

## **A study of the association between SQL dimensions: core service policy, service delivery process and physical evidence with the satisfaction level of students of management institutions in U.P., India.**

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**Abstract:** The aim of the present research study is to investigate the association of major service quality dimensions such as Core Service Policy, Service Delivery Process & Tangibles/Physical Evidence with the overall satisfaction of the students of the management institution of U.P., India. This research focused on measuring the overall service quality of management institutions on the basis of above-mentioned three major service quality dimensions.

Chi square test was used to analyse the data and to check whether there is association between SQL dimensions and satisfaction of the management students or not. The analysis found statistically significant positive association between independent and dependent variables (Core Service Policy, Service Delivery Process & Tangibles/Physical Evidence with the overall satisfaction) of the present study.

It can also be concluded that if management institutes enhance the quality of SQL dimension further, it will lead to the increased satisfaction of the students.

**Keywords:** Core Service Policy, Service Delivery Process & Tangibles/Physical Evidence & Satisfaction.

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### **I. Introduction**

The education sector in India witnessed change and growth in last two decades. Students are inclined towards professional courses especially management programmes. After liberalisation, privatisation and globalisation of the economy, people have become more interested in joining the corporate world. In order to join corporate world, students must have employability skills, proper training and education. This gave the opportunity to the management institutes to serve this need of the industry and students.

Management education sector has witnessed fast growth in the last two decades. There is an extensive competition going on among the management institutes all over the country. Government universities, private universities, government institutes and private institutes, all are striving to enhance the quality of management education. Education sector especially management education sector has also witnessed the closure of the poor quality management institutions. The sole reason of the closure is that such institutions were not getting students.

The biggest question before the management institutes is how to attract and satisfy the students. This satisfaction must be overall satisfaction, and must also be the result of enhanced service quality and employability skills.

Because of the competition and several other environmental factors, management institutions needed highly qualified, experienced, talented teachers from academia as well as professionals from the corporate world who can train their students and make them employable.

### **1.2. Research Questions Guiding the Study**

The key question this study addresses is whether SQL dimensions are associated with satisfaction or not?

- Is there any association between Core Service Policy and the overall satisfaction of the students of the management institution in U.P., India?
- Is there any association between Service Delivery Process and the overall satisfaction of the students of the management institution in U.P., India?
- Is there any association between Tangibles/Physical Evidence and the overall satisfaction of the students of the management institution in U.P., India?

The purpose of this research is to draw conclusions about the relationship of factors of SQL dimensions and the

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overall satisfaction of the management students in U.P., India.

### **1.3. Purpose&Justification of the Research**

The main purpose of the research study is to measure the service quality of the management institutions in U.P. For this purpose, the overall quality of the institution was measured with the help of constructing service quality dimensions namely *Core Service Policy, Service Delivery Process & Tangibles/Physical Evidence*. By measuring the satisfaction level of the students for these dimensions, the overall satisfactions level was decided.

In order to measure the SQL dimension ‘Core Service Policy’ of the management institutions following items (variables) were included-

- Contents of the syllabus are designed as per the future needs of industry.
- Emphasis is on theoretical as well as practical knowledge.
- Curricular activities emphasise on the physical and psychological personality development of the students.
- Management implements policies and ensures the successful execution.
- Proper grievance handling mechanism is there.
- Effective Training and placement system is there.
- Teachers and students are involved in research and consultancy projects.
- There is sufficient number of teachers / faculty/ support staff.

In order to measure the SQL dimension ‘Service Delivery Process’ of the management institutions following items (variables) were included-

- Teaching methodology is effective and efficient.
- Teaching methodology emphasises on practical knowledge & case study methods.
- Teaching methodology emphasises on theoretical and classroom teaching.
- Teachers can comfortably change their teaching style as per requirement.
- Teachers take the feedback and suggestions to improve their performance.
- Teachers are ready to seek opportunities to teach students apart from scheduled classes.
- Teachers are easily accessible.

In order to measure the SQL dimension ‘Tangibles/Physical Evidence’ of the management institutions following items (variables) were included-

- Physical Facilities/Infrastructure/Physical Evidence is the best.
- Availability and Proper use of ICT equipment in classroom and labs for effective teaching and learning.
- Teacher, employees and students are well dressed.
- There is congenial, healthy & competitive environment.

There are other SQL dimensions too, but for this research paper, only these three SQL dimensions were considered. These are the major SQL dimensions to measure the overall service quality of the management institutions in U.P., India.

### **1.4. Research Objective& Research Hypotheses**

Hypotheses are statements that describe the relationship or difference between two or more variables related to the research problem or statement. Following research objectives are formed to address the research problems and test the following alternate and null research hypotheses-

**Research objectives-1:** To investigate the association between the Core Service Policy and the overall satisfaction of the students of the management institution in U.P., India.

**Alternate Hypothesis-1:** There is an association between the Core Service Policy and the overall satisfaction of the students of the management institution in U.P., India.

**Null Hypothesis-1:** There is no association between the Core Service Policy and the overall satisfaction of the students of the management institution in U.P., India.

**Research objectives-2:** To investigate the association between the Service Delivery Process and the overall satisfaction of the students of the management institution in U.P., India.

**Alternate Hypothesis-1:** There is an association between the Service Delivery Process and the overall satisfaction of the students of the management institution in U.P., India.

**Null Hypothesis-1:** There is no association between the Service Delivery Process and the overall satisfaction of the students of the management institution in U.P., India.

**Research objectives-3:** To investigate the association between the Tangibles/Physical Evidence and the overall satisfaction of the students of the management institution in U.P., India.

**Alternate Hypothesis-3:** There is an association between the Tangibles/Physical Evidence and the overall satisfaction of the students of the management institution in U.P., India.

**Null Hypothesis-3:** There is no association between the Tangibles/Physical Evidence and the overall satisfaction of the students of the management institution in U.P., India.

## **II. Literature Review**

### **2.1. Service Quality Determinants**

Service quality dimensions as described by (Zeithaml *et al.*, 1988) Tangibles, Reliability, Responsiveness, Assurance and Empathy, were the basis of most of the previous researches. Researchers separately studied core service policy, physical evidence, service delivery process aspects of the SQL dimensions in management institutions in U.P., India. In any management institution, basically these three dimensions play major role in determining service quality. If students, who are customers and final consumers of the management educational services, are satisfied with these three SQL dimensions, it can be assumed that students' level of overall satisfaction with the institution will be high. So, here we tried to analyse the association between the three SQL dimensions and satisfaction level of students.

### **2.2. Intangibility & Physical evidence / Tangibles**

The intangibility of educational services makes it very difficult for the educational institutions to position service product offerings. In view of this, management institutions often need to "tangibilise" the educational services with the help of managing the physical evidence that accompanies the educational service.

