVQUAL instrument. This model and instrument has widely been used by different researchers in different services sectors including educational and university services in all over the world. This study fills a gap concerned with the Educational services' quality in Pakistan. The influence of some demographic, as well as some other factors such as Gender, Sector, Class Strength, political activities, Regularity in Classes, Relationship between students and teacher, is assessed in this study. These factors especially the major categorization of higher education into sectors, public and private sector, provide the significant information that what is lacking and loopholes in which type of universities that can affect the service quality. Service quality is more subjective concept rather than objective (A. Parasuraman, Zeithaml, & Berry, 1988). They actually differentiate between Perceived Quality and Objective quality. To understand and assess the effect of different factors the second part of SERVQUAL instrument that is for assessing the perceived service quality, is used. This study would assess the service quality using SERVQUAL Scale and measure the actual service delivery with relationship of direct or indirect factors. There is a strong need for the stakeholders of Higher Education in Pakistan to explore and assess the current service quality situation of universities. This would lead further exploration and hypothesis that how the overall service quality, factors, issues and dimensions can be improved in higher education. Different studies (Aghamolaei & Zare, 2008), (Clemes, Ozanne, & Tram, 2001), (Lampley s, 2001), (Owlia & Aspinwall, 1998), (Pariseau & McDaniel, 1997), (Quinn, Lemay, Larsen, & Johnson, 2009), (Stodnick & Rogers, 2008), (Tan & Kek, 2004), (Ullah, 2005) are available in the literature to assess the service quality in higher education sector.

Research Objectives:

The objective in this study is to find out the relationship of Gender, Class Strength, Sector of university, Regularity in classes and Relationship between Instructors and Students with overall Service quality. Specifically the objectives of this study are to:

- Compare the impact of Sector of universities on overall Service Quality of government and private sector universities.
- Compare the perceptions about Service Quality among Males and females in private and government sector universities
- Compare the Perception of students towards Service Quality and its dimensions studying in different Classes having different students' Strength in both type of universities.
- Compare the Impact of Political activities on overall service quality of private and government universities.
- Compare the relationship of Regularity of classes on overall service quality of both type of universities
- Compare the Impact of Instructors' Relationships with students on Service quality of both type of universities

LITERATURE REVIEW:

Service Quality Verses Product Quality:

Zeithaml, Bitner, and Gremler (2006) argued that there is a difference between the dimensions and implications of product and services. Products are tangible while services are intangible; the physical existences of the product convey a message about it that can be predict before purchasing. Products are manufactured with the same attributes and a similarity can easily be created and developed in products, while services cannot be same at every time, they are always different when delivered. Products are produced and then consumed while services are produced and consumed at the same time, simultaneously. Services are very perishable in nature; they cannot be resold or returned back, but products are non-perishable and can be reproduced and resold again. Garvin (1984) categorized product quality in eight different dimensions: First, one is the characteristics of the product that are the basis of performance of any product. These basic characteristics of the product are the basic indicators of its performance. Quality products have high performance. The supplement features and characteristics of the product are also included in product quality. Products, which give benefits to customers for a long time, designed, manufactured according to the specifications and standards, the post purchase service, frequent repairing, and warranty claims, the perception of customers about a particular product and brand, the physical appearance, odor, taste are included in the quality of product. Some of these attributes that fall under these dimensions are objectively measurable while some are subjective.

Characteristics Of Services:

As Zeithaml et al. (2006) discussed that there is the difference in the characteristics of products and services, so, different approaches are required for both with respect to assurance, manage, and improve the quality. Products and services differ with each other due to the difference of characteristics in services; tangibility, inability to separate production and consumption, heterogeneity and perishability. Due to these differences, different problems are associated with services and different strategies are employed.. They investigated that services firms have different problems to cater than product manufacturing firms. The service quality determinants make it clear that there are differences in determining the service quality and product quality. The evaluation of service quality is difficult. It is difficult to evaluate for service providers that what are the perceptions of customers towards service and its quality. If we take the intangibility characteristic of service than it would be clear that in services the tangibles are few, so, customers evaluate the services by some tangible cues of services. The tangible cues of services are just the equipment used in delivery of services, the tangible facilities given to the customers, such as, furniture, computers, comfortable classrooms, staff, customer relationship officer etc. The customers rank the service quality by these some limited tangible cues.. Grönroos (1979) argued that we can categorize service quality into two types, one is the quality of actual services delivered to customers, and second type of service quality is the manner with which service is delivered. He gave the name of “technical quality” and “functional quality” to both of quality aspects, respectively.

