Evaluation of Quality of Education Services in Higher Education Institutes (HEI's) In India

Dr. Sanjay Agal

Associate Professor
Computer Engineering
Dr. V. R. Godhania College of Engineering & Technology, Porbandar, Gujarat.

Abstract: One of the maximum vital components for qualify the first class of the businesses is evaluate by the users delight. College students are the primary customers of the colleges, because of this they will be able to higher determine the excellent of instructional offerings. It was designed and examined a device measuring scholar delight turned into applied to various college establishments of better both public and private assets education. Primarily based on a scale students rated elements concerning curriculum, teaching abilities of instructors, coaching methods and assessment, student self-level, guide offerings, administrative offerings, permitting environment and infrastructure. As a result we conclude that the variables, which are the maximum glad by way of the scholars, are: talent teaching and instructors' level of self-realization of college students. Instead variables, and administrative offerings infrastructure have been the most inferior delight. The chi-rectangular check confirms good sized differences among public and private universities, all the differences will found in this research report.

Index Terms – **Quality of Education, Higher education, satisfaction, competitiveness, evaluation.**

I. INTRODUCTION

Due to the need to make improvements in Educational Services, the interest of carrying out research work that allows analyzing the satisfaction of users of Higher Education Institutions (HEIs) is born, associating such satisfaction with the quality and competitiveness of these Institutions

There are national and international studies on student satisfaction at the Higher Level, evaluating specific variables considering the institution of study and the purposes of the research. Below are some made in the Indian environment, which will serve as a precedent to carry out this research in the Object of study?

Thorough procedure of applying innovation to the educational plan to improve instructing and learning. Its prosperity depends on the accessibility of innovation, yet additionally vigorously on the educational plan. [1]

II. METHOD

The decision to carry out the present investigation with a quantitative, descriptive, non-experimental cross-section was made according to the objectives of the research and with the help of the review of investigations of the same nature that precede this and that used similar methodologies. It was decided to use the questionnaire as a method of data collection, since through the literature review it was found that student satisfaction is determined by different variables, which together allow us to assess the general perception of the student with the services provided by the student.

Institution. The application of the questionnaire will allow to have a global parameter of student satisfaction in the Indian Environment. In the same way, the partial results by variable will generate information that allows deciding the direction they should take the following investigations.

In addition, reference is made to Indian studies that have been done on the subject, to give consistency to social, cultural and other characteristics types that generate a relevant environment to carry out this research in the Indian Environment.

III. RESULTS

3.1 Infrastructure

In the Infrastructure variable, it is where there is a greater variation between the averages of the items that make them up (table 1). Although on average it has a satisfaction level of 2.76, it is in aspects such as sports facilities and sanitary facilities where there is greater dissatisfaction with values of 2.22 and 2.36 respectively. In the same way, students show a deficiency in terms of school cafeteria facilities and spaces for rest and recreation.

		Deviation
Infrastructure	2.73	0.77
Cleaning the facilities	3.07	1.09
Furniture conditions	2.94	1.08
Teaching spaces (classrooms, workshops, labs.)	2.96	1.09
Spaces for rest and recreation	2.59	1.10
Library facilities	3.08	1.07

Table 1. Statistical data of the Infrastructure variable.

In the Infrastructure variable there are several statements where the Chi square is significant when comparing public and private institutions. In Library Facilities, it is again in private universities where there is greater dissatisfaction, since it is 30.95% of them who rate it on a scale of 1 and 2. While for public it is 23.4%. For facilities in the computer area, 26.7% of respondents from private universities rate it positively in ranges 4-5, while for Public it is 31.6% who rate it on the same scale. On the other hand, it is in the public universities where the greatest dissatisfaction was shown in the Sports Facilities category, with 67.6% of the sample responding Totally Dissatisfied or Dissatisfied, while only 11.1% responded positively on a 4 or 5 scale.

3.2 Curriculum

Variables of the study contains dependent and independent variable. The study used pre-specified method for the selection of variables. The study used the Stock returns are as dependent variable. From the share price of the firm the Stock returns are calculated. Rate of a stock salable at stock market is known as stock price.

Systematic risk is the only independent variable for the CAPM and inflation, interest rate, oil prices and exchange rate are the independent variables for APT model.

For the Study Plan variable (table 2), it is observed that the average level of satisfaction is 3.21 which means that in the items Relevance of the curriculum, content of the subjects and relevance of the information and possibility of its application, students are moderately satisfied. The standard deviation of 0.74 shows that the curve is between the 2.47 and 3.95 data.

		Deviation
Curriculum	3.21	0.74
Relevance of the curriculum	3.11	0.89
Content of the subjects	3.23	0.86
Relevance of the information and possibility of its application	3.30	0.90

Table 2. Descriptive statistical data of the study

According to the methodology proposed at the beginning, the objectives of the research were achieved. The satisfaction of university students in the Indian environment was rated on a scale from 1 to 5, where 1 is totally dissatisfied and 5 totally satisfied.

The average overall satisfaction was 3.12 which shows a level slightly oriented to satisfaction, but very far from reflecting an important level of high satisfaction of the services received.

The variables that were best rated were the Training and Skills for the teaching of the Teachers and the level of Self-Realization of the Students, with an average of 3.5 and 3.3 respectively. These results show that students perceive a positive quality of the training, knowledge and attitudes that the Teacher presents in the Classroom, this being a point in favour of the educational Institution. In the same way the results obtained by the students that are reflected in their self-realization, give it high satisfaction.

