

The Measurement Education Services Quality Payam Noor University of Garmsar with Using of Servqual Model

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ABSTRACT

The goal of the implementation of this research is the study of education services provided by the Payam Noor University of Garmsar. It is therefore model was used Servqual known and most widely used in the evaluation of services Quality. Services Quality Model is evaluated in five dimensions: concrete, stress and scalability, guarantee, compassion and responsibility. 247 people were selected from students of this university as a model simple for the study questionnaires were distributed among them, the results of this research that, in all dimensions, the expectations of students more than their perception of the actual performance of the education services provided in the mentioned university.

KEYWORDS: services, services quality, education services quality, Servqual model.

1. INTRODUCTION

Education and research services is one of the most important in the areas of services of any society, especially those services that are offered by universities and higher education institutions, which have engrave indispensable in the development and evolution of communities. Therefore, it also seems necessary to take into account work on quality to raise the education and studies continuously. Then, that higher education must take into account the objectives. The students and teachers should be full knowledge to the terms and objectives of education because such of knowledge leads to an increase in their motivation for making these goals. Of course it has to be to accept that and find out quality the goal can not be enough in this area, but create the space and capabilities are necessary too. Therefore, knowing all the important and affect factors of education services quality and the need for the requested changes will lead to positive results at the level of the individual and the group that can not be achieved if there is no implementation of studies and research in this area. This research study looking and find out the factors affecting of education services quality at the Payam Noor University of Garmsar from the viewpoint of the students, because students are receiving these services. Students such as customers of commercial organizations and institutions that should be on the university to provide them with services, and students are a group of individuals who provide satisfaction or dissatisfaction with the services provided by the university. After measurement of education services quality from the perspective of students and knowledge of defects and deficiencies in the services provided are offered ways to improve these services. Activity service, the benefit of non-tangible and intangible provided by one person to another and do not lead to ownership of anything (Katler and Armstrong). Produced of services can or cannot be related to physical merchandises. Although the definitions and classifications of development which has been circulated to the value in the definition of quality in the field of products in the services branches, but researchers to take the detailed method must be for to define and measure services quality due to the different nature of services. In recent years, one of the most important areas observed by researchers and managers is services quality because of their increasing impact on the company performance, reduce costs, satisfaction of the customer and the customer loyalty. (Cronin and Taylor 1992, Newman 2001 and lasser et al 2000). The services quality is complex concept in marketing haven't see any agreement on the theoretical definition.

There are many definitions by their views on services quality that will be mentioned as follows: Granroz (1984) services quality are the result of the known stages of evaluation that customer doing between the expectations of the service and services comprehend.

Services quality is standard on quality the applicability of the services provided with the expectations of the customer. That meaning is equality of services quality provided with the expectations of the customer on the base and standard consistency.

Zeithmal et al 1996 the service quality as: (service quality is a services providing excellent and luxury expected by the customer).

The studies that have been the subject of services quality assessment usually based originally on quality to build expectations of the customer or the maximum of the expectations of the customer. Services quality as standard with carefully considered of services quality provided implementing with the expectations of the customer. (shaheen 2004).

In more books of marketing and marketing services have definition of services quality identical with Parasuraman and his colleague's definition. (Katler and Armstrong ,1381, Fitz semonz 1382).Based on this definition, the service quality is a difference between the expectations of the customer for its services and to real understand him of performance of the services. Services quality that consists of five dimensions: the concrete, concrete, stress and scalability, guarantee, compassion and responsibility.

Model used in this research to measure education services quality the Payam Noor University of Garmsar is a Servqual model. This model is the measurement of services quality: which measures the decrease between services quality expected by the customer and those that touch of the real performance of the Services. Quality comprehensive services model for the five dimensions are the Physical equipment and phenomena, scalability, guarantee, responsiveness, and empathy.

This model measures the expectations of services quality to responses with their perception of it. If the performance is less than expectations of customers, that mean poor of services quality. If the performance is more than expectations of customers, this demonstrates the strength of services quality are express satisfaction customers.

The main objective of this research is to measure of education services quality at the Payam Noor University of and see flaws in services quality offered at this university by using with Servqual model. This research looking around the answer to the question: from the perspective of the students of this university, Dose the education services provided in this university has get pleasure from manner required or not?

