

## REVIEW OF CONCEPTUALIZATION AND MEASUREMENT OF SERVICE QUALITY: ADDRESSING CURRENT HIGHER EDUCATION SCENARIO

Dr. Rajesh Bhatt\*

Kedar Bhatt\*\*

### ABSTRACT

With higher education is being driven towards greater competition and privatization, higher education institutions have to be concerned about how students feel about their educational experiences. In today's highly competitive higher education market, a loyal student population is a source of competitive advantage with outcomes such as positive word of mouth (WOM) communication, retention and repeat. And in this context, Service quality is acknowledged as a key performance measure for excellence in higher education. One area in the service marketing literature that has received considerable attention is the conceptualization of service quality. While there is a consensus on the importance of service quality issues in HE, identification and implementation of the right measurement instrument is a challenge that practitioners who aim to gain a better understanding of the quality issues of students' experiences face. Further, although the definitions of service quality vary, the definitions are all formulated from the customer perspective. This study reviews the past research in the area of Service Quality in general and Service Quality Measurement in higher education in specific. The study focuses on reviewing the most widely used measurement tools for Service Quality and their application in the area of Higher Education. Based on the review of literature, it proposes the research problems to be studied by future studies.

**Keywords: Higher Education, Service Quality, Customer Satisfaction.**

---

\* Associate Professor, Department of Business Administration, M. K. Bhavnagar University, Bhavnagar.

\*\* Assistant Professor, Faculty of Management Studies, Ganpat University, Kherva-Mehsana.

## Introduction

Higher education is being driven towards greater competition and privatization. And so Higher education institutions have to be concerned about how students feel about their educational experiences. Thus it becomes important to identify determinants or critical factors of service quality from the standpoint of students being the primary customers. With the sky-rocketing costs of higher education across the globe, there are increasing levels of scrutiny by students, parents and prospective employers of the value delivered by the educational institutes (Thomas, 2011). Furthermore, intense competition in today's competitive higher educational market forces institutions to adopt a market orientation strategy to differentiate their offerings from those of their competitors by delivering superior quality services. A loyal student population is a source of competitive advantage with outcomes such as positive word of mouth (WOM) communication, retention and repeat. After graduating, a loyal student may continue to support his/her academic institution, whether financially and/or through word of mouth to other prospective, current or former students or even through some form of cooperation. Ignorance of the importance of measuring the service quality, will ultimately be at the disadvantage of the institution (Angell et al., 2008).

Service quality, in this context, is acknowledged as a key performance measure for excellence in education, with enduring effects on the institution and the students it serves. While there is a consensus on the importance of service quality issues in HE, identification and implementation of the right measurement instrument is a challenge that practitioners who aim to gain a better understanding of the quality issues of students' experiences face. Most of these studies about Service Quality have concentrated their findings on the dimensionalities of service quality across industries, cultures, and firms. This study reviews the past research in the area of Service Quality in general and Service Quality Measurement in higher education in specific. The study focuses on reviewing the most widely used measurement tools for Service Quality and their application in the area of Higher Education. Based on the review of literature, it proposes the research problems to be studied by future studies.

## Conceptualization of Service Quality

One area in the service marketing literature that has received considerable attention is the conceptualization of service quality (Babakus & Boiler, 1992; Bateson, 1992; Bolton & Drew,

1991; Cronin & Taylor, 1992, 1994; Gronroos 1984; Lehtinen & Lehtinen, 1985; Oliver, 1993, Parasuraman, Zeithaml, & Berry 1985, 1988; Teas, 1993). Substantial research in the area of Service Quality started after 1980s. Churchill and Suprenant (1982) opined that service quality is an attitude. Gronroos (1982) and Lewi and Booms (1983) identified the significance of processes and outcomes in defining service quality. Lewis and Booms (1983) proposed that in the services context, quality could be defined as a “measure of how well the service level delivered matches the customer’s expectations”. Gronroos (1982) claimed that the natural way of finding the service oriented equivalent of product features in service marketing context, is to ask the question “what do customers of services see in a service as a need-satisfying solution when they do not see and perceive any ready-made product features?” Further, he concluded that customers see and perceive the process they are involved in as well as the outcome of this process. Other authors also state that perceived service quality reflects the opinion of the customer regarding the superiority or global excellence of a product or service (Zeithaml, 1988). Gronroos (1984), based his definition on technical quality (the outcome or ‘what’) and functional quality (the process or ‘how’).