Rizvi, I. (2013), conducted a research on promise based management and the various SQL dimensions and their role in insurance industry and concluded that 'well equipped and well organized offices reflects the quality of service offered by the organisations. Tangibles help customers to form an image of the services and also help them to form expectations. Once expectations regarding the service quality are formed, customers are now on the verge of becoming consumers. Sometimes physical evidence may also compel customers to form higher and unrealistic expectations. For this companies must be ready to manage the customer expectations with the promise based management and most effective and efficient service delivery process.

Physical evidence includes aspects such as the management institutions' infrastructure/building/facilities and staff appearance; other aspects are personal hygiene and uniforms, the certificates and ICT equipment. In addition, promotional materials and branding strategies are all elements of physical evidence that serve to tangibilise educational service offering to the students. These cues of physical evidence are evaluated by the students to form a perception regarding the satisfaction for the service quality of any management institutions.

### **2.3. Service Delivery Processes**

If we focus on service process holistically, that is 'a service delivery process in an entire service context', we found that in order to deliver educational services to students, teacher, supporting staff etc all are involved. Especially, teachers are highly involved because they are directly delivering services to the students. In process of service delivery, ICT equipment are also playing role, teachers' competence, expertise and experience is also a major factor that contribute in service delivery process. This is often termed a 'complete service process' in any management education system. So, the emphasis must be on an entire, integrated service delivery process.

The customer contact theory in management education institution is one of the most influential and important paradigms (Chase and Apte 2007; Cook, Goh, and Chung 1999) which emphasizes the physical presence of the customer in service operations. Most researchers have integrated a measure of customer contact into their studies. Slack, Lewis, and Bates (2004, p.385) show concerns that service operations research has been biased towards "high contact, business-to-consumers services". This highlights the disproportionate attention given to the customer-self and the front-office as a key element of service production and delivery. Here, in case of management institutions, there is high degree of contact between students and teachers.

### **2.4. Service Design**

Service design encompasses a number of elements: customers, service concept, service encounters, and service delivery system. The service concept refers to the outcome that is received by the customer (Lovell and Wirtz 2007) and is made up of a "portfolio of core and supporting elements" (Roth and Menor 2003) which can be both tangible and intangible. Here, in this research we named it as 'core

service policy’ a separate SQL dimension which is a description of the educational services in terms of its features as well as in terms of the benefits and value it intends to provide customers with (Heskett 1987).

Rizvi. I., et al, (june, 2014), concluded that ‘physical evidence can provide assurance through tangibilisation of the services, that will facilitate better service performance. The focus of his study therefore, was to determine if physical evidence dimensions such as ambience, personnel uniform, brochures, well organized office, visually appealing office etc substantially correlate with service performance of LIC & Bajaj-Allianz in Lucknow, capital of Uttar Pradesh, state of India. He found that physical evidence is significantly associated with consumer satisfaction and enhances the service performance in the insurance industry. As insurance policy is just a concept and the evidence of this policy in an insurance service systems design is likely to win consumers patronage, which leads to increase in sales, market share and profitability. Also regular training of service personnel increases their visual appearance and competence to meet the challenges in the Indian insurance industry. Basically the role and purpose of physical evidence is to facilitate service delivery process apart from attracting consumers and image building. Certainly this will enable the insurance industry achieve good customer service delivery and thus, avoid customer defection, help in consumer retention and encourage consumers to be loyal to the organization.’

### III. Research Design And Methodology

A research design is a plan or blueprint of how the researcher is set to conduct the research. The research design basically focuses on the final results: What kind of study is being planned and what kind of result is aimed at? Research methodology focuses on the research process and the kind of statistical tools and procedures are to be used.

#### 3.1. Methodology

In order to study the SQL dimensions and their association with service quality of the management institutions in U.P., India, a questionnaire / schedule was designed and used which was based on seven SQL dimensions namely: Personal and Social Competence, Service Delivery Process, Core Service Policy, Empowerment Policy, Emotional Ignorance, Emotional Positivity and Tangibles. **Structured questionnaire**, having multiple choices, dichotomous, objective questions (5 point LIKERT scale based) was used.

The **Sample Unit** was a student, studying in management institution of U.P., India and the **Sample Size** for the proposed research was 528 which was taken from all Uttar Pradesh, a state of India, the **Universe** of the research.

The researcher used **Convenient Sampling Technique** to collect **primary data** with the help of **Questionnaires as well as Schedules**. Questionnaires were given to students through personal contact as well as by visiting management institutions of U.P. Questionnaires were also created on Google docs and a link of this were sent to the students through emails, Whatsapp also. Social networking sites were proved to be very useful in collecting the data.

Researchers used statistical tools like Chi square test to know the association between the various items related to SQL dimensions Core Service Policy, Service Delivery Process and Tangibles.

### IV. Data Analysis & Interpretation and Findings

#### 4.1. Demographic Profile of the students of management institutions of U.P., India.

**Table: 1. Age**

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 TO 20 YEARS	248	47.0	47.0	47.0
	21 TO 25 YEARS	257	48.7	48.7	95.6
	26 TO 30 YEARS	18	3.4	3.4	99.1
	31 TO 35 YEARS	5	.9	.9	100.0
	Total	528	100.0	100.0	

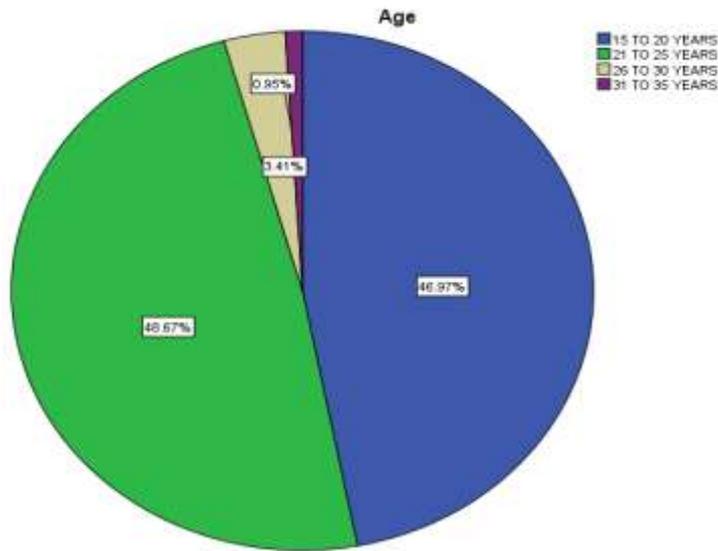
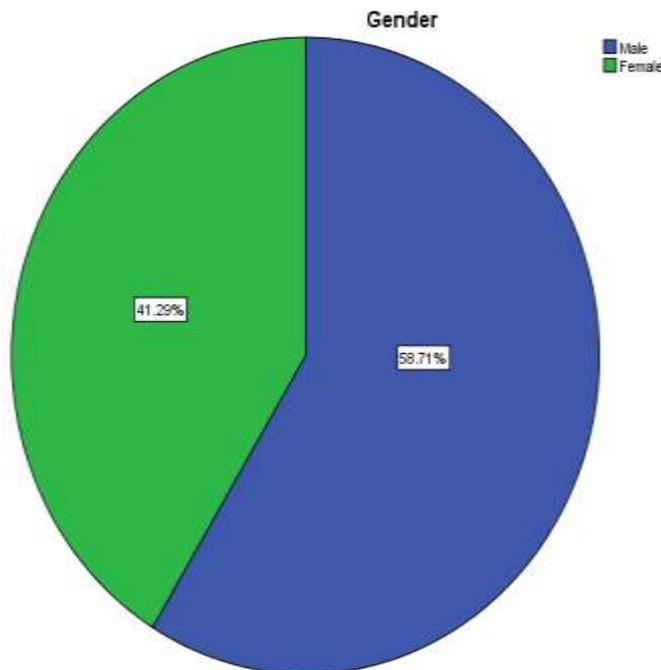