Anantharanthan Parasuraman, Zeithaml, and Berry (1985) identified constructs of service quality, which are the critical to any service providers’ services and directly proportional to the quality of service. They are marked as determinants of service quality. These determinants are Reliability, Responsiveness, Competence, Access, Courtesy, Communication, Credibility, Security, Understanding, and Tangibles. If these constructs are better and ensured in services, then service quality would be high and favorable, this is actually according to the customer’s expectations.

Service Quality In Higher Education:

Tan and Kek (2004) conducted a research on two universities in Singapore and measured the service quality using SERVQUAL method. They argued that it is evident that the service quality is the main focus of business in this competitive world but importance of Service Quality is also increasing in educational institutes. Institutes’ stakeholders are more conscious and striving for better competitive position by ensuring high-perceived service quality. To have better planning and implementation plans for high quality higher education, educational institutes are assessing their service quality with respect to the students they are serving. Their analysis depicts that SERVQUAL model is very effective instrument to calculate the student perceptions about service quality of universities, to analyze the

loopholes and defects, and to develop and implement certain strategies and policies to eliminate them. It would lead the universities to have best and continual developing service quality. Service Quality in education is determined and assessed by the students' satisfaction, and fulfillment of their needs and wants. Customer Satisfaction in education is the greatest challenge for education service provider; it is taken as a main concern of quality improvement. Quinn et al. (2009) identified and evaluate the techniques that can be used to improve quality in higher education. They identified the two main concerns related to quality improvement and management in higher education; first, one is the definition of customer in educational organization context and second one is the assessment of perceived service quality. They analyzed the different techniques and applications, which can be adopted to improve quality in educational services. They also examined the similarities and dissimilarities in quality improvement struggles in three service areas of higher education; administration, academic, and auxiliary functions. They also recognized that these areas of higher education are different from other typical Business Functional Areas. They explained that mostly employed techniques with educational context are Total Quality Management, Quality Function Deployment, Six Sigma, ISO 9001, and Malcolm Baldrige National Quality Award. There is also a technique very specific for higher education is Academic Quality Improvement Program (AQIP).

Lampley s (2001) conducted a research in US State Tennessee and assessed the gap between the quality perceptions of doctoral students at state – supported universities using SERVQUAL Gap Analysis Model. He developed an instrument derived from SERVQUAL and identified the seven dimensions to access the service quality of these universities. The Dimensions are “Responsiveness/Caring, Records/Paperwork, University Services, Accessibility/Safety, Knowledge/Scheduling, Facilities/Equipment, and Public Relations. Ullah (2005) conducted a research on Comparison of Quality of education in public and private sector of Pakistani universities. Higher education is the most important sector of education in Pakistan. It creates the assets for the country to grow economically and socially. He asserted that quality of education in public sector is not according to the expectations but in some private sector universities, the education services are being delivered well and according to the expectations. He argued that quality of higher education depends on four factors, generally; Quality of Staff, quality of skills and capabilities of students, Quality of management in universities, the infrastructure, facilities, equipment, labs etc. He also suggested the measures for the improvement of Quality in Higher Education.

Owlia and Aspinwall (1998) developed a framework for measuring quality in higher education and focused on teaching aspects of engineering education. He explained that quality consideration with the customer viewpoint is an ignorable area in higher education, so, there is need of developing a theoretical framework, which would be able to measure the quality in higher education with an emphasis on teaching aspects. There is not a specific framework for quality measurement and improvement in higher education but the other general service quality models can be taken as guidelines to develop a framework, which would be able to have quality dimensions and characteristics. They take the different models and cross examine the similar dimensions and characteristics, evaluate them, interpreted in the higher education context. They become able to develop a 30-item framework representing six dimensions; tangibles, competence, attitude, content, delivery and reliability. Clemes et al. (2001) proposed that student's perceptions about service quality of university are the combination of technical and functional quality. Along with these two dimensions, the quality of education, campus facilities, the environment, and course significantly affect the students' perception. They take the instrument SERVPREF and measure the students' perception empirically. They proposed four hypotheses: first, one is the direct proportion relationship between technical quality and the perception of students about service quality. Second, one is the direct proportion relationship between functional quality and the perception of students about service quality. The third one stated that higher the technical and functional quality then there would be higher the students' perception about service quality, fourth one proposed that the perception of service quality differ with the demographic characteristics. Wright and O'Neill (2002) carried out a detailed study and proposed the conceptualization and measurement of service quality in higher education sector in Western Australia. There study also focused on measurement of students' perception about online library in public sector