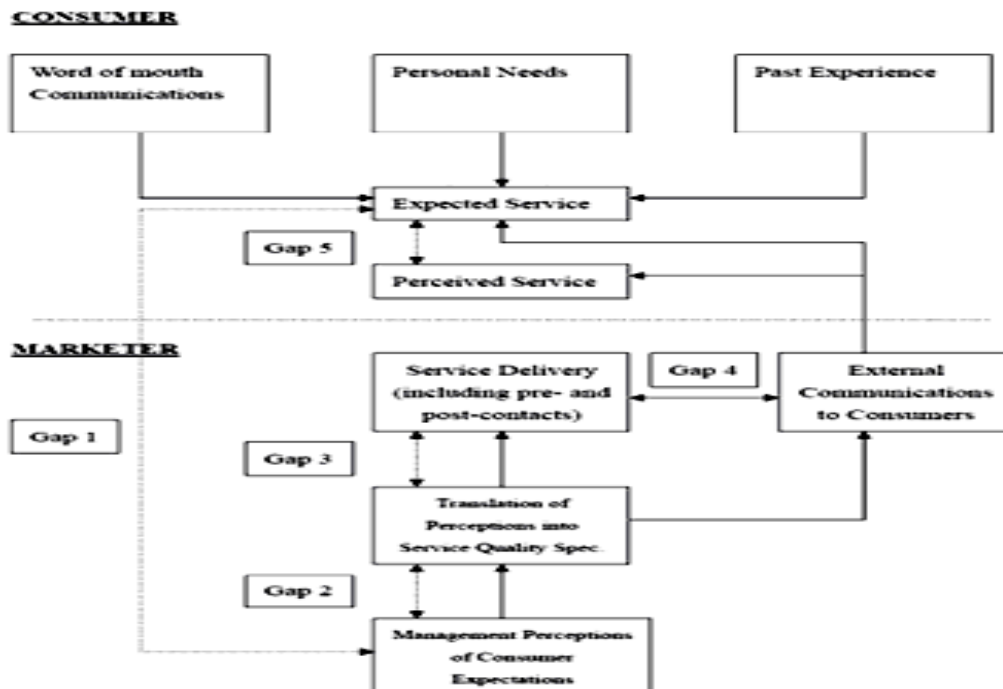
Were selected Payam Noor University and the Centre to assess services quality for several reasons:

- 1 - Payam Noor University, one of the types of universities in the State of country have different educational system with another universities.

- 2 - Observation dissatisfaction among the students in this university and the scientific study of dissatisfaction.

2. RESEARCH METHOD

This model uses a standard component of 22 questions to measure services quality. Just as the satisfaction of customer result from the difference between expectations among customers and perception him of services quality offered. Each question of 22 questions used to assess the expectations of customer scale once and for measure perception him of the services offered. If the performance is less than the customer that is mean the services quality is poor and if service performance more than expectations of customers, this demonstrates showed strength of services quality and express customer satisfaction.



Source: Parasuraman, A., Zeithaml, V. A. & Berry, L. L. (1985).

Objectives of the research

The goal of the implementation of this research is to achieve the assessment of the education services quality provided in the Payam Noor University that it is composed of original and secondary goals:

A) **the main objective:** to assess education services quality provided at the University of Payam Noor of Garmsar.

B) Sub-goals:

- 1 – The assessment education services quality expected of dimensions of the Physical equipment and phenomena, scalability, guarantee, responsiveness, and empathy at Payam Noor university of Garmsar.
- 2 - The assessment education services quality offered of dimensions of the Physical equipment and phenomena, scalability, guarantee, responsiveness, and empathy at Payam Noor university of Garmsar.
- 3 – Classification dimensions of services quality basis of impact on education services quality at Payam Noor University of Garmsar .

Hypothesis of Search:

The main hypothesis:

A: the main hypothesis: The expectations of customers on education services quality of the Payam noor University of Garmsar hasn't equally of their perception of services quality.