Table:2. Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	310	58.7	58.7	58.7
	Female	218	41.3	41.3	100.0
	Total	528	100.0	100.0	



**4.2. CHI SQUARE ANALYSIS:** Analysis of the Association between the students' **satisfaction with the overall service quality** of the institution (**dependent variable**) and **Independent variables (factors of SERVICE DELIVERY PROCESS)** of the Management Institutions of U.P., India.

❖ **Analysis:** Association between Students' **Satisfaction(dependent variable)** and **Teaching methodology is effective and efficient.**

**Table:3**

		Teaching methodology is effective and efficient					Total	
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree		
I am highly satisfied with the overall service quality of the institution.	Strongly Agree	Count	116	37	12	8	0	173
		% of Total	22.0%	7.0%	2.3%	1.5%	0.0%	32.8%
	Agree	Count	104	78	19	10	3	214
		% of Total	19.7%	14.8%	3.6%	1.9%	0.6%	40.5%
	Undecided (Neither Agree Nor Disagree)	Count	29	21	18	1	0	69
		% of Total	5.5%	4.0%	3.4%	0.2%	0.0%	13.1%
	Disagree	Count	18	15	8	12	4	57
		% of Total	3.4%	2.8%	1.5%	2.3%	0.8%	10.8%
	Strongly Disagree	Count	0	3	3	2	7	15
		% of Total	0.0%	0.6%	0.6%	0.4%	1.3%	2.8%
Total		Count	267	154	60	33	14	528
		% of Total	50.6%	29.2%	11.4%	6.2%	2.7%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 50.6% respondents strongly agreed, 29.2% respondents agreed, 11.4% respondents were neutral, 6.2% respondents disagreed and 2.7% respondents strongly disagreed that ‘Teaching methodology is effective and efficient’.

**H<sub>0</sub>:** The two factors are independent.

**H<sub>1</sub>:** The two factors are not independent (associated).

**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 4.**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	195.554 <sup>a</sup>	16	.000
Likelihood Ratio	115.957	16	.000
Linear-by-Linear Association	78.814	1	.000
N of Valid Cases	528		

a. 9 cells (36.0%) have expected count less than 5. The minimum expected count is .40.

**Interpretation & Findings:** From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Analysis:** Association between Students’ Satisfaction(dependent variable) and Teaching methodology emphasises on practical knowledge & case study methods.

**Table: 5.**

		Teaching methodology emphasises on practical knowledge & case study methods					Total	
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree		
I am highly satisfied with the overall service quality of the institution.	Strongly Agree	Count	86	53	21	11	2	173
		% of Total	16.3%	10.0%	4.0%	2.1%	0.4%	32.8%
	Agree	Count	71	105	22	9	7	214
		% of Total	13.4%	19.9%	4.2%	1.7%	1.3%	40.5%
	Undecided (Neither Agree Nor Disagree)	Count	35	16	12	6	0	69
		% of Total	6.6%	3.0%	2.3%	1.1%	0.0%	13.1%
	Disagree	Count	17	10	13	15	2	57
		% of Total	3.2%	1.9%	2.5%	2.8%	0.4%	10.8%
	Strongly Disagree	Count	1	1	3	4	6	15
		% of Total	0.2%	0.2%	0.6%	0.8%	1.1%	2.8%
Total		Count	210	185	71	45	17	528
		% of Total	39.8%	35.0%	13.4%	8.5%	3.2%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 39.8% respondents strongly agreed, 35.0% respondents agreed, 13.4% respondents were neutral, 8.5% respondents disagreed and 3.2% respondents strongly disagreed that 'Teaching methodology emphasises on practical knowledge & case study methods'.

**H<sub>0</sub>:** The two factors are independent.  
**H<sub>1</sub>:** The two factors are not independent (associated).  
**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 6.**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	145.392 <sup>a</sup>	16	.000
Likelihood Ratio	99.315	16	.000
Linear-by-Linear Association	43.260	1	.000
N of Valid Cases	528		

a. 6 cells (24.0%) have expected count less than 5. The minimum expected count is .48.

**Interpretation & Findings:** From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Analysis:** Association between Students' **Satisfaction(dependent variable)** and **Teaching methodology emphasises on theoretical and classroom teaching**.

**Table: 7**

		Crosstab					Total	
		Teaching methodology emphasises on theoretical and classroom teaching.						
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree		
I am highly satisfied with the overall service quality of the institution .	Strongly Agree	Count	113	41	13	4	2	173
		% of Total	21.4%	7.8%	2.5%	0.8%	0.4%	32.8%
	Agree	Count	97	83	27	7	0	214
		% of Total	18.4%	15.7%	5.1%	1.3%	0.0%	40.5%
	Undecided (Neither Agree Nor Disagree)	Count	30	15	14	8	2	69
		% of Total	5.7%	2.8%	2.7%	1.5%	0.4%	13.1%
	Disagree	Count	22	12	10	11	2	57
		% of Total	4.2%	2.3%	1.9%	2.1%	0.4%	10.8%
	Strongly Disagree	Count	5	2	1	5	2	15
		% of Total	0.9%	0.4%	0.2%	0.9%	0.4%	2.8%
Total		Count	267	153	65	35	8	528
		% of Total	50.6%	29.0%	12.3%	6.6%	1.5%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 50.6% respondents strongly agreed, 29.0% respondents agreed, 12.3% respondents were neutral, 6.6% respondents disagreed and 1.5% respondents strongly disagreed that 'Teaching methodology emphasises on theoretical and classroom teaching.'

