

Impact of SQL dimensions on the satisfaction level of students of management institutions in U.P., India.

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Abstract: The present study focused on the overall service quality of the management institutions in U.P., India. In order to study the overall service quality, seven SQL dimensions were formed to evaluate the perception of the students for the same. Following are the major seven SQL dimensions: Personal and Social Competence, Service Delivery, Core Service Policy, Empowerment Policy, Emotional ignorance, Emotional Positivity & Tangibles. It was assumed that overall service quality of any management institution is based on aforementioned seven SQL dimensions; but the results of MLR showed that in the model, the proportion of explained variance as measured by R-SQUARE was 0.347, in other words 34.7% of variation in overall satisfaction (dependent variable) with service quality dimensions of management students is explained by all the 8 SQL dimensions (8 independent variables). Hence, the impact and significant relationship of each SQL dimension with dependent variable 'overall satisfaction' were also analysed. The relative importance of each service quality dimensions was analysed with the help of the values of unstandardized coefficients of each SQL dimension. It was found that SQL dimension Tangibles has the greatest positive influence on 'Overall Satisfaction with Service Quality', followed by positive influence of Core Service Policy, and finally followed by positive influence of Service delivery.

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

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I. Introduction

After liberalisation, privatisation and globalisation of the economy, management institutes have great opportunity to serve the needs of the industry and students. Students are inclined towards the management education; as it is considered to be important and basic qualification to join corporate sector. The biggest question before the management institutes is how to attract and satisfy the students who are final consumers of the educational services. Students /consumers' satisfaction must be the sole aim of management institutions and previous researches (Parasuraman et al, 1985, 1988, 1991.) had proved that enhanced service quality leads to consumer satisfaction.

Parasuraman et al, (1985) gave following five service quality dimensions to measure the service quality-

- Reliability
- Responsiveness
- Assurance
- Empathy
- Tangibles

Gronross (1985) divided service quality into-

- Functional quality and
- Technical quality.

Rizvi. I., et al, (2014), did a research on SQL dimensions and consumer satisfaction, and found that 'the customers have become very dynamic and their level of expectation is rising continually, as a result the customer satisfaction relationship may fluctuate suddenly; therefore, special concentration of insurance companies on service delivery should be employed for maximizing perceived value and experience of consumers. As insurance services are intangible; consumers judge the service quality on the basis of service delivery process, which should be effective, efficient and error free.

1.1. Impact of Emotional Intelligence on Service Quality

In India, management institutions are striving to recruit and select the best academically and professionally endowed teachers so that they will impart the best theoretical and practical knowledge to the students and will be an asset to the institution; otherwise institutes may face the problem of dissatisfaction among the students, which may consequently lead to the financial loss due lack of emotionally intelligent teachers.

Among the teachers, this can be manifested by-

- Lack of personal and social competence,
- Impoliteness, lack of empathy,
- Lack of enthusiasms,
- Lack of self-discipline and
- Pessimistic attitude towards the students;

And students are basically customers and consumers of the educational services of management institutions. Service delivery process involves human element, teachers are directly dealing with students. Hence, personal and social competence of the teachers are playing major role in service delivery process. Students may complain about rude and uncooperative teachers that is directly affecting service quality of the institution.

As it is evident from the previous researchers that consumers are more concerned and are often turned away by impolite, rude and arrogant workers (teachers' behaviors) than by institutes' services.

Benett, T. (2007), argued that among competencies lacking among employees in developing countries are-

- Life skills,
- Social network interactions
- Self-management, and
- Self-discipline among other variables.

Hence, It is the researchers took an interest to understand why teachers, despite a plethora of academic and professional qualifications & experience do not live to the expectations of the students.

Researchers also wanted to understand the impact of emotional intelligence or lack of it, on the service delivery process / service quality in management institutions. Since there is dearth of the research on the topics like application of emotional intelligence in service delivery process, researchers formulated seven service quality dimensions including all these aspects.

Rizvi. I., et al, (2014), also emphasised on the fact about service industry is that it involves human element and we know that delivery of service is possible with the support of employees who directly deals with consumers. Hence, employees and advisors must be-

- Trained,
- Qualified,
- Responsive,
- Must be always willing to help customers
- Take the initiative to solve consumers' query
- They should always anticipate
- Decent in approach and
- Competent enough to serve consumers effectively
- Satisfy consumers in order to retain them
- Make them loyal.
- Employees should enjoy their role in service delivery process

It is the duty of employees to give complete information about the policy and above all they should enjoy their role in service delivery process. As the results proved a significant and positive relationship between service delivery and satisfaction, insurance companies will have to concentrate more on service delivery process. Although the results of the research conducted by Rizvi. I., et al, (2014), proved that there is insignificant relationship between emotional intelligence and EI may not be playing a direct role yet we know that competency of employees is based on their level of emotional intelligence. So, the training and development of employees in order to enhance their skills, is very important. He further argued that, in this competitive environment, to achieve satisfaction of consumers is a challenging task. But without accepting this challenge, insurance companies cannot achieve the higher stage of consumer loyalty. Only a satisfied consumer can be retained and can be loyal.