On the other hand, the Infrastructure and Administrative Services variables were the items with a negative level of satisfaction, scoring them with 2.76 and 2.97 respectively.

3.3 Self Study Level

When analyzing the variable of Student Self Study Level, it is possible to see that although in general there is a good satisfaction particularly in the aspects of values, knowledge and skills acquired, a moderate satisfaction is inferred in the training for insertion into the working world (table 3). In this regard, an area of opportunity is immediately detected in university education, planning improvements in the training of the student for insertion into the world of work.

		Deviation
Student self-Study level	3.30	0.81
Ratings or results obtained	3.35	0.92
Knowledge and skills acquired	3.43	0.92
Acquired values	3.46	0.94
Training and Placement readiness	3.00	1.07

Table 13. Statistical data of the variable Student Self-Study Level

The Chi-square statistic is significant at level 0.05 in the item Training and placement readiness, where it is appreciated that 44.05% of the students of Private Institutions are Satisfied or Fully Satisfied, while Only 24.5% of those enrolled in Public Institutes rate them on the same scale. According to these results and our own experience, we can say that it is in private institutes where there are more agreements with companies and institutions where their graduates can access job offers with greater ease.

IV. DISSCUSION

Based on the literature analyzed and after having designed and applied the satisfaction questionnaire to IES students in the Indian Environment, it is concluded that their satisfaction can be explained and determined by the following variables: curriculum, training and ability to teach teachers, teaching and evaluation methods, level of student self-realization, support services, administrative services, enabling environment and infrastructure.

These variables, the results obtained and the representativeness of the data generated allow us to visualize an opportunity for subsequent investigations, within which the authors of this work will begin the development of a series of comparative studies in different regions.

These satisfaction measurement studies will make sense as long as they are accompanied by actions that lead to improvement and innovation, in search of increasing Quality in HEIs.

V. CONCLUSION

To achieve the objective of the research that was to make a diagnosis of student satisfaction with IES educational services in the Indian Environment, which serves as a precursor for new research and comparative studies with other regions of India, it was necessary generate an original instrument that would be used to collect data to make the diagnosis. The questionnaire was designed based on previous research conducted in the Indian environment, which according to similar socio-economic, cultural characteristics could be applicable to the object of study.

The quantitative data that were obtained through the application of self-administered questionnaires to the students of the various Public and Private Institutions of the India, allowed obtaining sufficient information to make and report the research findings discussed in the previous sections, finally generating A diagnosis that allows us to answer the research questions that were initially raised:

1.   What is the level of student satisfaction with the educational services of the Higher Education Institutions in India?

The level of satisfaction is, considering the arithmetic average, at levels of 3.12, this being higher than the central measurement, obtaining a slight level of satisfaction but generating many areas of opportunity to improve this indicator.

2.   What are the variables that affect your satisfaction?

Once the analysis of previous studies was carried out, it was defined that the variables that should measure the satisfaction of the students about the universities in India would be: Curriculum, Training and ability to teach teachers, Teaching methods and evaluation, Level of student self-realization, Support services, Administrative services, Enabling environment, Infrastructure.

3.   Which are the greatest satisfactory and which are the minors that students have about the services of the universities of India?

According to the results obtained, it is observed that the variables that were best qualified, that is, those in which the students are mostly satisfied, were the Training and Skill for the teaching of the Teachers and the level of Self-Realization of the Students, with a average of 3.5 and 3.3 respectively. On the other hand, the Infrastructure and Administrative Services variables were the items with a negative level of satisfaction, scoring them with 2.76 and 2.97 respectively.

4.   Are there significant differences between the satisfaction of students from private sector universities and those from the public sector?

As mentioned earlier, the results show that there are significant differences in certain study variables between the perception of students from Private and Public Institutions, these results allow us to perceive substantive and particular improvement opportunities for both types of institutions.

As a final conclusion we can say that it is indisputable that the methodologies and instruments provided by Administrative Science, which come from studies aimed at private organizations and others mainly oriented to the public sector, are usually used with adaptations or adaptations to the education sector, having results that have generated proposals to improve specific elements within educational institutions. However, from the point of view of the authors of this research they are insufficient to assess specific services of the education sector and its institutions. This research aims to be a contribution within the Educational Management that allows a broad discussion of specialized tools that can serve in the generation of future instruments, tools and methodologies that pay in the development of a theoretical-methodological framework of user satisfaction with the increasingly accurate and specialized educational services. We are convinced to perform more frequently and in different contexts, this type of research, will serve not only to make diagnoses, but to generate proposals that allow increasing the educational quality not only of each of the universities, but of University Education in general, a basic requirement in today's world.

VI. REFERENCES

[1] S. Agal, "ICT IN EDUCATION An Expertise towards Quality Teaching," International journal of Computer Science & Network Solutions, vol. 1, no. 3, pp. 19-25, 2013.

[2] G. Nadler, "An Investigation of Design Methodology," Management Science, vol. 13, no. 10, pp. B642-B655, 1967.

[3] "EDUCATIONAL STATISTICS AT A GLANCE," GOVERNMENT OF INDIA, 2018.

[4] R. Deo and N. Kohli, "A STUDY OF STUDENT SATISFACTION IN AUTONOMOUS AND NON-AUTONOMOUS INSTITUTES IN INDORE CITY," Prestige e-Journal of Management and Research, vol. 1, no. 1, 2014.

[5] M. Bacila, M. P. Ciprian and A. Scridon , "Development of an Instrument for Measuring Student Satisfaction in Business Educational Institutions," The AMFITEATRU ECONOMIC journal, vol. 16, no. 37, 2014.