**H<sub>0</sub>:** The two factors are independent.  
**H<sub>1</sub>:** The two factors are not independent (associated).  
**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 8**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	93.371 <sup>a</sup>	16	.000
Likelihood Ratio	76.212	16	.000

Linear-by-Linear Association	49.414	1	.000
N of Valid Cases	528		

a. 10 cells (40.0%) have expected count less than 5. The minimum expected count is .23.

**Interpretation & Findings:** From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Analysis:** Association between Students' Satisfaction(dependent variable) and Teachers can comfortably change their teaching style as per requirement.

**Table: 9**

		Teachers can comfortably change their teaching style as per requirement.					Total		
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree			
I am highly satisfied with the overall service quality of the institution.	Strongly Agree	Count	89	57	13	11	3	173	
		% of Total	16.9%	10.8%	2.5%	2.1%	0.6%	32.8%	
	Agree	Count	71	96	24	22	1	214	
		% of Total	13.4%	18.2%	4.5%	4.2%	0.2%	40.5%	
	Undecided (Neither Agree Nor Disagree)	Count	16	27	13	13	0	69	
		% of Total	3.0%	5.1%	2.5%	2.5%	0.0%	13.1%	
	Disagree	Count	13	14	8	19	3	57	
		% of Total	2.5%	2.7%	1.5%	3.6%	0.6%	10.8%	
	Strongly Disagree	Count	2	1	3	6	3	15	
		% of Total	0.4%	0.2%	0.6%	1.1%	0.6%	2.8%	
	Total		Count	191	195	61	71	10	528
			% of Total	36.2%	36.9%	11.6%	13.4%	1.9%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 36.2% respondents strongly agreed, 36.9% respondents agreed, 11.6% respondents were neutral, 13.4% respondents disagreed and 1.9% respondents strongly disagreed that 'Teachers can comfortably change their teaching style as per requirement.'

**H<sub>0</sub>:** The two factors are independent.

**H<sub>1</sub>:** The two factors are not independent (associated).

**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 10**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	104.495 <sup>a</sup>	16	.000
Likelihood Ratio	84.309	16	.000
Linear-by-Linear Association	64.453	1	.000
N of Valid Cases	528		

a. 7 cells (28.0%) have expected count less than 5. The minimum expected count is .28.

**Interpretation & Findings:** From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Analysis:** Association between Students' Satisfaction(dependent variable) and Teachers take the feedback and suggestions to improve their performance.

**Table: 11**

		Crosstab					Total		
		Teachers take the feedback and suggestions to improve their performance.							
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree			
I am highly satisfied with the overall service quality of the institution.	Strongly Agree	Count	87	61	16	4	5	173	
		% of Total	16.5%	11.6%	3.0%	0.8%	0.9%	32.8%	
	Agree	Count	78	100	18	13	5	214	
		% of Total	14.8%	18.9%	3.4%	2.5%	0.9%	40.5%	
	Undecided (Neither Agree Nor Disagree)	Count	29	17	15	8	0	69	
		% of Total	5.5%	3.2%	2.8%	1.5%	0.0%	13.1%	
	Disagree	Count	8	17	11	13	8	57	
		% of Total	1.5%	3.2%	2.1%	2.5%	1.5%	10.8%	
	Strongly Disagree	Count	2	1	0	8	4	15	
		% of Total	0.4%	0.2%	0.0%	1.5%	0.8%	2.8%	
	Total		Count	204	196	60	46	22	528
			% of Total	38.6%	37.1%	11.4%	8.7%	4.2%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 38.6% respondents strongly agreed, 37.1% respondents agreed, 11.4% respondents were neutral, 8.7% respondents disagreed and 4.2% respondents strongly disagreed that ‘Teachers take the feedback and suggestions to improve their performance.’

**H<sub>0</sub>:** The two factors are independent.

**H<sub>1</sub>:** The two factors are not independent (associated).

**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 12**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	139.230 <sup>a</sup>	16	.000
Likelihood Ratio	113.269	16	.000
Linear-by-Linear Association	73.656	1	.000
N of Valid Cases	528		

a. 6 cells (24.0%) have expected count less than 5. The minimum expected count is .63.

**Interpretation & Findings:** From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Analysis:** Association between Students’ **Satisfaction(dependent variable)** and **Teachers are ready to seek opportunities to teach students apart from scheduled classes**.

**Table: 13.**

		Crosstab					Total	
		Teachers are ready to seek opportunities to teach students apart from scheduled classes.						
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree		
I am highly satisfied with the overall service quality of the institution.	Strongly Agree	Count	93	62	7	11	0	173
		% of Total	17.6%	11.7%	1.3%	2.1%	0.0%	32.8%
	Agree	Count	94	81	28	7	4	214
		% of Total	17.8%	15.3%	5.3%	1.3%	0.8%	40.5%
	Undecided (Neither Agree Nor Disagree)	Count	26	26	13	4	0	69
		% of Total	4.9%	4.9%	2.5%	0.8%	0.0%	13.1%
	Disagree	Count	13	14	11	17	2	57

		% of Total	2.5%	2.7%	2.1%	3.2%	0.4%	10.8%
	Strongly Disagree	Count	3	3	0	3	6	15
		% of Total	0.6%	0.6%	0.0%	0.6%	1.1%	2.8%
Total		Count	229	186	59	42	12	528
		% of Total	43.4%	35.2%	11.2%	8.0%	2.3%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 43.4% respondents strongly agreed, 35.2% respondents agreed, 11.2% respondents were neutral, 8.0% respondents disagreed and 2.3% respondents strongly disagreed that ‘Teachers are ready to seek opportunities to teach students apart from scheduled classes.’

**H<sub>0</sub>:** The two factors are independent.  
**H<sub>1</sub>:** The two factors are not independent (associated).  
**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 14.**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	176.745 <sup>a</sup>	16	.000
Likelihood Ratio	102.796	16	.000
Linear-by-Linear Association	64.931	1	.000
N of Valid Cases	528		

a. 8 cells (32.0%) have expected count less than 5. The minimum expected count is .34.

**Interpretation & Findings:** From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Analysis:** Association between Students’ Satisfaction(dependent variable) and Teachers are easily accessible.