Customer satisfaction and loyalty relationship is complex and dynamic, therefore insurance service providers should pay special attention on customer value maximization and expectation fulfilment. Since,

consumers are the most important stakeholders of insurance companies; the success of the organization largely depends on their satisfaction.

1.2. Research Questions Guiding the Study

The key question this study addresses is, whether the 8 SQL dimensions have positive and significant impact on the overall satisfaction of the students of the management institution in U.P., India or not?

- Is there positive and significant impact of Core Service Policy on the overall satisfaction?
- Is there positive and significant impact of Service Delivery Process on the overall satisfaction?
- Is there positive and significant impact of Tangibles/Physical Evidence on the overall satisfaction?
- Is there positive and significant impact of Personal and Social Competence on the overall satisfaction?
- Is there positive and significant impact of Empowerment Policy on the overall satisfaction?
- Is there positive and significant impact of Emotional ignorance the overall satisfaction?
- Is there positive and significant impact of Emotional Positivity on the overall satisfaction?

The purpose of this research is to draw conclusions about the relative importance of each SQL dimension and their impact on the 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 analyse the correlation between the seven service quality dimensions and the satisfaction of the students studying in the management institutions in U.P. For this purpose, the overall satisfaction of the students was measured with the help of constructing aforementioned 7 service quality dimensions. Each dimension and its correlations and impact were analysed.

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 research hypotheses-

Research objectives-1: To study the positive and significant impact of Personal and Social Competence, Service Delivery, Core Service Policy, Empowerment Policy, Emotional ignorance, Emotional Positivity & Tangibles on the overall satisfaction of the students of the management institution in U.P., India.

Alternate Hypothesis (H1)-1: There is positive and significant impact of Core Service Policy on the overall satisfaction.

Null Hypothesis (H0)-1: There is no positive and significant impact of Core Service Policy on the overall satisfaction.

Alternate Hypothesis (H1)-2: There is positive and significant impact of Service Delivery Process on the overall satisfaction.

Null Hypothesis (H0)-2: There is no positive and significant impact of Service Delivery Process on the overall satisfaction.

Alternate Hypothesis (H1)-3: There is positive and significant impact of Tangibles/Physical Evidence on the overall satisfaction.

Null Hypothesis (H0)-3: There is no positive and significant impact of Tangibles/Physical Evidence on the overall satisfaction.

Alternate Hypothesis (H1)-4: There is positive and significant impact of Personal and Social Competence on the overall satisfaction.

Null Hypothesis (H0)-4: There is no positive and significant impact of Personal and Social Competence on the overall satisfaction.

Alternate Hypothesis (H1)-5: There is positive and significant impact of Empowerment Policy on the overall satisfaction.

Null Hypothesis (H0)-5: There is no positive and significant impact of Empowerment Policy on the overall satisfaction.

Alternate Hypothesis (H1)-6: There is positive and significant impact of Emotional ignorance the overall satisfaction.

Null Hypothesis (H0)-6: There is no positive and significant impact of Emotional ignorance the overall satisfaction.

Alternate Hypothesis (H1)-7: There is positive and significant impact of Emotional Positivity on the overall satisfaction.

Null Hypothesis (H0)-7: There is no positive and significant impact of Emotional Positivity on the overall satisfaction.

II. Literature Review

2.1. Emotional Intelligence (EI): It can be defined as the ability to monitor our own and others' feelings and emotions, to discriminate among them, and to use this to guide our thinking and actions (Salovey & Mayer, 1990). The emotionally intelligent person is skilled in four areas: Identifying, using, understanding, and regulating emotions (Salovey & Mayer, 1993).

According to Goleman (1995) emotional intelligence consists of five components: Knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relationships.