Sub-hypotheses:

- 1 - Expectations of students of dimension (physical facilities and equipment) for education services at the Payam Noor University of Garmsar hasn't equalized with their perception of this dimension.
- 2 -Expectations of students of dimension (the responsibility) for education services at the Payam Noor University of Garmsar hasn't equalized with their perception of this dimension.
- 3 - Expectations of students of dimension (empathy) for education services at the Payam Noor University of Garmsar hasn't equalized with their perception of this dimension.
- 4 - Expectations of students of dimension (scalability) for education services at the Payam Noor University of Garmsar hasn't equalized with their perception of this dimension
- 5 - Expectations of students of dimension (guarantee) for education services at the Payam Noor University of Garmsar hasn't equalized with their perception of this dimension.
- 6 - There is a difference from the perspective of students between the dimensions of services quality for their impact on students' perception of education services quality provided at the University Payam Noor of Garmsar

3. Data related with general characteristics of the respondents

Payam Noor University of Garmsar including the 4037 student has been selected 247 students from this community as a model for the study. Formed 73.3% of respondents were women. 26.7 of the men. Means a man of 181 respondents and 66 women. Average age of the respondents is 22.8, the minimum is 18 and maximum is 42 years old. The largest majority of the scientific section of the respondents was related to the branch of computer science people 29 and 11.7% and less number of branches they relate to history and psychology science with 2 two and 0.8%. The number of respondents to the person who called 239 bachelor and 8 people also master's students.

Type and style of Search:

Given the goal of the implementation of this research revolves around the study of factors affecting of education services quality, can be said that research is usages. Also, it has been the use of methods of library books, study papers, and field method like as questionnaire. The aim goal is cognition qualities, characteristics, requests and assessments of members of the community by referring to them. It could be argued that research basis of essence and the method is descriptive- Survey research.

Statistical study of the study

Statistical study includes all students who are studying at the Payam Noor University of Garmsar for period 2010-2011.

Data collection tools

The questionnaire is the original tool to collect data in this research. After collecting the data were analyzed in two levels of descriptive and illative. In the descriptive level were used statistical characteristics such abundance, rate, and median and standard deviation. At the illative level using of level measurement data proportionate, the basic assumptions of the statistical tests, t-test for the two simple, the Tukey's test and the Friedman test.

Data collection and analysis Method:

Some of the information in this research, such as previous studies to search,... Has been the use of methods study different books and the library. But the main section of the information in this research was collected by the field method. Data were collected through questionnaires that have been configured on a scale Servqual scale and the use of a five-point Likert scales (1: very much to 5: very few).

Hypotheses were tested using the SPSS statistical and t test for the two samples. For measure services quality must be comparing the expectations of customers with their perception of the subject of education services. This has been calculated on the average marks of the expectations and perception of each dimension of the dimensions (Physical equipment and phenomena, scalability, guarantee, responsiveness, and empathy). Then, it was used t-test for the two samples. Also, for six sub-hypotheses test was used Friedman test where data assumptions regarding of this hypothesis has data classification.

For operating off and hypotheses test was used the dimensions of the services quality. T -test of two samples that have been implemented on the marks of perception and expectations of students and the differences between them. Hypothesis of statistical for first sub-hypotheses to fifth sub- hypotheses like this:

$$H_0: \mu_e = \mu_p$$

$$H_1: \mu_e \neq \mu_p$$

For test this hypothesis H_1 showed the average mark answers has related with perception of students Is not equal with the expected average mark them of the services quality. H_0 showed the two marks above are equal.

4. EMPIRICAL RESULTS

Table (1) shows results related to first sub-hypotheses to fifth sub- hypotheses. All hypotheses has amount of t at the level of $p < .05$, and significant. Therefore H_0 hypothesis is rejected and H_1 hypothesis is acceptable. Since the confidence level 95% we can say that the expectations of students from all dimensions of education services quality presented at the University of Payam Noor Garmsar haven't equalized with their perception of this dimension. As Observation in the table the average expectations of student in all dimensions more than perception them.

Table 1: results related with hypotheses research

Hypothesis	Mean	Gap	T	p
Expectations of students of dimension (physical facilities and equipment) for education services at the Payam Noor University of Garmsar hasn't equalized with their perception of this dimension.	Expectations 3.23 Perceptions 1.57	-2.66	36.924	0.00
Expectations of students of dimension (the responsibility) for education services at the Payam Noor University of Garmsar hasn't equalized with their perception of this dimension.	Expectations 4.26 Perceptions 2.11	-2.15	28.13	0.00
Expectations of students of dimension (empathy) for education services at the Payam Noor University of Garmsar hasn't equalized with their perception of this dimension.	Expectations 4.25 Perceptions 2.33	-1.92	26.283	0.00
Expectations of students of dimension (scalability) for education services at the Payam Noor University of Garmsar hasn't equalized with their perception of this dimension.	Expectations 4.35 Perceptions 2.35	-2	27.840	0.00
Expectations of students of dimension (guarantee) for education services at the Payam Noor University of Garmsar hasn't equalized with their perception of this dimension.	Expectations 4.35 Perceptions 2.22	-2.13	27.689	0.00