**Table: 15.**

		Crosstab					Total	
		Teachers are easily accessible.						
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree		
I am highly satisfied with the overall service quality of the institution.	Strongly Agree	Count	97	51	15	8	2	173
		% of Total	18.4%	9.7%	2.8%	1.5%	0.4%	32.8%
	Agree	Count	78	87	34	9	6	214
		% of Total	14.8%	16.5%	6.4%	1.7%	1.1%	40.5%
	Undecided (Neither Agree Nor Disagree)	Count	29	28	4	6	2	69
		% of Total	5.5%	5.3%	0.8%	1.1%	0.4%	13.1%
	Disagree	Count	13	12	14	13	5	57
		% of Total	2.5%	2.3%	2.7%	2.5%	0.9%	10.8%
	Strongly Disagree	Count	5	2	1	4	3	15
		% of Total	0.9%	0.4%	0.2%	0.8%	0.6%	2.8%
Total		Count	222	180	68	40	18	528
		% of Total	42.0%	34.1%	12.9%	7.6%	3.4%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 42.0% respondents strongly agreed, 34.1% respondents agreed, 12.9% respondents were neutral, 7.6% respondents disagreed and 3.4% respondents strongly disagreed that ‘Teachers are easily accessible.’

**H<sub>0</sub>:** The two factors are independent.  
**H<sub>1</sub>:** The two factors are not independent (associated).  
**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

accessible.’

**Table: 16.**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	87.171 <sup>a</sup>	16	.000
Likelihood Ratio	72.969	16	.000
Linear-by-Linear Association	45.627	1	.000
N of Valid Cases	528		

a. 6 cells (24.0%) have expected count less than 5. The minimum expected count is .51.

**Interpretation & Findings:** From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

**4.3. CHI SQUARE ANALYSIS:** Analysis of the Association between **Satisfaction with overall service quality (dependent variable)** and **Independent variables (factors of CORE SERVICE POLICY) of the Management Institutions of U.P., India.**

❖ **Analysis:** Association between Students’ **Satisfaction(dependent variable)** and **Contents of the syllabus are designed as per the future needs of industry.**

**Table:17.**

		Contents of the syllabus are designed as per the future needs of industry.					Total	
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree		
I am highly satisfied with the overall service quality of the institution.	Strongly Agree	Count	108	39	10	15	1	173
		% of Total	20.5%	7.4%	1.9%	2.8%	0.2%	32.8%
	Agree	Count	92	86	22	12	2	214
		% of Total	17.4%	16.3%	4.2%	2.3%	0.4%	40.5%
	Undecided (Neither Agree Nor Disagree)	Count	33	12	15	7	2	69
		% of Total	6.2%	2.3%	2.8%	1.3%	0.4%	13.1%
	Disagree	Count	18	15	7	9	8	57
		% of Total	3.4%	2.8%	1.3%	1.7%	1.5%	10.8%
	Strongly Disagree	Count	1	1	1	4	8	15
		% of Total	0.2%	0.2%	0.2%	0.8%	1.5%	2.8%
Total		Count	252	153	55	47	21	528
		% of Total	47.7%	29.0%	10.4%	8.9%	4.0%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 47.7% respondents strongly agreed, 29.0% respondents agreed, 10.4% respondents were neutral, 8.9% respondents disagreed and 4.0% respondents strongly disagreed that ‘Contents of the syllabus are designed as per the future needs of industry.’

**H<sub>0</sub>:** The two factors are independent.

**H<sub>1</sub>:** The two factors are not independent (associated).

**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 18**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	175.049 <sup>a</sup>	16	.000
Likelihood Ratio	109.645	16	.000
Linear-by-Linear Association	67.821	1	.000
N of Valid Cases	528		

a. 6 cells (24.0%) have expected count less than 5. The minimum expected count is .60.

**Interpretation & Findings:** From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Analysis:** Association between Students' **Satisfaction(dependent variable)** and **Emphasis is on theoretical as well as practical knowledge**.

**Table:19.**

		Crosstab					Total	
		Emphasis is on theoretical as well as practical knowledge.						
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree		
I am highly satisfied with the overall service quality of the institution.	Strongly Agree	Count	86	62	14	11	0	173
		% of Total	16.3%	11.7%	2.7%	2.1%	0.0%	32.8%
	Agree	Count	84	95	21	6	8	214
		% of Total	15.9%	18.0%	4.0%	1.1%	1.5%	40.5%
	Undecided (Neither Agree Nor Disagree)	Count	39	11	13	6	0	69
		% of Total	7.4%	2.1%	2.5%	1.1%	0.0%	13.1%
	Disagree	Count	13	14	15	13	2	57
		% of Total	2.5%	2.7%	2.8%	2.5%	0.4%	10.8%
	Strongly Disagree	Count	1	2	1	4	7	15
		% of Total	0.2%	0.4%	0.2%	0.8%	1.3%	2.8%
Total		Count	223	184	64	40	17	528
		% of Total	42.2%	34.8%	12.1%	7.6%	3.2%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 42.2% respondents strongly agreed, 34.8% respondents agreed, 12.1% respondents were neutral, 7.6% respondents disagreed and 3.2% respondents strongly disagreed that 'Emphasis is on theoretical as well as practical knowledge.'

**H<sub>0</sub>:** The two factors are independent.

**H<sub>1</sub>:** The two factors are not independent (associated).

**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 20.**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	175.259 <sup>a</sup>	16	.000
Likelihood Ratio	115.469	16	.000
Linear-by-Linear Association	55.251	1	.000
N of Valid Cases	528		

a. 6 cells (24.0%) have expected count less than 5. The minimum expected count is .48.

**Interpretation & Findings:** From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Analysis:** Association between Students' **Satisfaction(dependent variable)** and **curricular activities emphasise on the physical and psychological personality development of the students**.

**Table: 21.**

		Crosstab					Total	
		Curricular activities emphasise on the physical and psychological personality development of the students.						
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree		
I am highly	Strongly Agree	Count	96	53	9	11	4	173

satisfied with the overall service quality of the institution.	Agree	% of Total	18.2%	10.0%	1.7%	2.1%	0.8%	32.8%
		Count	83	91	32	8	0	214
	Undecided (Neither Agree Nor Disagree)	% of Total	15.7%	17.2%	6.1%	1.5%	0.0%	40.5%
		Count	27	20	17	4	1	69
	Disagree	% of Total	5.1%	3.8%	3.2%	0.8%	0.2%	13.1%
		Count	19	6	20	7	5	57
	Strongly Disagree	% of Total	3.6%	1.1%	3.8%	1.3%	0.9%	10.8%
		Count	1	2	1	2	9	15
	Total	% of Total	0.2%	0.4%	0.2%	0.4%	1.7%	2.8%
		Count	226	172	79	32	19	528
		% of Total	42.8%	32.6%	15.0%	6.1%	3.6%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 42.8% respondents strongly agreed, 32.6% respondents agreed, 15.0% respondents were neutral, 6.1% respondents disagreed and 3.6% respondents strongly disagreed that ‘Curricular activities emphasise on the physical and psychological personality development of the students.’