2.2. Interpersonal skills: "Goal-directed behaviours, including communication and relationship-building competencies, employed in interpersonal interaction episodes characterised by complex perceptual and cognitive processes, dynamic verbal and nonverbal interaction exchanges, diverse roles, motivations, and expectancies." Klien, DeRouin and Salas (2006, p. 81)

Daniel Goleman (1995) developed further the work of Mayer and Salovey and in association with the Hay Group and developed the following models of competencies. Emotional competence determines how much of that potential has been translated into the

real life situations. Along with cognitive elements, all the emotional competencies involve some degree of skill in the realm of feeling. The emotional competencies are divided under two heads namely:

- a. Personal competence and
- b. Social competence

2.2.1. Personal competence

Personal competence determines how one manages himself/herself. It involves intra-personal skills like-

- Knowing and managing one's internal states,
- Impulses and resources,
- Managing and harnessing one's own emotions,
- Knowing one's strengths and limits,
- Having a strong sense of one's worth and capabilities,
- Maintaining standards of honesty and integrity,
- Taking responsibility for personal performance,
- Being flexible and comfortable in handling novel ideas and new information,
- Striving to meet a standard of excellence,
- Developing readiness to act on opportunities and showing persistence in pursuing goals despite obstacles and setbacks, etc.

Personal competence is the foundation of all emotional intelligence competencies. Awareness of one's emotions and his ability to control it is the key to personal competence. In other words, personal competence in emotional intelligence enables an individual to recognize and accurately label his emotions, control the emotions appropriately, choose how to react, increase confidence in the ability to act appropriately in any situations.

2.2.2. Social competence

Social competence determines how one handles relationships. It involves inter-personal skills such as-

- Sensing others' feelings and perspectives and taking an active interest in their concerns,
- Sensing others' developmental needs and bolstering their abilities,
- Listening openly and sending convincing messages,
- Negotiating and resolving disagreements,
- Initiating and nourishing instrumental relationships,
- Working with others towards shared goals,
- Anticipating and recognizing others' needs and

- Creating groups synergy in pursuing collective goals.

Effective listening is another relationship skill, according to McBride and Maitland (2002). Without listening to other people, one may irritate them and damage the relationships without understanding the other person's point of view. Conflict management is made very easy by accepting that one cannot guarantee to change the other person. Instead one can control his own responses, which can influence the relationship in a positive way.

Rizvi. I., et al, (June, 2014), emphasized 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 in insurance industry. 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 to achieve good customer service delivery and thus, avoid customer defection, help in consumer retention and encourage consumers to be loyal to the organization.'

3.2 Conceptual framework:

Figure-1: Conceptual framework

Service Quality Dimensions (Independent Variables)

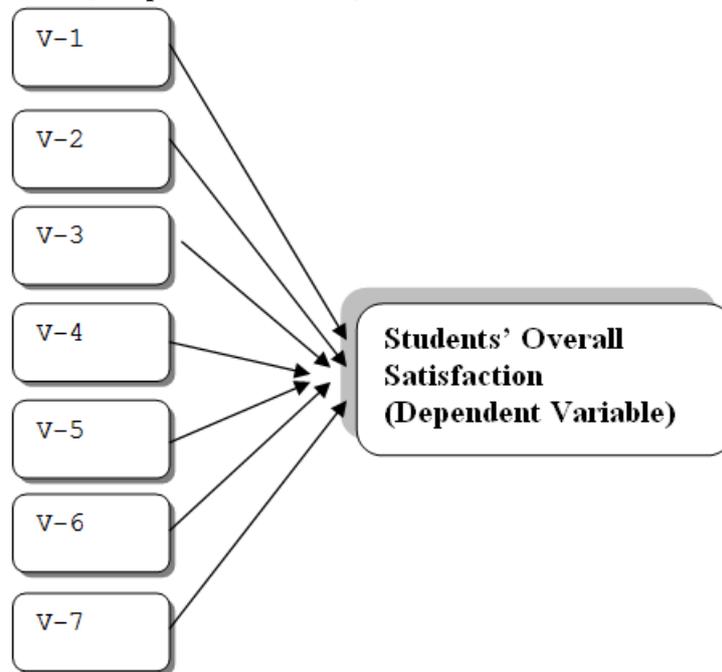


Table: 1

Service Quality Dimensions (Independent Variables)	CODE
Personal & Social Competence	V1
Service Delivery Process	V2
Core Service Policy	V3
Empowerment Policy	V4
Emotional ignorance	V5
Emotional Positivity	V6
Physical Evidence/Tangibles	V7

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 were 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. FACTOR ANALYSIS: Service Quality Determinants of Management Institutions

Factor Analysis was performed to determine the Factors which decide the Service Quality of Management Institutions in U.P., India.

Table: 2: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.949
Bartlett's Test of Sphericity	Approx. Chi-Square	7532.613
	Df	496
	Sig.	.000

The KMO measure of sampling adequacy is **0.949**, which indicates the present data is suitable for factor analysis. Similarly, Bartlett's test of sphericity is significant ($p < 0.001$); that explains existence of sufficient correlation between variables to proceed with the analysis.