However, service quality is an elusive concept, and there is considerable debate about how best to conceptualize this phenomenon. Some researchers suggest that it stems from a comparison of performance perception with expectations (Parasuraman, 1988) while others argue that it is derived from comparison of performance with ideal standards (Teas, 1993) or from perceptions of performance alone (Cronin and Taylor, 1992). Thus, although the definitions of service quality vary, the definitions are all formulated from the customer perspective. Thus, quality is conceptualized based on perceived quality.

### **Approaches of Service Quality Measurement**

Most of the literature in Service Quality in the last few decades has focused on the dimensional approach. The dimensional approach focuses on service features and ask consumers to rate them considering their expectations and/or perception. Based on dimensional approach, a number of measures have evolved, including Gronroos model (Gronroos, 1982, 1984), SERVQUAL (Parasuraman et al., 1985, 1988), service performance (SERVPERF) (Cronin and Taylor, 1992, 1994). All of these models have attempted to find a better scale to measure service quality from

service specific perspective. However, the unresolved issues of expectations as a determinant of perceived service quality have resulted in two conflicting measurement paradigms: The Disconfirmation Paradigm (SERVQUAL) which compares the perceptions of the service received and the perception paradigm (SERVPERF) which maintains only the perceptions of service quality. These instruments share the same concept of the perceived quality. The main difference between these scales lies in the formulation adopted for their calculation, and more concretely, the utilization of expectations and the type of expectations should be used. Among these scales, the SERVQUAL has been widely used and mostly criticized.

- **Critical Evaluation of SERVQUAL**

A review of service quality literature brings forward diverse arguments in relation to the advantages and disadvantages in the use of this instrument. In general, the arguments make reference to aspects related to the characteristics of these scales notable their reliability and validity. The service quality gaps models has been criticized on both methodological and conceptual grounds (Carman, 1990; Cronin and Taylor, 1992; Teas, 1993; Brown et al., 1993). Cronin and Taylor (1992) proposed that there is a lack of evidence supporting the expectation-performance gap as a predictive measure of service quality. They believe that assessing customer perception is enough for evaluating service quality and it is unnecessary to measure customer expectations in service quality research. They oppose evaluating service quality by calculating the difference between customer perceptions and customer expectations (P-E). Indeed, they define Service Quality as a Customer Perception (of Performance only) without expectations. They proposed that the performance based measurement approach (SERVPERF) is more in conformance with the existing attitude and customer satisfaction literature and is superior to the perception-expectation gap approach.

Teas (1993) questioned the validity of perception-expectation gap with conceptual and operational problem in the definition of the expectation. While Perception (P) is definable and measurable in a straightforward manner as the customer belief about service is experienced, Expectation (E) is subject to multiple interpretations by different authors/ researchers (e.g. Dabholkar et al., 2000; Gronroos, 1990; Teas, 1993, 1994). They believe that expectation concept is doubtful and conceptualized owing to there are plenty definition for the term

expectation in service quality literature where it is defined as 'normative expectation' with concern to organization constraints such as human resource or facilities and equipments limitation or 'ideal expectation' without any concern to limitation and constraint, it means what the customer would expect from excellent service. Initially, Parasuraman et al (1985, 1988) defined expectation as "desire or wants of customer"; what they feel a service provider should offer rather than would offer.

The criticisms of SERVQUAL led to another measurement that relies on measuring service quality by using performance-only scores rather than gap scores. Babakus and Boiler (1992) found a higher correlation between the performance-only quality score and an overall service quality measure than the correlation between the gap score and an overall service quality measure. This fact pointed to a lower convergent validity of the gap approach. On the other hand, Parasuraman, Zeithaml, and Berry (1991) conducted a regression analysis to test the extent to which the performance-only scores and/or disconfirmation scores explained the overall service quality rating. The results showed that performance only scores had a higher convergent validity than disconfirmation scores. The other criticizer claims that SERVQUAL is not applicable to a wide variety of service contexts as the common tool for evaluating service quality (Carman, 1990).