**H<sub>0</sub>:** The two factors are independent.  
**H<sub>1</sub>:** The two factors are not independent (associated).  
**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 22.**  
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	215.049 <sup>a</sup>	16	.000
Likelihood Ratio	126.202	16	.000
Linear-by-Linear Association	64.166	1	.000
N of Valid Cases	528		

a. 8 cells (32.0%) have expected count less than 5. The minimum expected count is .54.

**Interpretation & Findings:** From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Analysis:** Association between Students’ **Satisfaction(dependent variable)** and **Management implements policies and ensures the successful execution.**

**Table: 23.**

		Crosstab					Total	
		Management implements policies and ensures the successful execution.						
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree		
I am highly satisfied with the overall service quality of the institution.	Strongly Agree	Count	99	45	19	8	2	173
		% of Total	18.8%	8.5%	3.6%	1.5%	0.4%	32.8%
	Agree	Count	92	80	29	11	2	214
		% of Total	17.4%	15.2%	5.5%	2.1%	0.4%	40.5%
	Undecided (Neither Agree Nor Disagree)	Count	27	20	13	7	2	69
		% of Total	5.1%	3.8%	2.5%	1.3%	0.4%	13.1%
	Disagree	Count	20	8	16	8	5	57
		% of Total	3.8%	1.5%	3.0%	1.5%	0.9%	10.8%
	Strongly Disagree	Count	2	1	2	5	5	15
		% of Total	0.4%	0.2%	0.4%	0.9%	0.9%	2.8%
Total		Count	240	154	79	39	16	528
		% of Total	45.5%	29.2%	15.0%	7.4%	3.0%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 45.5% respondents strongly agreed, 29.2% respondents agreed, 15.0% respondents were neutral, 7.4% respondents disagreed and 3.0% respondents strongly disagreed that 'Management implements policies and ensures the successful execution'.

**H<sub>0</sub>:** The two factors are independent.  
**H<sub>1</sub>:** The two factors are not independent (associated).  
**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 24.**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	110.733 <sup>a</sup>	16	.000
Likelihood Ratio	74.851	16	.000
Linear-by-Linear Association	55.144	1	.000
N of Valid Cases	528		

a. 7 cells (28.0%) have expected count less than 5. The minimum expected count is .45.

**Interpretation & Findings:** From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Analysis:** Association between Students' **Satisfaction(dependent variable)** and **Proper grievance handling mechanism is there**.

**Table: 25.**

		Crosstab					Total	
		Proper grievance handling mechanism is there.						
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree		
I am highly satisfied with the overall service quality of the institution.	Strongly Agree	Count	100	31	34	8	0	173
		% of Total	18.9%	5.9%	6.4%	1.5%	0.0%	32.8%
	Agree	Count	76	79	36	16	7	214
		% of Total	14.4%	15.0%	6.8%	3.0%	1.3%	40.5%
	Undecided (Neither Agree Nor Disagree)	Count	19	7	29	10	4	69
		% of Total	3.6%	1.3%	5.5%	1.9%	0.8%	13.1%
	Disagree	Count	7	2	23	16	9	57
		% of Total	1.3%	0.4%	4.4%	3.0%	1.7%	10.8%
	Strongly Disagree	Count	1	1	2	3	8	15
		% of Total	0.2%	0.2%	0.4%	0.6%	1.5%	2.8%
Total		Count	203	120	124	53	28	528
		% of Total	38.4%	22.7%	23.5%	10.0%	5.3%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 38.4% respondents strongly agreed, 22.7% respondents agreed, 23.5% respondents were neutral, 10.0% respondents disagreed and 5.3% respondents strongly disagreed that 'Proper grievance handling mechanism is there'.

**H<sub>0</sub>:** The two factors are independent.  
**H<sub>1</sub>:** The two factors are not independent (associated).  
**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 26.**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	208.552 <sup>a</sup>	16	.000
Likelihood Ratio	171.350	16	.000
Linear-by-Linear Association	119.839	1	.000
N of Valid Cases	528		

a. 6 cells (24.0%) have expected count less than 5. The minimum expected count is .80.

**Interpretation & Findings:** From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Analysis:** Association between Students' Satisfaction(dependent variable) and Effective Training and placement system is there.

**Table: 27.**

		Effective Training and placement system is there.					Total	
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree		
I am highly satisfied with the overall service quality of the institution.	Strongly Agree	Count	85	39	33	15	1	173
		% of Total	16.1%	7.4%	6.2%	2.8%	0.2%	32.8%
	Agree	Count	77	78	41	17	1	214
		% of Total	14.6%	14.8%	7.8%	3.2%	0.2%	40.5%
	Undecided (Neither Agree Nor Disagree)	Count	24	10	23	6	6	69
		% of Total	4.5%	1.9%	4.4%	1.1%	1.1%	13.1%
	Disagree	Count	15	5	9	20	8	57
		% of Total	2.8%	0.9%	1.7%	3.8%	1.5%	10.8%
	Strongly Disagree	Count	0	1	0	5	9	15
		% of Total	0.0%	0.2%	0.0%	0.9%	1.7%	2.8%
Total		Count	201	133	106	63	25	528
		% of Total	38.1%	25.2%	20.1%	11.9%	4.7%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 38.1% respondents strongly agreed, 25.2% respondents agreed, 20.1% respondents were neutral, 11.9% respondents disagreed and 4.7% respondents strongly disagreed that 'Effective Training and placement system is there.'

**H<sub>0</sub>:** The two factors are independent.

**H<sub>1</sub>:** The two factors are not independent (associated).

**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 28.**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	206.434 <sup>a</sup>	16	.000
Likelihood Ratio	143.562	16	.000
Linear-by-Linear Association	80.333	1	.000
N of Valid Cases	528		

a. 6 cells (24.0%) have expected count less than 5. The minimum expected count is .71.

**Interpretation & Findings:** From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Analysis:** Association between Students' Satisfaction(dependent variable) and Teachers and students are involved in research and consultancy projects.

**Table: 29.**

		Crosstab					Total	
		Teachers and students are involved in research and consultancy projects.						
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree		
I am highly satisfied with the overall service quality of the institution.	Strongly Agree	Count	81	52	21	13	6	173
		% of Total	15.3%	9.8%	4.0%	2.5%	1.1%	32.8%
	Agree	Count	71	89	41	11	2	214
		% of Total	13.4%	16.9%	7.8%	2.1%	0.4%	40.5%
	Undecided (Neither Agree Nor Disagree)	Count	30	7	16	14	2	69
		% of Total	5.7%	1.3%	3.0%	2.7%	0.4%	13.1%
	Disagree	Count	13	10	10	17	7	57
		% of Total	2.5%	1.9%	1.9%	3.2%	1.3%	10.8%
	Strongly Disagree	Count	3	1	1	3	7	15
		% of Total	0.6%	0.2%	0.2%	0.6%	1.3%	2.8%
Total		Count	198	159	89	58	24	528
		% of Total	37.5%	30.1%	16.9%	11.0%	4.5%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 37.5% respondents strongly agreed, 30.1% respondents agreed, 16.9% respondents were neutral, 11.0% respondents disagreed and 4.5% respondents strongly disagreed that ‘Teachers and students are involved in research and consultancy projects.’