Table: 3: Total Variance

Component	Total Variance Explained								
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	12.059	37.683	37.683	12.059	37.683	37.683	4.446	13.892	13.892
2	1.658	5.182	42.865	1.658	5.182	42.865	4.268	13.337	27.229
3	1.233	3.852	46.717	1.233	3.852	46.717	3.724	11.636	38.865
4	1.097	3.429	50.146	1.097	3.429	50.146	3.610	11.281	50.146
5	.982	3.068	53.214						
6	.953	2.977	56.191						
7	.921	2.877	59.069						
8	.872	2.725	61.794						
9	.839	2.621	64.415						
10	.776	2.425	66.840						
11	.749	2.340	69.180						
12	.736	2.301	71.481						
13	.706	2.208	73.688						
14	.692	2.161	75.849						

15	.668	2.086	77.936						
16	.599	1.872	79.808						
17	.571	1.784	81.592						
18	.555	1.736	83.327						
19	.503	1.572	84.899						
20	.495	1.546	86.445						
21	.481	1.502	87.947						
22	.443	1.384	89.331						
23	.419	1.308	90.639						
24	.416	1.299	91.939						
25	.380	1.188	93.127						
26	.370	1.156	94.283						
27	.351	1.097	95.380						
28	.349	1.090	96.470						
29	.312	.976	97.446						
30	.290	.907	98.353						
31	.273	.852	99.205						
32	.254	.795	100.000						
Extraction Method: Principal Component Analysis.									

In table-4.1.2., this output lists the eigen values associated with each linear component (factor) before extraction, after extraction and after rotation. Before extraction, Output has identified 32 linear components within the data t should be clear that the first few factors explain relatively large amounts of variance (especially factor 1) whereas subsequent factors explain only small amounts of variance. **Then all factors with Eigen values greater than 1 are extracted**, which leaves us with **four factors**. According to Kaiser Criterion, only first 4 factors should be used because subsequent eigenvalues are less than 1.

But after extraction and rotation, all the 4 factors explain the following percentage of total variance.

So, factor 1 explains 37.683% of total variance, factor 2 explains 5.182% of total variance, factor 3 explains 3.852% of total variance & factor 4 explains 3.429% of total variance.

As evident from the table of total variations explained, we find out that from the total 32 components (play role in Service Quality of Management Institutions), 4 factors are extracted and these 4 factors together account for only 50.146% of the total variance (Information contained in original 32 variables) hence we have reduced the number of variable from 32 to 4 underlying factors. There by sacrificing around 49.854% of the total variation or Information, that is sacrificed.