universities of Western Australia and generally discussed the service quality constructs to evaluate Service Quality of Universities. They asserted that students evaluate the university services same as of the other commercial and Business services. Employers are also interested in adopting the graduates of universities with better skills and capabilities, so, it is the reason that higher education providers are keen to assure high service quality to gain competitive advantages. Quality of Education is more subjective like other service provider organizations. According to Aghamolaei and Zare (2008) SERVQUAL instrument is a multi item scale, have the capability to effectively assess the service quality of universities by measuring the gap between students' expectations and the perceptions. They investigated the quality gap in a medical university with five dimensions of SERVQUAL instrument. They interpret these five dimensions into academic setting in this way; Tangibles are the appearance of institution, physical facilities, equipment, tools, computers, high speed internet, online library etc. Reliability is the capability of institution to provide services coherent with promises and accurate services. Responsiveness is the ability of educational institution to help the students during and after their studies and to respond with quick action in delivery of education services. Assurance in educational context is knowledge and courtesy of faculty, administration staff, and provide trust and confidence to students, and empathy in higher educational context means that School give personalized attention to students, caring, listen to their problems and issues in getting education, lectures, using Libraries or any other facility. Stodnick and Rogers (2008) conducted research and apply SERVQUAL scale in Classroom. They use it to assess the learning and service experience of students in classroom. They asserted that during their findings, they found this scale most validated and Reliable for assessing the classroom service quality. Quality assurance and effective measurement of service quality of universities make it possible to have better learning of students, effective and efficient professional outgrowth, high ranking of university, skilled graduates for different sectors and professions. In their study the Brightman Scale proposed by Brightman, Elliott, and Bhada (1993) is compared by the SERVQUAL scale, and found that the performance of SERVQUAL is better than Brightman Scale, a traditional instructor evaluation scale. They identified a benefit of using SERVQUAL scale that the personal attention given by instructor to students in classroom can be assessed using SERVQUAL SCALE's one dimension; empathy but this aspect is missing in traditional Brightman Scale. The researchers have found the significance, reliability, and validity of SERVQUAL instrument for the measurement of Service Quality. Many of the researchers have also implemented this model and instrument in different organizations and sectors including higher education and universities. SERVQUAL is regarded as a best tool and model for the assessment of Service quality because service quality is more subjective and this model is design keeping in view the subjective sense of service quality.

METHODOLOGY:

The survey research method is used in this study by adopting the modified servqual scale developed by Pariseau and McDaniel (1997). This survey instrument was distributed to students of universities to collect the data to assess the perceived service quality. In this survey, some demographic and non-demographic item questions are also asked from students to find the relationships of them with perceived service quality.

RESEARCH DESIGN:

ServQual 22 items scale will assess the overall Service Quality Score with the relations to the Factors and assess the effect of these factors on Service Quality Score. Secondly, from these 22 items scale the score of those items or questions are calculated which actually assess the relevant dimensions of Service Quality, separately.

The following hypotheses are taken, while finding relationship between these factors and service quality. **Hypothesis no. 1:** The Service Quality of Private and Government Universities are different from each other. The Private Universities have better service quality than Government Universities.

Hypothesis no. 2: There is positive relationship of Class Strength on the Services Quality of both

public sector and private sector Universities.

Hypothesis no. 3: There is Gender discrimination in providing educational Service to students by government and private universities, comparatively.

Hypothesis no. 4: The political activities influence positively the Service Quality of private and government Universities comparatively

Hypothesis no. 5: There is positive relationship of Regularity of Classes on Service Quality of government and private universities.

Hypothesis no. 6: Instructor Student Relationships influence the Service Quality of Universities in both sector universities, positively, as the relationship become stronger, the Service Quality also become Stronger, with a particular level.

To test these hypotheses, first descriptive analysis is performed to check out the mean service quality scores against universities type and other factors. Secondly, the t – test and ANOVA tests are performed to check the significance of relationships and impacts. Thirdly, to deepen the analysis the correlations and regression analysis are performed.