**H<sub>0</sub>:** The two factors are independent.  
**H<sub>1</sub>:** The two factors are not independent (associated).  
**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 30.**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	146.561 <sup>a</sup>	16	.000
Likelihood Ratio	108.133	16	.000
Linear-by-Linear Association	51.990	1	.000
N of Valid Cases	528		

a. 6 cells (24.0%) have expected count less than 5. The minimum expected count is .68.

**Interpretation & Findings:** From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Analysis:** Association between Students’ Satisfaction(dependent variable)There is sufficient number of teachers / faculty/ support staff.

**Table: 31.**

		Crosstab					Total	
		There is sufficient number of teachers / faculty/ support staff.						
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree		
I am highly satisfied with the overall service quality of the institution.	Strongly Agree	Count	104	46	7	12	4	173
		% of Total	19.7%	8.7%	1.3%	2.3%	0.8%	32.8%
	Agree	Count	82	102	18	8	4	214
		% of Total	15.5%	19.3%	3.4%	1.5%	0.8%	40.5%
	Undecided (Neither Agree Nor Disagree)	Count	20	20	14	8	7	69
		% of Total	3.8%	3.8%	2.7%	1.5%	1.3%	13.1%
	Disagree	Count	14	7	11	17	8	57
		% of Total	2.7%	1.3%	2.1%	3.2%	1.5%	10.8%
	Strongly Disagree	Count	2	1	1	5	6	15
		% of Total	0.4%	0.2%	0.2%	0.9%	1.1%	2.8%

		% of Total	0.4%	0.2%	0.2%	0.9%	1.1%	2.8%
Total		Count	222	176	51	50	29	528
		% of Total	42.0%	33.3%	9.7%	9.5%	5.5%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 42.0% respondents strongly agreed, 33.3% respondents agreed, 9.7% respondents were neutral, 9.5% respondents disagreed and 5.5% respondents strongly disagreed that ‘There is sufficient number of teachers / faculty/ support staff.’

**H<sub>0</sub>:** The two factors are independent.  
**H<sub>1</sub>:** The two factors are not independent (associated).  
**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 32.**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	164.422 <sup>a</sup>	16	.000
Likelihood Ratio	136.457	16	.000
Linear-by-Linear Association	94.890	1	.000
N of Valid Cases	528		

a. 5 cells (20.0%) have expected count less than 5. The minimum expected count is .82.

**4.4. CHI SQUARE ANALYSIS:** Analysis of the Association between **Satisfaction with overall service quality (dependent variable)** and **Independent variables (factors of TANGIBLES / PHYSICAL EVIDENCE) of the Management Institutions of U.P., India.**

❖ **Analysis:** Association between Students’ **Satisfaction(dependent variable)** and **Physical Facilities/Infrastructure/Physical Evidence is the best.**

**Table: 33.**

		Crosstab					Total	
		Physical Facilities/Infrastructure/Physical Evidence is the best.						
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree		
I am highly satisfied with the overall service quality of the institution.	Strongly Agree	Count	114	25	22	7	5	173
		% of Total	21.6%	4.7%	4.2%	1.3%	0.9%	32.8%
	Agree	Count	92	89	16	14	3	214
		% of Total	17.4%	16.9%	3.0%	2.7%	0.6%	40.5%
	Undecided (Neither Agree Nor Disagree)	Count	25	12	16	14	2	69
		% of Total	4.7%	2.3%	3.0%	2.7%	0.4%	13.1%
	Disagree	Count	13	10	13	17	4	57
		% of Total	2.5%	1.9%	2.5%	3.2%	0.8%	10.8%
	Strongly Disagree	Count	2	1	0	5	7	15
		% of Total	0.4%	0.2%	0.0%	0.9%	1.3%	2.8%
Total		Count	246	137	67	57	21	528
		% of Total	46.6%	25.9%	12.7%	10.8%	4.0%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 46.6% respondents strongly agreed, 25.9% respondents agreed, 12.7% respondents were neutral, 10.8% respondents disagreed and 4.0% respondents strongly disagreed that ‘Physical Facilities/Infrastructure/Physical Evidence is the best.’

**H<sub>0</sub>:** The two factors are independent.  
**H<sub>1</sub>:** The two factors are not independent (associated).  
**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 34.**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	195.384 <sup>a</sup>	16	.000
Likelihood Ratio	144.392	16	.000
Linear-by-Linear Association	86.014	1	.000
N of Valid Cases	528		

a. 6 cells (24.0%) have expected count less than 5. The minimum expected count is .60.

**Interpretation & Findings:** From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Analysis:** Association between Students' **Satisfaction(dependent variable)** and **Availability and Proper use of ICT equipment in classroom and labs for effective teaching and learning**.

**Table: 35.**

		Crosstab					Total		
		Availability and Proper use of ICT equipment in classroom and labs for effective teaching and learning.							
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree			
I am highly satisfied with the overall service quality of the institution.	Strongly Agree	Count	89	50	20	9	5	173	
		% of Total	16.9%	9.5%	3.8%	1.7%	0.9%	32.8%	
	Agree	Count	73	93	26	10	12	214	
		% of Total	13.8%	17.6%	4.9%	1.9%	2.3%	40.5%	
	Undecided (Neither Agree Nor Disagree)	Count	13	17	24	9	6	69	
		% of Total	2.5%	3.2%	4.5%	1.7%	1.1%	13.1%	
	Disagree	Count	8	5	18	20	6	57	
		% of Total	1.5%	0.9%	3.4%	3.8%	1.1%	10.8%	
	Strongly Disagree	Count	2	1	1	2	9	15	
		% of Total	0.4%	0.2%	0.2%	0.4%	1.7%	2.8%	
	Total		Count	185	166	89	50	38	528
			% of Total	35.0%	31.4%	16.9%	9.5%	7.2%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 35.0% respondents strongly agreed, 31.4% respondents agreed, 16.9% respondents were neutral, 9.5% respondents disagreed and 7.2% respondents strongly disagreed that 'Availability and Proper use of ICT equipment in classroom and labs for effective teaching and learning'.

**H<sub>0</sub>:** The two factors are independent.

**H<sub>1</sub>:** The two factors are not independent (associated).

**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 36.**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	191.858 <sup>a</sup>	16	.000
Likelihood Ratio	145.380	16	.000
Linear-by-Linear Association	98.045	1	.000
N of Valid Cases	528		

a. 6 cells (24.0%) have expected count less than 5. The minimum expected count is 1.08.