Figure:2:Cartell's Scree test

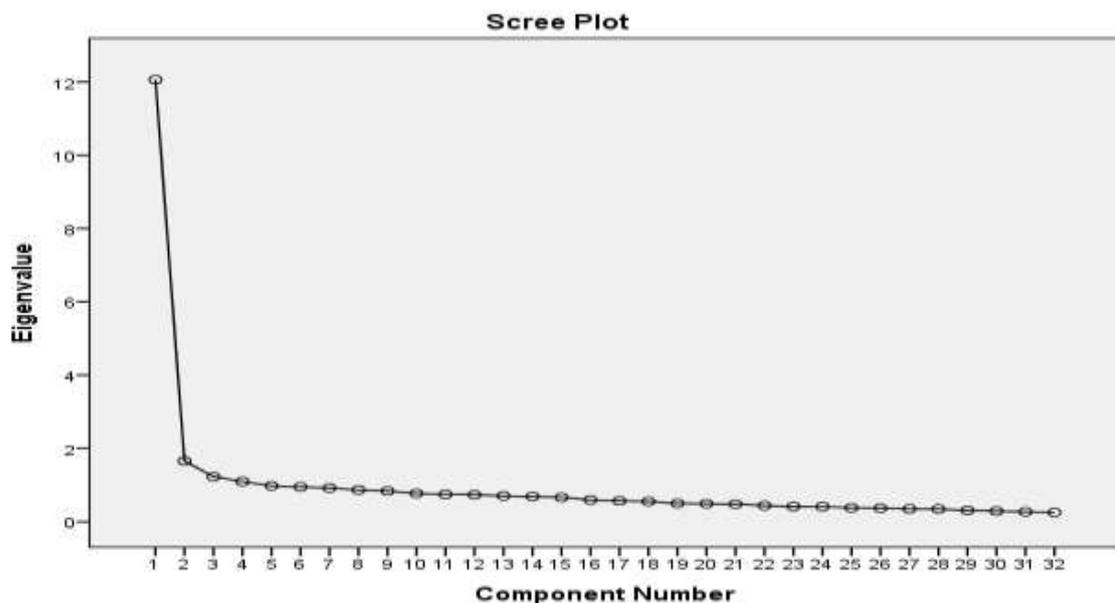


Table: 4:Rotated Component Matrix

Rotated Component Matrix ^a				
	Component			
	1	2	3	4

Teachers have knowledge and skills	.111	.496	.463	.194
Teachers have the confidence and capability to discharge their duties	-.003	.394	.548	.254
Teachers have a clear understanding about students' strengths and weaknesses	.082	.322	.399	.426
Teachers are responsive & reliable	.134	.393	.348	.463
Teachers keep their promises with their students.	.203	.296	.212	.540
Teaching methodology is effective and efficient	.253	.559	.259	.263
Teaching methodology emphasises on practical knowledge & case study methods	.239	.652	.215	.115
Teaching methodology emphasises on theoretical and classroom teaching.	.103	.379	.273	.433
Teachers can comfortably change their teaching style as per requirement.	.173	.534	-.013	.457
Teachers take the feedback and suggestions to improve their performance.	.304	.468	.113	.322
Teachers are ready to seek opportunities to teach students apart from scheduled classes.	.365	.360	.110	.539
Teachers are easily accessible.	.203	.416	.208	.535
Contents of the syllabus are designed as per the future needs of industry.	.287	.651	.188	.052
Emphasis is on theoretical as well as practical knowledge.	.307	.554	.271	.111
Curricular activities emphasise on the physical and psychological personality development of the students.	.409	.437	.379	.198
Management implements policies and ensures the successful execution.	.501	.437	.133	.177
Proper grievance handling mechanism is there.	.642	.207	.115	.265
Effective Training and placement system is there.	.623	.401	.146	.042
Teachers and students are involved in research and consultancy projects.	.487	.329	.084	.284
There is sufficient number of teachers / faculty/ support staff.	.554	.345	.172	.209
Physical Facilities/Infrastructure/Physical Evidence is the best.	.622	.127	.105	.215
Availability and Proper use of ICT equipment in classroom and labs for effective teaching and learning.	.710	.191	.099	.032
Teacher, employees and students are well dressed.	.374	.176	.403	.368
There is congenial, healthy & competitive environment.	.444	.042	.545	.177
Teachers are willing to take extra responsibilities.	.157	-.023	.071	.582
Teachers are willing to learn how to improve their performance.	.272	.259	.412	.440
Faculty Development Programmes are organised frequently to train and develop teachers.	.624	.067	.313	.240
Teachers are encouraged to attend seminars and conferences.	.302	.079	.504	.207
Teachers operate with hope of success rather than fear of failure.	.135	.230	.683	-.075
Teachers consider forgiveness and reconciliation with students.	.063	.232	.634	.271
Teachers are able to maintain calm appearance and equanimity.	.340	.094	.439	.401
Teachers are optimistic and great motivators.	.229	.100	.468	.542
Extraction Method: Principal Component Analysis.				
Rotation Method: Varimax with Kaiser Normalization. ^a				
a. Rotation converged in 10 iterations.				

Interpretation: Factors of Service Quality of Management Institutions

In the present study Factor Analysis exhibits the rotated factor loading for the statements (Variables) of **Service Quality of Management Institutions** in U.P., India. Looking at Rotated Component Matrix (**Table-4.1.3.**), we find out that-

Factor/Component 1 contains the 8 items-

1. Management implements policies and ensures the successful execution.
2. Proper grievance handling mechanism is there.
3. Effective Training and placement system is there.
4. Teachers and students are involved in research and consultancy projects.
5. There is sufficient number of teachers / faculty/ support staff.
6. Physical Facilities/Infrastructure/Physical Evidence is the best.
7. Availability and Proper use of ICT equipment in classroom and labs for effective teaching and learning.
8. Faculty Development Programmes are organised frequently to train and develop teachers.

Factor/Component 2 contains the 8 items-

1. Teachers have knowledge and skills
2. Teaching methodology is effective and efficient
3. Teaching methodology emphasises on practical knowledge & case study methods
4. Teachers can comfortably change their teaching style as per requirement.
5. Teachers take the feedback and suggestions to improve their performance.
6. Contents of the syllabus are designed as per the future needs of industry.
7. Emphasis is on theoretical as well as practical knowledge.
8. Curricular activities emphasise on the physical and psychological personality development of the students.

Factor/Component 3 contains the 7 items-

1. Teachers have the confidence and capability to discharge their duties.
2. Teacher, employees and students are well dressed.

3. There is congenial, healthy & competitive environment.
4. Teachers are encouraged to attend seminars and conferences.
5. Teachers operate with hope of success rather than fear of failure.
6. Teachers consider forgiveness and reconciliation with students.
7. Teachers are able to maintain calm appearance and equanimity.