- **Question of Number of Dimensions**

- The number of dimensions identified in the SERVQUAL instrument is not consistent and appears to vary with the application. Items do not always load to the factors they are supposed to (Buttle 1996; Smith, Smith, and Clarke 2007).
- In addition, the number of dimensions changes from one study to another with respect to the industry (Babakus and Boiler 1992; Buttle 1996; Smith, Smith, and Clarke 2007).
- In early studies on service quality, authors suggested two or three dimensions of service quality to measure. Lehtinen and Lehtinen (1985) proposed physical and interactive quality.
- Gronroos (1984), on the other hand, referred to technical and functional dimensions and the image of the firm as the third dimension.
- The dimensions of service quality vary by industries, by service types, by culture or even by providers or firms in the same industry. (Sultan & Wong, 2010)

○ In their study Bayraktaroglu & Atrek (2010) found that original five dimensions of SERVQUAL were supported to be used as indicators in higher-education service quality for both SERVQUAL & SERVPERF. However, the study yielded an excellent model fit for SERVQUAL, and the model fit was good for SERVPERF. But When Cronbach's alpha was used for both the gap and the performance-only scores, the performance-only reliability coefficients appeared to be higher than the gap reliability coefficients i.e. SERVPERF dimensions were found to have higher reliability scores than SERVQUAL dimensions.

Thus, criticisms prompt the question of whether the five-dimensional structure of the SERVQUAL model has a good fit in higher-education services.

- **Response to Criticism**

However, Parasuraman et al, in 1994, responded to these criticisms by introducing some adjustments to the scale and its operation. On the issue of a performance based measure in preference to the disconfirmation based measure, argued that although the practice of measuring only perceptions to determine service quality is widespread, such a practice does not necessarily support the superiority of a performance based measure. This is because measurements that incorporate customer expectations provide richer information and have more diagnostic value. Conceding that there is confusion with regard to the causal relationship between customer satisfaction and service quality, Parasuraman et al (1994), acknowledge that recent research evidence support the view that service quality is an antecedent of customer satisfaction. Further, in regard to this type of comparison standard for measuring service quality, it is argued that the issue of comparison norms and their interpretation still remains unresolved and is being examined by many researchers.

Parasuraman, Berry, and Zeithaml (1993) found support for the disconfirmation model of SERVQUAL, which counters empirical claims. They indicated that there was no threat related to reliability and discriminant validity. Besides, Parasuraman, Zeithaml, and Berry (1994) mentioned that the disconfirmation approach allowed service providers to identify the gaps, and they insisted the instrument was valid.

### Higher Education Services– Current Scenario and Need for Measurement

University education, the world over, has undergone significant transformation and reform with respect to higher education systems meeting the growing role of information and communication revolution, and the demand for knowledge, which represent the new challenges of globalization. These challenges are seen as threats as well as opportunities for higher education systems around the world. (Arambewela & Hall, 2006). This challenges, however, has produced significant changes in the way that higher educational institutions operate. These changes include the emergence of new types of institutions, patterns of financing and governance, curriculum reforms, and technological innovations (Salmi, 2001).

A study by International Development Programs (IDP) Australia estimates that the global demand for international higher education will grow fourfold to approximately 7.2 million students, by 2025, representing a 5.8% compound growth rate between 2000-2025. According to this study, the major growth will come from the Asia Pacific, accounting for a compound growth rate of 7.8% and over 70% of the world demand. As regional blocks within Asia Pacific, South Asia and East Asia are expected to record the highest growth rates of 8.6% and 8.4% respectively during this period with China and India emerging as two major sources of international students (Table 1).

In competitive market, satisfaction with services may make the difference. As students are becoming extremely critical and analytical when choosing their educational institutions (Binsardi and Ekwulugo, 2003), the recruitment and retention of students have been moved to the top of most universities' agendas. Thus, student satisfaction is an extremely important issue for a university and its management (Douglas et al., 2008). The link between customer satisfaction and the performance (profitability) of a business unit forms the cornerstone of the marketing concept (Drucker, 1954). Customer satisfaction is considered as a major outcome of marketing activity and serves to link processes, culminating in purchase and consumption with post-purchase phenomena such as attitudinal change, customer retention, repeat purchase, brand loyalty, positive word-of-mouth communication (WOM) and complaining behavior (Harvis et al, 2000; Athiyaman, 2000). Satisfaction may influence a student's desire to attend or defect various higher educational institutions.

