EVALUATION EDUCATIONAL SERVICE QUALITY OF PHYSICAL EDUCATION AND SPORT SCIENCES FACULTY OF THE UNIVERSITY OF GUILAN ACCORDING TO SERVQUAL MODEL

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Abstract- The quality of educational services is determined by investigating the gap between student’s expectations and provided educational services. This research was following to answer this question: how is the educational services quality in faculty of physical education and sport science of University of Guilan? To data collection the SERVQUAL questionnaire with 5 dimensions. Content validity of the questionnaire was investigated in viewpoint of experts and reliability of it was calculated with Cronbach’s alpha coefficient. Confirmatory factor analysis was used to determine concept validity. The results showed the perceived dimensions between girls and boys have no significant difference. All of the dimensions of educational services quality have negative and significant gaps. Negative gaps mean, the educational services quality were not in the expectation of students and so essential actions must be done to meet the student’s expectations.

Keywords- evaluation, educational services quality, SERVQUAL, perception, expectation

I. INTRODUCTION

The success of all organizations and institutions, such as manufacturing or services, profit or non-profit, public or private, is influenced by several factors, one of the most important customer satisfaction in order to achieve excellence in business. Different characteristics and therefore improve the quality of services makes to the quality of services is very complex. It needs to use an appropriate tool to evaluate the quality of a product is intangible. In addition, the service, unlike tangible goods storage and elimination of duplication is perfect. Customer service at present and defects often directly observe that this is a sensitive attention to improving the quality of services in the sphere of the ordinary. Nevertheless, due to the strong presence of human resources to carry out service activities to standardize the quality of services is impossible. Educational services, especially services provided by universities and higher education institutions, one of the most important areas in each community services is an irreplaceable role in the development of society. So, pay attention to improving the quality of educational services continually seems necessary. Higher education represents an investment in human resources that can improve the knowledge, skills and attitudes required of organizations including technical staff, provide professional management. The undeniable progress of communities dependent on the level of education and the development of quantitative and qualitative educational system, especially higher education system. The degree to which public and private higher education in the form of large-scale and depth of the deeper it can penetrate the society, the influence of the community's greater. Since the formation of the concept of quality, numerous definitions have been proposed, but has quality, customer demand and customer expectations and perceptions define the main factor in determining the quality of the know. Because many of the leading organizations of the importance of the role of the customer in an efficient and effective business have followed. Accordingly, the main thrust of the customer on a daily basis in the organization's attention. Clients or recipients of service, service quality perceptions and expectations of service received by comparing estimates. Grunr (2001) discrepancies between perceived service quality and customer service, he has defined expectations. Parasuraman et al. (1985) argue, reflects perceptions of customer evaluations of the quality of services offered and expectations, the demands of customers who express their feelings about what service providers have to offer is. In the past, universities and government agencies are the main issues involved in integrating quality outcomes with some national and international standards, improving teaching and learning and to maintain its level of funding and other resources to achieve the quality of higher education focused. But primarily discussed new approaches to achieve quality output quality, create optimal process management in order to monitor the situation and the goals and objectives, Evaluation of graduates into the job market and jobs and providing information to stakeholders in order to ensure the quality and reliability of output is concerned. The first major step in the development of quality improvement programs, identifying their perceptions and expectations of the recipients of services or goods of quality. Given the importance of understanding both the perception and expectations of the students, the educational system as one of the domestic customers improve the quality of education and to eliminate or reduce the gap between current and
desired quality. This study aimed to evaluate the quality gap in educational services to students in the Faculty of Physical Education and Sport Sciences, University of Guilan, to be a quality addition to the technical college, public university system's strengths and weaknesses to be identified. Models appropriate measures such as the KANO model, model Fvral, SCAMPER model and SERVQUAL model to evaluate the quality of services available. The most common model for measuring service quality, SERVQUAL scale in 1985, Parasuraman et al. It is based on the model have suggested the gap. SERVQUAL model is composed of 22 different components of the quality of an organization evaluates five different dimensions. The five dimensions are: 1) the objective elements of the physical facilities, equipment, personnel, communications and raw materials in the organization; 2) credit, which means the ability to perform the promised service is safe; 3) respond to the desire to help clients and provide services in the least time possible means; 4) ensure competence and reputation system to provide services in a respectful and safe displays; 5) identification and empathy as the ability to close He refers to clients and trying to understand the needs.