Factor/Component 4 contains the 9 items-

1. Teachers have a clear understanding about students' strengths and weaknesses.
2. Teachers are responsive & reliable
3. Teachers keep their promises with their students.
4. Teaching methodology emphasises on theoretical and classroom teaching.
5. Teachers are ready to seek opportunities to teach students apart from scheduled classes.
6. Teachers are easily accessible.
7. Teachers are willing to take extra responsibilities.
8. Teachers are willing to learn how to improve their performance.
9. Teachers are optimistic and great motivators.

Conclusion:

A major contribution of this study is to identify the factors of Service Quality of Management Institutions in U.P., India. Results of factor analysis have produced aforementioned factors, which can be considered as most important factors of **Service Quality of Management Institutions**.

4.2.CORRELATIONS ANALYSIS

Correlations analysis has been performed to study the correlation between SQL dimensions (**Personal and Social Competence, Service Delivery, Core Service Policy, Empowerment Policy, Emotional Positivity & Tangibles**) and **Overall Satisfaction with Service Quality**.

Table:5:Correlation Matrix

		I am highly satisfied with the overall service quality of the institution.	Personal and Social Competence	Service Delivery	Core Service Policy	Empowerment Policy	Emotional Positivity	Tangibles
Pearson Correlation	I am highly satisfied with the overall service quality of the institution.	1.000	.394	.484	.527	.416	.422	.542
	Personal and Social Competence	.394	1.000	.714	.640	.599	.653	.572
	Service Delivery	.484	.714	1.000	.776	.605	.615	.612
	Core Service Policy	.527	.640	.776	1.000	.636	.599	.719
	Empowerment Policy	.416	.599	.605	.636	1.000	.589	.616
	Emotional Positivity	.422	.653	.615	.599	.589	1.000	.568
	Tangible	.542	.572	.612	.719	.616	.568	1.000
Sig. (1-tailed)	I am highly satisfied with the overall service quality of the institution.	.	.000	.000	.000	.000	.000	.000
	Personal and Social Competence	.000	.	.000	.000	.000	.000	.000
	Service Delivery	.000	.000	.	.000	.000	.000	.000
	Core Service Policy	.000	.000	.000	.	.000	.000	.000
	Empowerment Policy	.000	.000	.000	.000	.	.000	.000
	Emotional Positivity	.000	.000	.000	.000	.000	.	.000
N	I am highly satisfied with the overall service quality of the institution.	528	528	528	528	528	528	528

Personal and Social Competence	528	528	528	528	528	528	528
Service Delivery	528	528	528	528	528	528	528
Core Service Policy	528	528	528	528	528	528	528
Empowerment Policy	528	528	528	528	528	528	528
Emotional Positivity	528	528	528	528	528	528	528
Tangible	528	528	528	528	528	528	528

Interpretation and Conclusion

There should be some correlations between the dependent variable and the independent variables (Pallant, 2007). The correlation matrix presented above shows that there is a positive correlation among the 8 SQL dimensions- **Personal and Social Competence, Service Delivery, Core Service Policy, Empowerment Policy, Emotional Positivity & Tangibles** (Independent variables) and **Overall Satisfaction with Service Quality** (dependent variable). The correlation analysis shows that 8 independent variables are significant at the 0.000 level, which is lower than the 0.05 confidence level for the study.

The correlation among **Personal and Social Competence, Service Delivery, Core Service Policy, Empowerment Policy, Emotional Positivity & Tangibles** indicates that there was a significant and positive correlation with one another also.

4.3. MULTIPLE REGRESSION ANALYSIS

Our objective is to measure the relationship between 6 important dimensions- **Personal and Social Competence, Service Delivery, Core Service Policy, Empowerment Policy, Emotional ignorance, Emotional Positivity & Tangibles** (independent variables) and **Overall Satisfaction with Service Quality** (dependent variable).

A stepwise multiple regression analysis was performed to test the relationship between the dependent variable and 8 SQL dimensions (independent variables) mentioned above; **the results are as follows:**

4.3.1. Reliability test of dimension

A reliability test for each dimension of service quality was performed which showed that Cronbach's alpha coefficients were above 0.60 for all dimensions.

Table: 6: Reliability Statistics

Reliability Statistics		
Dimension	Cronbach's Alpha	N of Items
Personal and Social Competence	.972	4
Service Delivery	.888	7
Core Service Policy	.970	8
Empowerment Policy	.949	4
Emotional ignorance	.924	4
Emotional Positivity	.949	4
Tangibles	.934	4

Multiple Linear Regression provides equation of best fit, in the least square sense, between a dependent variable (**Overall Satisfaction with Service Quality**) and two or more independent variables.

The value of **multiple correlation coefficient (R)** lies between 0 and 1.

The higher is the value of multiple correlation coefficients (R) the better is the fit of regression equation.