**Table 1: Global Demand for Higher Education ('000)**

Region	2000	2005	2010	2015	2020	2025	Growth (%) *
Asia	759	1141	1761	2534	3598	5004	7.8
East Asia	453	698	1059	1565	2319	3389	8.4
South East Asia	148	185	265	356	467	586	5.7
South Asia	110	191	349	501	676	869	8.6
Central Asia	48	67	88	112	136	161	5
Africa	169	219	283	362	464	561	4.9
Sub-Sahara	99	127	168	222	295	371	5.4
North Africa	69	92	115	140	168	189	4.1
Middle East	113	143	182	229	286	327	4.3
America	146	167	194	225	260	287	2.7
Europe	568	636	719	804	879	963	2.1
Oceania	8	9	10	12	13	13	2
World	1763	2316	3149	4165	5500	7155	5.8

Further, Students' retention and their academic performance are influenced by the service quality provided by the higher education institutions. Intensive competition in the higher education sector, internationalization of higher education and the classification of education as a marketable service have prompted the management of the various public and private higher education institutions to pay more attention in assessing the overall students' perceived service quality. Due to the important role of the students' perceived service quality in determining the students' retention and their academic performance in the respective higher education institutions, there is a need to identify what are the determinants for the overall students' perceived service quality. A logical extension of the study of services marketing is the evaluation of service quality and its impact on Satisfaction, Loyalty and on the exchange of services. Colleges should include service quality assessment in their efforts to be accountable for the effectiveness of their services (Kerlin, 2000). The challenge for the institutions would be to understand and to address the key sources of student satisfaction in their service delivery initiatives.



### Service Quality Measurement In Higher Education

Although compared to that of the commercial sector, Service quality research in higher education sector is new, the subject of service quality in HE has become popular in the literature. As students were considered to be the “primary customers” of a university (Hill, 1995), being the direct recipients of the service provided, student-perceived service quality has turned out to be an extremely important issue for universities and their management. Further, quality measurement is intensifying in Higher Education with increased emphasis on education accountability. HE institutions should ensure that all services encounters are managed to enhance consumer perceived quality. As Allen and Davis (1991) suggested, "the topic of service quality in marketing education needs to be studied and understood thoroughly by both administrators and faculty."

While there is a consensus on the importance of service quality issues in HE, the identification and implementation of the right measurement instrument is a challenge that practitioners who aim to gain a better understanding of the quality issues of students' experiences face. In fact, the use of the most appropriate measurement tool would help managers to assess service quality provided by their institutions, thus having the ability to use the results to better design service delivery. A review of the literature reveals that the most popular scales used to measure service quality are service quality (SERVQUAL) (Parasuraman et al., 1988) and service performance (SERVPERF) (Cronin and Taylor, 1992). Further, researchers are undertaking customization of established service quality dimensions in higher education in their measurement instruments. (Senthilkumar & Arulraj, 2011) and using the adapted version of SERVQUAL to evaluate students' course experience within a business school as part of the quality assurance system. The general view appears to be that, although SERVQUAL and SERVPERF were designed as generic measures of service quality that have cross-industry applicability, it is important to view the instruments as basic “skeletons” that often require modification to fit the specific application situation and supplemental context-specific items. As it stands, the generic measures of service quality may not be a totally adequate instrument by which to assess the perceived quality in higher education, although their impact on the service quality domain is undeniable. Studies suggest that service quality scales need to be adapted to the study context (Carman, 1990; Carrillat et al., 2007). The research instruments have to be designed considering specific features

and natures of the service, and its delivery. Second, the resulting dimensions vary based on service types, firms or provider, industry, and even culture.

Similar to the findings of commercial enterprises, study finds that the SERVPERF scale outperforms against its counterpart, the SERVQUAL scale, in the context of higher education. This is because, first, the comparison of the gap and the performance-based approaches indicates that the scores of performance perception explain more of the variation in customer's satisfaction than does the disparity between consumer's expectations and performance perceptions. Second, due to the small variation in the measures of expectation, the score of gap measurement and the score of performance measurement show a high degree of correlation. This means that employing the set of expectation variables does not necessarily add value to our understanding of the formation of students' satisfaction; therefore, it would not be exaggerated to state that the SERVPERF scale is an efficient and effective approach; in general, to find critical service attributes and measure quality. While the SERVQUAL scale has proven a reliable scale for studies assessing pure service firms, the five determinants did not factor out as fully expected; however, the results demonstrate that this is a better way of looking at satisfaction/dissatisfaction (Yooyen, Pirani, & Mujtaba, 2011).