❖ **Analysis:** Association between Students' **Satisfaction(dependent variable)** and **Teacher, employees and students are well dressed**.

**Table: 37.**

		Crosstab					Total	
		Teacher, employees and students are well dressed.						
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree		
I am highly satisfied with the overall service quality of the institution.	Strongly Agree	Count	93	67	7	1	5	173
		% of Total	17.6%	12.7%	1.3%	0.2%	0.9%	32.8%
	Agree	Count	93	97	14	8	2	214
		% of Total	17.6%	18.4%	2.7%	1.5%	0.4%	40.5%
	Undecided (Neither Agree Nor Disagree)	Count	30	12	23	4	0	69
		% of Total	5.7%	2.3%	4.4%	0.8%	0.0%	13.1%
	Disagree	Count	17	14	12	9	5	57
		% of Total	3.2%	2.7%	2.3%	1.7%	0.9%	10.8%
	Strongly Disagree	Count	2	2	0	3	8	15
		% of Total	0.4%	0.4%	0.0%	0.6%	1.5%	2.8%
Total		Count	235	192	56	25	20	528
		% of Total	44.5%	36.4%	10.6%	4.7%	3.8%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 44.5% respondents strongly agreed, 36.4% respondents agreed, 10.6% respondents were neutral, 4.7% respondents disagreed and 3.8% respondents strongly disagreed that ‘Teacher, employees and students are well dressed’.

**H<sub>0</sub>:** The two factors are independent.

**H<sub>1</sub>:** The two factors are not independent (associated).

**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 38.**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	214.586 <sup>a</sup>	16	.000
Likelihood Ratio	137.807	16	.000
Linear-by-Linear Association	73.813	1	.000
N of Valid Cases	528		

a. 7 cells (28.0%) have expected count less than 5. The minimum expected count is .57.

**Interpretation & Findings:** From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

❖ **Analysis:** Association between Students’ Satisfaction(dependent variable)andThere is congenial, healthy & competitive environment.

**Table: 39.**

		Crosstab						Total	
		There is congenial, healthy & competitive environment.							
		Strongly Agree	Agree	Undecided (Neither Agree Nor Disagree)	Disagree	Strongly Disagree	12.00		
I am highly satisfied with the overall service quality of the institution.	Strongly Agree	Count	103	52	14	4	0	0	173
		% of Total	19.5%	9.8%	2.7%	0.8%	0.0%	0.0%	32.8%
	Agree	Count	79	111	15	5	2	2	214
		% of Total	15.0%	21.0%	2.8%	0.9%	0.4%	0.4%	40.5%
	Undecided (Neither Agree Nor Disagree)	Count	21	24	18	3	3	0	69
		% of Total	4.0%	4.5%	3.4%	0.6%	0.6%	0.0%	13.1%
	Disagree	Count	21	3	15	16	2	0	57
		% of Total	4.0%	0.6%	2.8%	3.0%	0.4%	0.0%	10.8%

	Strongly Disagree	Count	1	3	2	1	8	0	15
		% of Total	0.2%	0.6%	0.4%	0.2%	1.5%	0.0%	2.8%
Total		Count	225	193	64	29	15	2	528
		% of Total	42.6%	36.6%	12.1%	5.5%	2.8%	0.4%	100.0%

**Interpretation & Findings:** From the above crosstab, it can be said that out of total 528 respondents (management students), 42.6% respondents strongly agreed, 36.6% respondents agreed, 12.1% respondents were neutral, 5.5% respondents disagreed and 2.8% respondents strongly disagreed that ‘There is congenial, healthy & competitive environment.’

**H<sub>0</sub>:** The two factors are independent.

**H<sub>1</sub>:** The two factors are not independent (associated).

**Tool Used:** Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

**Table: 40.**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	286.372 <sup>a</sup>	20	.000
Likelihood Ratio	170.659	20	.000
Linear-by-Linear Association	69.830	1	.000
N of Valid Cases	528		

a. 13 cells (43.3%) have expected count less than 5. The minimum expected count is .06.

**Interpretation & Findings:** From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated**.

## V. Conclusion, Discussion And Implications

From the above findings it can be seen that out of total 19 null hypotheses, not even a single null hypotheses is accepted. So, it can be concluded that all the alternate hypotheses were accepted and all the null hypotheses were rejected. This tells us that there is association between dependent variable ‘satisfaction with overall service quality of the institution’ of students and all the independent variables. Independent variables include the items from the three SQL dimensions namely Core Service Policy, Service Delivery Process & Tangibles/Physical Evidence.

In management education, **core service policy** generally, focuses on the contents of the syllabus, and this should be designed as per the future needs of industry. Students are well aware that management education must make them employable, for which practical knowledge of the subject is equally important as theoretical knowledge. Core service policy included the emphasis on the physical and psychological personality development of the students. Students, who are final consumers of the educational services, expect from management/administration implements policies and ensure the successful execution. There should not be space for dissatisfaction; rather proper grievance handling mechanism must there. Sufficient number of teachers / faculty/ support staff is expected by the students for smooth service delivery process etc.

Expectation level of students is high, they expect effective Training and placement system, which may train them during the programme; and teachers and students both must be involved in research and consultancy projects which may give them proper employment opportunities after the completion of the course. It can be seen from the findings that all the items / independent variables related to core service policy are included in the SQL dimension. And all the

The next service quality dimension in management institutions is **Service Delivery Process**, which includes the effectiveness and efficiency of the teaching methodology. And in order to improve the efficiency of the delivery process that is to improve the effectiveness of transfer of knowledge to the students from the teachers; emphasis must be on practical knowledge & case study methods. It should not be based solely on theoretical and classroom teaching. Teachers must change their teaching style as per requirement of the service delivery process. For this, teachers can take the feedback and suggestions to improve their performance. And to further improve the service quality of service delivery process, all the teachers must be ready to seek opportunities to teach students apart from scheduled classes; it means that they should be easily accessible to the students.

The next service quality dimension in management institutions is Physical Evidence/ Tangibles. In education sector, more specifically, in management institutions, physical evidence plays a major role. As we are aware that services are intangible in nature; hence the emphasis of management institutions must be on to tangibilise the intangible educational services. For this they need to have most appropriate 'Physical Facilities/Infrastructure/Physical Evidence'. There must be the availability and proper use of ICT equipment in classroom and labs for effective teaching and learning; as these play role in making service delivery process as efficient as possible. Teacher, employees and students must be well dressed, and they ought to create a congenial, healthy & competitive environment for the growth of students as well as of institutions.

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