Table: 7: Regression

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.589 ^a	.347	.338	.86745

a. Predictors: (Constant), Tangible, Emotional_ignorance, Emotional_Positivity, Empowerment_Policy, Service_Delivery, Personal_and_Social_Competence, Core_Service_Policy

Interpretation and Conclusion:

In **model**, the proportion of explained variance as measured by R-SQUARE was (R²=0.347) indicates that about 34.7% of the variance in **students' Overall Satisfaction with Service Quality** is explained by the 8 predictor variables (independent).

Above table provides the results of Multiple Linear Regression. Based on the results, it seems model for

management students, has worked realistically well in explaining the variation in **overall satisfaction with service quality**. In the **model**, the proportion of explained variance as measured by R-SQUARE was **(.347)**. In other words **34.7%** of variation in **overall satisfaction with service quality** (dependent variable) of management students is explained by all the 8 dimensions (8 independent variables).

The value of **standard error** is 0.86745 which is an estimate of a regression is quantitative measure useful to indicate how precise the prediction of dependent variable is, based on two or more independent variables.

Table: 8: Regression coefficients

Model		Coefficients ^a						Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF	
		B	Std. Error	Beta					
1	(Constant)	.265	.142		1.870	.062			
	Personal and Social Competence	-.095	.084	-.064	-1.129	.259	.395	2.531	
	Service Delivery	.211	.091	.148	2.324	.020	.310	3.231	
	Core Service Policy	.220	.087	.166	2.521	.012	.290	3.454	
	Empowerment Policy	.021	.065	.017	.324	.746	.479	2.086	
	Emotional Ignorance	.052	.045	.044	1.147	.252	.873	1.145	
	Emotional Positivity	.115	.072	.082	1.590	.112	.475	2.105	
	Tangibles	.379	.069	.298	5.456	.000	.421	2.377	

a. Dependent Variable: I am highly satisfied with the overall service quality of the institution.

V. Findings And Conclusion:

5.1. Regression coefficients values

5.1.1. Service Delivery: From the above table, we can see that in case of management students the value of unstandardised (β) coefficients for SQL Dimension, Service delivery is **0.211**, it means that one unit positive change in Service Delivery, while holding other variables constant, would result in the **increase** of dependent variable **Overall Satisfaction with Service Quality** by **0.211** unit. And the value of standardised coefficients (Beta) is **0.148**. Hence, we can conclude that SQL Dimension, Service delivery has **significant values of coefficients** and has **positive relationship** with dependent variable **Overall Satisfaction with Service Quality**. So, we can say that our **Alternate Hypothesis (H1) 2 is accepted and Null Hypothesis (H0) 2 is rejected**.

5.1.2. Core Service Policy: From the above table, we can see that in case of management students the value of unstandardised (β) coefficients for SQL Dimension, **Core Service Policy** is **0.220**, it means that one unit positive change in Core Service Policy, while holding other variables constant, would result in the **increase** of dependent variable **Overall Satisfaction with Service Quality** by **0.220** unit. And the value of standardised coefficients (Beta) is **0.166**. Hence, we can conclude that SQL Dimension, **Core Service Policy** has **significant values of coefficients** and has **positive relationship** with dependent variable **Overall Satisfaction with Service Quality**. So, we can say that our **Sub Alternate Hypothesis (H1) 1 is accepted and Sub Null Hypothesis (H0) 1 is rejected**.

5.1.3. Tangibles: From the above table, we can see that in case of management students the value of unstandardised (β) coefficients for SQL Dimension, **Tangibles** is **0.379**, it means that one unit positive change in **Tangibles**, while holding other variables constant, would result in the **increase** of dependent variable **Overall Satisfaction with Service Quality** by **0.379** unit. And the value of standardised coefficients (Beta) is **0.298**. Hence, we can conclude that SQL Dimension, **Tangibles** has **significant values of coefficients** and has **positive relationship** with dependent variable **Overall Satisfaction with Service Quality**. So, we can say that our **Sub Alternate Hypothesis (H1) 2 is accepted and Sub Null Hypothesis (H0) 3 is rejected**.

So, we can say that our **Alternate Hypotheses (H1) -1, 2 & 3 are accepted and Alternate Hypotheses (H1) -4, 5, 6 & 7 are rejected**.

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Conclusion:

Hence, we can conclude that, in case of management students, SQL dimension **Tangibles** has the greatest positive influence on '**Overall Satisfaction with Service Quality**', followed by positive influence of **Core Service Policy**, and finally followed by positive influence of **Service delivery**.

Finally from the results, it can be said that **Research Objective: 1 is fulfilled**.