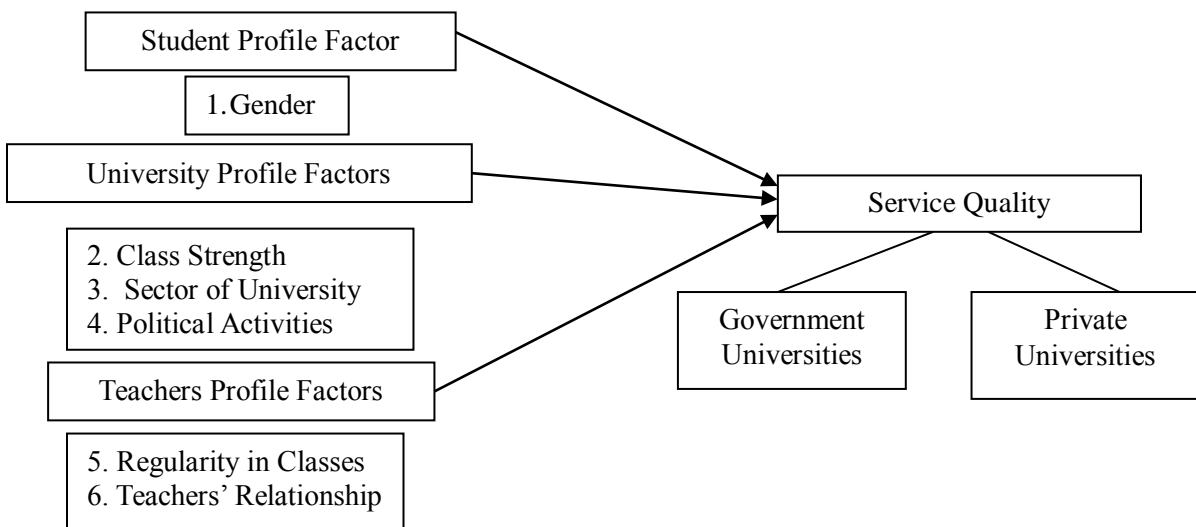


Figure 1 Factors influencing the service quality of universities

POPULATION AND SAMPLING:

The population of interest in this study includes the private and public sector universities in Pakistan. The sampling frame is developed using convenience sampling technique. Secondly, the population of respondents includes the students of these universities. The sampling frame is developed using the snowball sampling technique. 174 useable responses of students half from Govt. University and half from Private Universities are collected.

INSTRUMENT:

ServQual instrument consists of two main tiers. One tier to assess the customer expectations, needs and wants and the other to measure the actual service received from service provider firm or the perception of customer about the service quality. One tier is regarded as negative statements and other is regarded as positive statements. There are seven point scales in this instrument from Strongly Agree to Strongly Disagree for each statement. Keeping the validity and reliability, the instrument of 22 items is developed after refining and purification of 97-item instrument passing through two stages. The 10 dimensions; Reliability, Responsiveness, Competence, Access, Courtesy, Communication, Credibility, Security, Understanding and Tangibles of service quality are condensed into 5 dimensions; Tangibles, Reliability, Responsiveness, Assurance and empathy during the conversion of 97 item instrument to 22 item instrument. Courtesy, communication, credibility, security, competence, understanding customers,

and access that have not been remain distinct and prominent after the refinement, are condensed in two dimensions assurance and empathy. Therefore, this 22-item instrument is the representation of five service quality dimensions and constructs against which we can assess the service quality of any service provider firm.

Pariseau, McDaniel (1997) took the original SERVQUAL Instrument developed by Parasuraman, Zeithaml and Berry (1988), modified it according to the Higher Education context with some changing in the words for assessing the service quality of two universities in North region of USA. The reason was the high pressure on the higher education sector for the improvement of service quality with reduction of cost. They used it to access the difference of expectations of students and faculty and the actual services received. This devised instrument is adopted for assessing service quality of private and public sector universities in Pakistan.

ANALYSIS PLAN:

The instrument that is devised by Pariseau, McDaniel (1997), composed of two parts, the expectation part, which actually calculates the expected service quality of business school, and the perception part, which calculates the perceived service quality.