However, Abdullah, F. (2006a) in their study to compare scales in Higher Education services, concluded that although SERVPERF was developed and subsequently proven as superior generic scale to measure service quality in wide-ranging service industry, it did not provide a better perspective for the higher education setting. Tahir, Bakar, & Ismail (2010) in their study of Importance – Performance Analysis used SERVQUAL for studying Service Quality of B-Schools and found that the Cronbach's alpha coefficients of service quality dimensions under Importance and Performance were satisfactory with the exception of alpha coefficient of tangibility dimension under Performance.

However, The SERVQUAL instrument, "despite criticisms by a variety of authors, still seems to be the most practical model for the measurement of service quality available in the literature" and thus expectations should be considered when assessing service quality in HE (Cuthbert, 1996). In the context of HE the five dimensions include the appearance of the institute's physical

facilities, equipment, personnel, and communication materials (tangibles), the ability of the institute to perform the promised service dependably and accurately (reliability), the willingness of the institute to help students and provide prompt service (responsiveness), the knowledge and courtesy of teachers and their ability to convey trust and confidence (assurance) and the caring, individualized attention the institute provides its students with (empathy). Following table represent the summary of studies about Service Quality in Higher Education.

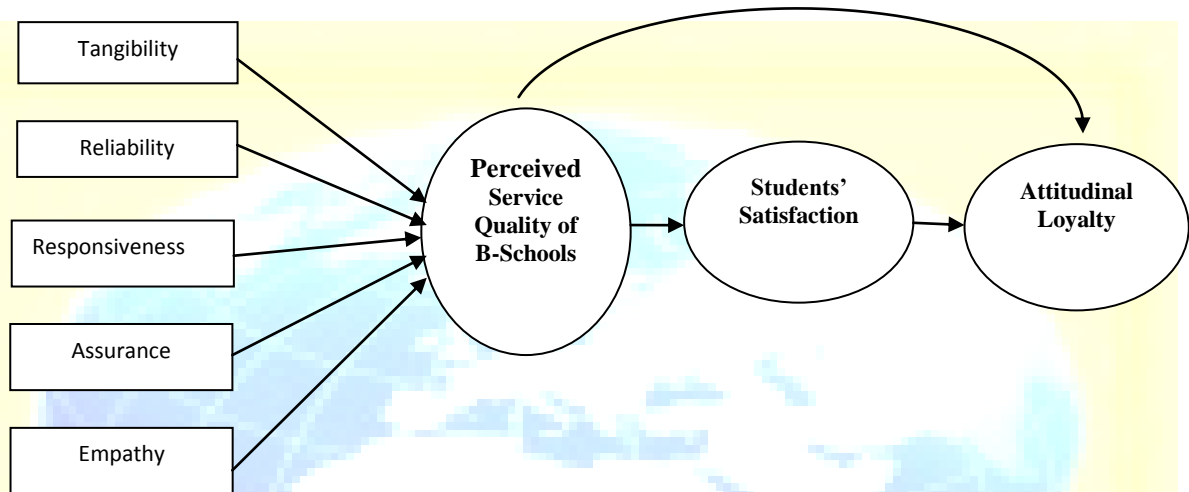
**Table 2: Service Quality Research in Higher Education**

Author	Title	Dimensions of Service Quality
Cuthbert (1996)	Managing Service Quality in HE: is SERVQUAL the answer? Part 1	Tangibles; Reliability; Responsiveness; Assurance; Empathy.
Pariseau and McDaniel (1997)	Assessing Service Quality in Schools of Business	Assurance; Tangibles; Reliability; Empathy; Responsiveness.
LeBlanc and Nguyen (1997)	Searching for Excellence in Business Education: an Exploratory Study of Customer Impressions of Service Quality	Contact personnel: faculty; reputation; physical evidence; contact personnel: administration; curriculum; responsiveness; access to facilities.
Ham and Hayduk (2003)	Gaining Competitive Advantages in Higher Education: Analyzing the Gap between Expectations and Perceptions of Service Quality	Reliability; Responsiveness; Assurance; Empathy; Tangible.

### Proposed Research Problem

From the Literature Reviewed, it can be said that the measurement of Service Quality is of prime importance for Higher Education in India. With increasing competition in Higher Education in India in last 5 years, it is necessary to study the Service Quality from Students' perspective and develop a standard measurement tool. And as Service Quality measurement tools doesn't have the same structure and dimensions across the services and across different cultures, it becomes

necessary to verify whether existing measurement tools like SERVQUAL and SERVPERF can be applied to measure Service Quality of Higher Education or not. For this purpose, it is required to adopt the original SERVQUAL scale Higher Education and test it for validity and reliability. It is also interesting to see whether the original variables and dimensions can be retained. Further, the relation between Service Quality, Students' Satisfaction and Attitudinal Loyalty is to be studied. Following model is proposed based on the discussion of Literature.