5.2. T-Test

Furthermore, that Levene's test is testing whether or not the variances of our groups are statistically different. We generally use the .05 probability level (or "Sig." value) to determine statistical significance; so, if Levene's

test shows a “Sig.” value of less than (<) .05; then we conclude that the variances are significantly different; meaning our statistical test (t-test or F test) is invalid and we can’t make conclusive inferences from it. Likewise, if Levene’s test shows a “Sig.” value of greater than (>) .05; then we conclude the variances are NOT significantly different---which is what we want to see so that we can have confidence in the validity our t-test or F test result. The Levene's test has an **F value** of **39.486** and sig level of 0.000. This indicates that there is no significant difference between the variances thus they are homogeneous. And the appropriate reading in the t-test is under "equal variances assumed" i.e they are equal.

Table: 9: Descriptive Statistics

Descriptive Statistics			
	Mean	Std. Deviation	N
I am highly satisfied with the overall service quality of the institution.	2.1042	1.06637	528
Personal and Social Competence	1.8394	.71479	528
Service Delivery	1.9372	.74719	528
Core Service Policy	2.0433	.80388	528
Empowerment Policy	1.9858	.84596	528
Emotional Ignorance	2.5800	.89703	528
Emotional Positivity	1.9214	.75918	528
Tangibles	2.0043	.83966	528

Table: 10: ANOVA^a

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	207.986	7	29.712	39.486	.000^b
	Residual	391.285	520	.752		
	Total	599.271	527			
a. Dependent Variable: I am highly satisfied with the overall service quality of the institution.						
b. Predictors: (Constant), Tangible, Emotional_ignorance, Emotional_Positivity, Empowerment_Policy, Service_Delivery, Personal_and_Social_Competence, Core_Service_Policy						

Table: 11: Collinearity Diagnostics^a

Collinearity Diagnostics ^a											
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions							
				(Constant)	Personal_and_Social_Competence	Service_Delivery	Core_Service_Policy	Empowerment_Policy	Emotional_ignorance	Emotional_Positivity	Tangibles
1	1	7.553	1.000	.00	.00	.00	.00	.00	.00	.00	.00
	2	.140	7.338	.11	.01	.02	.01	.03	.35	.01	.02
	3	.072	10.250	.03	.14	.02	.03	.04	.04	.18	.36
	4	.064	10.874	.00	.01	.10	.08	.71	.00	.05	.02
	5	.055	11.685	.31	.00	.06	.01	.15	.12	.44	.11
	6	.050	12.294	.51	.12	.03	.00	.06	.43	.14	.14
	7	.040	13.667	.02	.59	.07	.16	.01	.03	.17	.24
	8	.025	17.470	.01	.12	.71	.70	.00	.02	.00	.12
a. Dependent Variable: I am highly satisfied with the overall service quality of the institution.											

Final results of analyses have fulfilled all the research objectives and a **table-20** in this regard, has been given below to mention the final results of all the hypotheses, on the basis of which conclusion is drawn and suggestions in form of managerial implications, are given.

Table: 12:

HYPOTHESES	RESULT
Alternate Hypothesis (H1)-1: There is positive and significant impact of Core Service Policy on the overall satisfaction.	ACCEPTED
Alternate Hypothesis (H1)-2: There is positive and significant impact of Service Delivery Process on the overall satisfaction.	ACCEPTED
Alternate Hypothesis (H1)-3: There is positive and significant impact of Tangibles/Physical Evidence on the overall satisfaction.	ACCEPTED
Alternate Hypothesis (H1)-4, 5, 6, 7 & 8	REJECTED

VI. Discussion And Managerial Implications

Teachers are teaching and directly dealing with students. Skills and competence of teachers plays vital

role in service delivery process. Central to the entire discipline of management education is the concept of service quality and students /consumers' satisfaction. In recent years, there has been an increasing interest in service quality and its impact on satisfaction, role of consumer expectations and perception for service quality. It is becoming increasingly difficult to ignore consumer satisfaction and consumer loyalty, which will ultimately lead to the success of the institution. Over the past two decades, management institutes have become more focused on these topics.

Institutions are investing on training and development of teachers; and only those teacher are preferred who are not only experts of their respective subjects but are also emotionally intelligent. Previous researches have already proved that emotional intelligence helps to improve the quality of service delivery process, thus leading to consumer satisfaction and loyalty.

Management institutions must concentrate on Core Service Policy, Service Delivery & Tangibles; but it does not mean that other SQL dimensions can be ignored. Personal and Social Competence of the teachers is directly dependent on the Empowerment Policy of the institutions. Training and development process must be continued to empower teachers and also to give them emotional positivity. If institutions will lack in this aspect and the teachers have Emotional Ignorance, it is ultimately going to affect service delivery process and its result end negatively. Students will be dissatisfied; and it is a well known fact that if consumers/students are dissatisfied, they are not going to refer other customers and will certainly spread negative word of mouth.

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