The perception part with questions of dimensions of service quality is taken, which is a 7 response likert scale, modified to 5 response likert scale Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, and the responses are collected against these questions . On the other hand, the responses against some demographic and other general factors are collected.

The instrument was developed around the validated Original version SERVQUAL instrument for the Business Universities' context. This modified instrument is for Business Schools, so, it is modified for every type of University by replacing the word "Business" with "University" to survey about the Service Quality. The original SERVQUAL instrument is developed by Parasuraman, Zeithaml and Berry (1988) whose reliability and validity is established in 11 steps. There were two aims of above study, one was to develop the SERVQUAL multiple-item scale for measuring the service quality and other was to describe the properties and the applications of Service Quality in different industries. The methodology used to develop this scale, is the method specified by Churchill (1979) to develop an effective assessment of marketing constructs. In first three steps the scale items are generated, in next six steps the data collection and scale purification is described, in the second last step the reliability and factor structure are assessed and in the last step the validity of the instrument is assessed. The last section of this study explains the applications of the scale. The reliability of the instrument developed by Pariseau, McDaniel (1997), is a validated instrument devised from original SERVQUAL scale.

RESULTS:

Perceived Service Quality: Comparison between Private and Government Sector Universities: Comparing private and Government sector universities, it comes to know that differences of means between service quality scores of private and public sector are not different which can be generalized over the population. The means of service quality score of private and government owned universities are 3.08 and 3.11 respectively. Further, by using t-test to check the hypothesis that service quality of private and Government Universities are different, is accepted because the significant p-value is less than 0.05, shown in Table i.e. 0.033. So, it is concluded that perceived service quality of private and government sector universities is different.

Perceived Service Quality of Males and Females in Private and Government Universities: Service Quality in the eyes of male and female students is analyzed to see the discrimination, if exists, in service quality among both genders in both type of universities. The mean service quality score is 3.17 for males and 3.27 for females in private universities, on the other way, the score for males and females is 2.87 for males and 3.04 for females in government universities. Secondly, if the t – test is applied on both groups type in private sector universities then it would be clear that service quality for females and males is not significantly different in private universities (2 tailed significance value = 0.595). The perception of service quality of males and females is same regarding service quality of private

universities. On the other hand, with government universities' comparison the perceived service quality is also same among both genders i.e. 0.204.

Factor	Mean		Std. Deviation		Sig. value (Independent t - test)	
University Type						
Private	3.20		0.743		0.033	
Government	2.98		0.593			
University Type	Private	Govt.	Private	Govt.	Private	Govt.
Gender						
Male	3.17	2.87	0.757	0.589	0.595	0.204
Female	3.27	3.04	0.712	0.597		
Residence						
In Campus	3.11	3.01	.761	0.645	0.092	0.593
Out Campus	3.38	2.94	.662	0.516		
Regularity in Classes						
Regular	3.22	3.20	0.741	0.502	0.463	0.000
Not Regular	3.04	2.52	0.776	0.500		
Factor	Mean		Std. Deviation		Sig. value (One Way Anova)	
University Type	Private	Govt.	Private	Govt.	Private	Govt.
Class Strength						
Above 40	3.01	3.44	.776	.549	0.046	0.000
30 - 40	3.30	2.67	.742	.611		
20 - 30	3.68	3.11	.553	.444		
10 - 20	3.43	2.86	.370	.458		
Political Activities						
Yes	2.50	2.73	.963	.542	0.000	0.000
No	3.33	3.23	.580	.522		
Do not Exists	3.51	3.44	.509	.456		
Relationship between Student and Teacher						
Excellent	3.42	3.96	.642	.417	0.001	0.000
Good	3.37	3.09	.724	.493		
Average	2.82	2.83	.709	.533		
Poor	2.32	2.30	.226	.391		

The perceived service quality of students living in hostels and not in hostels are taken into comparison. The results show that the perceived service quality is same among both groups of students in private and government universities, both. The 2 – tailed significant value is not less than 0.05 for both gender and type of universities.