Since the early 1990s, many cases of application of SERVQUAL model in higher education can be seen that the use of these models to implement quality education based on the principles of customer focus is planned. If we accept that the main objective of higher education is the advancement of knowledge in order to create a better society, universities and higher education institutions to meet the needs of stakeholders are of the LEA. So to be determined in the field of education who wants and needs must be met. The university as an institution services several clients including students, faculty, staff, administration and society.

II. METHODOLOGY

Regarding the purpose of applied research and data collection with regard to the description of the type of research has been Pymashy. The population of this research, undergraduate and graduate students in the spring semester of the academic 2013-2014 Faculty of Physical Education, University of Guilan, respectively (550). Stratified random sampling in proportion to the number of students in each school and each discipline among students in four undergraduate and three master's degree and orientation based on Morgan table were selected. According to Morgan statistical sample of 226 subjects who completed the questionnaire sent 172 questionnaires were received after .SERVQUAL model was used for data collection questionnaire. SERVQUAL instrument so far in many industries adjusted after checking the validity and reliability, is used. Content validity and reliability of the questionnaire experts it was determined by calculating Cronbach's alpha coefficient (α = 93/0). Data analysis using SPSS, version 17, using descriptive and inferential statistics and LISREL software was version 5.8. Since the data distribution in the understanding of normal and abnormal situation was expected, the difference between the existing and desired by the students Wilcoxon test to evaluate the five dimensions of service quality on the basis of gender and level of education in a state perceived by the analysis Two-way ANOVA and Mann-Whitney U test was conducted in the state expected. Expectations of students using Friedman's rating. All tests are significant at p ≤ 0.05 took place. Confirmatory factor analysis was used to check the validity.

CONCLUSION

The results showed in the quality of educational services, and statements relating to negative and there is a significant gap. A negative gap indicates that from the perspective of students, educational services and not their expectations in meeting the expectations of students must take the necessary measures. This indicates that the education system in the implementation of commitments and expectations of the students did not perform well.

In this study, a statistically significant difference in any of the five components of educational services and the average gap between male and female students in various fields did not exist.

In this study, the highest gaps in the appearance and physical characteristics that the findings of the Galway (1998) Dasht.shayd conform to this ideal because of the university's students' expectations. The findings of the new Eniaiat Far (2006) the effect of the appearance (physical) has on students' satisfaction. Certainly more attention in the provision of appropriate facilities and physical space can reduce the gap between the existing and expected. In the present study, there was a second average gap in ensuring that the results after Robbie (1998) Bagherzadeh (2010) agreement and with the results of Arabs and Esfandiari (2003) was different. It can be said that cultural differences and the resulting differences in the expectations of students and their heterogeneity make the difference in the results of various investigations in places, circumstances and different cultures is done, it is.

The third was an average gap of confidence. In studies in Hormozgan University of Medical Sciences, Zahedan Yes lowest gap in confidence has been reported after. The results Tofighy et al (2011) showed that the gap is to some extent related to ensuring consistent results. The empathy to some extent reflects the willingness of the University to provide fast and convenient services to students. Perhaps the high volume of administrative work in education and the high number
of students to staff has the opportunity to express their empathy; listening and understanding are not students. The fourth related to accountability gaps meant that the result of the findings in the educational centers of the East and West Azerbaijan Province Payam Noor, but the results of Grace and colleagues (2011) did not comply. There seems to be a gap in this aspect, indicating that fewer students, professors and advisors are available when needed and on the other hand, some of the teaching staff, students, educational issues, has been considered is. The priority and funding to the dimensions of the gap, we can say that the gap in this dimension, other dimensions, the students will improve; According to experts, because of a defect or gap in one dimension is just augmenting effect, which caused a drop in quality in other aspects of the consumers' point of view. Gaps observed in all the 5 quality components and can be used as guidelines for planning and allocation of resources used.

REFERENCES


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