For test the sixth sub-hypothesis, the statistical hypothesis takes the following form:

The hypothesis of zero: the five dimensions of services quality in their impact on education services quality at the Payam Noor University of Garmsar have equal of averages. The hypothesis of against: the five dimensions of services quality in their impact on education services quality at the Payam Noor University of Garmsar haven't equal of averages. Since it was required to provide answers in the questionnaire are classified until the dimensions of services quality given to the definition of each, were used of the Friedman test for rating data.

Given the Table 2 that the amount of p-value less than .01 the hypothesis of zero is rejected and the hypothesis of against is acceptance. This means there is a difference between the five dimensions of services quality in order to influence the perception students' of education services quality at the Payam Noor University of Garmsar.

Table 2: Friedman test for sixth sub- hypothesis

Sixth Hypothesis	Number of Sample	χ^2	Degree of Freedom	p
There is a difference from the perspective of students between the dimensions of services quality for their impact on students' perception of education services quality provided at the University Payam Noor of Garmsar.	247	25.23	4	00.00

Also, using the Friedman test has been prioritized for the five dimensions of services quality in order to influence the perception students' of services quality (Table 3). This table shows that after the reliability such as the most important dimension has been classified for the respondents. In the following ranks: the physical equipment and phenomena, scalability, guarantee, responsibility, and empathy.

Table 3 Prioritization of five dimensions of service quality

dimensions of service quality	Ranking median
reliability	2.80
physical equipment and phenomena	2.87
guarantee	2.89
responsibility	3.01
empathy	3.43

Table 4 shows the average marks expectations and perception students' of the components of the questionnaire. All the questions in the table show the average expectations student of education services more than their perception of the realistic performance of the Services.

Maximum related to lack of component (the readiness of students for future work with provide theoretical and practical education in the university) -2.67 and less lack of respect to component (apparent and skilled teachers and staff) -1.18. Maximum mark of expectation-related with component (polite and respectful behavior of the professors and staff with students) 4:51 and less mark of expectation-related with component (giving appropriate of homework and linked to the lesson) 3.82 and maximum mark of perception related with component (apparent and skilled teachers and staff) 2.90 and minimum mark of perception related with component (the enjoyment of the university non-educational equipments such as : equipments of sport, rest and cafeteria ..) 1.62. Between the defect and the highest perception and expectations students about the performance of university on the subject of their readiness for future work and a sign of perception that is calculated to be less in the very subject of this component is 1.76 and the university couldn't be provide the necessary skills and theory education to students for future work. Although this research has been studied the case of students who are under study but it hasn't include students who work after the end of education. But the result shows take students from the education provided by the university does not provide them for future work and likely that they must learn a new science and new skills to get to required jobs. This is certainty one of the signs of underlying weaknesses in higher education in the country. The universities haven't ability of educators, professionals or skilled personnel, considered specialized or working effectively and those individuals have to learn other skills outside the university teaching centers to get to required jobs.

Table 4: marks median of perception, expectations, and Incision related with questionnaire questions