The impact of class strength on perceived service quality is analyzed as shown in the table by using One Way ANOVA difference of variance test. It is found that there is an effect of Class Strength in both private and government universities. So, it can be concluded that variation in class strength may cause the service quality to be changed. The impact of class regularity have significant impact on perceived service quality of students in government universities but not in private universities. The impact is significant for government universities because the 2 - tailed significant value is 0.463 and 0.000 for private and government, respectively. The impact of political activities on perceived service quality exists in private and government sector universities. According to the responses of students the perceived service quality is significantly influenced by the political parties or activities' inference in

universities. The significant values for private and government universities are 0.000 and 0.000, respectively. One of factors, the impact of student teacher relationship on perceived service quality is analyzed and it is found that this relationship have significant effect on perceived service quality in both type of universities. The significant value in this regard for private sector universities is 0.000 and for government is 0.000. So, according to students the service quality of university can be changed dependably due to the student teacher relationship type.

CORRELATION AND REGRESSION RESULTS:

Service Quality depending on Sector of University:

The correlation and regression analysis is performed between Sector of University as a predictor of Service Quality. The correlation between Sector and Service Quality is -0.16 shows a negative relationship. It represents that as the sector moves from private university to Government University, the score decreases. It can also be said that private universities are generating higher service quality but as we move towards the students’ perception of service quality in government sector universities, it decreases. So, there is negative relationship between sector and service quality score. This correlation is significant as the significant value shown is less than 0.05.

Table 2

Correlations			
Variables	Pearson Correlation		Significance (1- tailed)
	Sector	Score	Score
Sector	1.0	-0.16	0.016

Table 3

Regression Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.162 ^a	.026	.021	.672

The adjusted R square value 0.26 shows that 26% variance in service quality can be explained by the sector of university as a predictor. The results in this case are statistically significant as $p < 0.05$.

Table 4

Correlations		
		Score
Residence	Pearson Correlation	.183
	Sig. (2-tailed)	.092
Class Strength	Pearson Correlation	.254 [*]
	Sig. (2-tailed)	.018
Political Activities	Pearson Correlation	.405 ^{**}
	Sig. (2-tailed)	.000
Teacher Student Relationship	Pearson Correlation	-.372 ^{**}
	Sig. (2-tailed)	.000
Classes Regularity	Pearson Correlation	-.090
	Sig. (2-tailed)	.411
GENDER	Pearson Correlation	.046
	Sig. (2-tailed)	.676

Service Quality depending on different factors in private and government universities:

Correlation analysis is performed between factors; regularity in classes, Class Strength, Gender, Residence of students inside or outside campus, political activities, relationship type among student and teacher and overall Service Quality of both type of universities separately.

The highly significant correlation exists between political activities, teacher student relationship, Class Strength and service quality according to perception of private universities’ students. The positive

strong correlation exists between political activities and service quality. The positive direction shows that as the political activities existence and interference decreases the service quality of universities increases according to the student perceptions. Second most correlated factor with service quality is the relationship between student and teacher. As, the student teacher relationship become weaker the service quality decreases. The third strongest relationship exists between Class strength and Service Quality and they are positively correlated with each other having pearson correlation coefficient of 0.254. The positive relationship shows that with higher class strength the service quality of universities decreases.

Table 5

Correlations		
Factors		Score
Residence	Pearson Correlation	-.063
	Sig. (2-tailed)	.564
Class Strength	Pearson Correlation	-.101
	Sig. (2-tailed)	.358
Political Activities	Pearson Correlation	.479**
	Sig. (2-tailed)	.000
Teacher Student Relationship	Pearson Correlation	-.539**
	Sig. (2-tailed)	.000
Classes Regularity	Pearson Correlation	-.548**
	Sig. (2-tailed)	.000
GENDER	Pearson Correlation	.139
	Sig. (2-tailed)	.204

In case of government, sector university services, the significant relationship of political activities, teacher student relationship, and regularity of classes with service quality is found. The strongest correlation is found to be exists between class regularity and service quality of universities with Pearson correlation coefficient of -5.48 with negative relationship. Negative relationship shows that with irregularity in classes' conduction, the service quality of government universities decreases. Second strongest correlation is found between teacher student relationship and service quality with pearson correlation coefficient of -0.539. The negative relationship in this case depicts that with weaker relationship the service quality of government universities decreases. The third strongest relationship is found to be exists between political activities and service quality. It is a positive relationship which shows that as the political interference decreases the service quality of government universities increases.

For the sake of taking these factors in combination as predictors of service quality in government and private universities, the multiple regression between these factors; Regularity in classes, Class Strength, Gender, Residence of students inside or outside campus, political activities, relationship type among student and teacher and overall Service Quality are analyzed.