**Figure 1: Conceptual Model**

#### Following Research Questions are proposed

1. To identify dimensions of service quality of Higher Education.
2. To compare validity and Reliability of SERVQUAL and SERVPERF for Higher Education.
3. To identify Service Quality Gap based on the dimensions identified.
4. To test the relationship between Service Quality and other variables of importance like Satisfaction and Attitudinal Loyalty.
5. To identify important areas to be focused by Higher Education Institutions.
6. To find out relative importance of SERVQUAL dimensions and check, whether students attach different importance to different service quality dimensions or they consider them all equally important.

## References

1. Allen, J., & Davis, D. (1991). Searching for excellence in marketing education: The relationships between service quality and three outcome variables. *Journal of Marketing Education* (Spring) 45-55.
2. Angell, R.J., Heffernan, T.W. and Megicks, P. (2008). Service quality in postgraduate education. *Quality Assurance in Education*, 16(3), 236-54.
3. Arambewela, R., & Hall, J. (2006). A Comparative Analysis Of International Educations Satisfaction Using Servqual. *Journal of Services Research* , 6 (July), 141-163.
4. Athiyaman, A. (2000) 'Graduates' perception about business education: an exploratory research', *Journal of Further and Higher Education*, 25(1), 5-19.
5. Babakus, E., and G. W. Boiler. (1992). An empirical assessment of the SERVQUAL scale. *Journal of Business Research*, 24, 53-268.
6. Bateson, J. (1992). *Managing services marketing*. Fort Worth, TX: Dryden Press. 493-520.
7. Bayraktaroglu, G., & Atrek, B. (2010). Testing the Superiority and Dimensionality of SERVQUAL vs. SERVPERF in Higher. *The Quality Management Journal* , 17 (1), 47-59.
8. Binsardi, A. & Ekwulugo, F. (2003). International marketing of British education: research on the students' perception and the UK market penetration. *Marketing Intelligence & Planning*, 21(5), 318-27.
9. Bolton, R., & Drew, J. (1991). A multistage model of customers' assessments of service quality and value, *Journal of Consumer Research*, 17(4), 375-84.
10. Brochado, A. (2009). Comparing alternative instruments to measure service quality in

higher education. *Quality Assurance in Education* , 17 (2), 174-190.

11. Brown, T. J.; Churchill, Gilbert A, Jr; Peter, J Paul, Research note: Improving the measurement of service quality. *Journal of Retailing*; Spring 1993; 69(1), pg. 127
12. Buttle, F. 1996. SERVQUAL: Review, critique, research agenda. *European Journal of Marketing* , 30(1), 8-32.
13. Carman, J.M. (1990). Consumer perceptions of service quality: an assessment of the SERVQUAL dimensions. *Journal of Retailing*, 66, 33-55.
14. Carrillat, F.A., Jaramillo, F. and Mulki, J.P. (2007). The validity of the SERVQUAL and SERVPERF scales-a meta-analytic view of 17 years of research across five continents. *International Journal of Service Industry Management*, 18(5), 472-90.
15. Churchill, G. A., Jr. & Surprenant, C. (1982). An Investigation into the Determinants of Customer Satisfaction. *Journal of Marketing Research*, 491 -504.
16. Cronin, J. and Taylor, S. (1992). Measuring service quality: a re-examination and extension. *Journal of Marketing*, 56(3), 55-68.
17. Cronin, J. and Taylor, S. (1994). SERVPERF versus SERVQUAL: reconciling performance-based and perceptions-minus-expectations measurement of service quality. *Journal of Marketing*, 58(1), 125-31.
18. Cuthbert, P.F. (1996) Managing service quality in HE: is SERVQUAL the answer? Part I. *Managing Service Quality*, 6(2),11-16.
19. Dabholkar, P.A., Shepherd, D.C. & Thorpe, D.I. (2000). A Comprehensive Framework for Service Quality: An Investigation of Critical, Conceptual and Measurement Issues