component	Perceptions	Expectations	gap
Preparing students for future work with the presentation of the theoretical and practical teaching in the university.	1.76	4.43	-2.67
Enjoy university of the potential of non-educational affairs, such as: potential sports, recess, cafeteria	1.62	4.21	-2.57
The use of the new resources and adequate facilities (class, computer, Internet)	2.02	4.29	-2.57
Utility and novelty and potential education (Internet - Library)	1.83	4.33	-2.5
Declaration of the hours that students can review the lesson professor at the issues and education	1.87	4.31	-2.44
The possibility of contact teachers when students need them	1.92	4.29	-2.37
Adaptable and quiet places suitable for study in university	2.06	4.38	-2.32
Easy to connect to existing sources of study at the university	2.04	4.33	-2.29
The existence of sufficient sources of study to increase student awareness of the specialty	1.96	4.25	-2.29
Suitable and dealing staff of the university with students	2.26	4.49	-2.23
Show sources of study appropriate for students to more study	2.07	4.24	-2.17
Implementation of services to be implemented on time	2.14	4.29	-2.15
Allocation of time by the Professor to answer and clarify issues for the student outside of class hours	2.09	4.28	-2.13
Awareness of the student as a result of the evaluation of the implementation of the duties	2.15	4.28	-2.13
Ease of connection for the transfer of management students and their views and suggestions on the issues of education for them.	2.14	4.27	-2.13
Implementation of the views and suggestions on the issues of education students in educational programs	2.18	4.18	.2
Particular orientation of the members of each student by teachers and staff of university	2.25	4.20	-1.95
The demands in a manner that students can understand	4.49	4.43	-1.94
Get the best mark in the case of the great diligence of the requesting Party	2.50	4.43	-1.93
Behavior, polite and respectful to teachers and staff with students	2.58	4.51	-1.93
Teachers flexibility in the face of the special circumstances that can be faced with student	2.38	4.27	-1.89
Outwards grace and facilities (Building university halls, chairs, ..)	2.40	4.27	-1.87
Facilitate the search and exchange of views on the lesson in the hall by professors	2.36	4.22	-1.86
presentation the demands in each lecture is organized and linked with each other	2.44	4.29	-1.85
Enjoyment of science and professors specialized information sufficient	2.60	4.45	-1.85
Suitable time with timing of classes	2.52	4.32	-1.8
Implementation of rapid and timely services (registration, selection of units of study, credential study, the liquidation of the account ...)	2.54	4.31	-1.77
Registration and record keeping for students without a loss, deficiency or mistake	2.74	4.46	-1.72
Given the duties of an appropriate and related to the lesson	2.55	3.82	-1.27
apparent and skilled teachers and staff	2.90	4.08	-1.18

5. Conclusion

Today, the growth and development of the industry service and the complexity demands of consumers and customers and rising requirements lead to the increase importance to services quality of organizations. In the competitive world today, the service quality is a tool for competitive advantage among the rest of the service organizations. In this research was to assess education services quality at the Payam Noor University of Garmsar with using the Servqual model.

Results of this research shows all the dimensions of services quality of expectations more than students' perception of education services for the real performance of the educational services provided at the University of Payam Noor. Table 5 shows the signs of the average expectations, perception, and lack of each dimension.

Table 5: shows the signs of the average expectations, perception, and lack of each dimension.

Dimensions of service quality	Perceptions	Expectations	gap
physical equipment and phenomena	1.57	4.23	-2.66
responsibility	2.11	4.26	-2.15
empathy	2.33	4.25	-1.92
reliability	2.35	4.35	-2
guarantee	2.22	4.35	-2.13

As seen in the above table show the maximum decrease in the dimensions of education services quality is related to: (physical equipment and phenomena) -2.66 and minimum gap related of dimension (empathy) -1.92. The maximum mark of expectations related to the dimension (guarantee, reliability) 4.35 and minimum incision of expectations related of dimension (physical equipment and phenomena) -4.23. Also, the maximum median perception marks related with dimension of (reliability)2.35 and minimum median perception marks related with dimension of (physical equipment and phenomena) 1.57.

Table 5 shows all dimensions of perception students' of the signs less than median mark 2.5.

Accordingly, it can be concluded that if the use of the department of perception in Servqual scale to assess education services quality at the Payam Noor University of Garmsar. We get results similar to those that have been obtained.

Of the perspective of students the most important dimensions is reliability that is meant to fulfilling of services and obligations properly and correctly. After this dimension: physical equipment and phenomena and that means enjoy the university and the potentials of appropriate equipment and decorous staff. It is also the viewpoint of respondents have very important compared to other aspects of the university. The next rating is guarantee, responsibility and empathy.

Accordingly, with the prioritization of dimensions from the viewpoint of the students can be said that the university must take into account the priorities known and implement improvement activities on the basis of quality it. Given the goal of using the defect model is know the defects between the expectations and perception students' about services quality and efforts to estimate of defects.

Given the flaws, there are many opportunities at the Payam noor University of Garmsar for improve services quality. The existence of the defect shows that the mentioned university could not get the satisfaction of students from education services.

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