Table 6

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.562 ^a	.316	.264	.627

The adjusted R square for these factors in combination is 0.264, which depicts that 26 % variation in service quality can be depicted from these variables in combination. The multiple correlation coefficients are 0.562.

Table 7

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.347	6	2.391	6.087	.000 ^a
	Residual	31.036			79	.393
	Total	45.383	85			

The political activities and teacher student relationship are only two factors which are significantly predicting the service quality of private sector universities but all other factors also play some role in predicting the service quality because political activities and student teacher relationship are significant predictors in the presence of other factors; Gender, Residence, class Strength, and class regularity. The value of F in the table of Anova is 6.087 and is statistically significant which shows that the combination of these factors is significantly predicting the service quality.

The multiple regression analysis in case of government universities is performed, which shows that 52% of variation in service quality of government universities can be predicted by these factors.

Table 8

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.745 ^a	.555	.521	.415

Table 9

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.727	6	2.788	16.217	.000 ^a
	Residual	13.409	78	.172		
	Total	30.135	84			

The results of ANOVA for this regression analysis show that the combination of these factors significantly predicting the service quality of government universities. In the prediction of service quality the most significant predictors are Regularity in Classes, Class Strength, and political activities interference and teacher student relationship.

CONCLUSIONS:

Comparison of Public and private sector universities in Pakistan using perception part of SERVQUAL scale and the assessment of relationships of different factors on service quality of universities, in this study produced very interested results for academia management. It is found that there is difference of service quality in private and government universities. As compared to private sector universities the overall service quality of government universities are on lower side. The general perception of discrimination among male and female students is not found in this study. Perceived service quality is same among both genders. Residence of student does not have any significant relationship with service quality of public sector and private sector universities of Pakistan. Class Strength is affecting both universities but more significantly on public sector universities. Higher class strength yields less personal attention that may be the reason, it have relationship with service quality. Class regularity has strong negative relationship with service quality. It is affecting both sectors of universities almost equally. There is very strong positive relationship of political activities and interference is found to have on private and government sector universities of Pakistan. In public sector the political interference is found to be higher as compared to private universities. In government universities, the

teachers' relationship has more effect on service quality as compared to private universities according to the perceptions of students. In short, it can be said that political activities, relationship between student and teacher have strongest effect on service quality on both type of universities. These are the factors, which are most critical to service quality.

FUTURE DIRECTIONS AND IMPLICATIONS:

Due to changing and demanding nature of local as well as International markets, the importance of quality assurance and enhancement according to the demands of students and all stakeholders, are increasing. Therefore, It is a matter of fact that, stakeholders and students are getting more awareness as compared to past. They demand for the best, they can perceive. The same case is with Pakistan, students and stakeholders are now more aware. The society demands more, as compared to past. Universities must employ its resources to make the Service Quality a Strategic part of their organization. The most important benchmarks are the perceived service quality determinants, the dimensions of service quality, Assurance, Reliability, Responsiveness, Empathy, and Tangibles. Universities should focus on these determinants, and inject these dimensions into the system and provide best quality services delivery. Customer driven strategies and policies related to these dimensions would be highly useful in enhancing Service Quality. Universities should first, measure the students and stakeholders' satisfaction by surveying them, and analyze what they expect? Then further factors should be analyzed to assess their impact on Service Quality. Effective management of these factors to lower down their impacts on expected perceived service quality would make them able to achieve customer satisfaction. This would not be the one time process, but it should be the continual process. After some time there would be the need of identifying changing demands and needs of students and then proper fulfillment of these demands. SERVQUAL is a tool to analyze and implement the quality educational system.

This study can be used further in many ways. The basic structure of this study communicate that there may be many reasons and variables which may be responsible for the service quality management of educational institutes. This study is a limited study conducted research on two private and one-government sector universities, to see the impacts of these factors, reasons, and variables on Service quality. This would be helpful to gather data from more other private and public sector universities. It would be very useful if we first gather data and analyze the gaps of service quality, between the expectations and actual service delivery and perception, and then we should go for the analysis of these factors or more factors on Service Quality. This would be very helpful if we benchmark the dimensions of service quality to plan, analyze, and implement these dimensions into the system. The more new factors can be chosen to analyze its effects on Service Quality of Educational or Training providing Institutes and Schools.

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