- through a Longitudinal Study. *Journal of Retailing*, 76(2), 139-173.
20. Douglas, J., McClelland, R. and Davies, J. (2008). The development of a conceptual model of student satisfaction with their experience in higher education. *Quality Assurance in Education*, 16(1), 19-35.
21. Drucker, P.F. (1954), *The Practice of Management*, Harper & Row, New York, NY.
22. Gronroos, C. (1982). An applied service marketing theory. *European Journal of Marketing*, 16(7), 30-41.
23. Gronroos, C. (1984). A service quality model and its marketing implications. *European Journal of Marketing*, 18(4), 36-44.
24. Ham, L. and Hayduk, S. (2003). Gaining competitive advantage in higher education: analyzing the gap between expectations and perceptions of service quality. *International Journal of Value-Based Management*, 16(3), 223-242.
25. Harvis, B., Voyer, P.A. (2000). Word of Mouth processes within a services purchase Decision Context. *Journal of Service Research*, 3(2), 166-177.
26. Hill, F.M. (1995). Managing service quality in higher education: the role of student as primary consumer. *Quality Assurance in Education*, 3(3), 10-21.
27. Kerlin, Christine A. (2000). Measuring student satisfaction with the service processes of selected student educational support services at Everett Community College. Doctoral Dissertation. Publication # AAT 9961458. Oregon State University.
28. LeBlanc, G. and Nguyen, N. (1997). Searching for excellence in business education: an exploratory study of customer impression of service quality. *International Journal of Educational Management*, 11(2), 72-79.

29. Lehtinen, U., and J. R. Lehtinen. (1985). Service quality: A study of quality dimensions. Paper read at the Second World Marketing Congress, University of Stirling, Scotland.
30. Lewis, R.C. and Booms, B.H. (1983). The marketing aspects of service quality. in Berry, L., Shostack, G. and Upah, G. (Eds), *Emerging Perspectives on Services Marketing*, American Marketing Association, Chicago, IL, pp. 99-107.
31. Oliver, R. L. (1993). A conceptual model of service quality and service satisfaction: Compatible goals, different concepts, In T.A. Swartz, & S. W. Brown (Eds), *Advances in Services Marketing and Management*. Vol. 2 (pp. 65-85). Greenwich, CT: JAI Press.
32. Parasuraman, A., Zeithaml, V.A. and Berry, L.L. (1985). A conceptual model of service quality and its implications for future research. *Journal of Marketing*, 49(4), 41-50.
33. Parasuraman, A., Zeithaml, V.A. and Berry, L.L. (1988). SERVQUAL: a multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 64(1), 12-40.
34. Parasuraman, A., Zeithaml, V.A. and Berry, L.L. (1991). Refinement and reassessment of the SERVQUAL scale. *Journal of Retailing*, 67(4), 420-50.
35. Parasuraman, A., Zeithaml, V.A. and Berry, L.L. (1994). Reassessment of expectations as a comparison standard in measuring service quality-implications for further research. *Journal of Marketing*, 58(1), 111-24.
36. Pariseau, S.E. and McDaniel, J.R. (1997). Assessing service quality in schools of business. *The International Journal of Quality & Reliability Management*, 14(3), 204-235.
37. Salmi, J. (2001). Tertiary education in the 21st century: Challenges and opportunities. *Higher Education Management*, 13(2), 105-130.



38. Senthilkumar, N., & Arulraj, A. (2011). SQM-HEI – determination of service quality measurement of higher education in India. *Journal of Modelling in Management* , 6 (1), 60-78.
39. Smith, G. S., A. Smith, and A. Clarke. (2007). Evaluating service quality in universities: a service department perspective. *Quality Assurance in Education*, 15(3), 334-351.
40. Sultan, P., & Wong, H. Y. (2010). Service quality in higher education – a review and research agenda. *International Journal of Quality and Service Sciences* , 2 (2), 259-272.
41. Tahir, I. M., Bakar, N. M., & Ismail, W. Z. (2010). Importance-Performance Analysis of Service Quality among Business Students: An Exploratory Study. *Interdisciplinary Journal of Contemporary Research in Business*, 2 (1), 132-141.
42. Teas, K.R. (1993). Expectations, Performance Evaluation and customer's Perceptions of Quality. *Journal of Marketing*, 57(9), 18-34.
43. Thomas, S. (2011). What Drives Student Loyalty in Universities: An Empirical Model from India. *International Business Research* , 4 (2), 183-192.
44. Yooyen, A., Pirani, M., & Mujtaba, B. G. (2011). Expectations Versus Realities Of Higher Education: Gap Analysis And University Service Examination. *Contemporary Issues in Education Research* , 4 (10), 25-35.